

MINUTES OF REGULAR BOARD MEETING  
BOARD OF TRUSTEES OF JT. SCHOOL DISTRICT NO. 151  
THURSDAY, MAY 20, 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  
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.) (Excused)

**TREASURER:** Chris James  
**CLERK:** Pamela Teeter

**PUBLIC RELATIONS:** Debbie Critchfield (Excused)

**NEWS/MEDIA:**

Chairman Loughmiller called this meeting to order.

**EXECUTIVE SESSION:** (6:00 p.m.) Motion by Darin Moon and seconded by Bruce Thompson to go into Executive Session per Idaho Code § 74-206(1)(b) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, or individual staff member or individual agent, or public-school student; Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

**REGULAR SESSION:** (7:00 p.m.) Motion by Darin Moon and seconded by Bruce Thompson to adjourn the Executive Session and enter into Regular Session Board meeting. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

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

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

**GUESTS:** Diana Gill, Marlene Jennings, Denise Clark, Kim Bedke, Steve Copmann, Kit Kanekoa, Michelle Richins, Valerie Bame, Curtis Richins, Karli Nelson, Melodie Cooper, Angela Rodriquez, Ludean Henderson Jeanne Allen

**CONSENT AGENDA:** Motion by Bruce Thompson and seconded by Jeff Rasmussen to approve the Consent Agenda items: B-H. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller with one abstention from Trustee Rasmussen as he is related to an employee being discussed this evening; motion carried.

B. Minutes – April 15, 2021  
April 21, 2021

C. Bills:

Regular Board Meeting  
Executive and Special Board Meeting  
April - May Accounts Payable

D. Separations, New Hires  
E. Alternate Authorizations  
F. Trip Requests  
G. ISBA Quadrant Contract  
H. Policies

**SEPARATIONS:** The separations are as follows:

Certified: Jeanne Jones, Burley High School Counselor; Sara Howes, Mountain View Teacher; Riley Christensen Burley High School Head Tennis Coach (still teaching); Wesley Atwood, Burley High School Teacher; Caroline Mayo, Raft River Elementary School Teacher; Jessica Turner, Albion Teacher; Jason Loveless, John V. Evans Elementary Teacher; J. Todd Shumway, Cassia High School Principal; Jaclyn Rogers, Oakley High School Teacher; Loretta Adams, Dworshak Teacher; Cindy Bodily, Burley Jr. High School Teacher; Cherise Gentry, Declo Elementary Teacher; Marjorie Sunderland, Dworshak Teacher; Travis Elliott, Raft River High School Boys' Asst. Basketball Coach (still teaching); Jessi Duncan, Burley High School Head JV Softball Coach (still teaching)

Classified: Holly Darrington, Declo High School Assistant Cheer Coach; Aariah Pugsley, Raft River Elementary School Para; Candace Schrenk, Transportation Bus Driver; Tanette McKee, Oakley High School Head Cheer Coach; Eric Mabry, Oakley High School Assistant Varsity Boys' Basketball Coach; Melissa Bedke, Oakley High School Assistant Varsity Boys' Basketball Coach; Jeff Bedke, Oakley High School Head Varsity Boys' Basketball Coach; Lance Darrington, Declo High School Boys' Soccer Coach; Travis Armstrong, Raft River High School Assistant Boys' Basketball Coach; Lori Blauer, White Pine Elementary Para; Kim Hutchison, Raft River Elementary Para; Angelina Davis, Oakley Elementary School Para; Raegan Ricks Raft River Elementary Para; Pamela Teeter, CO Superintendent Administrative Assistant/Clerk of the Board; Steve Olson, Declo High School Assistant Boys' Basketball Coach; Zachary Zollinger, Declo High School Assistant Freshman Basketball Coach; James Higen, Transportation Bus Driver; Susan Robinson, John V Evans Para; John Garrard, Declo Jr. High School Football Coach; Sharma Juarez, Declo Elementary School Para; Lorelei Breeze, Para; Angel Anguiano, Burley High School Boys' Soccer Coach; Aariah Pugsley, Raft River Elementary Para; Emmalee McCombs, White Pine Elementary Para; Patraice Parish, Special Services Sped Secretary; Marie Fitton, Oakley Elementary School Para; Diane Hoskins, Food Service Cook; Quinlyn Ontiveros, Substitute; Vermoyne Ridenour, Substitute

**NEW HIRES:** The new hires are as follows:

Certified: Lynette Hale, Declo High School and Declo Jr. High School Music Teacher; Fawn Sternberg, Burley High School Counselor; Angelina Davis, Oakley High School Jr. High English/Math Teacher; Zan Lind, Declo Jr. High School Math Teacher; Abby Slade, Cassia High School Counselor; Alison Burgess, Mountain View Elementary Teacher; Tara McCall John V Evans Teacher; Erin L Hansen, John V. Evans Elementary Teacher; Trudy Weaver, Declo Jr. High School Principal; Dylan Corless, Burley High School and Cassia High School PE Teacher; Brandon Hosteen, Burley High School Science Teacher; Jeanne Allen, Cassia High School Principal

