Agenda of Regular Session Board Meeting

The Board of Trustees
Pocatello/Chubbuck School District No. 25

A Regular Session Board Meeting of the Board of Trustees of Pocatello/Chubbuck School District No. 25 will be held January 16, 2018, beginning at 5:30 PM in the Education Service Center: Board Room.

Vision: The Pocatello/Chubbuck School District No. 25 empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation for the arts and acquire the skills necessary to live a healthy lifestyle.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME
4. ROLL CALL
5. REVIEW, REVISE AND APPROVE AGENDA - Action
6. APPROVAL OF MINUTES - Action
   a. Special Meeting/Executive Session/Personnel - November 2, 2017 8
   b. Special Meeting/Board Work Session with Legislators - December 4, 2017 10
   c. Special Meeting/Work Session - December 12, 2017 15
   d. Special Meeting/Executive Session/Hearings - December 13, 2017 19
7. VISITORS/CORRESPONDENCE/RECOGNITIONS/PUBLIC COMMENT
   a. Visitors and Correspondence
   b. Recognitions
      Recognition will be given to students and staff who demonstrate exceptional abilities or provide extraordinary service to others.
      Presenter: Shelley Allen
   c. Public Comment on Items Not on the Agenda
      Patrons wishing to address the Board will fill out the "Request to Appear Before the Board" form and present it to the Board Chair or Board Secretary
prior to the meeting. Board Members do not respond to delegations at the time of the meeting, instead, issues are directed to the appropriate staff member for follow up.

8. REPORTS

a. Student Representative Reports
Student representatives will report on the various student activities taking place in the high schools. Student reports should be kept to three (3) minutes.

1) **Pocatello High School**: Dylen Baird; Chase Aguinaga
2) **Century High School**: Dante Henecke; Colton Turner
3) **Highland High School**: Madison Bray; Megan Dixon; Maddie Saunders
4) **New Horizon High School**: Tyvan Farmer

b. Media Report and Community Relations Update
A monthly Media Report and Community Relations update will be provided at the time of the meeting.
Presenter: Shelley Allen

c. Education Foundation Bylaws
Information regarding the Education Foundation Bylaws will be provided at the time of the meeting. The Board may be asked to consider approving a request for an exception under New Business.
Presenter: Shelley Allen

d. Report on Standing Committees for 2017-18
Board members will report on any standing committees at the time of the meeting.

9. CURRICULUM AND INSTRUCTION AND SCHOOL SAFETY

a. Instructional Technology Update
Included in the packet is the current instructional technology newsletter, Tech News. Any further instructional technology update will be provided at the time of the meeting.
Presenter: Chuck Orr

b. High School German Textbook Adoption
Included in the packet is a memorandum detailing the recommendation for a high school German textbook adoption. Any further information will be provided at the time of the meeting. The Board will be asked to approve the textbook adoption under New Business.
Presenter: Chuck Orr

c. Head Start Annual Report/Child Outcomes Data Analysis/Program Update
Included in the packet is the Head Start Annual Report and the Child Outcomes Data Analysis. Any further Head Start program update including activities, staffing and student enrollment will be provided at the time of the meeting.
Presenter: Lori Craney

d. 21st Century After School Grant Applications/Program Update
The 21st Century After School Program is in the process of finalizing a new grant application. The grant has a focus on technology and coding and would include Ellis and Tendoy Elementary Schools. The grant application is due January 28, 2018. Any further 21st Century After School Program updates including activities, staffing and student enrollment will be provided at the time of the meeting. The Board will be asked to approve the grant application, pending completion under New Business. A final copy of the grant application will be provided to the Board prior to submission. 

Presenter: Lori Craney

e. **Idaho Food Bank Backpack Program Report**
   Included in the packet is the current Idaho Food Bank Backpack Program Report. Any further information will be provided at the time of the meeting.
   Presenter: Lori Craney

f. **ISU Administrative Intern Request**
   Included in the packet is a request from ISU to place an administrative intern at Greenacres Elementary, Hawthorne Middle School and Century High School during the 2017-18 school year. The request has been reviewed by the administration and is in order. The Board will be asked to approve the request under the Consent Agenda.
   Presenter: Jan Harwood

g. **George Fox University ESOL Agreement and Intern Request**
   Included in the packet is an agreement between George Fox University and the Pocatello/Chubbuck School District No. 25 to place interns at various district schools. Also included is a request to place an English as a Second or Other Language (ESOL) intern at Alameda Middle School and Century and Pocatello High Schools. The request has been reviewed by the administration and is in order. Any further information will be provided at the time of the meeting. The Board will be asked to approve the Agreement and the intern request under the Consent Agenda.
   Presenter: Jan Harwood

h. **Out of State/Overnight Travel Requests**
   Included in the packet is a spreadsheet detailing the out of state/overnight travel requests from the various high schools. The requests have been reviewed by the administration and are in order. Any further information will be provided at the time of the meeting. The Board will be asked to approve the requests under Old Business.
   Presenter: Jan Harwood

i. **Camp Requests**
   Included in the packet is a spreadsheet detailing the camp requests from the various schools. The requests were reviewed by the administration and are in order. Any further information will be provided at the time of the meeting. The Board will be asked to approve the requests under Old Business.
   Presenter: Jan Harwood

j. **Early Graduation Requests**
Included in the packet is a spreadsheet detailing the early graduation requests and the various reasons students are requesting early graduation. The requests have been reviewed by the counselor, school principal and Director of Secondary Education and are in order. The Board will be asked to approve the requests under Old Business.
Presenter: Jan Harwood

10. BUSINESS OPERATIONS (Budget; Maintenance; Transportation; Food Service)
Presenter: Bart Reed

  a. Idaho General Fund Revenue Report
     Included in the packet is the current Idaho General Fund Revenue Report. Any other general fund revenue update will be provided at the time of the meeting.

  b. Free and Reduced Lunch Report
     Included in the packet is the current free and reduced lunch report. Any further information will be reviewed at the time of the meeting.

  c. 2018-2019 Capital Improvement Program (CIP) Plan
     Included in the packet is the final 2018-2019 Capital Improvement Program (CIP) Plan. The information was presented at the January 9, 2018 Work Session. Any further information will be provided at the time of the meeting. The Board will be asked to approve the plan under New Business.

11. EMPLOYEE SERVICES
Presenter: Carl Smart

  a. Infinite Campus/ISEE/Technology Department Update
     Any update on Infinite Campus, ISEE uploads and/or the technology department will be provided at the time of the meeting.

  b. Student Enrollment Information
     Included in the packet is current student enrollment information. Any further update will be provided at the time of the meeting.

  c. Annual District Health Fair Dates
     The annual District Health Fairs are scheduled for Saturday, January 27, 2018 and Saturday, February 10, 2018. Any further information will be provided at the time of the meeting.

  d. Wellness Dashboard Report
     Included in the packet is the current Wellness Dashboard report detailing the membership and participation. Any further information will be provided at the time of the meeting.

12. HUMAN RESOURCES
Presenter: Susan Pettit

  a. Monthly Human Resources Report
     Included in the packet is the current monthly Human Resources report detailing the various staffing changes over the previous month. Any further information will be provided at the time of the meeting. The Board will be asked to approve the human resources activity under the Consent Agenda.
13. SUPERINTENDENT REPORT
Presenter: Douglas Howell

a. Policy Revisions Required by ESSA Changes
   Included in the packet are the policy revisions required by the Every Student
   Succeeds Act (ESSA) changes. The policies were heard on first reading at the
   December 19, 2017 Regular Board Meeting and were posted for input. Any
   further information will be provided at the time of the meeting. The Board will
   be asked to hear the policies on second reading for adoption under Old
   Business.

b. Legislative Update
   Any update in regards to the 2018 Legislative Session will be provided at the
   time of the meeting.

c. Set Special Meeting Date for Action on Secondary Boundaries
   The Board met on Thursday, January 11, 2018 to consider taking action on the
   proposed secondary boundary changes. The Board discussed further
   information and tabled any action on secondary boundaries until a future
   meeting. The Board will be asked to set the Special Meeting to consider taking
   action on secondary boundary changes for Wednesday, January 17, 2018 at
   5:30 p.m. at Pocatello High School under Old Business.

d. Board Calendar
   Included in the packet is the calendar of Board Meetings and various
   Committee Meetings for the next several weeks. Board members will be asked
   to confirm their attendance at the time of the meeting.

14. PUBLIC COMMENT

a. Public Comment Pertinent to Agenda Action Items
   Patrons wishing to address the Board will need to fill out a "Request to Appear
   Before the Board" form and present it to the Board Chair or Board Secretary
   prior to the start of the meeting. Board members do not respond to delegations
   at the time of the meeting, rather, issues are recorded and referred to the proper
   staff member for follow up.

15. CONSENT AGENDA

a. Authorize Payment of Claims
   Recommendation: The administration recommends the Board authorize the
   payment of claims for the previous month.

b. Approve Human Resource Activity
   Recommendation: Administration recommends Board approve the human
   resource activity as presented.

c. Approve Supplemental Financial Information
   Recommendation: Administration recommends Board approve the
   supplemental financial information for the previous month.

d. Approve ISU Administrative Intern Request
   Recommendation: Administration recommends Board approve the ISU
   administrative intern request as presented.
e. Approve George Fox University ESOL Agreement and Intern Request
   Recommendation: Administration recommends Board approve the George Fox University ESOL Agreement and intern request as presented.

16. OLD BUSINESS
   a. Hear on Second Reading for Adoption
      Recommendation: Administration recommends Board hear on second reading for adoption the following policy as presented:
         1) Policy 2303 - Superintendent Evaluation
         2) Policy 3204 - Supervision and Evaluation of Administrators
         3) Policy 5301 - Transportation
         4) Policy 7101 - General Policy for Hiring Certificated Personnel
         5) Policy 7202 - Teacher Supervision and Evaluation of Certificated and Professional Staff
         6) Policy 7401/8301 - Non-Discrimination
         7) Policy 8512 - Rights of Homeless Students and Equal Access to Services
   b. Approve Out of State/Overnight Travel Requests
      Recommendation: Administration recommends Board approve the out of state/overnight travel requests as presented.
   c. Approve Camp Requests
      Recommendation: Administration recommends Board approve the camp requests as presented.
   d. Approve Early Graduation Requests
      Recommendation: Administration recommends Board approve the early graduation requests as presented.
   e. Set Special Meeting to Consider Taking Action on Secondary Boundaries for Wednesday, January 17, 2018 at 5:30 p.m. at Pocatello High School
      Recommendation: Administration recommended Board set the Special Meeting to consider taking action on secondary boundaries for Wednesday, January 17, 2018 at 5:30 p.m. as presented.

17. NEW BUSINESS
   a. Consider Approving an Exception to Education Foundation Bylaws
      Recommendation: Administration recommends Board consider approving an exception to the Education Foundation Bylaws as presented.
   b. Approve High School German Textbook Adoption
      Recommendation: Administration recommends Board approve the high school German textbook adoption as presented.
   c. Approve 21st Century After School Program Grant Application, Pending Completion, and Direct Submission by January 28, 2018
      Recommendation: Administration recommends Board approve the 21st Century After School Program grant application, pending completion, and direct submission by the January 28, 2018 deadline as presented.
d. Approve 2018-2019 Capital Improvement Program (CIP) Plan
   Recommendation: Administration recommends Board approve the 2018-2019
   Capital Improvement Program (CIP) Plan as presented.

18. ANNOUNCEMENTS

19. ADJOURN
MINUTES OF SPECIAL MEETING FOR ACTION/EXECUTIVE SESSION
To Discuss Matters as Allowed by Idaho Code, Section 74-206 (1) (b) To Consider the Evaluation, Dismissal or Disciplining of, or to Hear Complaints or Charges Brought Against a Public Officer, Employee, Staff Member or Agent;

(Any Action Pertinent to Personnel To Be Taken in Open Session)
Pocatello/Chubbuck School District No. 25
County of Bannock – State of Idaho

Superintendent’s Office at the Education Service Center
Thursday, November 2, 2017
11:30 a.m.

BOARD OF TRUSTEES/SUPERINTENDENT PRESENT:
Jackie Cranor, Chair
Dave Mattson, Vice Chair
Jacob Gertsch, Clerk (Excused)
Paul Vitale, Assistant Treasurer
Janie Gebhardt, Member
Douglas Howell, Superintendent

Call to Order, Welcome and Statement of Purpose
Chair Cranor called the Special Meeting to order at 11:30 a.m. She said the purpose of the Special Meeting was to review the Findings of Fact, Conclusions and Decision from the October 19, 2017 Due Process Hearing and to take action to adopt a Resolution Adopting the Findings of Fact and Conclusions of Law and Decision.

Review Findings of Fact, Conclusions and Decision
Dr. Howell said included in the packet were the Findings of Fact, Conclusions and Decision from Mr. Marvin Smith from the Due Process Hearing held on October 19, 2017. He said the Board would be asked to consider adopting the Resolution Adopting Written Findings of Fact and Conclusions of Law and Decision at the time of the meeting.

Adopt Resolution Adopting Written Findings of Fact and Conclusions of Law and Decision on Due Process Hearing Held October 19, 2017
A motion was made by Ms. Gebhardt and seconded by Mr. Vitale to adopt the Resolution Adopting Written Findings of Fact and Conclusions of Law and Decision on Due Process Hearing Held October 19, 2017 as corrected. The voting was unanimous in the affirmative.

Adjourn to Executive Session – Personnel
Chair Cranor said the purpose of the Executive Session was to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or agent, as authorized under Section 74-206 (1) (b), Idaho Code. A motion was made by Mr. Mattson and seconded by Ms. Gebhardt to adjourn to Executive Session. The roll call vote was unanimous in the affirmative: Mr. Vitale, aye; Ms. Gebhardt, aye; Mr. Mattson, aye; Ms. Cranor, aye. The Board adjourned to Executive Session at 11:39 a.m.

OTHERS PRESENT:
Employee Docket No. 18-01 (Not present)
Rena Johnson, Board Secretary

Return to Open Session
The Board returned to Open Session at 11:45 p.m. A motion was made by Mr. Vitale and seconded by Ms. Gebhardt that the Board of Trustees place Employee Docket No. 18-02, a certificated professional employee of the district, onto a period of paid suspension pending the outcome of an investigation as recommended by the district’s Superintendent.

Further, the Board directs that Employee Docket No. 18-02 is not to be present upon school property or present at any school function regardless of location during this period of paid suspension and that Employee Docket No. 18-02 is not to communicate with any other employee, student or parent relating to this suspension, without specific preauthorization by the district’s administration. The voting was unanimous in the affirmative.
Adjourn
A motion was made by Mr. Vitale and seconded by Ms. Gebhardt to adjourn. The voting was unanimous in the affirmative. The Board adjourned at 11:46 a.m.

APPROVED ON: 

By: 

____________________________
Chair

ATTESTED BY:

____________________________
Clerk

MINUTES PREPARED BY:

Secretary, Board of Trustees
MINUTES OF THE SPECIAL MEETING OF THE BOARD WORK SESSION WITH LEGISLATORS
POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25
BOARD OF TRUSTEES

Board Room – Education Service Center
Monday, December 4, 2017
4:30 p.m.

BOARD MEMBERS/SUPERINTENDENT PRESENT
Jackie Cranor, Chair
Dave Mattson, Vice Chair
Jacob Gertsch, Clerk (arrived at 5:13 p.m.)
Paul Vitale, Assistant Treasurer
Janie Gebhardt, Member
Douglas Howell, Superintendent

OTHERS PRESENT
Legislators: Senator Jim Guthrie; Senator Mark Nye; Representative Elaine Smith; Representative Dustin Manwaring; Representative Kelly Packer (by phone)
Cabinet: Chuck Orr; Jan Harwood; Lori Craney; Dave Miner; Kent Hobbs; Bart Reed; Carl Smart;
Renae Johnson, Board Secretary
Devon Bodkin, Idaho Ed News

Welcome, Introductions and Statement of Purpose
Chair Cranor called the Special Meeting/Work Session to order at 4:33 p.m.

Curriculum and Instruction
Advanced Opportunities and College and Career Readiness Plan
Ms. Harwood said the number of students accessing FastForward funds was increasing every year. She said the state made it easier for students to access the funds and also provided additional funding to districts for college and career advisors. She said adding those positions was making a difference. She said the district decided to focus on helping 8th graders who were coming into high school develop four year plans, and focusing on helping 10th and 11th graders to start thinking about which dual enrollment or CTE courses they want to take. She said the district was working with the local University to prioritize getting the general education requirements taken care of while students were still in high school. She said the cost of a college credit only amounted to $65 per credit for high school students. She said the final area of focus was on 11th grade students transitioning to their senior year and helping them decide which college they want to attend, and how to apply for scholarships or financing. She said schools were scheduling visits to colleges, holding information fairs and including a FASFA night. She said the Advanced Opportunities programs were a game changer for students. She said it helped them have a mindset that they could, and would go on. Senator Guthrie asked if there were every any issues with dual credits not transferring to a University. Ms. Harwood said there were minimal issues, and schools were staying on top of which credits would transfer. She said usually a university that did not accept the dual credits would accept AP exam scores.

