

MINUTES OF REGULAR BOARD MEETING
BOARD OF TRUSTEES OF JT. SCHOOL DISTRICT NO. 151
THURSDAY, FEBRUARY 18, 2021 AT 7:00 P.M.

BOARD MEMBERS:

Heber Loughmiller	Zone 5, Board Chairman
Ryan Cranney	Zone 1
Jeff Rasmussen	Zone 2, Board Vice-Chairman
Darin Moon	Zone 3 (Excused)
Bruce Thompson	Zone 4

ADMINISTRATORS:

James Shank	Superintendent
Sandra Miller	Assistant Superintendent

LEGAL ADVISOR: Lance Loveland (or representative from the law firm of Parsons, Smith Stone, Loveland, & Shirley LLC.)

TREASURER: Chris James
CLERK: Pamela Teeter

PUBLIC RELATIONS: Debbie Critchfield

NEWS/MEDIA:

Chairman Loughmiller called this meeting to order.

REGULAR SESSION: (7:00 p.m.) Motion by Jeff Rasmussen and seconded by Ryan Cranney to enter into Regular Session Board meeting. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

PRESENT: Chairman Heber Loughmiller, Vice-Chairman Jeff Rasmussen, Trustees: Ryan Cranney, Bruce Thompson, Superintendent James Shank, Assistant Superintendent Sandra Miller, District Attorney Lance Loveland, Fiscal Manager/Treasurer Chris James, Clerk Pamela Teeter

PLEDGE OF ALLEGIANCE: The Pledge of Allegiance was led by Chairman Cranney.

GUESTS: Michelle Richins, Curtis Richins, Patricia Merrill, Alan Merrill, Brandi Kirkpatrick, Jeanette Dring, Ryun Payne, Marlene Jennings, Kit Kanekoa, Ramiro Rojas, Ludean Henderson, Rodney Lind

CONSENT AGENDA: Motion by Ryan Cranney and seconded by Bruce Thompson to approve the Consent Agenda items: B-F. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

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| • Minutes – January 21, 2021 | Work and Annual Board Meeting |
| • Minutes – January 28, 2021 | Special Board Meeting |
| • Minutes – February 11, 2021 | Special Board Meeting |
| • Bills: | January - February Accounts Payable |
| • Separations, New Hires | |
| • Leave(s) of Absence | |
| • Policies | |

SEPARATIONS: The separations are as follows:

Certified: Heather Gibby, Declo Head Volleyball Coach (still teaching); Gary Posyluzny, Burley Jr. High School Psychologist;

Classified: Desirae Nelson, Declo High School JV Softball Coach; Rosa Martinez, Burley Jr. High Para; Kayleigh Boesiger, Declo Elementary School Para; Jerry Rowe, Transportation Substitute; Wayne Winder, Transportation Substitute; Courtney McCray, White Pine Elementary SPARKS After School Para; Leticia Gonzales, Mountain View Elementary Para; Danielle Helms, Substitute; Ashlee Larson, Substitute; Charles Maxwell, Substitute; Jennifer Thornton, Substitute

NEW HIRES: The new hires are as follows:

Certified: None

Classified: Ashton Cox, KFAC Stage Crew; Rosa Martinez, Special Services School Nurse; Michaela Thompson, Declo Elementary School Para; Amanda Drake, Transportation Aide; Caleb Ogdon, White Pine SPARKS Afterschool Aide; Quinlyn Ontiveros, Substitute; Savannah Gentry, Substitute; Kalli Manning, Substitute

LEAVE(S) OF ABSENCE: Request approval for the Leave(s) of Absence for Employees 2021F and 2021G.

POLICIES: Request approval for Policy amendments to:

POLICY 104 EDUCATIONAL GOALS: Policy 104 will read as follows:

The Cassia County Joint School District No. 151 Board of Trustees believes that, in establishing and supporting a school system for all students, the district's patrons want the school as a public institution to provide insofar as possible:

1. A well-qualified and efficient corps of teachers of such character that if a student should become like any one of the teachers, the parents and others would be proud of the student.
2. Facilities and equipment adequate to meet the most exacting needs of every learner.
3. Experience for effective learning.
4. An educational leadership which courageously and ably leads to continuous school improvement.

OBJECTIVES OF EDUCATION

This district is looked upon as an ever-changing social community where young people live. Here they are provided opportunities to determine and to work toward goals that are purposeful and significant to them. They are given experience which is designed to develop talents and characteristics essential to a wholesome child life. Subject matter is thought of in terms of units of living and learning.

We believe that in every experience the whole individual must be considered: the mental, physical, moral, spiritual, emotional and social being.

In teaching we must start where the student is. We must provide challenges for the student according to his or her abilities. We should not expect all students to develop at the same rate. The school program must be adjusted to the student's needs, interests, abilities, and rate of growth.