Classified: Rogelio Abreo, Declo Jr. High School Assistant Soccer Coach; Bailey Peterson, Special Services Roving Sped Sub; Whitney Page, Cassia High School-Food Service Cook/Cashier; Alicia Mojarra, Burley Jr. High School Para; Lindsey Udy, Raft River High School Assistant Girls' Basketball Coach; Rosanne Rex, Raft River High School Assistant Dance Coach; Zenna Heward, Declo High School Head Volleyball Coach; Taylor Whitehead, Declo High School Head Boys' Soccer Coach; Bethanie Phillips, Mountain View Elementary Para; Tegen Povlsen, Declo High School Assistant Boys' Basketball Coach; Kerianne Kroeger, Declo Elementary School Para

**ALTERNATE AUTHORIZATIONS:** Request Board approval for the following Alternate Authorizations:

Alternate Authorization Teacher to New endorsement be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Hollie Draney to teach English at Declo High School while she completes her education requirements to obtain a Master's Degree.

Alternate Authorization Content Specialist be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Alison Burgess to teach 2nd grade at Mountain View Elementary while she completes her education requirements to obtain this endorsement.

Alternate Authorization Content Specialist be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Kristina Craner to teach 4th grade at Mountain View Elementary while she completes her education requirements to obtain this endorsement.

Alternate Authorization-Pupil Service Staff be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Fawn Sternberg to work as a school counselor at Burley High School while she completes her education requirements to obtain this endorsement.

Alternate Authorization-Pupil Service Staff be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Abby Slade to work as a school counselor at Cassia Jr/Sr. High School while she completes her education requirements to obtain this endorsement.

Alternate Authorization-Pupil Service Staff be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Sally Hall to work as a school counselor at Dworshak Elementary School while she completes her education requirements to obtain this endorsement.

**TRIP REQUESTS:** Request Board approval for the following trips:

- **In State trip requests for:**
  - Burley High School
  - Declo High School
  - Declo Jr. High School
  - Raft River High School
  - Oakley High School
  - Burley Jr. High School
  - Raft River Elementary School
  - Cassia Regional Technical Center
- **Out of State trip requests for:**
  - Burley High School
  - Raft River High School
  - Oakley High School
  - Cassia Regional Technical Center
  - District Office: Counselors
  - District Office: PLC Training
  - Federal Programs

(see attached)

**ISBA QUADRANT CONTRACT:** Request to approve Quadrant Contract and Invoice for ISBA/Quadrant to assist with Trustee Rezone following the census.

## **POLICIES:**

**POLICY 610 HGIH SCHOOL GRADUATION REQUIREMENTS:** Request approval for policy amendments for the following policy 610 Graduation Requirements:

All students graduating from Cassia County Joint School District No. 151 must meet the state graduation and district requirements. High schools in this district will offer a wide variety of courses to satisfy state and local graduation requirements, including instructional offerings in physical education and Career-Technical Education (CTE). Additionally, each student's parent-approved learning plan will be reviewed and updated annually with the student (see Policy No. 608, Middle/Junior High School Required Instruction).

### **STATE STANDARDS FOR GRADUATION**

The Idaho State Board of Education (SBOE) has established that all students graduating from an Idaho public high school must meet the following minimum requirements:

1. Local Achievement Standards. A student must meet locally established subject area achievement standards as demonstrated through various measures of accountability including examinations or other measures. The local standards must meet or exceed the standards set by the state.
2. Course Credit and Core Instruction. A student must successfully complete a minimum of forty-six (46) credits, which must include twenty-nine (29) credits in core subjects as set forth below and in IDAPA 08.02.03.105. One (1) credit equals sixty (60) hours of instruction unless the district has been granted a waiver by the Idaho State Department of Education (SDE).
  - a. Secondary Language Arts and Communication—nine (9) credits required.
    - 1) Eight (8) credits of language arts consisting of language study, composition, and literature aligned to the Idaho Content Standards for the appropriate grade level.
    - 2) One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.
  - b. Mathematics—six (6) credits required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning.
    - 1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the Idaho High School Algebra I Content Standards.
    - 2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards.
    - 3) Two (2) credits of mathematics of the student's choice.
    - 4) Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. The last year of high school includes the summer preceding the fall start of classes. Students who return to school during the summer or the following fall for the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.
    - 5) Students who have completed six (6) or more credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement (AP) or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High school mathematics credits completed in middle school shall count for the purposes of this section.
    - 6) Students who earn eight (8) or more high school credits of mathematics that include Algebra II or higher level of mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for purposes of this section.
    - 7) Dual credit engineering and computer science courses aligned to the state standards for grades 9-12, including AP computer science, dual credit computer science, and dual credit engineering courses may also be counted as a mathematics credit if the student has