Literacy Plan
Ms. Craney said the district was using literacy funds to hire parapros that provided extra support for struggling students. She said the district hired literacy coaches to train teachers. She said the district chose guided reading curriculum. She said the funds were also used for professional development. She said it was important for teachers to be highly trained. She said two schools were piloting the iStation which was working very well. She said based on the pilot she anticipated purchasing iStations for all schools. Senator Guthrie asked how the district was measuring growth. Ms. Craney said growth was measured using the 3rd grade IRI. She said the data did not represent the same group of students, but tests from one year to the next varies too much to be able to use results from the same group.

Professional Development Support
Mr. Orr said the district’s professional development allocation was approximately $581,000. He said it went a long way to train staff. He said the district provided many professional development opportunities. He said the district had coaches that provided training for all teachers. He said the coaches included ELA, math and science. He said
the district also began offering instruction camps where grade level, or subject specific teachers could come together to collaborate. He said it was a voluntary camp and was off contract hours. He said teachers that participated were paid a stipend. He said the district also started an annual “Pick Your Passion” event where teachers could sign up to present courses they were passionate about. He said this year there were 72 presenters and 103 sessions to choose from. He said the district was appreciative of the professional development funds.

Leadership Premiums
Mr. Smart said this was the 4th year the state provided district’s with leadership premium funding. He said the district tried hard to utilize the funds in a meaningful way. He said the district used the funds to reward hard to fill positions and teachers that took on extra responsibilities. He said teachers participated in curriculum unit development over the summer and were paid a leadership premium. Mr. Orr said the teachers also supported colleagues with the rollout of the units during the new school year. Mr. Smart said the district added Wellness Ambassadors to the list of positions eligible for leadership premiums. He said the district needed help implementing a new wellness plan and employees had certain requirements to meet. He said employees applied to be wellness ambassadors and five were selected. He said the ambassadors were assigned to certain schools and were responsible to help promote and reward wellness.

Classroom Technology Funds: Support and Integration
Mr. Orr said the legislature had supported the integration of technology over the last several years. He said the district was able to upgrade its wireless infrastructure, purchase science software, document cameras, and video recording devices for teachers to record their instruction and use for professional development courses. He said the district was also able to purchase and install many Chromebooks. He said last year the district purchased Chromebook carts for all science teachers and one cart for every two teachers to share. He said it really helped during testing. He said it used to take several weeks to test all students, and could now completed in a week or two.

Support for Textbook Adoptions
Mr. Orr said the legislature had provided dedicated textbook funds for a number of years, but did increase flexible operations spending which enabled the district to purchase new textbooks. He said it was difficult to balance instructional needs with ongoing costs and increased medical insurance premiums, but the district had managed well over the last couple of years. He said the district was able to implement new integrated math curriculum. He said integrated math was an open source resource from MVP. He said the district invested in printing the modules for 8th and 9th graders. He said the district also purchased elementary reading materials and implemented a high school Spanish adoption. He said if possible, the district would consider a high school science adoption for next year. He said it would depend on available funding. He said the district did a good job utilizing the available funds, but textbook adoptions were expensive. He said on one adoption for K-5 students, proposals came in between $780,000 and $1.2 million.

Special Education: Increased Services; Medicaid Reimbursement
Mr. Miner said the district’s special education population increased by 2% this year. He said special education teachers were also utilizing guided reading. He said the district adopted a new K-8 special education math curriculum. He said it was helping teachers identify gaps. He said special education students took the ISAT-Alt and were reaching proficient or advanced. He said the district previously had its 18 – 21 year old program at one of the high schools, but students were not being provided with very many opportunities. He said the district revamped the program and moved it to the university’s campus and it was providing a lot more interaction and opportunities for those students. He said one of the challenges for staff were the new special education forms required by the State Department of Education. He said the forms were much longer and required much more specific information. He said the district provided special education teachers with one full contract day to develop IEPs. Senator Guthrie asked if the new information required was state or federally driven. Mr. Miner said it was a federal compliance requirement. He said the district was doing a better job with the paperwork and teachers were trained. He said the district hired two part time LPNs this year to help with the increased number of diabetic students. He said it took a lot of time to monitor and track. He said the district only had seven nurses district-wide. He said many of the students were in the general population and did not have IEPs. Ms. Cranor asked how the LPNs were funded. Mr. Miner said they were funded out of the general fund. He said there were 1,400 students in the district that were on an IEP. He said the district had the fourth largest special education program in the state. He said everyone was seeing growth in special education populations. He said the district had multiple programs designed to help students with a variety
of unique needs. He said the district was tracking 435 students to receive Medicaid reimbursements. He said there were twelve students in the district with significant behavioral disorders and the district contracted with a local agency to work with those students one on one. Mr. Reed said the district was able to reduce its maintenance of effort by $250,000 this year. He said for a district this size, the costs were significant. Mr. Miner said 1/3 of the district’s transportation costs were for door to door special education busing. Ms. Gebhardt said she thought there were at least 150 students at the Lincoln Center with disabilities. Mr. Miner said many of the disabilities were severe. Senator Guthrie said it was a hot topic last year, and was still on the table for the coming session. Mr. Miner said there was proposed legislation that would require a doctor to sign off and authorize specific services, which was a major concern because districts could not seek reimbursement until a doctor signed off. Representative Packer said she had been working on that issue for a number of years. She said there were a number of problems with requiring a doctor to sign off on a service when they had not observed or evaluated a program. She said it would be a form of fraud if doctors were required to sign off on services they were not providing. Mr. Miner said it would also prevent districts from seeking reimbursement if a doctor’s signature was not obtained. He invited legislators to visit the district’s programs or to ask any questions.

Compulsory Attendance / Chronic Absenteeism
Mr. Hobbs said Idaho Code 33-202 and 33-206 addressed compulsory attendance and habitual truancy. He said research showed that students that did not attend school would not go on to graduate. He said Idaho Code’s compulsory attendance age was 7 through 16 and the district recently learned that students could not be cited for truancy if they were outside of the compulsory age. He said it became a real struggle to manage truancies for juniors and seniors that were 17 and 18. He said the only solution he could see was to either change the compulsory age or to change the language to allow districts to cite students for truancy as long as they are enrolled in the district, regardless of age. He said districts needed to be able to hold students accountable for truancy. Ms. Cranor asked who was responsible to monitor homeschool students. Mr. Hobbs said parents were responsible. Ms. Cranor said there should be some kind of accountability and it was a disservice to those children to not require some kind of testing. She said it made it too easy for children to fall through the cracks. Mr. Vitale asked students could be court ordered to attend if they were on probation. Mr. Hobbs said they could if they were on probation.

District Funding / Fund Balance History
Increased Reliance on Supplemental Levy
Mr. Reed said the district’s funding levels were much more positive over the last couple of years. He said the district was grateful for the increased funding and flexibility. He said supplemental levies provided much needed additional support, but could be dangerous for districts to rely on unstable funding. He said levies had to be approved by the community every one or two years. He said the district’s supplemental levy amounted to 13% of the district’s overall budget. He said if the legislature had not allocated an increase to education last year the district would have had to significantly raise the levy amount. Ms. Cranor said during a funding formula session she attended, the legislators knew that reliance on supplemental levies was causing a number of issues.

Operational Needs: Continued Support of Operational Funding vs. Earmarked Funding
Mr. Reed said the district was grateful for the increased flexibility and limited earmarked line items in the budget. He said the district had done a very good job utilizing earmarked funding, but maintained that flexible operational funding was critical.

Loss of School Revenue Due to Ruling on Student Fees
Mr. Reed said schools lost approximately $100,000 in revenue per year due to the ruling on student fees, and the district had to make up for that loss out of the general fund.

Use It or Lose It Flexibility / Class Size
Mr. Smart said included in the packet was the statement of purpose regarding the use it or lose it legislation. He said the intent of the legislation was good, but was not being implemented in a useful way. He said the flexibility calculations for class size were based purely on student to teacher ratios and did not take into account any special programs. He said districts that were able to pass large supplemental levies, or had special M&O taxes could afford to hire many more teachers than most districts and skewed the “average” class size calculation. He said it was not an issue that was going to change in the foreseeable future. He said the intent of the legislation was to close the class size gap, but punishing districts who could not keep up with districts that were able to afford more teachers.
was not going to accomplish that. He said in order for the district to even come close to the student to teacher ratio of Blaine or Boise school districts it would have to hire another 180 teachers. He said the district was asking the legislature to reconsider the implementation of the legislation and put districts on an even playing field.

State Distribution Factor History
Mr. Smart said it had taken districts eight years to get back to 2009 funding levels and did not include the cost of inflation. He said school districts across the nation were facing significant health insurance increases that would further impact funding levels. He said it was an issue that would need to be continually addressed by legislature in the coming years.

Human Resource Concerns
Depletion of Applicant Pools for Teachers, Administrators and Classified Staff
Ms. Pettit said there were some concerns caused by the increase to the lower levels of the Career Ladder and none at the higher levels. She said the biggest concern continued to be the level of pay for classified staff. She said the district could not come close to paying competitive wages for its classified staff. Mr. Reed said the district’s food service staff turnover was at 40%, 30% for bus drivers and about 25% for janitors. He said the district could not pay them enough to stay. Mr. Gertsch said a lot of people came to the district to get trained for their CDL licensing and then leave for better paying jobs.

Staffing Summary: Alternative Authorizations / Content Specialists
Ms. Pettit said the district had a number of teachers that did not have a teaching certificate and were on an emergency authorization to teach in a field where they had industry experience. She said those teachers were paired with mentors who work with them on classroom management. She said the district had four teachers without a credential. She said they had a bachelor’s degree and had three years to complete the ABCTE test in order to obtain their certificate. She said the district was teaching them on the job what they would have learned in college. She said it was burdensome to existing teachers. Representative Smith asked if these numbers were typical. Ms. Pettit said it was a slight increase over last year.

Condition of Salaries/Wages and Advocacy for All Employee Groups: Career Ladder; Classified Personnel
Senator Nye asked Ms. Pettit if she would send the legislators data on how much funding was needed to fully fund the career ladder and classified staff. Ms. Pettit said yes.

Health Care Premiums
Mr. Smart said the district’s health insurance premiums had doubled over the last four years.

ISBA 2018 Resolutions
Ms. Cranor reviewed the resolutions. She said the ISBA did not want to support any Resolution that would add a new line item to the budget until all funding was fully restored. Mr. Mattson said Resolution No. 3 on excision proposed that the current law be changed. He said trustees were asking for the legal timeline to be extended and to allow the community to vote on it. He said right now a group could be excised from a district without any vote or approval and took little to no time to accomplish. Ms. Gebhardt said Resolution No. 4 proposed that funding for out of state teachers be allocated mid-year to alleviate the burden of school districts having to cover that cost out of the general fund. Ms. Cranor said Resolution No. 5 proposed that the local education association provide evidence that it represented 50% plus one of the teaching staff in order to have negotiating rights. Ms. Gebhardt said Resolution No. 7 proposed that industry professionals be offered an incentive for teaching CTE courses. Ms. Cranor said Resolution No. 8 proposed that districts should not have to issue a renewable contract until a teacher passes their certification. Ms. Cranor said trustees voted to move Trustee Elections to November in odd years. She said no one really wanted that to happen, but all agreed it may be the only way to get some give and take during the legislative session. She said everyone agreed that trustee elections should not be party based and shouldn’t get mixed up with partisan issues. Ms. Gebhardt said Resolution No. 11 proposed that the funding formula for transportation be simplified and reimbursed on a flat rate. Ms. Cranor said Resolution No. 12 proposed that the K-12 funding formula be revised. She said Resolution No. 15 proposed that the Open Meeting law be amended to allow school boards to discuss the sale of public property in executive session. Ms. Gebhardt said if a school board had to discuss property offers in the open, it limits the amount they would be able to sell the property for. Ms. Cranor said Resolution No.
16 proposed that legislation be rewritten to clearly define the allowable use of district resources to education the public on supplemental levies without being accused of promoting a specific outcome.

**Other**
There were no other items addressed at the time of the meeting.

**Trustee/Legislator Comments**
Ms. Cranor said she appreciated the strides the legislature made over the last two years, and said it really made a difference for students and staff morale. She thanked everyone for their hard work and said the staff did an incredible job managing the resources that were allocated. Ms. Gebhardt thanked Dr. Howell for the uplifting email that he sent to staff the week before. Dr. Howell thanked her. He said explained that the email was thanking staff for their hard work and notifying them that it paid off as the district’s Title I audit came back with no findings. He said the team complimented the district on its vision and said it was evident in every building.

**Summary and Take-Aways**
Senator Guthrie said he appreciated the attitude of the district’s administration and its ability to navigate and adjust through difficult times. He said he appreciated the Board holding these meetings so legislators could get a feel for the issues that impacted school districts. He said everyone agreed that flexibility needed to be increased, but it was heartening to see the great ways the district was utilizing the earmarked funds. He said the district was utilizing the funds well and legislators appreciated that.

**Adjourn**
Chair Cranor adjourned the Special Meeting/Work Session at 6:18 p.m.

**APPROVED ON:**

__________________________________________

**MINUTES PREPARED BY:**

__________________________________________

Secretary, Board of Trustees

**By:**

__________________________________________

Chair

__________________________________________

Clerk
CONVENE WORK SESSION
Chair Cranor convened the Work Session at 1:31 p.m. She reviewed the agenda and said the purpose of the Work Session was for the administration to discuss with the Board the following topics:

1. Head Start ERSEA Required Policies
2. Boundary Committee Update
3. Policy Revisions Required by ESSA Changes
4. Annual Overview of GATE Program
6. Public Comment
   Patrons wishing to address the Board will fill out the “Request to Appear Before the Board” form and present it to the Board Chair or Board Secretary prior to the meeting. Board Members do not respond to delegations at the time of the meeting. Instead, issues are directed to the appropriate staff member for follow-up.
7. Adjourn Work Session and Convene Special Meeting for Action
   a. Review Human Resources Report
   b. Approve Human Resources Report
8. Adjourn

Head Start ERSEA Required Policies
Ms. Brey said included in the packet were draft policies and policy revisions based on requirements from the new Head Start performance standards. She said the policies were reviewed and approved by the Policy Council. Ms. Cranor asked if the attendance policy was new. Ms. Brey said the policy was not new, but the requirement to report student absences within one hour was new. She said staff was now required to follow up with the family and know why a student was missing within one hour. She said the new requirements were focused on chronic absenteeism. She said research showed that children could develop poor attendance habits as young as three or four. She said the Head Start staff was working with families to encourage attendance. Mr. Mattson asked what happened if students continued to be absent. Ms. Brey said they worked with the families, but if they suspected there could be an issue, they contacted law enforcement to conduct a child welfare check. She said sometimes a family moved away and did not give any notice. She said if enough time went by, the student would be unenrolled. She said the policies would be brought to the Board for approval at the December Board Meeting.

Boundary Committee Update
Mr. Reed said the Secondary Boundary Committee met seven times over the last two months representing approximately 300 man hours of research and discussion in order to bring a recommendation to the Board. He said the Committee finished its work last week and was ready to make a recommendation. He said the administration had tentatively scheduled a special meeting to present the recommendation to the Board on January 3, 2018. He said the Board would be able to questions and seek clarification. He said the administration would hold an informational meeting for the public on January 4, 2018 and the Board would hold a Public Hearing following that meeting to solicit input on the boundary recommendation. Ms. Cranor
asked if patrons would be able to submit written comment. Mr. Reed said the administration set up a feedback form on the website for patrons to submit written comment. He said patrons would have one week to submit input. He said the Board would then hold another Special Meeting on January 11, 2018 to take action to adopt the recommendation or make any modifications. He said the first two meetings would be held at Pocatello High School and the final meeting would be held at Franklin Middle School. He thanked board members for their participation on the committee. He said all of the information from the committee meetings were posted on the district’s website.

**Policy Revisions Required by ESSA Changes**

Dr. Howell said included in the packet were a number of policies that were revised as a result of ESSA changes. He said Ms. Johnson received information as to the required changes at the ISBA Annual Convention. He said some of the changes were substantive and some were cleanup. He said the revisions included the Superintendent, administrator and certificate staff evaluation policies. He said the policies would be brought for a first reading at the December 19, 2017 Regular Board Meeting.