Objectives of Human Relationships

In order to develop in students attitudes and proficiencies for wholesome human relationships, it is essential:

1. Develop cooperative understanding and effort in work and play with others.
2. Provide enjoyable experiences that will produce wholesome, sincere friendships.
3. Develop the realization that family relationships influence the manner in which an individual conducts himself or herself in a group, since consideration for others is the core of good living.
4. Help cultivate an appreciation and regard for the interrelationships of individuals and groups in the home, the schools, the community, the state, the nation and the world in preparing for the democratic way of life.

Objectives of Self-Realization

In order that our students may become all that their talents promise for them, it is essential to:

1. Supply experiences that will create a desire to learn and a desire to search for truth.
2. Teach how to read and to write effectively, and to speak the English language clearly.
3. Assist in developing logical thinking ability in order to solve mathematical problems and problems of daily living.

4. Help cultivate the ability to observe and to listen.
5. Help them understand the basic facts of health and disease.
6. Assist them in cultivating an appreciation for beauty and an appreciation for our cultural heritage.
7. Guide them in learning how to make worthwhile use of their leisure time.
8. Guide them in acquiring a scientific attitude toward living forms and resources in their environment.
9. Foster an understanding of the interrelationship existing between a person and his or her environment.
10. Inspire them to determine worthy goals for living and to guide them toward achievement of those goals.

Objectives of Civic Responsibility

In order that our students may learn that liberty with security demands civic responsibility, it is essential to:

1. Give immediate and continuing attention to the promotion of peace.
2. Lead them to acquire attitudes of tolerance and desires for understanding.
3. Offer opportunity and help in developing qualities of good leadership.
4. Help them develop the ability to carry out responsibilities without constant direction.
5. Assist them in learning to operate in groups as a working democracy where students can be taught respect for law, for civic duties and for honest differences of opinion.
6. Give them practice in the procedures of democracy so that as citizens they may have courage, unselfishness, and a fine sense of honor.
7. Help them comprehend and practice the basic elements of world understanding, tolerance and good will.

Objectives of Economic Efficiency

In order that our students may acquire a sense of economic accountability and productive efficiency, it is essential for the school district to:

1. Provide training for them to become intelligent consumers as well as efficient producers.
2. Help them understand the requirements and opportunities of various occupations.
3. Help them feel the dignity of labor in all fields.
4. Help them feel the satisfaction that comes from good workmanship.
5. Provide guidance in choosing an occupation best suited to their individual aptitudes and potentialities, and to those skills in which they can achieve, maintain and improve efficiency.
6. Provide the opportunity to receive training for college entrance or employment in the home, agriculture, industry, science or business.
7. Help them gain an appreciation for interdependence of workers and for what their work means to other people.
8. Assist them in planning the economics of their own lives.
9. Show them how to use purposeful thinking and wholesome ideals in deciding what is of value.
10. Assist them in developing a discriminating sense of values for guiding their own expenditures, in seeking information and in acquiring skill as buyers, and in taking appropriate measures to safeguard the interests of themselves and also the interests of those dependent upon them.



ADOPTED: May 8, 2000

REVIEWED: August 17, 2017

AMENDED: February 18, 2021

POLICY 205 CONTINUOUS IMPROVEMENT PLAN: Policy 205 will read as follows:

Cassia School District No. 151 will develop an annual plan that is part of a continuous focus on improving student performance through continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes. The board and the superintendent will collaborate on the plan and engage students, parents, educators, and the community as appropriate.

The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.

CONTINUOUS IMPROVEMENT PLAN REQUIREMENTS

The annual continuous improvement plan will:

1. Be data driven, specifically in student outcomes, and include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission; and
4. Include key indicators for monitoring performance; and
5. Include, at a minimum, the statewide student readiness and student improvement metrics.

The board will continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress will be included in the superintendent's evaluation.

ANNUAL LITERACY INTERVENTION PLAN

In addition to the district's continuous improvement plan, the district will develop a literacy intervention plan. The district's plan will include, at a minimum:

1. The projected literacy plan budget for the current school year;
2. The metrics chosen by the district to determine the effectiveness of the literacy plan and annual performance benchmarks; and
3. The performance on metrics chosen to show program effectiveness for, at a minimum, the previous academic year.

The district will annually report on the effectiveness of its literacy intervention plan by October 1 of each year.

COLLEGE AND CAREER ADVISING AND MENTORING PLANS

The district will also develop a college and career advising and mentoring plan for submission to the state board of education (SBE) by October 1 of each year. The plan will include the minimum effectiveness metrics as established by the SBE and at least one (1) or more additional metrics chosen by the board of trustees to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks. The minimum effectiveness metrics will include:

1. The percent of learning plans reviewed annually by grade level, in grades 9-12;
2. The number and percent of students who go on to some form of postsecondary education one and two years after graduation; and
3. The number of students graduating high school with a career technical certificate or an associate degree.

