

**POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25**

**BOARD OF TRUSTEES**

*Special Meeting for the Purpose of a Work Session*

Tuesday, February 11, 2014 – 1:30 p.m. – Board Room at the Education Service Center

**NOTICE:** Board of Trustees will Convene a Special Meeting for the Purpose of an Executive Session with Action to Follow immediately following the Work Session in the Superintendent's Office.

**AGENDA**

***WORK SESSION TOPICS:***

- 1. Convene Work Session**
- 2. Pocatello/Chubbuck School District #25 Education Foundation Tax Report**
- 3. SBAC Testing Information and Recommendation Regarding High School Testing**
- 4. Century High School Accreditation Report**
- 5. Release of Emergency Levy Funds – (Technology/Proctors/Instructional Materials)**
- 6. Food Service Program Annual Report**
- 7. Budget Preparation for 2014-15 (legislative update and cost increases)**
- 8. Updates: Middle School Dances; Health/Wellness Update, Insurance and Budget Committee, Financial Condition of State and Monitor all District Budgets**
- 9. Public Comment**

Board Protocols for Public Comment will be followed at all Board Meetings. Patrons wishing to address the Board will fill out Form AD 2 – Request to Appear before the Board and present it to the Board Chair or Board Secretary prior to the meeting. Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the proper staff member for follow-up. The Board is informed of these efforts by the staff member responding to concerns.

**Board Operating Principles #22 & 23:**

**22)** The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; **23)** Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board.
- 10. Adjourn Work Session**
- 11. Convene Special Meeting for the Purpose of an Executive Session in the Superintendent's Office in Accordance with Idaho Code Section 67-2345 (1) (b) To consider the evaluation, dismissal, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent;**
- 12. Return to Open Session and Take Any Action Pertinent to Personnel**
- 13. Adjourn Special Meeting.**

**NOTE:** A complete agenda can be found on the District's Website: [www.sd25.us](http://www.sd25.us) under School Board/Board Agendas/Work Session Agenda 1-14-14.

TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>1. Convene Work Session</b></p> <p><b>2. Pocatello / Chubbuck School District #25 Education Foundation Tax Report</b> (15 min)</p>	<p><b>Chair Gebhardt</b> <i>Board Chair</i></p> <p><b>Ms. Allen</b> <i>Community Relations / Communications Specialist</i></p> <p><b>Mr. Clark</b> <i>Deaton &amp; Co.</i></p>	<p><b>Topic: Convene Work Session</b></p> <p><b>Topic: Pocatello / Chubbuck School District #25 Education Foundation Tax Report</b></p> <p><b>Policy Question:</b> Board responsible for fiscal accountability.</p> <p><b>Background Information:</b> Included in the packet is the cover page from the Pocatello / Chubbuck School District #25 Education Foundation Tax Report for the 2012-13 school year. Mr. Clark from Deaton and Company will be in attendance to present the report. Ms. Allen will also be in attendance to review the document and answer any questions at the time of the meeting.</p> <p><b>Administrator Recommendations:</b> None at this time.</p>

TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>3. SBAC Testing Information and Recommendation Regarding High School Testing</b> (20 min)</p>	<p><b>Mr. Wegner</b> <i>Director of Curriculum</i></p> <p><b>Ms. Luras</b> <i>Curriculum Coordinator</i></p>	<p><b>Topic: SBAC Testing Information and Recommendation Regarding High School Testing</b></p> <p><b>Policy Question: Board responsible for overall operations of the District.</b></p> <p><b>Background Information:</b> Included in the packet are current materials received from the state regarding the SBAC assessment training requirements and testing flexibility for 9<sup>th</sup> and 10<sup>th</sup> graders. Ms. Luras will be in attendance to discuss what must be done in advance of administering the SBAC. Further, the testing flexibility for 9<sup>th</sup> and 10<sup>th</sup> graders has been discussed with the high school principals and all are in favor of only testing the 11<sup>th</sup> graders. At the time of the meeting, Ms. Luras will solicit Board direction with respect to only testing the 11<sup>th</sup> grade. In addition, because of the amount of time it will take to test all the middle school students and the 11<sup>th</sup> graders and given the fact that there is minimal paraprofessional support in the secondary schools, each school has identified its need for proctors to be trained to consistently proctor the SBAC tests at the secondary level. The principals' intent is to use designated substitute teachers to be trained to proctor the tests. A table designating the proctor needs</p>