- completed Algebra II (or equivalent integrated mathematics) standards. Such courses may not concurrently count as both a math and science credit.
- c. Science—six (6) credits required four (4) of which must be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
    - 1) Secondary sciences include instruction in the following areas: biology; physical science or chemistry; and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.
    - 2) Up to two (2) credits in dual credit engineering and computer science courses aligned to the state standards for grades 9-12, including AP computer science, dual credit computer science, and dual credit engineering may be used as science credits. Such courses may not concurrently count as both a math and science credit.
  - d. Social Studies—five (5) credits required.
    - 1) Two (2) credits in government.
    - 2) Two (2) credits in U.S. history.
    - 3) One (1) credit in economics.
    - 4) Courses such as geography, sociology, psychology, and world history may be offered as electives, but will not be counted as a social studies requirement.
  - e. Humanities—two (2) credits required.
    - 1) Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho Content Standards for those subjects.
    - 2) Courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is approved by the Idaho Interdisciplinary Humanities Content Standards.
  - f. Health/Wellness—one (1) credit required.
    - 1) The course must be aligned to the Idaho Health Content Standards.
    - 2) Each student must receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in American Heart Association (AHA) guidelines for CPR including the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.
  - g. Physical Education—no credit requirement.
    - 1) Students who participate in one (1) season in any sport recognized by the Idaho High School Activities Association (IHSAA) or club sport recognized by the district or eighteen (18) weeks of a sport recognized by the district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for physical education in a format provided by the district.
3. Mastery. A student may achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the district. The board will appoint a committee to develop a process whereby students may be awarded credit upon demonstrating mastery of a subject's content standards. (This sections pertains to the Cassia Jr/Sr. High School Mastery Learning pilot program for 2019-2020 school year.)
  4. College Entrance Examination. A student must take one (1) of the following college entrance or placement examinations before the end of the student's 11<sup>th</sup> grade year: SAT, ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT.
    - a. A student who misses the statewide administration of the college exam during the student's 11<sup>th</sup> grade year for any one (1) or more of the following reasons may take the examination during their 12<sup>th</sup> grade year to meet this requirement:
      - 1) Transferred to an Idaho school district during the 11<sup>th</sup> grade year and has not previously participated in one of the allowed college entrance exams outlined above;
      - 2) Was homeschooled during the 11<sup>th</sup> grade year and is enrolled in an Idaho high school as a diploma seeking student; or
      - 3) Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.
    - b. A student may elect an exemption in their 11<sup>th</sup> grade year from the college entrance exam requirement if the student is:
      - 1) Enrolled in a special education program and has an IEP that specifies the student meets the alternate assessment eligibility criteria;

- 2) Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less;  
or
- 3) Transferring from out of state to an Idaho high school in 12<sup>th</sup> grade.
- c. This school district may, on behalf of a student, on a form established by the State Department of Education, submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances.
5. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project that includes a written report and oral presentation by the end of the student's 12<sup>th</sup> grade year. Senior projects may be multi-year projects, group or individual projects, or approved, pre-internship or school to work internship programs, at the discretion of the district. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. The district may impose additional requirements at its discretion. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.
6. Civics and Government Proficiency. All secondary students must show they have met the state civics and government standards for such instruction through the successful completion of the civics test, participation in a course in United States government and politics and participation in an associated college credit-bearing examination, or alternate path established by the district. The district may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades 7-12. Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path will have it noted on the student's high school transcript. A student may take the civics test, in whole or in part, any time after enrolling in the 7<sup>th</sup> grade and may repeat the test as often as necessary to pass the test. The applicability of this requirement to a student who receives special education services shall be governed by such student's individualized education plan. "Civics test" means the one hundred (100) questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization, in order that the applicants can demonstrate a knowledge and understanding of the fundamentals of United States history and the principles and form of United States government, as required by 8 U.S.C. §1423.
7. Middle School Courses. See Policy No. 609.50, Awarding High School Credit for Courses Taken Before Ninth Grade.

## **DISTRICT REQUIREMENTS**

To graduate, a student must comply with the following:

Earn fifty (50) semester credits in an eight (8) period schedule. The Burley High School will require fort-eight (48) semester credits in a seven (7) period schedule. The Cassia High School (CHS) will require a total of 46 credits in compliance with State requirements.

| Subject            | District Requirements | CHS Requirements | BHS Graduating in 2024 and after |
|--------------------|-----------------------|------------------|----------------------------------|
|                    | Credits               | Credits          | Credits                          |
| English            | 8                     | 8                | 8                                |
| Math               | 6                     | 6                | 6                                |
| Speech             | 1                     | 1                | 1                                |
| Science            | 6                     | 6                | 2                                |
| Physical           | 2                     | 0                | 2                                |
| Biology            | 2                     | 0                | 2                                |
| World Area Studies | 2                     | 0                | 1                                |
| U. S. History      | 2                     | 2                | 2                                |

|                                       |    |    |    |
|---------------------------------------|----|----|----|
| U. S. Government                      | 2  | 2  | 2  |
| Consumer Economics                    | 1  | 1  | 1  |
| Health                                | 1  | 1  | 1  |
| Physical Education                    | 1  | 0  | 1  |
| Humanities                            | 2  | 2  | 2  |
| Practical Arts *                      | 2  | 0  | 2  |
| Electives                             | 15 | 16 | 14 |
| Computer                              | 1  | 1  | 1  |
|                                       |    |    |    |
| Total Credits Required for Graduation | 50 | 46 | 48 |

\* *The Practical Arts requirement can be met with either two (2) credits of Practical Arts or two (2) additional credits of Humanities (fine arts).*

### **ADDITIONAL GRADUATION REQUIREMENTS**

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

Outstanding fees will not cause a delay in transferring school records to another school district or prevent a student from enrolling in any other school.