The performance on all effectiveness metrics will be reported annually in the district's continuous improvement plan annual report.

NOTICE

The continuous improvement plan will be made available to the public and posted on the school district website.

TRAINING

This district may seek reimbursement for actual expenditures related to training delivered by state-approved trainers from the Idaho State Department of Education (SDE) to the extent money is appropriated. To be eligible for reimbursement, the training will cover one (1) or more of the following subjects:

1. Continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes;
2. School finance;
3. Administrator evaluations including, but not limited to, specifics on the Idaho state evaluation requirements and framework;
4. Ethics or governance;

Training records will be kept by the district for reimbursement purposes as prescribed by the superintendent of instruction.

Training sessions for which reimbursement is sought will include a majority of the board and the superintendent. All training will include students, parents, educators, and the community as applicable to the training subject and format. The training facilitator will be physically present or have the ability to interact directly with all training participants. Time will be included to give participants the opportunity to discuss issues specific to the district.



LEGAL REFERENCE:

Idaho Code §33-320 – Continuous Improvement Plans and Training
IDAPA Proposed Rule 08.02.01.801 (June 18-19, 2014) – Strategic Planning and Training

ADOPTED: August 26, 2014
AMENDED: August 25, 2015
AMENDED: February 18, 2021

POLICY 681.50 STUDENT DATA PROTECTION: Policy 681.50 will read as follows:

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act, Idaho Code §33-133).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.

This policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, this district is required to adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection, access, security and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties as set forth in Idaho Code §33-133.

Defined Terms

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Breach is the unauthorized acquisition of personally identifiable information (PII) as defined herein.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the student's social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Student Educational Record means all information directly related to a student and recorded and kept in the data system, as that term is defined in this policy, and may include information considered to be personally identifiable. A student educational record shall not include: (1) juvenile delinquency records and criminal records unless required by law; (2) medical and health records; (3) student social security number; (4) student biometric information; (5) gun ownership records; (6) sexual orientation; (7) religious affiliation; (8) except for special needs and exceptional students, any data collected pursuant to a statewide assessment via affective computing, including analysis of facial expressions, EEG brain wave patterns, skin conductance, galvanic skin response, heart rate variability, pulse, blood volume, posture and eye tracking, any data that measures psychological resources, mind sets, effortful control, attributes, dispositions, social skills, attitudes or intrapersonal resources.

Student education unique identification number means the unique student identifier assigned by the state to each student that shall not be or include the social security number of a student in whole or in part.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

COLLECTION

The school district shall follow applicable state and federal laws related to student privacy in the collection of student data.

ACCESS

Unless prohibited by law or court order, the district shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the district shall be restricted to: (1) the authorized staff of the school district who require access to perform their assigned duties; (2) authorized employees of the State Board of Education (SBE) and the State Department of Education (SDE) who require access to perform their assigned duties; (3) vendors of the SBE, SDE or IDLA who require access to perform their assigned duties (4) students and/or their parents or legal guardians; (5) the authorized staff of other state agencies in Idaho as required by law and/or defined by interagency data sharing agreements.

SECURITY

The district shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.

The district shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

The district shall notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

USE

Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.

The district contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

- Requirement that the vendor agree to comply with all applicable state and federal law;

- Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
- Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
- Prohibition against the vendor's secondary use of PII including sales, marketing or advertising;
- Requirement for data destruction and an associated timeframe; and
- Penalties for non-compliance with the above provisions.

The district shall clearly define what data is determined to be directory information.

If the district chooses to publish directory information which includes PII, parents will be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

TRAINING AND COMMUNICATION

The Superintendent or designee shall oversee the training of all employees, vendors and others with access to the district's student data to ensure consistency in procedures and adherence to access and security policies. Training shall include building an understanding of federal and state privacy laws which protect the rights of students and compliance with district policies and procedures relating to student data privacy.

A current copy of this policy and any related policies will be posted to district's website as well as distributed to each student upon enrollment and at the beginning of each school year in the student handbook.



LEGAL REFERENCE:

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g)

Electronic Code of Federal Regulations pertaining to FERPA: 34 CFR Part 99

U.S. Department of Education, Student Privacy Policy Office (formerly Family Policy Compliance Office)

Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Code §33-133)

ADOPTED: August 26, 2014

AMENDED: February 18, 2021

POLICY 870 BOARD OF TRUSTEE RECORDS: Policy 870 will read as follows:

Records of the proceedings of the Cassia County Joint School District No. 151 Board of Trustees will be maintained as permanent records, except as provided herein or in the district's records retention schedule (Board Policy 270). The records will be maintained in the office of the superintendent of schools and will be open to public inspection at reasonable office hours.

Obsolete records may be destroyed by board action as provided by Idaho law. Unless required by law to be retained for a longer period of time (e.g., due process hearings), audio and audiovisual recordings of board meetings will be destroyed thirty (30) days after the meeting minutes have been approved by the board.