**Book Study: Indelible Leadership: Always Leave Them Learning**

Dr. Howell said this year’s book study was Michael Fullan’s Indelible Leadership – Always Leave Them Learning. He said the book was quite a bit shorter than last year, but it set the stage for the direction the district was headed in. He said the book talked about going deeper into learning. He said rather than going a mile wide and an inch deep, it was the other way around. He said that was the direction for the leadership teams. He said the author also talked about passion and how we drive it. He said presenting new and creative ways of thinking implementing Visible Learning had done that for the district. He said there had been a transformation in how Cabinet was working through the administrative teams. Ms. Cranor said the Board and administrators had all been passionate at one time or another and one quote in the book stood out to her: “Passion without skill can be dangerous.” She said passion needed to be backed up with skill. Dr. Howell said the book also touched on soft skills, the six C’s: character education, citizenship, collaboration, communication, creativity and critical thinking. He said one of the administrators had a moment of realization during one of the Visible Learning sessions when the instructor asked what the most important thing that educators do was. He said the administrator thought it was teaching the core subjects, and the instructor said the most important thing we do is teach people how to learn. He said that was the goal; to encourage lifelong learning and understanding how people learn. He said teaching and learning had changed immensely in a short time with technology. Ms. Cranor said there were many concepts in the book that were new and different for parents too. She said classrooms were not the same as when they went to school. She said learning had taken on a new approach. She said students were learning to be more accountable for their own learning. She said sometimes parents resisted change, but a lot of good could come from change. Mr. Mattson said the world was constantly changing and if education was changing with it, students would be left behind. He said change was essential to continual learning. Mr. Gertsch agreed that change was forward thinking. He said you had to change to be ready for what was coming. Ms. Cranor said this day in age two year olds were better at operating technology and devices than their parents. She said education had to keep up with that. She said it was interesting to read the author’s perspectives on how to facilitate that learning. Dr. Howell said the talked about the push and pull, but based on trust and respect. He said the change was to see them as learners and not just young students. He said reading the book helped him reflect on his own years as a teacher and he recognized how much educators had evolved. Mr. Vitale said the book talked about the approach with principals, and how you don’t have the answers at the beginning, it was only after collaborating and listening to each other. Ms. Cranor said that was an imperative concept to improving humanity around the world. She said she liked the part of the book that spoke to making sure that what you are doing is sustainable even after you are gone. Dr. Howell said he liked how the author talked about the moral imperative, and said that is the reason the Board voluntarily served.

**Annual Overview of GATE Program**

Ms. Luras introduced Michelle Nielsen and Christina Melancon. She said both of the teachers had GATE endorsements from the state. She said the endorsement required 20 semester hours of credit and gave them a strong background in the needs of gifted learners. She said the State Board of Education required districts to have a plan that met the needs of gifted students K-12. She said the district was required to submit its plan every three years and was due again next year. She said all of the resources were provided through the general fund. She said the plan was aligned to the districts vision. She said the plan met the needs of students who learn at accelerated rates and encouraged them to work in teams. She said parents played a critical role. She said part of the plan included intensive Tier 3 interventions. She said typically about 3% of the student population met the criteria. She said the district’s program formally started in third grade. She said students that were identified K-2 could be provided enrichment materials and extra support. She said Idaho Code required district to screen all students in third grade. She said the administration sent emails to all second grade teachers who used a checklist
to help them identify student that may qualify. She said parents and administrators could also make recommendations. She said all third graders were tested in the fall. She said students in grades 4 – 6 were also identified at that time.

Ms. Melancon said the program was for students that were intellectually and academically gifted. She said there were two assessments to determine if a student qualified. She said one was the ISAT. She said students had to score in the 96th percentile on the test. She said the second was a screener called SAGE II. She said students had to score in the 98th percentile in the cognitive skills. She said student groups were kept between five and ten students. She said teachers could request a full IQ test, but only school psychologists could give the test. Ms. Cranor asked how much weight was given to teacher recommendations. Ms. Melancon said teacher recommendations were considered, but the student still had to meet the standardized test requirements to qualify. Ms. Cranor asked if more students qualified than participated in the program. Ms. Nielsen said there was no cap and the program accepted every student that qualified. Ms. Melancon said the program could definitely use another teacher. Ms. Luras said the program utilized professional development funds, but most of the budget came out of the general fund. She said students in grades 3-5 attended one day per week and sixth graders attended every other Monday for 3.5 hours. She said transportation was provided for both groups. She said the program goals were based on student needs including faster paced learning, choosing what was taught and interaction with intellectual peers. Ms. Melancon said she taught science and math, and Ms. Nielsen taught ELA and social studies. She said both teachers taught art. She said there were four units on a cycle and every year students learned something different. She said they included psychology courses and talked about how people learn. She they discussed multiple intelligences and personal learning styles. She said students did a dissection every year and this year they were learning how to dissect a brain. She said the class always started out with a morning activity and right now students were working on origami projects. She said there were also mazes and labyrinth projects this year. She said students were also writing their own ending to a fairytale play. She said students were studying Leonardo Davinci and learning about simple machines. She said the next project would be to study mysteries and participating in a mock crime scene investigation and jury trial. Ms. Luras said the sixth grade curriculum was slightly modified to include things like programming, robotics, mazes and coding. She said when the students were finished they would complete a brain science course. Ms. Nielsen said students also participated in a coding challenge at the end of the year. Ms. Melancon said students would give presentations on the artists they learned about using a coding program. Ms. Nielsen said the GATE conference had a lot of information and materials on how gifted students view art. Ms. Melancon showed pictures of the robotics league and said their morning challenges were all about cooperative learning. She said the students had to solve tangram puzzles as a team. She said the students loved it. Ms. Luras said for grades 7-8 the program was based on school programs and electives including Math Counts, Science Olympiads and robotics. She said there were also some STEM outreach programs available through ISU. She said students took a field trip to INL. She said government, performing arts, band, choir, art and yearbook were all opportunities for secondary students. She said there were 116 gifted and talented students in grades 3-5. She said students were identified throughout their education even if they weren’t identified in the third grade screener. She said the last piece of the plan was to identify how the program was monitored. She said the district utilized the teacher evaluation process. She said facilitators developed short and long term goals and the district collected perception data from students and parents. Ms. Cranor asked if the program was ever audited. Ms. Luras said only by submitting the plan every three years, but there hadn’t been an onsite visit conducted in a number of years. Ms. Cranor said she attended a STEM workshop that talked about all the grants that were available. Ms. Nielsen said they regularly wrote grants. Ms. Cranor asked if there were opportunities to expand the creative arts beyond choir and band. Ms. Luras said it was possible, and she would look into it. Ms. Nielsen said some of the elementary students were doing a readers theatre and students were taking on British accents. She said it helped with their confidence and public speaking skills. Ms. Melancon said the teachers were always discussing ways to add or improve the program. Ms. Cranor asked if the facilitators participated in inservice with teachers. Ms. Melancon said she had done a shadow teaching with another teacher in the past. Ms. Cranor said many of the things they were doing would fit in really well with the regular classrooms. Ms. Luras said five or six teachers attended the national conference and should be able to what they learned at Pick Your Passion. Mr. Gertsch asked how a parent could go about having their child tested. Ms. Melancon said parents could make a request through their child’s teacher. Ms. Luras said there was a form on the district’s website and we ask parents to go through the child’s teacher.

Public Comment
Patrons wishing to address the Board will fill out the “Request to Appear Before the Board” form and present it to the Board Chair or Board Secretary prior to the meeting. Board Members do not respond to delegations at the time of the meeting. Instead, issues are directed to the appropriate staff member for follow-up.
There was no public comment at the time of the meeting.

Adjourn Work Session and Convene Special Meeting for Action
Chair Cranor adjourned the Work Session and Convened a Special Meeting for action at 2:35 p.m.
a. **Review Human Resources Report**

Ms. Pettit said included in the packet was the current human resources report. She said there were a couple of resignations. She said one the resignations was for a half time science teacher that had to resign in order to apply for a fulltime position on a retired teacher’s contract. She said the other resignation was due to the teacher moving out of state. She said there were some really good candidates for that position. She said the Board approved a leave of absence for Joyce Brien, but the district just received her letter of resignation. She said another teacher was requesting a maternity leave of absence. She said there was also a request for an alternative authorization for a teacher requesting a content specialist credential in biology. She said finally, there was a stipend request for a BLT team member that was missed on the first stipend request. She said the Board would be asked to approve the report at the time of the meeting.

b. **Approve Human Resources Report**

**Recommendation:** Administration recommended Board approve the Human Resources report as presented.

**Board Direction/Action:** A motion was made by Mr. Gertsch and seconded by Mr. Vitale to approve the Human Resources report as presented. The voting was unanimous in the affirmative.

**Adjourn**

A motion was made by Mr. Vitale and seconded by Mr. Mattson to adjourn. The voting was unanimous in the affirmative. The Board adjourned the Special Meeting at 2:39 p.m.

**APPROVED ON:**

By:

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Chair

**ATTESTED BY:**

____________________________
Clerk

**MINUTES PREPARED BY:**

____________________________
Secretary, Board of Trustees
MINUTES OF SPECIAL MEETING/EXECUTIVE SESSION
To Discuss Matters as Authorized Under Idaho Code, Section 74-206 (1) (b) To Consider the Evaluation, Dismissal or Disciplining of, or to Hear Complaints or Charges Brought Against a Public School Student; (With Option to Take any Action Pertinent to Student Discipline in Open Session)
Pocatello/Chubbuck School District No. 25
County of Bannock – State of Idaho

Superintendent’s Office at the Education Service Center
Wednesday, December 13, 2017
4:30 p.m.

BOARD OF TRUSTEES/SUPERINTENDENT PRESENT
Jackie Cranor, Chair
Dave Mattson, Vice Chair
Jacob Gertsch, Clerk

Paul Vitale, Assistant Treasurer
Janie Gebhardt, Member (Excused)
Douglas Howell, Superintendent

Call to Order/Executive Session – Student Discipline
Chair Cranor called the meeting to order at 4:39 p.m. She said the purpose of the Executive Session was to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public school student, as authorized under Section 74-206 (1) (b), Idaho Code. A motion was made by Mr. Mattson and seconded by Mr. Vitale to adjourn to Executive Session. The roll call vote was unanimous in the affirmative: Mr. Gertsch, aye; Mr. Vitale, aye; Mr. Mattson, aye; Ms. Cranor, aye. The Board adjourned to Executive Session at 4:40 p.m.

OTHERS PRESENT
Student Docket No. 18-15
Student Docket No. 18-15 Father
Kent Hobbs, Director of Student Support Services
Mark Pixton, Assistant Principal, Franklin Middle School
Trent Whitney, SRO, Pocatello Police Department
Renae Johnson, Board Secretary
Amy White, Legal Counsel (by phone)

Return to Open Session
The Board returned to Open Session at 5:05 p.m. A motion was made by Mr. Vitale and seconded by Mr. Mattson that the Board expel Student Docket No. 18-15 from attendance at the Pocatello/Chubbuck School District No. 25 from today’s date through the end of the 2017-2018 school year.

Such motion is based upon the judgment of the Board of Trustees that Student Docket No. 18-15 has:
1. Engaged in conduct in violation of the district’s student discipline policies, including but not limited to the district’s policies prohibiting violence, threats of violence, battery and physical aggression.
2. Engaged in conduct such that the Board has determined the student’s presence at school is detrimental to the health, welfare and safety of the district’s pupils.
3. Engaged in conduct such that the Board has determined the student’s presence is continuously disruptive of the school’s discipline and instructional effectiveness.
4. Engaged in conduct such that the Board has determined the student to be incorrigible.

However, pursuant to the statutory discretion provided to the Board relating to the discipline of students and with consideration of the input of the district’s administration, this expulsion shall be held in abeyance and not put into place, contingent upon Student Docket No. 18-15 meeting the following conditions:
1. The student shall return to all educational activities at Franklin Middle School.
2. The student and the family of the student shall meet with the school’s administration to develop a behavioral and academic contract, the final terms of which shall be at the discretion of the school’s administration. The contract shall include, but not be limited to, the following:
   a. Behavior, grade and attendance expectations;
   b. The student shall refrain from any other act of aggression, battery or threats to the person or property of any other student or staff member at the school.
   c. The student will be assigned a school counselor or administrator with whom the student is to check-in with on a periodic basis and for whom the student is to seek out if they are having any problems at school and if they are in need of educational support.

3. If the student is receiving any mental health or counseling services and/or is under the purview of the juvenile justice or probation department, paperwork shall be entered into to allow for the exchange of this information only to the extent that such impacts upon the student’s education.

Should Student Docket No. 18-15 engage in any other infraction of district or school discipline policies, or fail to fulfill the reasonable terms and conditions established by the Board for continued enrollment, the student shall be brought back before the Board of Trustees for consideration of implementation of the expulsion held in abeyance or as separately determined. The voting was unanimous in the affirmative.

Adjourn
A motion was made by Mr. Vitale and seconded by Mr. Gertsch to adjourn. The voting was unanimous in the affirmative. The Board adjourned at 5:10 p.m.

APPROVED ON:                                    MINUTES PREPARED BY:

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By:

______________________________________________

Chair

______________________________________________

Clerk
FIRST Lego League challenges learners to think like scientists and engineers. During each season, teams choose and solve a real-world problem – this year’s theme is hydrodynamics, or water management. They also build, test, and program an autonomous robot using LEGO MINDSTORMS® technology to perform a set of missions on a themed game mat. Throughout their experience, students operate under the FLL signature set of core values, which celebrate innovation, discovery, teamwork and gracious professionalism. Teams from all four middle schools competed in December at ISU. Congratulations to the Franklin and Irving Teams for qualifying for State! They will compete in February in Twin Falls.

For more information, please visit the FIRST Lego League website. CLICK HERE
The Idaho Education Technology Association (IETA) has put together another informative and innovative conference schedule. The conference is scheduled for February 5-7 in Boise.

Professional opportunities of this caliber are often expensive, but this conference is very affordable and well worth the investment!

Day one includes a pre-conference, all-day session on blended learning.

CLICK HERE to see the sessions offered.

CLICK HERE for more conference information and to register.

Common Sense Education has some great tips for helping students recognize, respond to, and prevent cyberbullying. Click on the picture below to read their suggestions.

QUESTIONS??
Contact your Technology Training Specialists Janelle Arvas (235-3207) and Drema Carnaroli (235-3274)

Classroom Screen

Manage your classroom noise level, use a random name picker, set timers, or use the built-in whiteboard. Check out ClassroomScreen. CLICK HERE

Citing Sources in Google Docs

Shake up Learning shares an easy way to cite sources without ever having to leave your Google Doc! Click on the picture to learn how.
Memorandum

Date: January 10, 2018
To: Dr. Douglas Howell, Superintendent
From: Chuck Orr, Director of Curriculum
RE: Board Action Requested: German Textbook Adoption

Mr. Rick Call, German teacher at Pocatello High School, has reviewed available German textbooks. His recommendation for adoption is:

- Deutsch Aktuell Level 1 and 2, 2018, by EMC Publishing LLC

The total cost of the adoption is $16,041.92 and is within the Secondary Textbook budget. It is my recommendation the Board of Trustees approve the adoption of Deutsch Aktuell, 2018.
“Looking back on a successful year”
The Pocatello/Chubbuck SD #25 Head Start program was one of the first in the country, beginning in 1965 as “Operation Head Start”, a six-week summer kindergarten for 140 children.

Today, Head Start is a two-generational program, providing services for children ages 3 to 5 and their families. With an enrollment level of 186, and offering classes at Lincoln Early Childhood Center and Tyhee Elementary, children attended preschool 4 hours a day, 4 days a week, 9 months a year. While at school they received comprehensive health, nutrition, and education services. Families received support in achieving their own goals, strengthening parenting skills, and helping prepare children for school.

Pocatello/Chubbuck SD #25

Head Start Mission Statement:

Pocatello/Chubbuck Head Start

Builds School Ready Families!
Our goal in classrooms is to prepare children, in all areas of development, for success in school and life. Partnering with parents in goal setting and assessment is an important part of this process.

**Staff:**

The program maintains ratios of 2 adults to 16 – 20 children per classroom

Education staff meet Head Start education requirements (Masters, Bachelors, Associates, CDA)

Teaching staff are supervised and assessed for competency and growth

Teaching staff participate in professional development as per the required minimum of 15 hours annually

Coaching/Mentoring is available to support staff in their growth

**Curriculum:**

- **Creative Curriculum:** Provides foundation for environment, interactions, parent involvement, etc.
- **2nd Step:** Supports the building of social and emotional skills
- **Child Protection:** Addresses various areas of safety including personal safety

Curriculum is aligned with the Head Start Early Learning Outcomes Framework and the State of Idaho Early Learning Standards
All children in the program made growth during the year. The charts show whether that growth was below widely held expectations or meeting/exceeding these expectations.