### **CREDIT CALCULATION**

Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.



### **LEGAL REFERENCE:**

Idaho Code Sections

18-4511 – School Duties – Records of Missing Child – Identification upon Enrollment – Transfer of Student Records

33-119 – Accreditation of Secondary School – Standards for Elementary Schools

33-512C – Encouragement of Gifted Students

33-603 – Payment of Fees or Returning of Property

33-1601, *et seq.* – Courses of Instruction

IDAPA 08.02.03.104 – Other Required Instruction

IDAPA 08.02.03.105 – High School Graduation Requirements

**ADOPTED:** May 8, 2000

**AMENDED:** May 14, 2002

**AMENDED:** April 13, 2004

**AMENDED:** November 9, 2004

**AMENDED:** October 11, 2005

**AMENDED:** February 12, 2009

**AMENDED:** April 28, 2009

**AMENDED:** May 15, 2012

**AMENDED:** August 15, 2019

**AMENDED:** April 16, 2020

**AMENDED:** September 17, 2020

**AMENDED:** December 17, 2020

**AMENDED:** May 20, 2021

## **DISCUSSION ITEMS:**

**POST LEGISLATIVE REPORT:** Superintendent Shank shared with the Board of Trustees that the District Administration attended Post Legislative Conference yesterday and he was pleased that they have a better understanding of what occurred during the Legislative Session thanks to the State Department for presenting those materials. He asked Mr. James to give the Board a brief overview of that meeting.

Fiscal Manager/Board Treasurer James provided some materials on BoardDocs noting they are available for the public to look at as well and invited them to look over them at their leisure. He posted one on the law updates and one on the ESSR stimulus funding. He discussed the Governor's Summer Learning Loss funds stating these are funds that we first learned about back in January. We didn't know how much they were going to be or when we would have access to them. Last week we received a preliminary allocation and they talked some more about these funds at the meeting, yesterday. There are two allocations of money coming. The first one statewide is \$5,000,000.00 for K-3 Learning Loss and \$5,000,000.00 for K-12 Learning Loss. Both allocations have to be spent by December 31, 2021 and they are coming from Federal Corona funds that the Governor received and is distributing to schools, now for Learning Loss. The total is just under \$500K (\$492K) between the two (2) allocations. It is anticipated that we will spend those monies on our summer learning program that is happening at the elementary schools and at the alternative school this summer. We will spend this money on bussing the students, paying staff and buying supplies. The schools have already started accessing some of this money because we gave them supply accounts. He noted there are reporting requirements on how these funds are used. The state will look at the IRI and ISAT scores as well as any other credit recovery courses that has been completed for the students who participate in summer learning. Mr. James stated that there may be additional reporting we will have to do.

Mr. James told the Board of Trustees that another important thing is that they finally gave us numbers on what the budget cuts for the year that we are currently in would look like. We were told at the beginning of the year there would be a 5% cut but midway through the year they shifted where that cut was. Originally, they had cut some salary increases which had not been paid because we believed they were going to be cut. Midway through the year they decided instead, fund those salary increases and move the cuts to discretionary funding. We ended up with instead of taking a 3% cut in our discretionary operational funding, we took an almost 22% cut in discretionary operational funding. The three (3) biggest things we pay out of our operational funding are utilities, health insurance, and salaries. It is very hard to take a 20% cut at the end of the year after you have already paid for those things. Their thinking was that we would have ESSR stimulus money to offset those cuts. They just gave us access to \$1.6M which is roughly the amount that was cut. That is to help keep cash flow and was our first allocation of ESSR stimulus funds.

For this current year, the State funded the teacher career ladder movement, teacher leadership premiums and 2% base increases for administrators and classified staff. We have met with the teachers to discuss that we would and are paying the leadership premiums this month. We are doing career ladder rung movement and base increases and classified. It will be paid as a lump sum in June.

For next year's budget the State is proposing a 3.4% increase and that includes salary increases, career ladder rung movement and increases for teachers. The one interesting thing is they proposed 2.3% increase in discretionary funding so, we are in an increase. He asked the Board to remember during the last recession they cut our funding and it took five (5) years for us to get back to where we were. This year they cut us 5% but we technically we are back. We are above where we will be next year. So, the State did restore funding for next year but there is one piece that came out in the legislative session and that is, they froze access to the Public Education Stabilization fund. They passed a bill that stated there would not be any money drawn from that fund this year. He believes their logic is that we are getting stimulus money so we shouldn't need to tap into the Public Education Stabilization fund; however, in the presentation it said that even though they are proposing a 2% increase in discretionary funding. Because they cannot tap into the Public Education Stabilization fund we will probably see at least an 8% reduction in discretionary funding because of growth in the State and programs and line items that will go over budget that is



normally covered out of the Education Stabilization fund. They told us in the meeting not to budget for the increase because we probably won't get it.