Written and electronic communications addressing district business from a patron to board members will be retained as a business record of the board to the same extent that similar non-electronic documentation is maintained.

The board records will be retained in a manner that is deemed to be an efficient use of district resources and that allows reasonable access to the information, as required by law.

Board members will not utilize electronic communication during board meetings unless that communication is also publicly communicated in open meeting. Any permanent format of that communication will be made a permanent part of the board minutes.



LEGAL REFERENCE:

Idaho Code Sections

33-506 (Organization and Government of the Board of Trustees)

ADOPTED: May 8, 2000
REVIEWED: April 26, 2018
AMENDED: February 18, 2021

INFORMATION ITEMS:

CORRESPONDENCE, DELEGATIONS AND RECOGNITIONS(S) OF EXCELLENCE:

Assistant Superintendent Miller recognized IT Director, Rodney Lind as Employee of the Month of February.

Assistant Superintendent Miller recognized the following as the Employees of the Month of February from Declo Jr. High School.

- Amy Schenk
- Pat Merrill

Declo High School Counselor, Brandi Kirkpatrick recognized the following employees as the Employee of the Month of February from Declo High School:

- Jann Kidd
- Ramiro Rojas

These employees were awarded a certificate and a gift card to a restaurant of their choice by the Cassia County Joint School District in appreciation of their dedication and hard work.

ACTION ITEMS:

COMPUTER BID RESULTS: Motion by Ryan Cranney and seconded by Bruce Thompson to approve the winning bid for 170 i3 and 90 i5 desktop computers for \$129,900 from Ace Computers. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Vendor	QTY	i3	Total	QTY	i5	Total	Grand Total
ACE	170	\$ 474.00	\$80,580.00	90	\$ 548.00	\$ 49,320.00	\$129,900.00
HPI	170	\$ 532.37	\$90,502.90	90	\$ 596.37	\$ 53,673.30	\$144,176.20
Tek-Hut	170	\$ 545.00	\$92,650.00	90	\$ 620.00	\$ 55,800.00	\$148,450.00
ITC	170	\$ 553.50	\$94,095.00	90	\$ 613.50	\$ 55,215.00	\$149,310.00
Trafera	170	\$ 576.99	\$98,088.30	90	\$ 648.54	\$ 58,368.60	\$156,456.90
Hypertec	170	\$ 590.69	\$100,417.30	90	\$ 718.09	\$ 64,628.10	\$165,045.40
Micro K12	170	\$ 751.32	\$127,724.40	90	\$ 825.40	\$ 74,286.00	\$202,010.40

5 additional bids were received after the stated bid opening time and were rejected.

SURPLUS VEHICLES BID RESULTS: Motion by Ryan Cranney and seconded by Bruce Thompson to approve the Surplus Auction results. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Closed Auction Report
Feb 14,2021 To Feb 16,2021

Auction #	Title	Buyer Name	Buyer Address	Qty	# of Bids	End Price
2716263	2004 Ford Escape	Chad Randash	418 Laura Louise Lane Bozeman MT 59718	1	15	\$ 1,550.00
2716296	2004 Chevy Classic	Ben Pratt	96 S Beechwood Dr Nampa ID 83651	1	44	\$ 2,050.00
2716308	2003 Chevy Impala	Delbert Clark	1728 S Highway 81 Malta ID 83342	1	18	\$ 500.00
2716314	2004 Chevy Impala	Ray Bean	2120 South Reserve #322 Missoula MT 59801	1	16	\$ 461.00
2716300	2000 Chevy Lumina	Delbert Clark	1728 S Highway 81 Malta ID 83342	1	18	\$ 207.50

Total \$ 4,768.50

HIGH SCHOOL MASTER SCHEDULE: Motion by Ryan Cranney and seconded by Bruce Thompson to lift the unified school requirements. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Motion by Ryan Cranney and seconded by Bruce Thompson to lift the 70-minute class period requirement to 80 minutes. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Motion by Jeff Rasmussen and seconded by Bruce Thompson to accept the recommendations of the high school principals with Burley High School going to a 7-period day and Oakley High School, Declo High School and Raft River High School on an A/B Block schedule. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried. (Mr. Rasmussen made a statement that Trustee Moon contacted him as Mr. Moon was unable to attend the Board meeting tonight. He stated Mr. Moon feels the same way as the Board with the need to support what the educators of each high school are presenting to us. Even though he isn't here to vote he wanted the educators and administration to know that he is behind them and as a Board we are going to support them.)