Some factors that can impact rate of growth include: Attendance, Developmental Delays, Behavior Challenges, and Life Experiences.
Special Services were provided for 20 children during the 2016-2017 year, meeting our required 10% of enrollment.

Categories of services provided included: Developmental Delay, Speech and/or Language, and Other Health Impairments

Children received small group and individualized services from the SD #25 Early Intervention Program Head Start assigned Teacher and Speech Pathologist.

The Lincoln Early Childhood Referral Team is comprised of both School District #25 Early Intervention Staff and Head Start Staff. Any concerns about children’s academic or behavioral growth are brought to this team to determine and assure that children receive the most appropriate supports.
Some of the activities that assisted in a smooth transition to Kindergarten included:

- Our School Readiness Goals are aligned with the State of Idaho Early Learning Standards and School District #25 Instructional Alignment so we are laying a foundation for what comes in Kindergarten. These goals guide instruction and assessment through the year.
  - Parents were encouraged to be actively involved in school activities, both classroom based and program based. Parents were also encouraged to work in a partnership with teachers in setting goals and assessing children’s progress; in addition to getting parents involved this year this sets a pattern for future engagement as well.

- Family Advocates began sharing information about Kindergarten and School District expectations in the Spring and encourage families to participate in Kindergarten registration at the neighborhood school.

- Teachers began talking about Kindergarten in the classrooms in the spring.

- In the last Parent Teacher Conferences, Teachers had parents complete a release of records permission and a form that provides Kindergarten Teachers with information they want their new teacher to know about their child and family. Resources for the School District were provided and any questions regarding the new setting were answered.

- As needed, meetings were scheduled with receiving school staff to assure that any services or supports in place at Head Start would transition smoothly to Kindergarten.
At the end of the program year:

80% of children received their annual physical exams.

82% of children had received their dental exams.

97% of children had health and dental insurance.

99% of children had a medical home.

Six week cycle menus are in place and revised periodically to provide nutritious and varied meals to all Children. Food experiences are completed monthly in classrooms and are approved by the Health Services Manager prior to being conducted. For the purpose of quality assurance, the Health Service Manager conducts an in-house survey with the teaching teams at the end of the school year regarding the meals provided to children; All suggestions are taken into account by The Health Services Advisory Committee, and our contracted Registered Dietitian. Menu changes are made once approved by the dietitian.
Health and Nutrition Services

Health Screenings

For the past nine years, health screenings have been completed in conjunction with developmental screenings at the annual Health Fair. Volunteers from the Idaho State University Nursing Program assist with the first height and weight evaluation, vision screening and blood pressure screening. A LEA symbols chart is used to screen children for vision concerns. Parents are informed of the results of vision screenings and optometric provider lists are provided to parents of children requiring a more extensive vision evaluation.

Volunteers from the Idaho State University Communications Department assist with the hearing screening. School District #25 Audiology provides a more extensive evaluation for those children identified as needing a more extensive hearing evaluation.

The second set of heights and weights are completed by the Health Manager in the Spring. Parents and pediatricians may request additional height and weight screenings for children suspected, or diagnosed as having failure to thrive, or a general inability to gain weight. All heights and weights are plotted on a CDC growth chart. Parents are informed of results and provided with information on healthy eating and physical activity to encourage healthy body weight.
Health Advisory Committee

Health Services Advisory Committee Meetings are held in the fall and spring. Local health professionals, staff members, and parents are recruited to serve on the committee.


Mental Health Services

Pocatello/Chubbuck Head Start has a mental health professional contracted with the program. The consultant has a master’s degree in family and child counseling and is licensed in the state of Idaho. Support services available in the community.

The mental health consultant is available to provide training for staff and/or parents and to provide classroom support.
Children and families are enrolled into Head Start based on age of the child, family income or categorical eligibility and other selection criteria. The process of determining eligibility, recruiting children and families, selecting and enrolling children, and monitoring attendance is known as the **ERSEA** process.
Family Services

Enrollment Statistics

In 2016-2017 the program served 196 families and 215 children.

The program’s average monthly enrollment is always at 100% because we maintain an active waiting list, always filling a vacancy well within 30 days.

Besides the 186 funded slots, it is estimated that there are approximately 313 more eligible children within the program boundaries who could be served.

Attendance

One of our program-wide five-year goals is to improve overall school attendance and address the issue of chronic absence. Chronic absence is when a child misses two or more days of class per month, whether excused or unexcused.

Children who are chronically absent are at risk of falling behind academically and being unprepared socially and emotionally for kindergarten.

Teaching teams work closely with parents to build an understanding of the importance of on-time, regular school attendance. The habit of good attendance promotes the development of social/ emotional competence and the ability to read at grade level by the time a child is in third grade.

There are many issues for families that can pose significant barriers to good attendance, such as sickness, unreliable transportation, work schedules, or homelessness. It is the job of the Family Advocate, within Family Services, to assist parents in developing a plan for student success and learning to utilize family and community supports.

Addressing chronic absenteeism is a matter for the entire community. Our program is currently partnering with United Way to implement an attendance initiative.
Policy Council – provides elected parent representatives with opportunities to participate in program governance.

Parent Committee – as members of the Parent Committee through enrollment in Head Start, parents have the opportunity to help create the classroom experience for their children, plan classroom and program-wide activities, and voice their ideas and concerns regarding the program.

Volunteering in classroom activities such as food experiences, field trips, art and science projects or in food service.

Health Fair
Back-to-School Night
STEM and literacy activities
I Am Moving, I Am Learning activities
Fatherhood activities
Annual program self-assessment
Eat Smart Idaho cooking classes
Home Visiting/Parent Teacher Conferences
Advisory Committees
Family Partnership Plans/Goal Setting
FRED interactive reading program
Books To Go reading program
Parent Committee

Each of our 10 classrooms had their own Parent Committee, which met together regularly. Meetings included reports from program staff and classroom Policy Council representatives, information regarding what was happening in classrooms (curriculum, activities), parents sharing ideas and concerns related to the classroom, evaluating and designing the program, and the planning of program activities.

Parents, as their child’s most important advocate, are an integral part of the decision making process for the Head Start program. Recognizing that parent engagement is an ongoing process that varies from parent to parent, a variety of opportunities are provided to encourage parent participation.

Activities, including assisting in the classroom, non-classroom volunteering, and committees which include the Policy Council, are designed to promote school-readiness, increase parental knowledge of child development, assist parents in developing a foundation for the future, and provide the program with information on how best to target services to meet the needs of Head Start families in the community.
Community Collaboration & Partners

- State Interagency Agreement
  (for providing services for children w/disabilities ages 3-5)
- School District #25
- Pocatello KIWANIS Club
- SE Idaho Foster Grandparent Program
- School District #25 Early Intervention Preschool
- I.S.U. Dental Hygiene Program
- I.S.U. Division of Health Sciences
- Bannock Youth Foundation
- University of Idaho EFNEP
- S.E.I.C.A.A.
- First Books
- Simplot Education Council
- Portneuf District Library
- Dept. of Health & Welfare Region VI
- SE Idaho District Health Department
- Region 6 Children & Family Services
- McDonald’s
- Bannock County Deputy Sheriff’s Assoc.
- Pocatello Firefighters IAF Local 187
- Salvation Army
- Deseret Industries
- Jackson’s Food Stores
- Idaho Food Bank
- Idaho STARS
- SE Idaho W.I.C.
- Friends CIVITAN Club
- Center for New Directions
- ISU Adult Basic Education
- Region 6 Infant Toddler Program
- City of Pocatello Housing
- Pocatello Children’s Clinic
- Pocatello Dental Clinic
- Health West
- Toughguy Lanes
- Idaho Falls Humanitarian Center
Program Governance

The Policy Council is responsible for the setting the direction of the Head Start program. Policy Council is made up of parent and community representatives, and a school board trustee liaison. Each classroom elects 2 parents to serve on the Policy Council. Community representative agencies include ISU, Healthy Place Counseling, Idaho STARS, SEICAA, Family Service Alliance, Portneuf Library, and WIC.

Each year the Policy Council elects two members to serve as Idaho Head Start Delegates. These parents are trained in advocating for Head Start, learn about their local elected State Representatives and State Senators, and conduct legislative visits at the State House, sharing personal stories about their children and their experiences with Head Start.

Pocatello/Chubbuck SD #25 Board of Trustees assumes overall legal and fiscal responsibility for Head Start program. School board members are elected by the community.
Pocatello/Chubbuck SD25 Head Start is funded for enrollment of 186 children; 169 Federal and 17 TANF. We operate ten classrooms in a part-day (4 hour) option.

Our program had a total cumulative enrollment of 215 children in the 2016-2017 program year. This number includes children that dropped from the program at any time throughout the program year, accounting for the number above the 186 active slots.

We have annual openings for 135 four year old children and 51 three year olds.

All of our children met the eligibility requirements for enrollment into Head Start by being at or below the Federal Poverty Guidelines, being a Foster Child or being Homeless as defined by the McKinney-Vento Act. While we are able to enroll children that are above the Federal Poverty Guidelines (up to 130% without prior approval from OHS) we have been able to maintain an eligible wait list that allows us to fill openings with eligible applicants.

Head Start programs are required to fill any openings that occur during the year within 30 days. We met this requirement with all enrollment vacancies, thus maintaining 100% monthly enrollment throughout the year.

Our enrollment included 42 children of families who indicated they were Multi/Bi-Racial. The program served approximately 30% of eligible children in our designated service area.
Our Program contracts with School District #25 for field trip services, allowing the use of school buses to transport the children to and from field trip locations around the area. Head Start Performance Standards require the use of a school bus for any planned activity involving Head Start children, including the use of safety harnesses.

We receive in-kind as building use, maintenance and utilities from the School District.

Our Program continues to look for opportunities to enhance our playground with equipment that stimulates the child’s inquisitive mind while encouraging physical activity appropriate for their age and abilities. We added bark to both the Tyhee and Lincoln playgrounds (an annual need) to be sure we meet or exceed the Impact requirements.

One of our staff is a certified CPR/First Aid Instructor for the American Heart Association providing training for Head Start staff, School District staff, and the Community.

The 2016-17 School Year was our 5th year of using ChildPlus for tracking program services. We continue to improve in the area of data collection.
Summary of the 2016-2017 Community Assessment

The information that follows is from our most recent, finalized 2016-2017 Community Assessment report. The community assessment work group consisted of staff members, Policy Council members and other Head Start parents, Health Services Advisory Committee and Family Services Advisory Committee members, and community members. The director and management team had oversight of the collecting and analyzing data, developing projections and predictions for evaluation by staff, Policy Council members and the Board, and preparing the written document.

Data was collected through the internal Head Start ChildPlus System, the Program Information Report (PIR), the Pocatello/Chubbuck School District No. 25 database, credible national and state data sources, and information provided by other agencies' assessments of the community.

Demographics

Population rates for children under five years were relatively stable for our service area (School District #25 boundaries). The number of families who speak another language continues to be almost insignificant in our service area.

Access to Health Care

Access to Health Care—Community Health Centers have made health care more available and help to reduce the reliance on the ER at Portneuf Medical Center. The health insurance gap for low income people is still a problem for low-income adults who make too much to be covered by Medicaid and too little to qualify for Affordable Care Act subsidies. The Pocatello free clinic has been helpful in assisting these families.
100% of our enrolled children were screened for height/weight/vision/hearing. 3% were underweight by CDC guidelines; 15% were identified as overweight; 16% obese. Information and referral were provided as appropriate to families. Approximately 48% of the children attending school in SD#25 are enrolled in the free or reduced lunch program, representing about 5,995 students. All Head Start enrolled children qualify for free lunch through CACFP.

**Services to Children with Disabilities**

The School District #25 Early Intervention Program currently serves 124 children. Additionally, the EIP program has this year provides services for 24 Head Start children through a Learning Lab that is conducted 2 times per week. Services are provided at the Lincoln Early Childhood Center. Early Intervention has 10 sessions which are 2.5 hours in length. Children attend 2 days per week (reduced from 4 for some children) due to increasing numbers of children in classroom. The most common category of disability in early childhood continues to be developmental delay with speech/language next. Other, less frequently diagnosed disabilities include: health, multiple disabilities, deaf, visual and orthopedic. Another category that continues to see increases in incidence is autism.

**Region 6 Infant Toddler Program**

The Region 6 Infant Toddler program is housed in Pocatello and serves approximately 200 children throughout the region, with 140 – 150 of those children residing in Bannock County.

**Education, Health, Social Service Needs and Child Care**

Idaho is not providing state-funded preschool opportunities. There are a limited number of child care providers participating in the quality improvement system provided by IdahoSTARS.
Enrollment

Enrollment of the 215 children who were enrolled in the program for at least one day, 15 were enrolled as Homeless, 9 as Foster Care, 25 as on Public Assistance (17 specifically receiving SSI). Income Eligible enrollment (based only in income criteria) was 166.

Transportation

Transportation continues to be an issue with minimal public transportation options available. Our program does not provide bussing to/from Head Start due to budget constraints.

Employment

Unemployment rates have steadily decreased from 2012 to present. Wages in Bannock County are lower than in most of the United States and fall in the middle of all Idaho counties. In December 2015 the unemployment rate was 3.9% in Pocatello; it was 3.7% in December 2016 indicating a fairly stable job market in the area.

Overall Child Well Being

Overall Child Well Being--Idaho fell slightly above the middle of the state rankings in child well-being at 22. It ranked highest in the four ranked domains in Family and Community indicators and lowest in Education.

A full Community Assessment can be accessed by contacting our program.
## Financials: July 2016 - June 2017

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<td>Non-Federal Share</td>
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<td>323,473</td>
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</table>

### Sources of Funding 2016-2017

- **Federal Head Start** $1,293,892
- **State TANF** $93,504
- **Child Care Feeding (CACFP)** $26,714
- **In-kind contributions** $386,867
- **Total** $1,414,110
## Proposed Budget: July 2017–June 2018

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<td>Non-Federal Share</td>
<td>20% of total budget</td>
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</table>
As a program of Pocatello/Chubbuck SD #25, our financial records are reviewed each year as part of school district audit conducted by Deaton and Company.

The most recent auditor’s report, issued October 12, 2017, determined that Pocatello/Chubbuck School District No.25 complied with the requirements that are applicable to each of its major federal program (including Head Start) for the year ending June 30, 2017.

During 2016-2017 the Administration for Children and Families (ACF) conducted an on-site ERSEA monitoring review. We were found to be compliant with all regulations. No corrective action was necessary.
Child Outcomes Data Analysis  
Fall Cycle (August 18 – November 30 2018)

Purpose:
This data analysis has been completed for the following purposes:

- To be in compliance with the Federal Head Start Performance Standards
- To guide classroom and individualized child instruction to assure that we are preparing children for a “school ready” transition to Kindergarten
- To guide program planning for budgeting, professional development, and program design.
- To provide a report to Parents, Policy Council, Grantee, Community and Head Start for their information and for our accountability

Method:
- Teachers completed and submitted report forms provided by the Children’s Services Manager using Teaching Strategies GOLD reports, TS GOLD documented observations, lesson plans and team meeting minutes.
- Children’s Services Manager reviewed reports and records submitted in addition to creating and reviewing GOLD reports and presented a summary to the Management Team.
- The first 6 – 8 weeks of school focused mainly on the domains: Social/Emotional, Language, Cognitive (Approaches to Learning), and Physical. A solid foundation in these domains has a significant impact on success in the more academically focused domains: Literacy, Math, Social Studies, Science and the Arts.

Focus of Analysis & Findings:

- Each child has data for each of the objectives 1 – 23 and 37 & 38 for children who are learning English in order to establish a baseline for measuring progress in 2 remaining cycles of assessment.

Results:
- 3 teachers have data in all objectives for all children
- 3 teachers had data missing on the TS GOLD report but indicate that they have data collected in all areas; some has been collected but not entered into the system
- 3 teachers are missing a small number of entries.
- 1 teacher is missing a larger number of entries.

- Teachers listed the following as the challenges in developing a complete baseline of information about children (overall or in entry into the electronic system).
  - TS GOLD issues at their site (denied log in, would not save information)
  - Having to learn how to use the updated TS GOLD Assessment System.
  - Difficulty collecting all data on children who are frequently absent.
  - Some classrooms needed to spend a longer period of time working in the social-emotional domain to meet children’s needs so a shorter time was left for working with and collecting data in other domains
  - Teachers in several classrooms have spent extra time supporting children with challenging behaviors and/or developmental delays.
• For some there is a need to have more careful planning and monitoring to make sure objectives are not missed.
• New teachers need more time for learning the system and program.