Mr. James stated that because districts around the State participated in an insurance program where we give up a portion of our funding (akin to a self-insurance program) to make sure where if we or another District took a big loss in enrollment we would drop no more than 3% of the prior year's funding. This program protects us. Because enrollment was so big and the drop-off was so big last year, particularly in big school districts, if they do not get those students back the cost that we pay into that insurance program will go up. Even if we keep our same number of students or go up students, we could be penalized if other school districts do not have students return because that cost of the insurance that we pay will go up and will be spread across all Idaho school districts.

Mr. James informed the Board that there is some information on the ESSR funds. Basically, the ESSR II which is the stimulus bill that was passed while President Trump was still in office is what we are barely getting access to, now and is split into two (2) allocations. The first allocation is the funds we were able to access, today. We will have access to the second allocation in July and we have until September 2023 to use those funds. Then, we have ESSR III funds and the first allocation will be available July 1, 2021. He isn't sure when the second allocation will be available but noted it should be available shortly around that time. We have until September 2024 to spend those funds. They are significant amounts of money and the primary purpose of the stimulus is used for preventing, preparing for and responding to Coronavirus but he noted there is a list of things that it can be used for which includes other operational things the Districts may need, even facility improvements (i.e. HVAC improvements, learning loss, student mental health, etc.) and a lot of other things for which it can be used.

Trustee Rasmussen asked Mr. James how much he anticipates each one of those allocations to be to which Mr. James stated that the first round of ESSR II is just over \$3M dollars and ESSR III is almost \$7M dollars so between the two the amount will be approximately \$10M dollars.

Mr. James stated that the State said they were going to help the districts spend those funds and they went through all the cuts that will be coming. Basically, because we are getting this stimulus funding the State is not restoring the cuts to the classroom technology, IT staffing, content and curriculum, and professional development, etc. Any of the line items that were cut this year will not be restored funding because the State wants us to use the Federal funds for that. They did not restore the 5% cut for the same reason and we will likely take a hit because we can't access the Public Education Stabilization fund, therefore we will have to use ESSR funds to cover that cut.

Superintendent Shank asked Mr. James if it is fair to say that with the PESF lock that we are looking at cuts in the future as the State is not going to be able to absorb those by using PESF to which Mr. James stated the whole purpose of the Public Education Stabilization fund is to help keep the funding stable and interestingly enough and this year they approved in their budget to put \$34M into the Education Stabilization Fund. So, they are adding money to the fund but are not allowing the State Department of Education to take any money out of it. They are protecting that rainy-day fund for this year which isn't bad as we have stimulus money to cover it but it forces us to use that stimulus money in certain ways.

Superintendent Shank asked Mr. James to go over with the Board what money went into the PESF this year and also the amount of money that the State is retaining out of the ESSR funds just to give some sense. Mr. James stated that the State is taking 10% of the ESSR funds right off the top and it is a significant amount of money. Ten percent of \$150M dollars is what they are taking off the top. Some of that will be re-distributed to districts and charters who didn't get access to the ESSR funds. It just made it a very late year because it was a record length legislative session and also a record length number of bills and he noted he is very concerned because he has a month's worth of budgeting to do in a week. He noted that normally the legislative session ends 4 to 6 weeks earlier than they did this year.

## **ACTION ITEMS:**

**2020-2021 CAREER LADDER, CLASSIFIED AND ADMINISTRATOR SALARIES:** Motion by Ryan Cranney and seconded by Bruce Thompson to approve the 2020-2021 SY teacher career ladder rung movement and the 2% for classified and administrator base salaries as directed by the State Legislature. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

Trustee Rasmussen asked Superintendent Shank approximately what the amount or percentage each employee would be getting to which Superintendent Shank stated the restored career ladder for those who didn't take movement will take a 2%, our administrators will get a 2% and also, our classified employees will get 2%. Mr. James noted that the total value was mentioned in the public content of BoardDocs and the salary increases along with benefits is approximately \$700K and will be paid as a lump sum in the June payroll. It varies because the career ladder rungs are not uniform and some people are either maxed out or they are a brand-new teacher so they wouldn't be eligible to move a rung until after this year. We didn't want to leave anyone out so even though the State did not fund it, we are funding a 2% increase for teachers that were not eligible to move a rung. Those who can move a rung will get their rung at the beginning of the year because the budget plan we were given by the State Department of Education and the Governor told us there would be no rung movement that everyone was frozen. We did negotiate a 1% increase in December and it was paid to staff in December. Then, out of the CARES Act we gave a 2.5% in November. This totals 3.5% combined and another 2% will be paid out in June. Mr. James stated for a year that we thought there would be no increases, it actually turned out to be a decent year.