Motion by Ryan Cranney and seconded by Jeff Rasmussen to ratify the Cassia Regional Technical Center Schedule. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Discussion:

Trustee Cranney questioned why the Burley seniors' time at the Tech Center is only an hour and 40 minutes to which CRTC Director Richins responded the schedules for Burley are for every day. They will be at the Tech Center for 100 minutes every day. Every week the Burley seniors and juniors will attend the Tech Center for 400 minutes. The outlying schools will be in classes for 200 minutes a day, every other day, allowing them to attend Tech Center classes 400 minutes a week, also. The outlying schools will come into the CRTC, in the morning and the Burley juniors and seniors will attend in the afternoon. This proposed schedule is approximately 50 minutes shorter per week than it was two (2) years previous. The minutes per day for the outlying schools is about 25 minutes shorter and 10-15 minutes shorter for the Burley schools than the schedule two years. Mr. Cranney asked about the Valley students and Mr. Richins stated those students come in the morning with the outlying high schools. Mr. Cranney asked if they are also on the A/B block to which Mr. Richins stated they are on a hybrid schedule like this one, allowing them to come to the Tech Center. He stated the entire school is an A/B block in the morning and then, in the afternoons the school does straight days.

Mr. Richins informed the Board of Trustees that his staff worked hard to make a schedule where all the students in the District will benefit by using the Tech Center to which Superintendent Shank agreed with this statement. Superintendent Shank stated he cannot say enough good things about the schedule. He stated the staff came together and did a very nice job of figuring it out.

Trustee Cranney asked about the dual credits to which Superintendent Shank stated that dual credit is still possible. This question was asked during our work sessions with the school administrators and one of counselors explained that it is possible to access dual credit. It may be a little bit more difficult for those on a 7-period day but there is always going to be trade-offs for any kind of master schedule. There is no perfect system. Master schedules provide opportunities for learning and we want to open those opportunities but the trade-off is: one will not get everything, every time.

Trustee Rasmussen stated he has had some calls from parents who are concerned about those students who are working hard to obtain their associate's degree from Burley High School. That is where the dual credit comes in and he questioned how much more difficult is it going to be for students to do that to which Superintendent Shank stated that their opportunities have been discussed in Board meeting previously, in regards to zero hour, or an hour where students can take a different class in the morning or the afternoon depending on where it is the school would determine that. This would offer additional opportunities during the day to access various classes. Right now, we are on a 4x4 A/B and there are eight (8) opportunities to learn. A 7-period day with a zero hour still has those eight (8) opportunities to learn. It just depends on how students work those things through. Some of it would need to be: If I want this, this is what I need for my associate's degree, and will that opportunity exist and will it be built into that master schedule? He stated he knows that the principals and counselors at Burley High are doing everything they can and are working to make sure these things are accessible.

Mr. Rasmussen stated for the last four and half years we have seen that Minico High School produces more graduating seniors with an associate's degree than what Burley has ever had and this concerns him. If it is going to be more difficult for those seniors who have been wanting and have been working towards getting their associate's degree and if this 7-period day is going to throw a "wrench in that", that disturbs him. This is the first time we have really talked about the dual credit having a problem with the 7-period day. He stated he has received a number of emails and phone calls from families who are very concerned about that. Superintendent Shank addressed this comment saying that he appreciates the concern but what he is being told in the committee work is the dual credit isn't being limited. It is still possible. He noted that Oakley High School is one of the schools who responded to that question and the counselor stated that dual credit will still exist there. He turned the time to Vice-Principal Kit Kanekoa to address Trustee Rasmussen's concern.

Mr. Kanekoa stated that students who are working towards their associate's degree have to do work outside the school day anyway. Typically, they have to take two (2) to three (3) courses each summer. The trade-off would be it is a cheaper way than having to take three (3) or four (4). Again, the dual credit English class will go away. That teacher will still be teaching the dual credit classes within the schedule. We are looking at the zero period, too. Superintendent Shank reiterated the opportunity still exists, it has not been taken away. Mr. Kanekoa stated also that the schedule change will not take that away. It cannot be done just within the semester or year-long schedule.

Mr. Rasmussen stated a concern that students would have to use the zero hour and it will take away from taking a religious class to which Chairman Loughmiller stated if those students take their release time during zero hour that will still leave them eight (8) opportunities to take other classes including Tech classes or other classes. Superintendent Shank reiterated that we need to focus on the fact that the opportunities for dual credit classes still exist, they just might look a little different and that difference is still the same because the student had to reach for it outside the regular day.

Trustee Rasmussen questioned Cassia Regional Technical Center Director Richins asking him if some of the classes taught at the CRTC go towards an associate's degree to which Mr. Richins stated yes, they can and some can also receive a technical certificate. He noted there are five (5) programs that offer dual credit courses through CSI and, all courses offer advanced placement. Mr. Rasmussen asked Mr. Richins what the dual credit courses are to which Mr. Richins stated CNA and EMT are dual credits courses through CSI along with CADD, Architecture and digital media courses. He added that in the past, the Electronics program was a dual credit through ISU; however, they do not offer that course right now.