		<p>is included in the packet. Payment for proctors is recommended to come from the Emergency Levy money. Mr. Wegner will also be in attendance to answer any questions.</p> <p><b>Administrator Recommendations:</b> Administration recommends the Board provide direction to only administer the SBAC test to 11<sup>th</sup> graders at the high school level.</p>
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TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>4. Century High School Accreditation Report</b> (15 min)</p>	<p><b>Mr. Devine</b> <i>Director of Secondary Education</i></p> <p><b>Ms. Brockett</b> <i>Principal CHS</i></p>	<p><b>Topic: Century High School Accreditation Plans</b></p> <p><b>Policy Question:</b> Board responsible for overall operations of the District.</p> <p><b>Background Information:</b> Mr. Devine and Ms. Brockett will be in attendance to report on the outcome of the December, 2013 Century High School Onsite Accreditation Visit. A copy of the Exit Interview power point is included in the packet. As of this writing, the school has not received a written report documenting the accreditation visit, any commendations and recommendations. When the final report is received, it will be presented to the Board at a later date.</p> <p><b>Administrator Recommendations:</b> None at this time.</p>

TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>5. Release of Emergency Levy Funds – (Technology / Proctors / Instructional Materials)</b> (15 min)</p>	<p><b>Ms. Vagner</b> <i>Superintendent</i></p>	<p><b>Topic: Release of Emergency Levy Funds – (Technology/Proctors/Instructional Materials)</b></p> <p><b>Policy Question:</b> Board responsible for release of Emergency Levy Funds.</p> <p><b>Background Information:</b> The Board of Trustees set the Emergency Levy in September, 2013 for the purpose of supporting the implementation of ICS and SBAC. The Board authorizes all expenditures from the Emergency Levy funds. Thus, included in the packet is an accounting of the Emergency Levy funds and expenditure recommendations for the 2013-14 and 2014-15 school years. The first recommended expenditure is for \$47,000 to complete the wifi installation in the elementary and middle schools. This is necessary due to the demand on the wireless network as current coverage is inadequate. This increased coverage should meet current and near future demands. An additional \$10,000 is requested to cover the cost of temporary workers to install the wifi devices. Also, needed are proctors for</p>

		<p>the SBAC test at the middle and high schools as staff availability is scarce at the secondary schools to cover this need. The cost for the proctors is calculated at \$35,420.00. In addition, there will be a tripling of the cost at the high schools for 2014-15 due to the SBAC testing of three grade levels and the projected increased resources from the state do not address this need. Thus, administration recommends setting aside \$70,000 from the Emergency Levy into a designated reserve fund to cover this need for 2014-15. This set aside would be done at the close of FY14. Further, administration is considering recommendations for allocation of the balance of the Emergency Levy funds which will be brought forward in March at the Work Session. Ereaders are under consideration as a priority need.</p> <p><b>Administrator Recommendations:</b> Administration recommends Board take action at the February 18, 2014 Regular Board Meeting to authorize release of \$57,000.00 from the Emergency Levy funds to cover the cost of expanded wifi coverage K-8, inclusive of the labor costs, authorize the expenditure of \$35,420.00 for SBAC test proctors for 2013-14 for the secondary schools and authorize establishing a designated reserve fund of \$70,000 for the cost of SBAC test proctors for 2014-15 for the secondary schools.</p>
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TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>6. Food Service Annual Report</b> (15 min)</p>	<p><b>Mr. Reed</b> <i>Director of Business Services</i></p> <p><b>Mr. Wilson</b> <i>Food Service Coordinator</i></p>	<p><b>Topic: Food Service Annual Report</b></p> <p><b>Policy Question:</b> Board responsible for overall operations of the District.</p> <p><b>Background Information:</b> Annually, Mr. Wilson prepares a Food Service Program Report for the Board of Trustees. Included in the packet are talking points outlining the operational functions of the Program. Mr. Wilson and Mr. Reed will answer any questions at the time of the meeting.</p> <p><b>Administrator Recommendations:</b> None at this time.</p>
TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>7. Budget Preparation 2014-15</b> (15 min)</p>	<p><b>Mr. Reed</b> <i>Director of Business Operations</i></p> <p><b>Mr. Smart</b> <i>Director of Employee Services</i></p>	<p><b>Topic: Budget Preparations 2014-15 (legislative update and cost increases)</b></p> <p><b>Policy Question:</b> Board adopts FY 15 budget in June 2014.</p> <p><b>Background Information:</b> Included in the packet are materials relative to the preparation of the District's budget for the 2014-2015 school year. Currently, there is little information from which to begin preparing a proposed budget. Mr. Reed, Mr.</p>