Chairman Loughmiller stated those payments we have negotiated or arranged or done basically is just a way to show appreciation and as the Board we just want to express our appreciation to the professionals who last fall and were in an era of uncertainty, came to work and did their best to take care of the students in our District and so, we say thank you.

**CALL FOR BIDS FOR FOOD SERVICE:** Motion by Jeff Rasmussen and seconded by Darin Moon to approve the Call to Bid for Food Service Foods, Milk and Dry Products with the Bid Opening at 9:00 a.m. on Tuesday, July 13, 2021 at the Cassia County Jt. School District Food Warehouse, 206 E. 15<sup>th</sup> Street, Burley, Idaho 83318. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

Food Service Supervisor Angela Rodriguez stated that this year she is doing the bids for the food, supplies, dairy, retail pizza and placing before you for approval so she can get this to the vendors and they can bid on it for this next school year. There have been some changes in the nutritions. The State went back to the 2012 nutritionals for the sodium targets and the whole grain wheat. Last year we bid a retail pizza crust, so this year we have to go back to the whole wheat pizza.

Trustee Rasmussen clarified that we are going to the Obama era to which she confirmed. She then, clarified that next year breakfast and lunch will be free and she will have some waivers in place in case, Pizza Hut cannot get the wheat bread allowing them to do the retail crust. A lot of the products are hard to get with the supply chains.

**CALL TO BID FOR COMMUNITY BASED REHABILITATION, BEHAVIOR INTERVENTION AND PSYCHOTHERAPY SERVICES:** Motion by Bruce Thompson and seconded by Darin Moon to approve the to Call to Bid for Community Based Rehabilitation, Behavior Intervention and Psychotherapy Services with bids being opened on Friday, June 11, 2021, at 3:00 p.m. at the Cassia Jt. School District Office, 3650 Overland Avenue, Burley, Idaho, 83318. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

Superintendent Shank asked Special Services Director Ludean Henderson explain to the Board of Trustees what this entails. Ms. Henderson stated there is a very important service that is provided to our students with significant disabilities, especially in the behavioral category. CBRs (Community Based Rehabilitative Services) are for our students that have mental health and/or behavior with emotional

disabilities in one category. Another category is BI (Behavior Intervention) that would be for our students who have cognitive disabilities but equally as important, they have a behavioral issue. And there are other students who fall into that category (i.e. autism). The bid is for agencies in our community that have CBRS and BI workers to provide services to the school and contract with us to support the students in the school. She noted when our last bid was awarded we said we needed about twenty (20) and we are about twenty (20) students between BI and CBRS right now. The challenge has been that the service was not able to support or provide as many as we needed; therefore, we needed to go into the other contract and have two contractors because they were not able to find the qualified employees and send them our way. She noted she requested up to twenty (20) on the bid but clarified there may be need to look at several in order to meet our needs. It is a very important service and what she likes about it is that students do not necessarily need to come to town to our behavioral classroom (the RISE classroom) they can stay in their buildings in the neighborhood schools with support in the school so that's really important for me and for families.

## **POLICIES:**

**POLICY 695P CHROMEBOOK ONE TO ONE:** Motion by Jeff Rasmussen and seconded by Bruce Thompson to approve Policy 695P as a new policy. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried. Policy 695P will read as follows:



### **CJSD151 One to One Chromebook Initiative**

In this packet you will find the policies that pertain to the CJSD151 One to One Chromebook Initiative. Teachers may make additional requirements for Chromebook use in their classrooms.

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### **Obtaining Your Device**

We acknowledge that this Chromebook is the property of Cassia Joint School District 151 (CJSD151). As part of the CJSD151 One to One Chromebook Initiative students will be systematically issued Chromebooks for use both at home and at school. Parents must digitally/paper sign the parent take home agreement as well as the Acceptable Use Policy (AUP). In addition to the Chromebook, student's will also be issued a charger. Students are responsible for the care of these items once issued to them. It is expected that all items will be returned in a reasonable and usable condition for 1<sup>st</sup> – 8<sup>th</sup> grades upon withdrawal from school or termination of this contract by the district. Failure to return items, or failure to return items in the expected condition may result in fees which, if not paid, could result in not being allowed to participate in end of year activities and commencement ceremonies.

Students in grades 9-12 will be issued a Chromebook upon entry into high school. They will be responsible for this Chromebook through all four years of high school. It will remain the property of CJSD151 until the student graduates. Upon graduation, CJSD151 will relinquish all rights to the Chromebook and it will become their device to take with them.

**Students who withdraw, receive long-term suspension or are expelled, or terminate enrollment at CJSD151 for any other reason must return their device and accessories on the date of termination.**

### **Day Loaner Program**

Students who forget to bring their Chromebooks to school, bring their Chromebooks without significant battery life, or for any other reason find themselves without a functional Chromebook will checkout a 'day loaner', if available. These students must request permission from their classroom teacher. They will then check out a Chromebook from the media center.