Mr. Rasmussen asked Mr. Kanekoa and Mr. Richins how hands on are their counselors, in working diligently with those students who are striving to get an associate's degree? Are they there, answering the students' questions? Are they helping these students with their schedules and then, checking on them to see how they are progressing? Or, is this something the student has to take his/her own initiative on and the counselor says, "This is a good idea"? He would like to know how much is involved. Mr. Richins stated the counselors in all the schools work with him but not specifically for dual credits and specifically to coach the students through the dual credit classes. He stated he is not privy to that information or how they work with their students at the home high schools regarding the dual credit and accelerated learning programs.

Mr. Kanekoa stated their counselors have to create a plan with the students because as he stated before it cannot be done within the constraints of the school year. The student needs to know this is what he/she has to take in the summer to be on track going into their senior year. Burley High School counselors work with them diligently with everything. They submit all the students who are on track for AA's and he noted that they may lose a couple of them because over the summer those students may not have completed the classes that they needed to. He reiterated that their school counselors are with those students every step of the way. Mr. Rasmussen asked if the counselors meet with the students on a regular basis during the school year to see where they are and if they are conversing with them to make sure they know what they need to do to which Mr. Kanekoa stated that some Burley High School students choose to take those extra courses online, so the counselors are having to monitor because the start dates do not necessarily match up with our calendar. They work with them all the time to get them registered because students cannot do that by themselves. He stated it is a daunting task when there are so many options out there.

Mr. Rasmussen asked Oakley High School principal, Ryun Payne alluding to the comment Mr. Richins made about Valley High School previously, and how they do their A/B block in the morning so they can do a regular 7-period day in the afternoon. He stated that when it comes to math, the human brain remembers for about twenty two (22) minutes, like a conversation. He stated that is why Burley High School wants to have that every day instruction to help those students. He stated he has talked and read and he is still convinced that those harder classes should be taught every day. He noted that when the middle

school students went to the Jr. High School and they were flunking math so the administration started having math taught every day at the Jr. High.

Trustee Rasmussen stated he was hoping to see a master schedule. That is what he thought they, as a board were coming to the meeting to do. He thought he would have each school's master schedule here that they as a board could go over. He stated he was hoping that there would have been something that would have shown that yes, we are in trouble in certain subjects. That maybe, within this you could have found a way to have had math and some of those more difficult classes every day like Valley is doing. He stated there is no master schedules for him to look at. All we are doing is approving an A/B day for the outlying schools and a 7-period day for Burley. He stated he is very disappointed that he doesn't have anything to actually look at and he feels he is voting on something he has no idea what he is voting on.

Superintendent Shank responded to Mr. Rasmussen's statement explaining that first, there has to be registration. Mr. Rasmussen interrupted Superintendent Shank saying this is a blank sheet of paper for him to vote on, tonight.

Mr. Payne explained that at Oakley High School, one of the things they were able to do this school year was to recognize there are some holes in their Jr. High as far as math data, also Algebra I which is taken by the 9th grade students. He talked to his Jr. High teachers and had all three of them teaching math this year to address those needs and concerns. He noted every one of them teaches math and additional subjects. Mr. Rasmussen interrupted asking if they taught math every single day to which Mr. Payne stated no but all three of those teachers can have PLC collaboration with the students because our school is so dedicated to PLC, now. It has been a wonderful thing.

Mr. Payne went on to say in working on next year, the team is looking at the needs assessment again. They have plans that math can be offered each and every day where on the A days with math "tier I" instruction must happen as students must have that "tier I" instruction and then, on B days math can be taught as a math lab where we are teaching where it is needed and that "tier II" instruction must come into play. In a master schedule, that is the beauty of the five periods per day on a block schedule, having teachers there where the needs are going to be met is: you can teach math each and every day. That is something for us at our school that we have committed to. He doesn't agree that every class does need to be taught every single day. It is based on need and it's got to be researched based and you have to see the needs of those students and address them. He stated those fine tunes that we looked at last year did happen.

Mr. Payne explained they are currently on 80 minute class periods and Advisory time has been a game changer. It has been awesome to where he can almost guarantee all of his teachers at least see their students two additional 40 minute periods each and every week for Advisory because they are priority based set aside for math or English or history or science and anything else. This has been a huge thing and it is what we are doing at our school. To address those needs we have to look at the data and see what those needs are. Year to year it changes. We made those fine tunes with the advisory, set a goal and now, the majority of the high school has that going on. We adjusted our time, we are on eight class periods.

Mr. Payne went on to say to fulfill that other need of "I need someone to prove to me how much time is enough time". He informed Mr. Rasmussen that he is a former Special Education teacher and he stated that no one student can learn a task in the same amount of time as all the other students. All of them have different needs and we have to be good educators and look at all those needs. There is no "here's the time", "here's the one shoe fits all". You have to look at it all, and there is no research out there as far as a skill must be taught for this amount of time and it's good to go.