	<p><b>Ms. Vagner</b> <i>Superintendent</i></p>	<p>Smart, and Ms. Vagner will be in attendance to review the materials, provide any legislative update and answer any questions at the time of the meeting.</p> <p><b>Administrator Recommendations:</b> None at this time.</p>
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TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>8. Updates</b> (5 min)</p>		<p><b>Topic: Updates: Middle School Dances; Health/Wellness Update; Insurance and Budget Committee; Financial Condition of State and Monitor all District Budgets</b></p> <p><b>Policy Question:</b> Board responsible for overall operations of the District.</p> <p><b>Background Information:</b> Mr. Devine and the middle school principals have requested that the 6<sup>th</sup> graders be allowed to attend the middle school dances that are scheduled infrequently during the year for the last hour of the day. The 6<sup>th</sup> graders have smoothly been incorporated into the four middle schools and participation in the school dances is a middle school privilege and an inclusionary experience. The principals have concluded that participation in the dances is a healthy learning experience for the students and a natural progression of their full incorporation into the schools. The dances are a social music experience with students congregating and visiting with each other. The principals state that the students are ready for this opportunity. A memo to that effect is included in the packet. Further, Mr. Smart will be in attendance to provide a Health/Wellness Update; and an Insurance and Budget Committee Update. Mr. Reed will close with any final fiscal information as to the condition of state revenues.</p> <p><b>Administrator Recommendations:</b> Administration recommends the Board give direction allowing the 6<sup>th</sup> graders to attend middle school dances at the discretion of the principal.</p>

TOPIC	PRESENTER	DISCUSSION/INFORMATION
<p><b>9. Public Comment</b></p>		<p><b>Public Comment Protocols:</b>  Board Protocols for Public Comment will be followed at all Board Meetings. Patrons wishing to address the Board will fill out Form AD 2 – Request to Appear before the Board and present it to the Board Chair or Board Secretary prior to the meeting. Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the proper staff member for follow-up. The Board is informed of these efforts by the staff member responding to concerns.</p> <p><b><u>Board Operating Principles #22 &amp; 23:</u></b>  <b>22)</b> The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; <b>23)</b> Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board.</p>
<p><b>10. Adjourn Work Session</b></p>		
<p><b>11. Convene Special Meeting in Superintendent's Office and Adjourn to Executive Session</b></p>	<p><b>Chair Gebhardt</b>  <i>Board Chair</i></p>	<p><b>For the Purpose of an Executive Session in the Board Room in Accordance with Idaho Code Section 67-2345 (1) (b) To consider the evaluation, dismissal, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent;</b></p>
<p><b>12. Return to Open Session and Take Any Action</b></p>		<p><b>Take Any Action Pertinent to Personnel in Open Session</b></p>
<p><b>13. Adjourn Special Meeting</b></p>		

**Deaton & Company, Chartered**  
**215 N 9th Ave Ste A**  
**Pocatello, ID 83201-5278**  
**208-232-5825**

November 12, 2013

**CONFIDENTIAL**

SCHOOL DISTRICT NO. 25 EDUCATION  
FOUNDATION, INC.  
3115 POLE LINE ROAD  
POCATELLO, ID 83201-6119

Dear Mrs. Allen:

We have prepared the following returns from information provided by you without verification or audit.

Return of Organization Exempt From Income Tax (Form 990)

We suggest that you examine these returns carefully to fully acquaint yourself with all items contained therein to ensure that there are no omissions or misstatements. Attached are instructions for signing and filing each return. Please follow those instructions carefully.

Enclosed is any material you furnished for use in preparing the returns. If the returns are examined, requests may be made for supporting documentation. Therefore, we recommend that you retain all pertinent records for at least seven years.

In order that we may properly advise you of tax considerations, please keep us informed of any significant changes in your financial affairs or of any correspondence received from taxing authorities.

If you have any questions, or if we can be of assistance in any way, please call.

Sincerely,

Deaton & Company, Chartered

Form **990**

Department of the Treasury  
Internal Revenue Service

# Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

**2012**

Open to Public Inspection

**A** For the 2012 calendar year, or tax year beginning **07/01/12**, and ending **06/30/13**

<b>B</b> Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <b>SCHOOL DISTRICT NO. 25 EDUCATION FOUNDATION, INC.</b> Doing Business As _____ Number and street (or P.O. box if mail is not delivered to street address) Room/suite <b>3115 POLE LINE ROAD</b> City, town or post office, state, and ZIP code <b>POCATELLO ID 83201-6119</b>	<b>D</b> Employer identification number <b>82-0398260</b> <b>E</b> Telephone number <b>208-232-3563</b> <b>G</b> Gross receipts \$ <b>269,561</b>
<b>F</b> Name and address of principal officer: <b>SHELLEY ALLEN</b> <b>3115 POLELINE ROAD</b> <b>POCATELLO ID 83201</b>		<b>H(a)</b> Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) <b>H(c)</b> Group exemption number ▶
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
<b>J</b> Website: ▶ <b>NONE</b>		
<b>K</b> Form of organization: <input type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input checked="" type="checkbox"/> Other ▶ <b>ED FOUND.</b>		<b>L</b> Year of formation: <b>1985</b> <b>M</b> State of legal domicile: <b>ID</b>