• All teachers reflected on how they can improve in getting data collected and entered.

• **Data is useful in planning.**

All teachers were able to demonstrate some connection between their assessment and planning through providing samples from their GOLD data and Lesson Plans. The depth of intentionality varied among teachers. More training is being and will be done on a continuing basis.

**TS GOLD Snapshot Report for Main Domains**

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<th>Below Winter</th>
<th>Below Spring</th>
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<th>Meeting Winter</th>
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Review of Action Plan from 5/17:

- Complete analysis of factors impacting teachers who have not achieved baseline status in their documentation; work with them to develop a plan for improvement.
  
  *This was done to some extent last year.*

- The analysis and self-assessment indicate that staff would benefit from more training in effective documentation and how to better utilize their assessment to guide instruction; new staff (teachers and assistants) have expressed the need for more training in this area. This is one focus of our book study this year and has been included in other training provided. More training will be planned.
  
  *Activities listed were completed. Additional training was provided in Fall of this year.*

- Review School Readiness Plan in light of new performance standards; make any needed changes.
  
  *This item was not fully completed; still needs to be done. It will be done, however will be removed from this plan and placed in a plan that is more relative.*

- Utilize teacher survey, parent survey, and teacher assessment to plan for what we will maintain and/or change with the first cycle of assessment next school year.
  
  *Completed. It was determined that a strong focus on school readiness (social/emotional, language, cognitive (approaches to learning) and physical) in the first 2 months of school helped children to become independent and ready for academic learning more quickly. Teachers did feel this time could be shortened somewhat (but still longer than in the past) to make collecting data in the other domains less challenging.*

New Action Plan:

- Teaching Strategies threw quite a kink in our plans this year. They updated their system, rolled it out just a couple of weeks before school started and didn’t have the program entirely ready at that point. There have been many glitches and challenges. Children’s Services Manager and some teachers have been in contact with Tech Support to get assistance and suggestions have been given to TS as well in hopes that changes may made. The challenges have reduced and hopefully will continue to do so. Explore other options to switch to in case the company is unable to resolve all of their issues.

- Incorporate domains and objectives in current Book Study so that teachers become more familiar.

- Continue to provide training.

- Continue to utilize Program Mentor and Coach to support those needing support.

Submitted by Kim Baumgart, Children’s Services Manager
Idaho Food Bank - Back Pack Program 17-18
Monthly Report

<table>
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<tr>
<th>School</th>
<th>Sep-17</th>
<th>Oct-17</th>
<th>Nov-17</th>
<th>Dec-17</th>
<th>Jan-18</th>
<th>Feb-18</th>
<th>Mar-18</th>
<th>Apr-18</th>
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**School Contact Person:**
- Chubbuck – Tricia Harvela (counselor)
- Edahow – Tonianne Wood (counselor)
- Ellis – Susan Grayson (STAR coach)
- Greenacres – Lydia McInelly (behavior tech)
- Indian Hills – Patty Fonesbeck (counselor)
- Jefferson – Allison Huerta (CRW)
- Lewis & Clark – Jill Robertson (CRW)
- Lincoln – Berta Hadley
- Syringa – Kim Jackman (CRW)
- Tendoy – Paula Miller (CRW)
- Tyhee – Courtney Kent (CRW)
- Washington – Paula Miller (CRW)
- Wilcox – Lisa Mecham (CRW)
- Franklin – Bill Gilbert (counselor)
- Hawthorne – Tonya Burch (aide)
- Irving – Chrys Robertson (counselor)
- Century – Andy Paules (school psych)
- Poky – Vickie Powers (social worker)
- Highland – Roger Holyoak (counselor)
- New Horizons – Daniella Merzlock (couns)
The following administrative intern has been jointly assigned by Idaho State University and the Pocatello/Chubbuck School District No. 25 as recorded in the minutes of the District Board of Trustees on January 16, 2018, to serve as an administrative intern during the 2017-18 school year. The student(s), while serving as an intern under the supervision of a certified administrator(s), shall be accorded the same liability insurance coverage by the School District served as that accorded a certified administrator in the same District and shall comply with all rules and regulations of the School District or public institution while acting as such practicing administrator. (Section 33-1201, Idaho Code.)

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<th>Superintendent</th>
<th>Date</th>
<th>Coordinator of Field Experiences</th>
<th>Date</th>
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<th>Coop. Admin.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>“ “</td>
<td>“ ”</td>
<td>Heidi Kessler</td>
<td>2017-18</td>
<td>Hawthorne MS</td>
</tr>
<tr>
<td>“ “</td>
<td>“ ”</td>
<td>Sheryl Brockett</td>
<td>2017-18</td>
<td>Century HS</td>
</tr>
</tbody>
</table>
Idaho State University
EDLA 6657 Internship

Cooperating Organization Participation Form

Student will return this form to the Coordinator of the Clinical Placement program prior to beginning any Internship activities with the cooperating organization.

Coordinator of the Clinical Placement Program
College of Education
921 South 8th Ave., Stop 8059
Pocatello, ID 83209-8059

Phone: (208) 282-3807
FAX: (208) 282-5324

Jodi Prestwich (student) has enrolled in the Internship Program (EDLA 6657) at Idaho State University. The student is expected to spend a minimum number of hours with the organization fulfilling the obligations outlined in the Internship Handbook. These hours and activities may be arranged at the convenience of the cooperating administrator and the Intern.

As a duly recognized representative of ____________________________, I do hereby accept and grant the Intern named above the authority to fulfill the requirements and expectations of the Internship in this organization.

______________________________  __________________________
Signature of Organizational Representative  Date
AGREEMENT
ESTABLISHING JOINT PROGRAM IN FIELD EXPERIENCE

(Pocatello/Chubbuck School District) and George Fox University have entered into this agreement for the preparation of educational personnel through district field experience to begin January 2018 and end January 2021.

Field experiences include observations, field trips, teacher aid assignments, and student teaching at both the graduate and undergraduate levels. These activities are a part of the university’s teacher education program, which is approved by the Teacher Standards and Practices Commission (TSPC).

The District Agrees: To act jointly with the University in selecting appropriate experiences for prospective educators; and to furnish such policy statements, procedures, and forms as may be necessary for effective assignments.

The District Agrees to assign school-based supervisors to student teachers who meet the following criteria: OAR 584-017-0070.

1. Two years’ experience in early childhood, or elementary, or middle or high school teaching immediately prior to supervision and/or instruction.
2. Hold a valid license for current assignments.

The District Agrees: To assist the university faculty in evaluating work samples or portfolios and the success of candidates.

The District and the University Agree: To meet as needed to plan, evaluate, and modify the field experience program. The assigned teacher and the university supervisor will cooperate to assess skills of student teachers.

The District and University Agree: That both the university and the district reserve the right to remove a student from the program at any time for any reason deemed sufficient by the removing party.

The District and the University Agree: That the agreement shall be governed by the laws of the State of Oregon.

The University Agrees: To work within the school policies and regulations when placing students in practica; to provide an honorarium, $300.00 for having a full-time teacher candidate, and $150.00 for a part-time teacher candidate, paid to the school district on behalf of the cooperating teacher for each practicum; and, to provide university supervision appropriate to each type of field experience requested. The University Agrees: That all teacher candidates will be responsible for becoming authorized to be in the classroom, through completed criminal background checks and fingerprinting prior to any field experience.

The University Agrees: To not hold the (Pocatello/Chubbuck School District) responsible for any recommendations, evaluations, or lack of any recommendation/evaluation regarding any participant in this program.

The University Agrees: That teacher candidates from George Fox University will be instructed to follow all (Pocatello/Chubbuck School District) policies and procedures while involved in field experiences at the (Pocatello/Chubbuck School District).

The University Agrees: That this agreement may be terminated by the district or designee upon written notification to the university.

The University Agrees: To maintain liability insurance with a minimum coverage limit of $1,000,000 per occurrence and $2,000,000 in the aggregate and certificates of insurance shall be provided listing (Pocatello/Chubbuck School District) as additional insured.
The University Agrees: Not to hold the Pocatello/Chubbuck School District responsible for workers compensation claims or health insurance claims for student teachers or university supervisors related to field pratica.

The University Agrees: All George Fox University students placed at the Pocatello/Chubbuck School District for field practica shall be considered students of George Fox University, and not of the Pocatello/Chubbuck School District.

This agreement may be modified by mutual consent or terminated upon ten days written notification by either the school or the University. Such termination shall in no way affect the student teaching experience of persons who are accepted for student teaching by the school or who are performing student teaching functions in the school at the time of termination unless otherwise agreed by the parties hereto and the affected student teacher.

"Indemnification. Subject to the limitations and conditions of the Oregon Tort Claims Act, ORS 30.260 et seq., and the Oregon Constitution, Article XI, Section 7, the parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Agreement. Neither party shall be liable for any loss, damage, injury, claim or demand arising from the negligence of the other party or its agents or employees."

By _____________________________ Date __________________
Superintendent or authorized District administrator

By _____________________________ Date 1/4/18
Dean, George Fox University School of Education
January 16, 2018

The following English as a Second or Other Language (ESOL) intern has been jointly assigned by George Fox University and the Pocatello/Chubbuck School District No. 25 as recorded in the minutes of the District Board of Trustees on January 16, 2018, to serve as an English as a Second or Other Language (ESOL) intern during the 2017-18 school year. The student(s), while serving as an ESOL intern under the supervision of a certificated ESOL teacher, shall be accorded the same liability insurance coverage by the School District served as that accorded a certificated teacher in the same District and shall comply with all rules and regulations of the School District or public institution while acting as such practicing ESOL teacher. (Section 33-1201, Idaho Code.)

<table>
<thead>
<tr>
<th>Name of Intern</th>
<th>Subject</th>
<th>Coop. Teacher</th>
<th>Date</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacob Andrysiak</td>
<td>ESOL</td>
<td>Tonya Terry</td>
<td>Jan-Feb, 2018</td>
<td>Alameda MS</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>Svetlana Brainard</td>
<td>&quot;</td>
<td>Century HS &amp;</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>Pocatello HS</td>
</tr>
</tbody>
</table>
# Out of District/State and/or Overnight Travel Requests

## 2017-2018

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher Name</th>
<th>Group</th>
<th>Destination</th>
<th>Lodging</th>
<th>Start</th>
<th>End</th>
<th>Transportation</th>
<th>Overnight</th>
<th>Out of State</th>
<th># of Students</th>
<th>Chaperone #</th>
<th>M/F</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS</td>
<td>Bret Sherer</td>
<td>Choir Tour</td>
<td>Los Angeles, CA</td>
<td>Hotel</td>
<td>3/16/2018</td>
<td>3/21/2018</td>
<td>BUS</td>
<td>Y</td>
<td>Y</td>
<td>48</td>
<td>5</td>
<td>3:2</td>
<td>1:10</td>
</tr>
<tr>
<td>Camp</td>
<td>School</td>
<td>Start Date</td>
<td>End Date</td>
<td>Coach/Advisor</td>
<td># Participants</td>
<td>Camp Rate</td>
<td>Projected Revenue</td>
<td>Projected Expenses</td>
<td>Projected Net Proceeds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
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<td></td>
</tr>
<tr>
<td>Rams Wrestling Camp</td>
<td>HHS</td>
<td>1/25/2018</td>
<td>4/2/2018</td>
<td>Kolby Cordingley</td>
<td>150</td>
<td>$50.00</td>
<td>$7,500.00</td>
<td>$2,860.00</td>
<td>$4,640.00</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School</td>
<td>To Attend College</td>
<td>Work to Save for College</td>
<td>Work Full-Time</td>
<td>Religious Reasons</td>
<td>Joining Armed Forces</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Century High School</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>0</td>
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<tr>
<td>Highland High School</td>
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<tr>
<td>Pocatello High School</td>
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<tr>
<td>New Horizon High School</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
This month’s Idaho General Fund Revenue Report features the revised FY 2018 General Fund revenue forecast that was released this month. It supersedes the previous forecast that was published in August 2017. The revised General Fund estimate for FY 2018 is $3,615.8 million, which is $36.5 million higher than the previous projection of $3,579.3 million. The current fiscal year forecast represents a 4.9% increase over FY 2017. The General Fund was previously forecast to increase 3.8% in FY 2018.

The $36.5 million increase from the previous forecast reflects changes to the Idaho economic outlook and actual collections in the first five months of FY 2018. Major changes were made to individual income, sales, and miscellaneous taxes. The individual income tax forecast was raised by $26.8 million mainly to adjust for consistently stronger-than-anticipated monthly withholding payments during the first five months of the fiscal year. The sales tax also enjoyed several strong months, with its forecast raised by $23.2 million above its previous projection. In contrast, actual corporate income tax has been lower than expected in all but one month so far this fiscal year. As a result, it has been reduced to $211.1 million from last August’s $225.1 million.

General Fund revenue collections for December 2017 were much higher than the revised forecast. Instead of the projected $330.1 million, actual receipts for the month were $377.3 million, an average of $47.2 million (14.3%). This month’s receipts were expected to grow 3.2% from December 2016, but they advanced 17.9%. General Fund revenue for the fiscal year to date is $1,816.9 million, which is 2.7% above the anticipated amount.

All categories except for product taxes experienced higher-than-expected receipts this month. Individual income tax receipts of $210.0 million exceeded the forecast by $42.4 million (25.3%). The sales tax contribution of $118.5 million to the General Fund topped the projected $115.1 million by $3.4 million (3.0%). Corporate income tax collections of $34.6 million were $0.4 million (1.1%) more than was anticipated. Miscellaneous revenue topped the forecast by $1.2 million (13.5%), $10.0 million versus $8.8 million. Product taxes of $4.3 million fell $0.1 million (-3.2%) short of the $4.4 million predicted for December.

Both individual income tax filing collections and withholding payments surged in December. The former increased 23.9% from the previous December and the latter climbed 24.2%. A review of activity for the end of December suggests taxpayers were shifting income from 2018 to 2017, likely in response to the recently passed federal tax law changes. The value of filing collections during the last week of December 2017 jumped $15.8 million (37.0%) above the previous year, mainly due to the doubling of the number of filings. During this same period, the number of withholding payments was also up more than twofold. The average value of these withholding payments was up even more, coming in four times above last year’s average. As a result, withholding payments for the last week of December 2017 were almost ten times higher than in the same period of 2016. December’s increase is likely to be followed by lower-than-projected revenues later in the fiscal year and higher-than-anticipated refunds.

This December’s small surplus in corporate income tax reflects a mix of results among its components. Refunds were $1.2 million lower than expected. Filing collections were $0.8 million above the forecast. However, the combined surpluses of both these components were nearly erased by estimated payments that were $1.4 million below the forecast.

As mentioned, the sales tax forecast was revised upwards due to consistently stronger receipts during the first months of FY 2018. Even after raising the forecast, December sales tax receipts topped the revised projection by $3.4 million. The sales tax contribution to the General Fund was expected to grow 5.3% from the previous December. Instead, it was 8.4% ahead of last year’s showing.