Mr. Payne stated there has been a lot of research out there that has been done for all these Idaho schools. He stated he doesn't know how many of those Idaho schools who have been on a 7-period day are true PLC schools or if they are "PLC-like" schools or districts. He stated that he did research on Hagerman and

Shoshone and some schools do not even have intervention time where Advisory is being implemented. They have “tier I” instruction and in some cases “tier II” instruction but there is no intervention and that needs to happen.

Mr. Payne stated he hoped this answered a couple of questions. For next year, we have to make those fine tunings but for us, at Oakley Jr/Sr. High School we felt an entire 7-period day schedule change as a transformational change was not necessary at this time.

Chairman Loughmiller clarified for Trustee Rasmussen, stating there are no master schedules here for your review is intentional on my part for this reason, the Board of Trustees has never developed master schedules. We do not understand the constraints and these people have put a lot of work and a lot of discussion and they have the expertise, experience, ability and the knowledge. They make the decision, they make the recommendation, we review it but as far as the details of their schedule, we have never involved ourselves in that.

Mr. Rasmussen stated the Board of Trustees gave them an assignment and ask them to do it on a 7-period day and the ones who are against it are still working on an A/B block and that their prerogative. He is worried about the students who are really struggling, those who will have math on an A day even though they might have intervention, they will still fall through. Those students need those hard concepts taught just like Algebra I. They are going to forget those and he guarantees that there are students who will fall through. We have seen that. He stated he was looking forward to having those difficult classes taught every day, every single day. He noted that he was pleased to hear that Valley is doing something like that.

Chairman Loughmiller stated Declo is on a 4-day instructional week and not with an extended day rather with a shorter exposure. And yet, at semester they had zero F’s in math. Now, that is not common. The teachers’ response is they felt like the time in class had been more effective with the 4-day instruction and getting rid of the early release Mondays. Burley sees what’s fair and the Burley administrators and staff have worked on this and their recommendations is the 7-day because their student population say this is what they need. He gives the same credibility to Mr. Payne, Mr. Boden and Mr. Bott. They are looking and they care about those students who are struggling and developing a schedule that they and their staff feel is best for their student population. He stated that he understands Mr. Rasmussen wants to see some detail in it but Mr. Loughmiller trusts that they are working with Dr. Shank and Mrs. Miller and he trusts they will develop great schedules. A big constraint a lot of times is staffing. In the smaller school when you have one or two math teachers who teach all the math opposed to six math teachers there is less flexibility in their scheduling. They understand those limitations. That is why we have stayed out of the building of the schedule and gave the principals parameters. Mr. Loughmiller stated he understands Mr. Rasmussen’s frustration but is explaining why he is not looking at a master schedule right now.

Trustee Cranney stated that what Mr. Payne explained is exactly what Mr. Rasmussen is asking for. His teachers are in touch with those students every day. So, that solves that. In talking to the special education teachers in Oakley, they are saying they want longer periods so they can have more time to deal with their students. The Tech Center has done an excellent job so he doesn’t know why the Board would want to circumvent it at this time.

Director Richins spoke to Board saying the Tech Center staff came up with this compromise. It was their idea, not his. He stated that the problem for them was that they needed a second section of senior classes so they could offer classes to both areas. With limited staff we could do that. The teachers at the Tech Center said if they (the District) buy their prep periods they could offer the second section of class periods for senior classes. They put together the proposal and they are willing to do that. He noted that he has a concern that without a prep period there could be a teacher burnout. He has discussed it with his teachers and they told him they understand but are willing to do this so all the students in the district can have the same equal access to the Tech Center. They worked out the master schedule and about half the teachers

can get a prep period and as for the other half, we are going to do our best to make sure they stay healthy and strong and there is no teacher burnout.

Trustee Rasmussen questioned if there is any implication about a teacher not having a prep period to which Superintendent Shank stated the district buys those every year.

Chairman Loughmiller, understanding that Burley High School is making the largest structural change in the master schedule, questioned Mr. Kanekoa on what the administrators' plan is to make a case of it to their parents, to which Mr. Kanekoa stated they did not want to send anything out until it was official, because they didn't want to have to retract anything later. He stated that they will probably send out a condensed version of the presentation that was presented to the Board of Trustees, giving them the nuts and bolts after trimming it down.

Mr. Kanekoa stated that Dr. Shank said something very important here and that is: in order to get a really good master schedule students must register before-hand.

Mr. Rasmussen questioned how comfortable is the Burley administration's relationship with the CRTC, now? Do the educators feel comfortable because you have less time? How is it in your mind and your faculty's with the Tech Center not having as much time? Mr. Richins stated the Tech Center will have more time next year than this year, less time than two (2) years ago and it works out to be about an hour and 50 minutes per week. Mr. Rasmussen asked Mr. Payne if he was alright with that to which Mr. Payne stated it's similar in all the high schools' cases and we all recognize that time is less, when you talk about what is necessary for Mr. Richins and his teachers and what they can accomplish there. He stated he wished they could have much more time, no matter if the schools are on a 7-period or an A/B block there is going to be less time. Mr. Payne stated he has spoken to his CTE teachers and he asked them what they thought in being prepared each day and for example, one teacher said, "Well, I can prepare and cut up onions a little bit earlier and put them in the fridge so they can be ready for the food's class." Maybe, food preparation will happen the day before like during the Advisory schedule and business will be taken care of that way.