Students will be held to the same guidelines with the day loaner as they are with a take home device. Day loaner Chromebooks must be turned in by 3:15 the same day they are checked out.

### **Responsible Care**

It is important that students take proper care of their Chromebook and report any issues and/or damage promptly.

### **Warranty and Repair Procedures**

Students are responsible for daily care, proper use, and security of their issued Chromebook. If a student finds their Chromebook is not functioning properly or has physical damage, the student should immediately report it to their classroom teacher. If a device has been damaged (this includes chargers), the student will be charged \$25. CJSD151 will do our best to provide students with a 'loaner or day loaner' Chromebook to use while theirs is being repaired but because there is a limited number of Chromebooks available, the student can not be guaranteed to receive one. Any damage done to a 'loaner/day loaner' while issued to a student falls under the same guidelines as the original Chromebook issued to the student.

### **Appropriate Use**

Students will be trained on the appropriate use of the Chromebook. This training will cover but is not limited to how to use the Chromebook, physical care, and appropriate use.

### **Saving to the Cloud**

Chromebooks have limited storage on the device so students are expected to save/back up their work to their Google Drive. Google Drive accepts all file types.

### **Internet Filter**

All devices with network access (at home or at school) will be subject to a content filter guided by both the Children's Internet Protection Act (CIPA) and administrative policies. Any attempt to bypass the filter by modifying machine settings, using 3rd party services, or providing a personal data connection will be deemed an immediate violation of this policy.

### **Use at Home**

While a Wi-Fi connection will be necessary for some functions on Chromebooks, students can make select files available offline in order to complete work without a Wi-Fi connection.

Information on this can be found at: <https://support.google.com/Chromebook/answer/2809731?hl=en>

### Personalizing the Chromebook

Chromebooks must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that were not placed there by CJSD151 staff. Students are not to remove any CJSD151 inventory markings. Spontaneous checks for compliance could be done by administration or CJSD151 technology department staff. Non-compliance is vandalism and will be treated as such.

### Installed Software

Chromebooks are not designed to download and install software instead they run apps or extensions. Side-loading applications and/or placing the Chromebook in developer mode is not permitted. Any applications installed on the Chromebook by CJSD151 staff must remain on the Chromebook in usable condition and easily accessible at all times. There is limited hardware space available on the Chromebook, therefore any applications needed for class will take priority over applications personally installed by the student. Any attempt to alter data, the configuration of a Chromebook, or the files of another user, without the direct consent of the building administrator or technology department, will be considered an act of vandalism. Any attempts to 'hack' the Chromebook, either physically or the software, is not permitted.

### Charging

It is the student's responsibility to bring their Chromebook to school fully charged. Students will not be allowed to charge their Chromebooks in the classroom unless the battery power is BELOW 10% and with teacher permission. Should this be a consistent problem, students may lose the right to take their Chromebook home and be assigned a day loaner.

### Digital Citizenship

When using the Chromebook at school or at home, students are expected to be good digital citizens and to follow the guidelines in the AUP for social etiquette, cyberbullying, intellectual property, and copyright.

### Storing Your Chromebook

If a student cannot have their Chromebook with them, they should be secured in their assigned locked locker. Nothing should be placed on top of the device. Chromebooks should not be stored in a vehicle either at school or at home due to possibility of theft and/or extreme temperatures. With prior approval by the administration, secure overnight charging will be provided in the School Media Center for students 7<sup>th</sup> -12<sup>th</sup> grade. Students 1<sup>st</sup> – 6<sup>th</sup> grade will store their Chromebooks in the classroom cart at night unless needed for school work at home or a possible school closure as directed by their classroom teacher.

### Care and Cleaning

Here are some DOs and DON'Ts for taking proper care for the Chromebook.

#### **DO**

- Do lift/carry your Chromebook closed or by the base
- Do make sure there is nothing placed between the keyboard and the screen before closing your Chromebook
- Do use a soft, dry cloth (such as a lens cleaning or microfiber cloth) to clean the screen
- Do keep the Chromebook free of crumbs and debris.
- Do keep your Chromebook secure and in your possession.
- Do be aware of what is against the Chromebook if placed in a backpack.

#### **DON'T**

- Don't pick your Chromebook up by the screen or store/carry it with the screen open.
- Don't store anything (paper, etc.) between the screen and the keyboard
- Don't use cleaner or paper towels to clean your screen. If liquid is needed to remove dirt use a small amount of water applied to your soft cloth.
- Don't eat or drink over your Chromebook. (Cafeteria)
- Don't loan your Chromebook to other students or leave it unattended.
- Don't place anything against the Chromebook that will put pressure on the screen.

### **Privacy**

As stated in the AUP students should have no expectation of privacy in regards to their usage or the content of their Chromebook. Due to the CJSD151 One to One Chromebook Initiative students should be aware that this is regardless of where the Chromebooks is used (school or home) or how it is connected to the internet (CJSD151 internet connection or any other internet connection). Chromebooks are subject to inspection at any time without prior notice. While student usage will be monitored in a variety of ways the built-in webcam will not be one of them.