Lower-than-forecasted tobacco tax collections led to the product taxes category’s underperformance this month. Strong State Treasurer interest earnings were the reason for December’s surplus miscellaneous receipts.
### Idaho General Fund Collections for December 2017

#### MONTHLY ACTUAL AND PREDICTED COLLECTIONS FOR DECEMBER

<table>
<thead>
<tr>
<th></th>
<th>Actual FY 2016</th>
<th>Actual FY 2017</th>
<th>Actual FY 2018</th>
<th>Predicted FY 2018</th>
<th>Forecast Performance FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Income Tax ($000)</td>
<td>$142,038.3</td>
<td>$166,194.0</td>
<td>$209,960.8</td>
<td>$167,604.4</td>
<td>Difference: $42,356.4</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>7.2%</td>
<td>17.0%</td>
<td>26.3%</td>
<td>0.8%</td>
<td>Percent: 25.3%</td>
</tr>
<tr>
<td>Corporate Income Tax ($000)</td>
<td>$26,496.2</td>
<td>$31,106.8</td>
<td>$34,607.8</td>
<td>$34,218.3</td>
<td>Difference: $389.5</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>-19.6%</td>
<td>17.4%</td>
<td>11.3%</td>
<td>10.0%</td>
<td>Percent: 1.1%</td>
</tr>
<tr>
<td>Sales Tax ($000)</td>
<td>$100,703.1</td>
<td>$109,302.3</td>
<td>$118,532.8</td>
<td>$115,115.9</td>
<td>Difference: $3,416.9</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>6.1%</td>
<td>8.5%</td>
<td>8.4%</td>
<td>5.3%</td>
<td>Percent: 3.0%</td>
</tr>
<tr>
<td>Product Tax ($000)</td>
<td>$3,961.8</td>
<td>$4,492.7</td>
<td>$4,283.0</td>
<td>$4,422.6</td>
<td>Difference: ($139.6)</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>18.6%</td>
<td>13.4%</td>
<td>-4.7%</td>
<td>-1.6%</td>
<td>Percent: -3.2%</td>
</tr>
<tr>
<td>Miscellaneous Revenue ($000)</td>
<td>$8,761.5</td>
<td>$8,889.8</td>
<td>$9,956.7</td>
<td>$8,773.5</td>
<td>Difference: $1,183.3</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>5.5%</td>
<td>1.5%</td>
<td>12.0%</td>
<td>-1.3%</td>
<td>Percent: 13.5%</td>
</tr>
<tr>
<td>Total ($000)</td>
<td>$281,961.0</td>
<td>$319,985.7</td>
<td>$377,341.2</td>
<td>$330,134.7</td>
<td>Difference: $47,206.5</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>3.7%</td>
<td>13.5%</td>
<td>17.9%</td>
<td>3.2%</td>
<td>Percent: 14.3%</td>
</tr>
</tbody>
</table>

#### FISCAL YEAR-TO-DATE ACTUAL AND PREDICTED COLLECTIONS THROUGH DECEMBER

<table>
<thead>
<tr>
<th></th>
<th>Actual FY 2016</th>
<th>Actual FY 2017</th>
<th>Actual FY 2018</th>
<th>Predicted FY 2018</th>
<th>Forecast Performance FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Income Tax ($000)</td>
<td>$708,237.8</td>
<td>$784,581.5</td>
<td>$874,615.6</td>
<td>$832,259.2</td>
<td>Difference: $42,356.4</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>4.8%</td>
<td>10.8%</td>
<td>11.5%</td>
<td>6.1%</td>
<td>Percent: 5.1%</td>
</tr>
<tr>
<td>Corporate Income Tax ($000)</td>
<td>$86,043.6</td>
<td>$95,393.5</td>
<td>$91,169.3</td>
<td>$90,779.8</td>
<td>Difference: $389.5</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>-8.8%</td>
<td>10.9%</td>
<td>-4.4%</td>
<td>-4.8%</td>
<td>Percent: 0.4%</td>
</tr>
<tr>
<td>Sales Tax ($000)</td>
<td>$661,252.0</td>
<td>$708,916.0</td>
<td>$762,763.7</td>
<td>$759,346.9</td>
<td>Difference: $3,416.9</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>7.3%</td>
<td>7.2%</td>
<td>7.6%</td>
<td>7.1%</td>
<td>Percent: 0.4%</td>
</tr>
<tr>
<td>Product Tax ($000)</td>
<td>$28,726.6</td>
<td>$32,712.6</td>
<td>$32,568.5</td>
<td>$32,708.1</td>
<td>Difference: ($139.6)</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>10.8%</td>
<td>13.9%</td>
<td>-0.4%</td>
<td>0.0%</td>
<td>Percent: -0.4%</td>
</tr>
<tr>
<td>Miscellaneous Revenue ($000)</td>
<td>$42,164.3</td>
<td>$40,025.1</td>
<td>$55,829.7</td>
<td>$54,646.4</td>
<td>Difference: $1,183.3</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>8.3%</td>
<td>-5.1%</td>
<td>39.5%</td>
<td>36.5%</td>
<td>Percent: 2.2%</td>
</tr>
<tr>
<td>Total ($000)</td>
<td>$1,526,424.3</td>
<td>$1,661,628.8</td>
<td>$1,816,946.8</td>
<td>$1,769,740.3</td>
<td>Difference: $47,206.5</td>
</tr>
<tr>
<td>Percent Change from Previous Year</td>
<td>5.2%</td>
<td>8.9%</td>
<td>9.3%</td>
<td>6.5%</td>
<td>Percent: 2.7%</td>
</tr>
</tbody>
</table>
### School District 25 - School Food Service
#### Eligibility Percentages - DECEMBER 2017

<table>
<thead>
<tr>
<th>School</th>
<th>Total Enrollment</th>
<th>Eligible Free Students</th>
<th>%</th>
<th>Eligible Reduced Students</th>
<th>%</th>
<th>Paid Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda Middle School</td>
<td>737</td>
<td>322</td>
<td>43.69%</td>
<td>72</td>
<td>9.77%</td>
<td>343</td>
<td>46.54%</td>
</tr>
<tr>
<td>Century High School</td>
<td>1,253</td>
<td>344</td>
<td>27.45%</td>
<td>103</td>
<td>8.22%</td>
<td>806</td>
<td>64.33%</td>
</tr>
<tr>
<td>Chubbuck Elementary School</td>
<td>533</td>
<td>137</td>
<td>25.70%</td>
<td>88</td>
<td>16.51%</td>
<td>308</td>
<td>57.79%</td>
</tr>
<tr>
<td>Edahow Elementary School</td>
<td>315</td>
<td>68</td>
<td>21.59%</td>
<td>16</td>
<td>5.08%</td>
<td>231</td>
<td>73.33%</td>
</tr>
<tr>
<td>Ellis Elementary School</td>
<td>446</td>
<td>181</td>
<td>40.58%</td>
<td>49</td>
<td>10.99%</td>
<td>216</td>
<td>48.43%</td>
</tr>
<tr>
<td>Franklin Middle School</td>
<td>779</td>
<td>173</td>
<td>22.21%</td>
<td>62</td>
<td>7.96%</td>
<td>544</td>
<td>69.83%</td>
</tr>
<tr>
<td>Gate City Elementary School</td>
<td>471</td>
<td>90</td>
<td>19.11%</td>
<td>47</td>
<td>9.98%</td>
<td>334</td>
<td>70.91%</td>
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<tr>
<td>Greenacres Elementary School</td>
<td>316</td>
<td>143</td>
<td>45.25%</td>
<td>49</td>
<td>15.51%</td>
<td>124</td>
<td>39.24%</td>
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<tr>
<td>Hawthorne Middle School</td>
<td>741</td>
<td>286</td>
<td>38.60%</td>
<td>71</td>
<td>9.58%</td>
<td>384</td>
<td>51.82%</td>
</tr>
<tr>
<td>Highland High School</td>
<td>1,584</td>
<td>374</td>
<td>23.61%</td>
<td>101</td>
<td>6.38%</td>
<td>1,109</td>
<td>70.01%</td>
</tr>
<tr>
<td>Indian Hills Elementary School</td>
<td>581</td>
<td>260</td>
<td>44.75%</td>
<td>55</td>
<td>9.47%</td>
<td>266</td>
<td>45.78%</td>
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<tr>
<td>Irving Middle School</td>
<td>596</td>
<td>295</td>
<td>49.50%</td>
<td>54</td>
<td>9.06%</td>
<td>247</td>
<td>41.44%</td>
</tr>
<tr>
<td>Pocatello Juvenile Detention Center</td>
<td>13</td>
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<td>30.77%</td>
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<tr>
<td>Lewis &amp; Clark Elementary School</td>
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<td>12.67%</td>
<td>166</td>
<td>31.86%</td>
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| TOTAL DISTRICT WIDE           | 12,596           | 4,728                  | 37.54%  | 1,173                     | 9.31%   | 6,695        | 53.15%  |
POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25
SUMMARY OF CIP PROJECTS

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<th>REPLACEMENT SCHEDULES</th>
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<tr>
<td>Asphalt</td>
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<td>Asphalt Running Tracks &amp; Tennis Courts</td>
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<td>Buses</td>
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<td>Carpeting &amp; Tile</td>
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<tr>
<td>Heavy Equipment</td>
<td>Y</td>
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<tr>
<td>Heating/Ventilation Air Conditioning (HVAC)</td>
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<td>Intercoms</td>
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<td>Kitchen - $ (funded by School Lunch)</td>
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<tr>
<td>Lighting</td>
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TOTAL ESTIMATED REPLACEMENT SCHEDULES $3,647,804

Additional Major Projects 2018-19

**Final**

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<th>Description of Work</th>
<th>Final Approval</th>
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<td>HMS</td>
<td>Outdoor Facilities Recommendation - HMS Track</td>
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<td>NHC</td>
<td>Outdoor Shelter &amp; Patio Tables</td>
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<td>L&amp;C</td>
<td>Safety issue - suspended ceiling and new lights classrooms</td>
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<td>PHS</td>
<td>Commons/Classroom area between Unit I &amp; II</td>
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Total $5,385,000
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<th>MAJOR CIP PROJECTS IDENTIFIED</th>
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<tr>
<td>SINKING FUND RESERVE</td>
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<td>REQUIRED MAINTENANCE (SEE SCHEDULE)</td>
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<td>EXHIBIT B - EXTERIOR NEEDS REQUESTS</td>
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<td>EXCESS ESTIMATED REVENUES (EXPENDITURES)</td>
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## SCHOOL DISTRICT NO. 25 - MEMBERSHIP

### 3-Jan-18

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<th>KINDERGARTEN</th>
<th>GRADE 1</th>
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<th>GRADE 3</th>
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<td>24 24 24</td>
<td>25 26 24</td>
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<td>22 21 21 20</td>
<td>24 25 24 24</td>
<td>27 27 27</td>
<td>25 26 26 27 26 26 26</td>
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<td>21 22 20 1</td>
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<td>19 18 23 27</td>
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<td>21 22</td>
<td>29</td>
<td>25</td>
<td>19 20 20 20 20</td>
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<td>21 21 21 21 4</td>
<td>20 21 21 19 1</td>
<td>29 29 27 24 24 24</td>
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### TOTAL MEMBERSHIP

| ELEMENTARY       | 5497        |
| JR. HIGH         | 2863        |
| HIGH SCHOOL      | 3970        |

### TOTAL MEMBERSHIP W/SPECIAL PROGRAMS

| TOTAL MEMBERSHIP | 12646       |

### KEY

- **Linc.** = LINCOLN SP. GRANT 3, 4 & 5 YRS.
- **MT** = MONTESSORI TUITION 4 YEAR OLDS
- **HD** = HEAD START PROGRAM
## POCATELLO / CHUBBUCK SCHOOL DISTRICT #25
### DISTRICT ENROLLMENT INFORMATION FOR 2016-2017 / 2017-2018

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![Graph showing enrollment trends](image-url)
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**TOTALS** 5506 5508 5482 5501 5497 0 0 0 0

- **Chubbuck**
- **Edahow**
- **Ellis**
- **Gate City**
- **Greenacres**
- **Indian Hills**
- **Jefferson**
- **Lewis & Clark**
- **Syringa**
- **Tendoy**
- **Tyhee**
- **Washington**
- **Wilcox**
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<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
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POCATELLO / CHUBBUCK SCHOOL DISTRICT #25
MIDDLE SCHOOL ENROLLMENT INFORMATION 2017-2018
### High School Enrollment Information 2017-2018

#### Pocatello / Chubbuck School District #25

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<th>November</th>
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</table>

**TOTALS** 4049 4039 4004 4008 3970 0 0 0 0

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![Graph of High School Enrollment Information 2017-2018]
<table>
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<th>Schools</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<th>February</th>
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<tr>
<td>Grace Lutheran School (237-4142)</td>
<td>315</td>
<td>318</td>
<td>290</td>
<td>287</td>
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<td>Holy Spirit Catholic School (232-5763)</td>
<td>151</td>
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<tr>
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<td>Pocatello Montessori School (417-1930)</td>
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**CHARTER / PRIVATE SCHOOL ENROLLMENT**

**2017-2018**

- Grace Lutheran School (237-4142)
- Holy Spirit Catholic School (232-5763)
- Calvary Chapel Christian School (237-9500)
- Chief Taghee (237-2710)
- Conner Academy (232-1447)
- Gem Prep Academy (238-1388)
- Pocatello Comm Charter School (478-2522)
- Pocatello Montessori School (417-1930)
WELLNESS DASHBOARD
December 2017 Information

Medical / RX policy is with PacificSource; Dental with Delta Dental of Idaho; Vision with Vision Service Plan; Life with The Hartford. Our policy year begins on September 1st and ends on August 31st of each year. Our wellness program is with CaféWell.

Enrollment: December 2017 (Census)
Includes Employees, COBRA, Double Couple, and Under 65 Retirees:

- Employee: 976
- Employee & Spouse: 28
- Employee & Children: 88
- Employee & Family: 61
- Under 65 Retiree: 83
- Under 65 Retiree & Spouse: 7
- Under 65 Retiree & Children: 1
- Under 65 Retiree & Family: 0
- Cobra: 2
- Total: 1,246

Cost Overview (Group Experience Detail):
- $777,453.37 -- medical
- $151,276.50 -- pharmacy
- $928,729.87

High Claimant $5,000 and up: 64.47% of Health Care Costs for December = $600,709.32

- $200,000+: 0
- $100,000+: 0
- $75,000 - $99,999: 0
- $50,000 - $74,999: 0
- $25,000 - $49,999: 7
- $10,000 - $24,999: 16
- Less than $10,000: 17

Top Allowed Claims by Service Type to date:
- Outpatient Hospital: 37.7%
- Physician: 23.6%
- RX: 18.0%
- In Patient Hospital: 14.6%
- Other: 6.0%

Rx Costs / top 100 for December:

Top Rx Claims by Plan Paid (over $3,000 per script) (*denotes specialty drug):
- Xyrem: $12,124.10
- Ibrance: $11,182.31
- Humira*: $8,690.35
- Humira Pen: $4,236.84
- Actemra: $3,713.84
Top Rx Claims by Rx:
Levothyroxine 78 $ 5.44/each prescription
Hydrocodone/ACET 57 $ 4.34/each prescription
Amoxicillin-POT 41 $ 6.47/each prescription
Gabapentin 27 $20.66/each prescription
Fluoxetine HCL 25 $54.40/each prescription

Top Rx Claims by Therapeutic Class:
Hypoglycemics
Sedative/Hypnotics
Psychotherapeutic Drugs

Top Medical Providers (Facilities) To Date:
Portneuf Medical Center
Bingham Memorial Hospital
Eastern Idaho Medical Center
Coram Healthcare (Home IV Services)

Top Medical Providers (Non-Facility) To Date:
Richard Wathne – Orthopedic Surgery
Kim Cox – Obstetrics / Gynecology
Janelise Gunning – NP – Obstetrics / Gynecology
Joel Carlson - Obstetrics / Gynecology
Aaron Altenburg – Orthopedic Surgery
Richard Maynard – Family Medicine
Mark Mansfield – Family Medicine
Jeffrey Stucki – Osteopathic Physician
Fritz, Katie – General Surgery
Michael Jones – Osteopathic Physician

Chronic Diseases / estimated %:
Diabetes – 3.6%
Asthma – 4.4%
Coronary Artery Disease - .9%
CHF - .2%
COPD - .4%

LOSS EXPERIENCE:
Medical: 103.632% Goal is 80%
Dental: 79.20%
Vision: 79.76%

CaféWell for December (new wellness year begins August 1st):
Unique Logins: 88
Total Logins: 220

Premium Differential - Summary by Milestone to date: New policy year began 9/1.
Completed Health Assessment: 19
Complete Flu Vaccine: 29
Biometric Screening: 6
Wellness Exam: 10
Complete Dental Cleaning 30
**HUMAN RESOURCES REPORT**  
Regular Board Meeting  
January 16, 2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School/Location</th>
<th>FTE</th>
<th>Effective Date</th>
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<td><strong>New Hire - Retired Teacher Contract</strong></td>
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<td>Patricia Bowman</td>
<td>Science</td>
<td>Irving Middle School</td>
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<td><strong>New Hire</strong></td>
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<td>Justin Lineberry</td>
<td>PE/Health</td>
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<td>1/3/2018</td>
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<td><strong>Alternative Authorization:</strong></td>
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<td>Justin Lineberry</td>
<td>Teacher to New Endorsement: Health</td>
<td>Highland High School</td>
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<td>2017-2018</td>
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**Stipend Requests per the Attached Memorandum**

**Title I Funds:** Greenacres Elementary Building Leadership Team (BLT)  
**Teacher Quality Funds:** Professional Development  
**Summer School Funds:** Hard to Fill
MEMORANDUM

TO: Susan Pettit, Director of Human Resources

FROM: Gretchen Kinghorn, Title I Coordinator

DATE: January 16, 2018

SUBJECT: Stipend in Excess of $500 – BOARD ACTION REQUESTED

I am seeking Board approval to pay the staff member below for serving as an additional Building Leadership Team Member at Greenacres Elementary School. The stipend is to be paid in $450 increments in January and May. This is in accordance with Board Policy 7502. I recommend that the Board approve this request.