Trustee Rasmussen asked how many more minutes were there before this year on a four day instructional week to which Mr. Richins state that they are probably getting back 75% of the time they lost this year.

Mr. Payne stated any time he can brag about his teachers it's a good opportunity. Right now they offer nine (9) dual credit courses and they are a small school. He has spoken to teachers about next year and they are willing to teach an additional class so our school could offer up to thirteen (13) dual credit courses. Giving more opportunities to students. He firmly stated that no schedule is perfect, no schedule will alleviate or fix issues. Year to year, as educators we have to look at things every single year and make adjustments.

Chairman Loughmiller asked Mr. Payne if he has seen a need for zero hour to which Mr. Payne stated on an A/B block we have ample time for the number of courses and offerings. Mr. Loughmiller stated this might not be true in Burley as they might need to request a zero hour to which Mr. Kanekoa stated they are going to have to look again. He stated with the seniors going to the Tech Center in the afternoon the administration will need to look at the schedule because senior English cannot be scheduled during that time. When a schedule is condensed down there is going to be some hiccups or bumps and that is why he couldn't bring a master schedule. First, there must be registration. That is where we see the numbers and the data.

Trustee Thompson questioned Mr. Kanekoa on the support or feedback the administration is receiving from the teachers at Burley High School to which Mr. Kanekoa stated they do not have 100% teachers who want this but then, we also didn't have 100% teachers who wanted the 4-day work week. We have

been doing a lot of work and by far, the vast majority have come up and said let's do what is best for kids. We have had teachers who have said, "This is a lot more work on me, my prep period is shrinking down and I have to see these kids every single day but we also see what is best for kids." They understand it's going to be a big change. Looking at it on paper is easy, the reality is this is going to be a big change. If you haven't been on it and are not familiar with it there is a lot of angst and trepidation. Mr. Thompson asked if the administration is ready for that to which Mr. Kanekoa stated they have had some staff who have taught on a 7-period day and they have been the ones who have been instrumental with it. We have two (2) teachers who have both been on a "classes every single day" schedule. They stated that even on a 5-day school week they couldn't get as much done as they did when they saw students every single day. One teacher noted that when they were on a 4-day school week, they didn't get as much done on an A/B block as they do seeing students every single day. This came from an Ag teacher, so the administration took that to heart.

Chairman Loughmiller spoke to those patrons viewing the Board meeting tonight: This has been a long and involved process. He is impressed with how the principals, the administrators, counselors and staff of every school has grabbed hold of this. They were asked to develop a leadership team for secondary education in our Cassia School District and they did and it was not easy work. They do not all have the same set of circumstances and same challenges. They are different but their goal is all the same and that is to provide opportunities for students to develop basically that capacity for learning and for future success. He wanted to commend them and asked the patrons of each school area to take the opportunity to thank the administrators in their local buildings. He prompted the parents to ask them questions and sincerely listen to their answers. There are reasons they did certain things and reasons that they are working toward things. He implored the patrons to believe in their sincerity because we, as a Board do. He wanted to thank the schools' administration and staff for their work because moving forward because they do want these decisions, as many as possible, to be made to the level closest to the people that they affect. You will probably see more of this, not less.

Superintendent Shank thanked Chairman Loughmiller and the work of the Board on this and stated that like Mr. Loughmiller said it has been a process and he appreciates everyone who has been involved.

BOND SEMI-ANNUAL INTEREST PAYMENT: Motion by Bruce Thompson and seconded by Ryan Cranney to approve the Bond Semi-Annual payment of \$620,554.03 due March 15, 2021.

Discussion: Trustee Cranney asked if the interest payment in the memorandum is principle and interest payment. Mr. James clarified that this is an interest only payment. He stated it was a typo on the memo. He clarified again, this is an interest only payment, noting the principle is paid in the fall. Mr. James noted the invoice is attached which shows the interest only payment.

Trustee Thompson withdraws his motion. Chairman Loughmiller stated the motion is withdrawn.

Motion by Bruce Thompson and seconded by Ryan Cranney to approve the Bond Semi-Annual interest only payment of \$620,554.03 due March 15, 2021. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

ADJOURN: (7:59 p.m.) Motion by Ryan Cranney and seconded by Bruce Thompson to adjourn. Voting Aye: Rasmussen, Cranney, Thompson, Loughmiller; motion carried.

Heber Loughmiller, Board Chairman

Pamela Teeter, Board Clerk