### **Common Questions**

Can students bring their own Chromebooks?

No, students will need to use the Chromebook they were issued by the district; take home device or day loaner because they need to use a CJSD151 managed device in order to have access to district provided resources.



**APPROVED:** May 20, 2021

### **Student Pledge**

I pledge that:

- I will take good care of my device
- I accept responsibility if I leave the device unattended
- I accept responsibility if I loan out my device to other individuals
- I will know where my device is at all times
- I will charge my device battery nightly, so it has a full charge at the beginning of each school day
- I will keep food and beverages away from my device since they may cause damage to the device
- I will not disassemble any part of my device or attempt any repairs
- I will use my device in ways that are appropriate, meet CJSD151 expectations, and are educational in nature
- I will not place decorations (such as stickers, markers, etc.) on the device. I will not deface the serial number or CJSD151 inventory markings
- I understand that my device is subject to inspection at any time without notice and remains the property of CJSD151
- I will follow the policies outlined in this CJSD151 One to One Chromebook Initiative, Technology and Acceptable User Policy, and Student Handbook while at school, as well as outside the school day
- I will file a police report in case of theft or vandalism
- I will be responsible for all damage or loss or theft of device
- I agree to return the CJSD151 district device and charger in good working condition and to pay for any damages beyond normal wear and tear
- I will not utilize photos, video, and/or audio recordings of myself or any other person in an inappropriate manner

**Students who graduate early, withdraw, receive long-term suspension or expulsion, or terminate enrollment at CJSD151 for any other reason, must return their device and accessories on the date of termination.**

**I agree to the guidelines set forth in the above CJSD151 One to One Chromebook Initiative including the device policies, procedures and information; the Technology and Acceptable User Policy, the Student Handbook and the above Student Pledge.**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Please Print

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature

### **Parent Responsibilities**

I understand that:

- My student will be issued a Chromebook and charger for which they will be responsible for its care and safety

- I have read and agree to the guidelines set forth in the above CJSD151 One to One Chromebook Initiative Policy including the device policies, procedures and information; Technology and Acceptable User Policy, the Student Handbook, the Student Pledge and the Parent Responsibilities.**

**I acknowledge my child's Chromebook may not be filtered when not at school \_\_\_\_\_ (initial)**

Cassia County Joint School District No. 151 will operate school breakfast, lunch, and special milk programs for the benefit of the regularly enrolled students of the district and authorized adults. The programs will be operated in compliance with all appropriate United States Department of Agriculture (USDA) regulations concerning the operation of the Child Nutrition Program, including Civil Rights Rules and Regulations, as well as other federal, state and local requirements.

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Angela Rodriquez, Food Service Supervisor

Email: [rodangel@cassiaschools.org](mailto:rodangel@cassiaschools.org)  
Telephone: 208-878-6626

#### **FUNDING AND CONTRACTS WITH PRIVATE FOOD SERVICE AGENCIES**

The programs will be financed through allowable regular or special funds in this district, including the Commodity Support Program. The programs will be operated so that their regular operating costs come from the state and federal programs as well as money collected from the sale of meals to students and adults. The price of the sale of meals to students and adults will be established annually by the board.

When necessary, the board may expend capital or operating funds for support of the programs, subject to the regular budgetary procedures of the district.

Any decision to enter into a contract with a private food service agency shall require the approval of the Board.

#### **RECORDKEEPING**

In accordance with applicable federal law and regulations, the district will annually report racial and ethnic data in the Idaho System for Educational Excellence. All racial and ethnic data related to the district's child nutrition programs will be maintained for three (3) years plus the current year.

#### **PUBLIC NOTIFICATION**

In accordance with applicable federal law and regulations, the district will take action to notify and inform students, parents/guardians, and members of the school community of the district's child nutrition programs. Such notices will include information on program availability, how to file complaints, and the nondiscrimination statement set forth above.

#### **CONFIDENTIALITY**

The district will maintain the confidentiality of all students' free, reduced or paid status in the district's child nutrition programs. Parents/guardians may, however, provide written consent for the disclosure of any or all of the information related to their children's eligibility status or the information the household provided through the free and reduced price meal eligibility process.



#### **LEGAL REFERENCE:**

National School Lunch Program  
42 USC 1751 et seq.  
7 CFR Part 210

**ADOPTED:** May 8, 2000

**REVIEWED:** March 15, 2018

**AMENDED:** May 20, 2021

**EXECUTIVE MEETING:** (7:45 p.m.) Motion by Ryan Cranney and seconded Jeff Rasmussen to exit Regular Board Meeting and enter into Executive Session according to Idaho Code § 74-206(1)(b)(f) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, or individual staff member or individual agent, or public school student; (f) To communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement... Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.



**ADJOURN:** (8:19 p.m.) Motion by Jeff Rasmussen and seconded by Darin Moon to adjourn. Voting Aye: Rasmussen, Cranney, Thompson, Moon, Loughmiller; motion carried.

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Heber Loughmiller, Board Chairman

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Pamela Teeter, Board Clerk