Title I Funds:

Greenacres Elementary School Building Leadership Team (BLT) Member:
- Jodi Prestwich – $450 in January; $450 in May
Date: January 16, 2018
To: Susan Pettit, Director of Human Resources
From: Chuck Orr, Director of Curriculum
RE: Stipend in Excess of $500 – BOARD ACTION REQUESTED

I am seeking Board approval to pay the following instructors for the Professional Development Courses listed below. This request is in accordance with Board Policy #7502. I recommend that the Board approve this request.

Teacher Quality Federal Grant: *Professional Development*

**Professional Development Courses:** January 9 – March 16, 2018

9 Essential Skills for the Love & Logic Classroom:
- Steve Morton – $1,000

Engaging Students with Poverty in Mind:
- Tonya Wilkes – $1,000

The Next Step Forward In Guided Reading:
- Cathy Stevens – $1,000

G-Suite:
- Drema Carnaroli – $500
- Janelle Arvas – $500
memo

Date: January 16, 2018
To: Susan Pettit, Director of Human Resources
From: Heidi Kessler, Summer School Principal
RE: Stipend in Excess of $500 – BOARD ACTION REQUESTED

I am seeking Board approval to pay summer school instructors a Hard to Fill Stipend for their work at summer school. This request is in accordance with Board Policy #7502. I recommend that the Board approve this request.

Summer School Funds: Hard to Fill Stipend

- 1 full block – both sessions:
  $300 minimum; $400 maximum, if no absences

- 2 full blocks – both sessions:
  $600 minimum; $900 maximum, if no absences

If an instructor teaches only one session per block they would be eligible for ½ the applicable stipend.
SUPERINTENDENT EVALUATION

The Board shall evaluate and assess in writing the performance of the Superintendent once each school year. This evaluation and assessment shall be reasonably related to the job description of the Superintendent and the goals and objectives of the district for the year in question. A portion of the evaluation shall be based on at least two measures of student growth, one of which shall be the Idaho statewide assessment, and the other a district approved measure. This portion of the evaluation may be calculated using current and/or immediate past year’s data and may use one or both years of data.

The process for evaluating the Superintendent will:

- Describe clearly the duties and responsibilities of the Superintendent.
- Clarify the Board’s expectation of his/her performance.
- Enable the Superintendent to know his/her standing with the Board.
- Identify areas of strength, weakness, and areas where improvement in the Superintendent’s job performance is requested by the Board.
- Improve communication between the Board and Superintendent.
- Provide ways by which needs for improvement can be met.
- Foster a high level of trust between the Superintendent and Board.
- Enable the Board to hold the Superintendent accountable for carrying out board policies and responding to board priorities.

The evaluation process will provide:

- An annual written assessment of the current status of the Superintendent’s performance.
- A continuing record of the effectiveness of the Superintendent.
- Tangible evidence upon which to base decisions to renew the Superintendent’s contract and set salary.
- Documentation to be used when the Superintendent’s contract may not be renewed or termination action is under consideration.
- An opportunity for the Superintendent to discuss the results of his/her evaluation with the Board.

Policy History
Adopted: March, 1982
Revised: April, 2018
The Board of Trustees is committed to developing and maintaining administrative personnel whose performance is exemplary and meets the expectations set forth in the district’s vision and mission. It is the intent of the district’s supervision and evaluation process to develop and sustain administrative personnel at this level of performance. The process of supervision and evaluation is to provide guidance and direction to each administrator as to his/her level of performance and district expectations.

Thus, each administrator shall be evaluated by his/her supervisor at least once annually no later than May 1st, in a fair and consistent manner in accordance with the established processes in place. Supervision and evaluation shall be reflective of the administrator’s job description, professional goals, the school improvement plan and the district’s Continuous Improvement Plan and the established supervision and evaluation criteria set forth in the approved processes for supervision and evaluation. The administrative evaluation policy and instrument will be monitored and reviewed on a regular basis to ensure alignment with the Idaho statutes and rules that govern education. All administrators will demonstrate proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment by the completion of a course approved by the State Department of Education (SDE).

The supervision and evaluation process shall include but not be limited to the following performance areas: Leadership, Implementation of the district’s Continuous Improvement Plan and the School Improvement Plan both designed to increase Student Achievement, Staff Supervision and Evaluation, Operational Management, Professional Development of Self and Staff, and Interest in Students, Staff, Parents and the Community. More specifically, The evaluation instrument will be designed after Idaho’s Standards for Effective Principals aligned to the Interstate School Leaders Licensure Consortium (ISLLC). While each standard will be rated individually, the principal will receive an overall numeric value of “1” – Unsatisfactory; “2” – Basic; or “3” – Proficient. The overall ratings for all building-level administrators will be reported to the SDE as required by state law. The SDE will maintain the confidentiality of individuals, but may report and publish aggregate district data. Additionally, completed administrative evaluations will be reviewed by the district to determine any areas that necessitate improvement through further professional development and training. Funding for additional training will be allocated from Title II, Teacher Quality funds. Professional competencies will account for 67% of the administrative evaluation.

In addition to the professional competencies listed above, Section 33-514(4), Idaho Code and IDAPA Rule 08.02.02.121.03, require that one portion of the evaluation of all building level administrators include parent/guardian input as a factor. A second portion shall be based in part upon student growth shall be included for all administrator evaluations. Student growth in student achievement will comprise at least 33% of the total written evaluation. Each portion of the evaluation may be calculated using current and/or immediate past year’s data and may use one or both years of data.

Once the evaluation is complete, the respective supervisor will meet with the building level administrator to review the evaluation. The written evaluation shall be signed by both parties, copies distributed to each and the original placed in the administrator’s personnel file. The administrator being evaluated is entitled to prepare any rebuttal statement within a reasonable time period to be submitted to the supervisor and attached to the evaluation maintained in the person’s administrator’s personnel file. Building level administrators that score unsatisfactory or basic may be required to remediate their skills and/or be considered for a job status change.

The Superintendent is responsible for establishing procedures for the supervision and evaluation of the administrators.
SUPERVISION AND EVALUATION OF ADMINISTRATORS

Policy History
Adopted: August, 1973
Revised: June, 2018

TRANSPORTATION

Transportation will be provided for all students who live one and one-half miles or more from the school serving their enrollment area unless the Board determines transportation is not practical by reason of sparsity of students, remoteness, or condition of roads.

Transportation may be provided to students living less than one and one-half miles from school serving their enrollment area only upon approval from the Board and then because of the presence or foreseeable hazards or obvious safety concerns.

When it is necessary that a distance from a school be measured, the distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the school he/she attends.

The District will adopt the measuring instrument model developed by the Idaho State Department of Education to evaluate all new safety busing areas (transportation under one and one-half miles). Potential safety busing areas that score 40 or higher shall be submitted to the State Department for reimbursement consideration. This measuring instrument will also be used to re-evaluate all existing safety busing sites at intervals of at least every three years.

The District will maintain the Safety Busing Files for review and inspection by the State Department of Education.

Federal, State, and District policies and procedures that govern the daily operation of the Student district’s Transportation Department will be outlined in the Transportation Department Procedures Manual. The District’s Transportation Department will be responsible for updating and keeping the manual current to reflect any changes in state and Federal law, State, or District policies or procedures.

The District, in accordance with guidelines set forth by the State Department of Education regarding duties and responsibilities for pupil transportation shall comply with the state adopted “Standards for Idaho School Buses and Operations.” The District will offer training programs for all transportation personnel and hold periodic evaluations for the purpose of assessing driver performance. All school bus drivers shall be required to complete a minimum of 10 hours of a refresher school bus driver training course each fiscal year, 3 of which are to be completed prior to the start of school. The District will provide emergency training and periodic evacuation drills for students while promoting public understanding and support for the school transportation program. The District will comply with the investigation and reporting of accidents in accordance with Idaho Code. Adequate supervision for the bus loading areas at each school in the District will be provided by the school whenever students and/or buses are present.

The district will ensure the transportation of foster children which maintains their school of origin for the duration of the time in foster care. The district will ensure that transportation is provided promptly in a cost-effective manner to the school of origin and to the child's home for visitation. If additional costs are incurred by maintaining the student's school of origin, the district may request that the local child welfare agency reimburse the district for the cost of such transportation; may request that the local child welfare agency share the cost; or may agree to pay the cost.

Policy History
Adopted: August, 1973
Revised: September, 2012 January, 2018
GENERAL POLICY FOR HIRING CERTIFICATED PERSONNEL

The Pocatello/Chubbuck School District No. 25 is An Equal Opportunity Employer as governed by federal law and/or Idaho Code. Any change in these laws will result in corresponding changes to Personnel policy and procedure.

The best qualified applicant will be selected for each position without regard to race, religion, sexual orientation, gender, gender identity, age, national origin, disability or place of residence in accordance with the district’s non-discrimination policy. Recommendations from all sources, when used properly, may have a positive influence on consideration given to an application. The intent of the program is to ensure equal treatment of candidates in recruitment, employment, training, promotion and other personnel practices.

All applicants for teaching positions shall be required to provide evidence that state certification requirements have been met and to sign a statement authorizing the release of any and all records relating to job performance, job related conduct and previous personnel files, including those outside of the state of Idaho. Applicants who do not sign the release shall not be considered for employment. Applicants shall not be prevented from gaining employment if a current or past employer is prevented from, or refuses to release such records.

The employment of any certificated staff member is not official until the Contract is formally approved by the Board of Trustees and signed by the applicant.

In order to qualify for employment, each teacher or administrator must have, and maintain during the entire school year, a valid Idaho teaching/administrator certificate kept on file in the district office at the beginning of the school year. Salary may be withheld if a certificate cannot be verified by the district office by September 15th of the given year. If at any time a teacher/administrator’s certification lapses, is revoked, or suspended, the certificated employee may be subject to Board action declaring a contract violation and possible termination of employment.

Policy History
Adopted: August, 1973
Revised: July, 2013 January, 2018
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

The Board of Trustees is committed to improving the quality of instruction and increasing the levels of student learning. The primary focus for improving instruction and student learning is through the process of supervision and evaluation. This process also provides a sound basis for making decisions with regard to professional growth, continued employment, transfer options and other opportunities within the organization. Thus, the Board of Trustees is responsible for adopting a consistent process for supervision and evaluation of certificated and professional staff. This process shall be evaluated annually in conjunction with progress monitoring of the District Strategic Plan and may must meet or exceed the requirements for supervision and evaluation as set forth in Idaho Code and the general guidelines as established by the state board of education. In addition, this process must meet the timelines as set forth in Idaho Code 33-514.

Building administrators are responsible for the supervision and annual evaluation of the certificated and professional staff through a defined process. Each building administrator shall receive annual training in the supervision and evaluation process as presented by the district’s administration. Additionally, ongoing instruction shall be provided to building administrators during monthly leadership training meetings as written in the Board-approved, district’s Continuous Learning Plan. Subsequently, building administrators shall provide an annual review of the Danielson’s Framework for Teaching supervision model including the Individual Professional Learning Plan. Supplemental materials or other expenses for District and building training shall be allocated and paid through Teacher Quality, Title II funds. Certified staff performance and goal setting shall be collected and monitored by the Elementary and Secondary Directors. The Elementary and Secondary Directors shall be responsible to share annual results with their respective building principals in order to make informed decisions regarding ongoing training needs. Specifically, building administrators shall be responsible for collecting data about a staff member’s performance through observation made during any class period or activity in which the certificated/professional staff member is engaged and the building administrator has supervisory responsibility. This is inclusive of formal and informal classroom observations, visitsations, and conferencing with the individual staff members. Building administrators may keep an anecdotal record of observations and visitsations. Such anecdotal records will be for the building administrator’s personal use in order to prepare the evaluation report. The written evaluation will identify the sources of data used in conducting the evaluation. More specifically, the evaluation instrument will be designed after Danielson’s Framework for Teaching. While each domain will be rated individually, the teacher will receive an overall value of “1” Unsatisfactory; “2” Basic; or “3” Proficient. The overall ratings for all teachers will be reported to the SDE state department of education as required. The SDE will maintain the confidentiality of individuals, but may report and publish aggregate District data. Additionally, completed teacher evaluations will be reviewed by the District to determine any areas that necessitate improvement through further professional development and training. The funding will be allocated from Title II, Teacher Quality funds. Professional competencies will account for 67% a majority of the teacher evaluation.

In addition to the professional competencies of the Danielson model addressed in the evaluation, IDAPA Rule 08.02.02.121.03 requires that parent/guardian input shall be included as a factor. IDAPA Rules also require a third measure of evaluation to include student growth in student achievement. Student growth in achievement shall comprise at least 33% of the total written evaluation and The evaluation rating will be based in part on measurable growth in student achievement as defined in Idaho Code 33-1001 and may be calculated using current and/or immediate past year data and may use one or both years of data. It shall be based on at least two objective, research based measures. The Idaho’s statewide assessment for Federal accountability shall be one measure and a District approved measure shall be the other measure of student growth. Teachers and professional staff must be given a copy of all evaluation reports prior to the report being placed in the teacher’s personnel file.

In accordance with the rules of the Idaho State Board of Education, IDAPA 08.02.02.120, the Board recognizes an individual’s right to file a rebuttal statement if they disagree regarding any part of the certificated
personnel evaluation. **Within 7 days of the evaluation meeting with their supervisor, the employee may file a written rebuttal of any portion of the evaluation.** The written rebuttal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested. Any rebuttal must be filed in the personnel file of the employee within **thirty (30) days of receipt of the evaluation.** Permanent records of each certificated personnel’s evaluation and any properly submitted rebuttal documentation will be maintained in the employee’s personnel file within the parameters identified in state and federal law. Further, in accordance with the Rules of the Idaho State Board of Education, monitoring and evaluations of the district’s personnel evaluation system shall be done through periodic policy and procedure review initiated by the superintendent or the superintendent’s designee. Any subsequent changes to the district’s evaluation plan shall be resubmitted to the State Department of Education for approval.

The superintendent is responsible to oversee consistent implementation of the adopted supervision and evaluation process.

See the building administrator or the Director of Human Resources for the current instruments and evaluation rubric documentation utilized in conjunction with this policy.

The purpose of the Evaluation Procedures shall be to increase student learning through:

1. Improving teacher self-analysis skills
2. Promoting professional growth
3. Improving teacher effectiveness in the classroom
4. Providing documentation for personnel decisions
5. Fulfilling requirements of Idaho Code

**CERTIFICATED STAFF – CONTRACT CATEGORIES**

**Annual Contracts: Categories 1, 2, and 3**

**Category 1:**
Definition: A Category 1 Contract is for a certificated staff member who is hired after **August 1st** for the ensuing school year. They are on a one-year limited contract and no further notice is required to terminate the contract at the conclusion of the contract year.

**Category 2:**
Definition: A Category 2 Contract is for a certificated staff member who is in his/her first year (hired prior to August 1) or second full year of continuous employment with the district. No property rights are attached to a Category II Contract. Unsatisfactory performance or conduct of a Category II teacher shall be communicated by the principal to his/her Director before **February 15th.** The Director shall consult with the Director of Human Resources regarding remediation or possible nonrenewal. Upon the decision by a local School Board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than **May 25th.** No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local Board of the reasons or decision not to reemploy.

**Category 3:**
Definition: A Category 3 Contract is for a certificated staff member who is in the third year of continuous employment by the same School District. Category 3 may also include employees who come to the District having attained “Continuing Contract” status in another Idaho School District or from another state with experience that would otherwise qualify for a Category 3 contract. If performance or conduct concerns exist, the principal shall convey those concerns to his/her Director, who shall then communicate with the Director
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

of Human Resources. If a certified employee’s work is found to be unsatisfactory, a defined period of probation shall be established by the Board, but in no case shall a probationary period be less than eight (8) weeks.

Renewable Contracts
Certificated staff that have completed three years of continuous employment with the same District will be placed on a renewable contract. The staff member shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the Board of Trustees of the School District then employing such person not later than the first day of June preceding the expiration of the term of the current contract. The Board of Trustees shall notify each person entitled to be employed on a renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the Board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than May 15th, in each year, except to those persons to whom the Board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the Board has given the notice.

TEACHER MENTOR PROGRAM
The Board of Trustees recognizes and confirms its obligation to provide support for teachers in their first two years in the profession as defined in Section 33-512, Idaho Code. The superintendent or designee shall establish a new teacher support program that outlines support in the following areas: administrative and supervisory support, mentoring, peer assistance and professional development.

Evaluation Process for all Certificated and Professional Staff
- The administrator shall conduct a goal setting Individual Professional Learning Plan conference and with the certificated staff member, and complete the Formative Evaluation, Part I, sections A, B & C, on or before October 30th.
- The administrator shall conduct no less than one documented and dated observation on or before January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long term illness, or late year hire, one documented classroom observation is acceptable.
- Parent/guardian input for the formative evaluation shall be solicited using certificated and professional staff recommendations and random selections from current student lists.
- The administrator shall conduct a formative goal conference including a review of parent/guardian input and complete the Formative Evaluation, Part I, sections D, E & F on or before January 15th. During this conference the employee should be informed of how he/she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to a desired level. This type of conference may be scheduled periodically at other times, as needed.
- The Formative Evaluation Form Individual Professional Learning Plan, Part I shall be submitted to the appropriate Director of Elementary/Secondary Education on or before February 1st.
- The administrator shall conduct no less than one additional documented and dated observation to be concluded on or before May 15th.
- The administrator shall conduct a summative evaluation conference and complete the Summative Evaluation form, Part II on or before, May 15th. The summative evaluation shall include in part a section addressing growth in student achievement per IDAPA Rules, which shall account for 33% of in part of the total evaluation. The written evaluation shall be signed by both parties and a copy will be given to the certificated and/or professional staff member.
- The administrator shall submit signed, certificated staff Summative Evaluation forms to the appropriate Director of Elementary/Secondary Education prior to, or during year-end checkout.
- The original written evaluation will be placed in the staff member’s personnel file.
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

PROBATION
Category 1 and Category 2 certificated staff members are on limited contracts and therefore, shall not be granted probationary status. Only the Board of Trustees has the authority to place a Category 3 employee or a renewable contract employee on probation. A defined period of probation shall be established by the Board, but in no case will be less than eight (8) weeks. This process is based upon the recommendation from the building principal and appropriate Director, to the Director of Human Resources, following unsatisfactory performance or conduct. The employee shall be entitled to prior notice of the reason for a meeting or interview and shall be entitled to representation from the Association or another witness of their choosing concerning any matter which could adversely affect the continuation of their office, position, employment or salary.

During the process of Probation, the following components must be addressed:
- The concerns are identified and described to the employee
- The expectation for change is stated by the supervisor
- The corrective action(s) to be taken is identified
- The criterion which shall be used to measure the progress is identified
- The needed assistance and resources to be provided are identified
- The timelines and monitoring procedures are identified

Following the completion of the probationary time period, the Director of Human Resources, with the assistance of the supervisor and/or the appropriate Director, may recommend any of the following to the Board of Trustees:
- Remove the Category 3 or renewable contract employee from probationary status, but monitor the area(s) of concern for up to one year;
- Recommend continued employment at the end of the contract year, but under probationary status;
- Recommend non-renewal at the end of the current contract or immediate discharge.

Policy History
Adopted: August, 1973
Revised: January, 2018
The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to an environment of non-discrimination in relation to race, religion, sex, sexual orientation, gender, gender identity, age, national origin, physical or mental handicap or disabilities, economic or social conditions, actual or potential marital or parental status, and other human differences. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Inquiries regarding discrimination should be directed to the district's Title IX Coordinator: the Director of Human Resources for staff, and the Director of Student Support Services for students. An individual alleging discrimination shall follow the process outlined in the district's Citizen's Complaint policy and procedure.

**Title IX Coordinators:** Director of Human Resources  
(208) 235-3259  
Director of Student Support Services  
(208) 235-3253

**Address:**  
3115 Pole Line Road  
Pocatello, ID 83201

**Cross Reference:** Policy 3307 – Citizen’s Complaints

**Legal Reference:**  
I.C. 67-5909 – Acts Prohibited  
20 U.S.C. 1681, et seq. – Title IX of the Educational Amendments  
42 U.S.C. 6103 – Age Discrimination Act  
42 U.S.C. 12134 – Americans with Disabilities Act

**Policy History**
Adopted: June, 1992  
Revised: February, 2013, January, 2018
The Board of Trustees of the Pocatello/Chubbuck School District No. 25 recognizes the rights of all students residing within the District boundaries to enroll in and participate in the District's educational and support programs. The District will comply with state and federal the requirements of the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, the Elementary and Secondary Education Act and Idaho Code 33-1404 with regards to the procedures addressing regarding the educational placement of homeless students.

It is the policy of the district to ensure that:
- Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
- Homelessness does not in any way separate homeless students from the mainstream school environment; and
- Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

All district schools shall admit children who are homeless regardless of residence or whether or not the homeless child is able to produce records normally required for enrollment.

All schools and employees of the district will work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The district will also strive to prevent any stigma against students who are homeless.

Definitions
- The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.
- The terms “homeless,” “homeless individual,” and “homeless person” include:
  - Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  - Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
  - Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described above; and
  - An unaccompanied student and homeless families with children and youth are also defined as homeless if they:
    - Have experienced a long term period without living independently in permanent housing;
    - Have experienced persistent instability as measured by frequent moves over such period, and
    - Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.
- “Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.
RIGHTS OF HOMELESS STUDENTS – ATTENDANCE, SERVICES, TRANSPORTATION AND EQUAL ACCESS TO SERVICES

- “Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.
- The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students “school of origin;” the “school of origin” shall progress to the designated receiving school at the next grade level for all of its feeder schools the same as for all students attending one school and progressing to another school in the district.

School Stability
In determining the best interest of the homeless student each school within the District shall:
- That the homeless student's education continues in the school of origin for the duration of homelessness:
  - In any case in which a family becomes homeless between academic years or during an academic year; and
  - For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.
- Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student;
- Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student;
- If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent, guardian, or unaccompanied student, including information regarding the right to appeal under “Enrollment Disputes”, below; and
- In the case of an unaccompanied student, ensure that the District's liaison designated under “District Liaison,” below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under “Enrollment Disputes,” below.

Immediate Enrollment
The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
- Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;
- Has missed application or enrollment deadlines during any period of homelessness; or
- Has outstanding fees or fines, including fees associated with extracurricular activities.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the district's liaison designated under “District Liaison,” below, who shall assist in obtaining all
necessary immunizations and/or screenings, or other required health records, in accordance with “Records,” below.

Comparable Services
Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

- Transportation services;
- Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
- Programs in career and technical education;
- Programs for gifted and talented students; and
- School nutrition programs. Upon enrollment, the student’s name shall immediately be submitted to the District’s Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

Records
Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

- So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
- In a manner consistent with FERPA, applicable Idaho law, and district policy.

Privacy
Information about a homeless student’s living situation shall be treated as a student education record, and shall subject to Family Education Records Privacy Act (FERPA) confidentiality requirements.

Nothing in this policy shall prohibit the district and/or the enrolling school from requiring the parent or guardian, or unaccompanied student to submit contact information.

Disputes
If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy:

- The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
- The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or enrollment made by the District, or other entity, including the right to appeal such decisions;
- The parent, guardian, or unaccompanied student shall be referred to the district’s liaison. Upon being informed of the dispute, the liaison shall as expeditiously as possible initiate an appeal with the District, and if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and
- In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student’s dispute.
District Liaison

The district’s Director of Student Support Services is designated to serve as the liaison for homeless students in accordance with the following provisions. The liaison shall ensure that:

- All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;
- The District tracks academic and enrollment data on homeless students;
- All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the district;
- Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the district;
- All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- All unaccompanied students and youth who receive any credits for classes attended shall be informed by the liaison of their status as an "independent student" for purposes of the student’s Free Application for Federal Student Aid ("FAFSA"). The liaison shall also provide the required "verification" of the student’s status in connection with his or her application for Federal Student Aid.
- Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;
- Enrollment disputes are mediated in accordance with dispute procedures outlined above;
- The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student’s school of origin, and is assisted in accessing transportation to the student’s assigned school;
- School personnel receive annual professional development and other support; and
- Unaccompanied homeless students:
  - Are enrolled in school;
  - Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
  - Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The district’s liaison for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).
RIGHTS OF HOMELESS STUDENTS – ATTENDANCE, SERVICES, TRANSPORTATION AND EQUAL ACCESS TO SERVICES

**Homeless Status**
The district’s liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for, and participating in a program provided by the district, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 et. seq.), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

**Title 1, Part A**
Any student who is homeless and attends school within the district is eligible for Title 1, Part A services. The district shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools. Funding may also be set aside to provide targeted assistance to homeless students who attend participating schools.

**Cross Reference:**
- 3210 Uniform Grievance Procedure
- 4160 Parents Right-to-Know Notices

**Legal Reference:**
- 20 U.S.C. § 1400 Individuals with Disabilities Education Improvement Act of 2006
- I.C. § 33-1404 Districts to Receive Pupils

The McKinney-Vento Act (Section 725) defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for ordinary use as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in the clauses above.

District students, who are homeless, have specific rights which provide for continuity and stability in their education. These rights are protected by federal law.

Homeless students who are enrolled in the District have the right to:

- Equal access to all educational programs and support programs, including transportation and school nutrition programs;
- Continue to attend school in their school of origin for the duration of homelessness or the current school year,
RIGHTS OF HOMELESS STUDENTS – ATTENDANCE, SERVICES, TRANSPORTATION AND EQUAL ACCESS TO SERVICES

- Attend regular public school with students who are not homeless, unless there exists a legitimate reason for requiring attendance at another school;
- Receive all educational services for which they are eligible such as, special education, gifted and talented, and LEP;
- Be provided transportation services comparable to those offered to other students at the school of attendance;
- Be provided transportation services if the student moves to a shelter that is in another attendance area within the District, in order for the student to continue attending the same school; and
- Be provided transportation services either by this District, another District, or an outside agency if the student moves to a shelter in another District, in order for the student to continue attending the same school in the District.

School enrollment of a homeless child or youth will be determined based on the best interest of the student and the request of the parent/guardian or unaccompanied youth. To the extent feasible, the student shall be immediately enrolled or continue enrollment in the school of origin, defined as:
- The school last attended by the student when permanently housed; or
- The last school in which the child was enrolled.

The Superintendent is directed to develop procedures which ensure that the educational needs of homeless students are met. These procedures are to include identification, elimination of any barriers to attendance, and the provision of appropriate services.

If there is a dispute regarding the educational placement of a homeless student, or if a school or District/LEA denies a child, youth, or unaccompanied youth homeless status, then a written notice of explanation of such decision shall be promptly provided to the parent/guardian of the child, or to the youth, if unaccompanied by a parent/guardian. Such notice shall be in language the parent/guardian or unaccompanied youth can understand, shall include a description of how to dispute the decision, and shall include a summary of the dispute resolution process.

In addition, the District/LEA shall promptly refer the parent/guardian or unaccompanied youth to the homeless liaison, who shall carry out the dispute resolution process within ten (10) business days. The parent/guardian shall be referred to the homeless liaison who shall advise the parent/guardian of the child’s rights, assist in and carry out the dispute resolution process. With respect to unaccompanied youth, the liaison shall ensure the same access to the dispute resolution process.

During the pendency of the dispute resolution process, the child, youth, or unaccompanied youth shall be immediately enrolled or continue enrollment in the school of choice (school of origin or local attendance area). Enrollment shall include all educational services for which the student is eligible, such as attending classes and full participation by such student in all school activities.

If agreement cannot be reached between the parties regarding the educational placement or enrollment status of the student, then the District/LEA shall promptly seek further assistance from the State Coordinator of Homeless Education to review and determine within ten (10) business days how the student’s best interests will be served. All interested parties will be expeditiously informed of the State’s determination in writing. The decision of the State Department of Education shall constitute final resolution. ##

Contact: State Coordinator for Homeless Education
Idaho State Department of Education
RIGHTS OF HOMELESS STUDENTS – ATTENDANCE, SERVICES, TRANSPORTATION AND EQUAL ACCESS TO SERVICES

650 W. State Street
P.O. Box 83720
Boise, ID 83720

Legal Reference: McKinney-Vento Act Sec. 722(g); 42 U.S.C. 11432(g).

Policy History
Adopted: August, 2007
Revised: February, 2016
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 15, 2018</td>
<td></td>
<td>All Day</td>
<td>Martin Luther King Day -- United States</td>
</tr>
<tr>
<td>January 16, 2018</td>
<td>8:00 AM - 9:00 AM</td>
<td>Judge Murray's Juvenile Justice Committee -- Region VI Juvenile Facility</td>
<td>Janie Gebhardt, Paul Vitale</td>
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<tr>
<td></td>
<td>4:45 PM - 5:30 PM</td>
<td>Executive Session: Personnel/Superintendent's Mid-Year Evaluation</td>
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<td></td>
<td>5:30 PM - 8:00 PM</td>
<td>Regular Board Meeting</td>
<td>Board Room</td>
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<tr>
<td>January 17, 2018</td>
<td>5:30 PM - 6:30 PM</td>
<td>Special Meeting - Action on Boundaries</td>
<td>Pocatello High School: Auditorium</td>
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<tr>
<td>January 23, 2018</td>
<td>1:30 PM - 3:30 PM</td>
<td>Instructional Technology Committee</td>
<td>Training Center</td>
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<td>Dave Mattson, Janie Gebhardt</td>
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<td>January 24, 2018</td>
<td>4:00 PM - 4:10 PM</td>
<td>Special Meeting - Adopt Calendar</td>
<td>Superintendent's Office</td>
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</table>
January 24, 2018 Continued

Wednesday

4:10 PM - 4:30 PM  Executive Session - Personnel -- Superintendent's Office
Doug,

Sue said we will have a couple of teachers to recommend for probation. Are you okay with me scheduling this for 4:00 p.m. on January 24th prior to student discipline hearings?

Thank you!

~Renae

4:30 PM - 6:30 PM  Student Discipline Hearings -- Superintendent's Office

January 25, 2018
Thursday

8:30 AM - 11:30 AM  District Curriculum Committee -- Training Center
Jackie Cranor
Janie Gebhardt

January 31, 2018
Wednesday

12:00 PM - 1:00 PM  Key Communicators -- Conference Room
Jackie Cranor
Jake Gertsch

February 6, 2018
Tuesday

8:00 AM - 10:00 AM  Board School Visits -- See Below
Alameda Middle School 8:00 – 10:00 a.m.

Doug Howell
### February 6, 2018 Continued

**Tuesday**

<table>
<thead>
<tr>
<th>Jake Gertsch</th>
<th>Brandon Vaughan</th>
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<tbody>
<tr>
<td><strong>Jefferson Elementary 8:00 a.m. – 10:00 a.m.</strong></td>
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<tr>
<td>Lori Craney</td>
<td>Jackie Cranor</td>
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<td><strong>Century High School</strong></td>
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<tr>
<td>Jan Harwood</td>
<td>Dave Mattson</td>
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</table>

### February 7, 2018

**Wednesday**

| 4:30 PM - 6:30 PM | **Student Discipline Hearings -- Superintendent's Office** |

### February 8, 2018

**Thursday**

<p>| 5:30 PM - 7:30 PM | <strong>Head Start Policy Council -- Head Start</strong> |
| Jake Gertsch | Paul Vitale |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 9, 2018</td>
<td>7:30 AM - 8:30 AM Local Issues Committee -- Perkins</td>
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<td>Paul Vitale</td>
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<td>Dave Mattson</td>
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<td>February 12, 2018</td>
<td>All Day Lincoln's Birthday -- United States</td>
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<tr>
<td>February 13, 2018</td>
<td>5:30 PM - 8:00 PM Regular Board Meeting -- Board Room</td>
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<tr>
<td>February 14, 2018</td>
<td>All Day Valentine's Day -- United States</td>
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<tr>
<td>February 16, 2018</td>
<td>8:30 AM - 11:30 AM District Curriculum Committee -- Training Center</td>
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<td>Jackie Cranor</td>
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<td>Janie Gebhardt</td>
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<td>February 19, 2018</td>
<td>12:00 AM - 12:00 AM ISBA Day on the Hill -- Boise</td>
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<td>All Day Presidents' Day -- United States</td>
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<td>February 19, 2018</td>
<td>All Day</td>
<td>Presidents' Day -- United States</td>
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<td>February 20, 2018</td>
<td>12:00 AM - 12:00 AM</td>
<td>ISBA Day on the Hill -- Boise</td>
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<td>Please See Above</td>
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<tr>
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<td>8:00 AM - 9:00 AM</td>
<td>Judge Murray's Juvenile Justice Committee -- Region VI Juvenile Facility</td>
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<td>Paul Vitale</td>
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<tr>
<td>February 21, 2018</td>
<td>4:30 PM - 6:30 PM</td>
<td>Student Discipline Hearings -- Superintendent's Office</td>
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<td>February 28, 2018</td>
<td>12:00 PM - 1:00 PM</td>
<td>Key Communicators -- Conference Room</td>
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<td>Jackie Cranor</td>
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<td>Jake Gertsch</td>
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