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <b>SEE SCHEDULE O</b>			
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. <b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>17</b>	
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>17</b>	
	<b>5</b> Total number of individuals employed in calendar year 2012 (Part V, line 2a)	<b>5</b>	<b>0</b>	
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	<b>100</b>	
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0</b>	
	<b>b</b> Net unrelated business taxable income from Form 990-T, line 34	<b>7b</b>	<b>0</b>	
<b>Revenue</b>		<b>Prior Year</b>	<b>Current Year</b>	
	<b>8</b> Contributions and grants (Part VIII, line 1h)	<b>205,311</b>	<b>117,618</b>	
	<b>9</b> Program service revenue (Part VIII, line 2g)	<b>21,355</b>	<b>10,385</b>	
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)	<b>1,313</b>	<b>839</b>	
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	<b>-22,794</b>	<b>38,371</b>	
	<b>12</b> Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	<b>205,185</b>	<b>167,213</b>	
<b>Expenses</b>				
	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1–3)	<b>188,652</b>	<b>159,332</b>	
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		<b>0</b>	
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)		<b>0</b>	
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		<b>0</b>	
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25) ▶ <b>0</b>			
	<b>17</b> Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	<b>12,237</b>	<b>9,327</b>	
	<b>18</b> Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	<b>200,889</b>	<b>168,659</b>	
	<b>19</b> Revenue less expenses. Subtract line 18 from line 12	<b>4,296</b>	<b>-1,446</b>	
<b>Net Assets or Fund Balances</b>		<b>Beginning of Current Year</b>	<b>End of Year</b>	
	<b>20</b> Total assets (Part X, line 16)	<b>363,345</b>	<b>361,899</b>	
	<b>21</b> Total liabilities (Part X, line 26)	<b>0</b>	<b>0</b>	
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	<b>363,345</b>	<b>361,899</b>	

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer <b>KRISTI SAMUELSON</b> Type or print name and title	Date <b>CHAIRMAN</b>		
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>CLARK, CHARLES W</b>	Preparer's signature 	Date <b>11/12/13</b>	Check <input type="checkbox"/> if self-employed PTIN <b>P00052253</b>
	Firm's name ▶ <b>DEATON &amp; COMPANY, CHARTERED</b> <b>215 N 9TH AVE STE A</b> Firm's address ▶ <b>POCATELLO, ID 83201-5278</b>	Firm's EIN ▶ <b>82-0338741</b> Phone no. <b>208-232-5825</b>		

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No



# SBAC Updates:

**1. District Test Coordinator/Technology Coordinator Training – Monday, February 24, 2014**

**2. The Test Administrator Manual (TAM) for the Smarter Balanced Field Test is now available**

- This TAM is generic to all states in the Smarter Balanced Assessment Consortium. The only Idaho-specific issue identified is the policy related to proctoring.
- TAM p. 8: “The Smarter Balanced Field Test should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Expanding the TA role to other individuals who receive the required test administration trainings is a decision made at the state level in accordance with state policy, protocol, or guidelines.”
- In Idaho, proctoring policy is broader than the Smarter Balanced policy. “Assessments are to be administered by professional staff members who have been oriented in the proper test administration.... It is the responsibility of the district test coordinator to properly train all proctors, teachers, and building test coordinators. **Teachers may not proctor their own students.**”
- ‘Professional staff member’ is to be interpreted as any non-student individual employed, contracted, or otherwise retained and trained by a district to proctor an exam.

**3. SBAC Test Training/Resources:**

Training Module	Intended Audience	Length of Training
<b>Let’s Talk Universal Tools</b>	Test administrators, teachers, students	14:07
Performance Task Overview	District/school test coordinators, teachers	11:13
<b>Student Interface for Online Testing</b>	District/school test coordinators, test administrators, teachers	22:48
Technology requirements	District/school technology coordinators	18:00
<b>Test Information Distribution Engine</b>	District/school test coordinators, test administrators, teachers	20:31
<b>What is a CAT</b>	District/school test coordinators, test administrators, teachers	11:23
What is a Field Test	Teachers, students	5:52

- i. Administration Training
- ii. Accessibility and Accommodations
- iii. Teacher Interface



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

January 17, 2014

Dear Superintendents, Charter School Administrators and Principals

Copy to District Testing Coordinators

The State Board of Education has approved Superintendent Luna's proposal to make administration of the Smarter Balanced Field Test to 9<sup>th</sup> and 10<sup>th</sup> graders optional this spring. This flexibility applies **ONLY** to students in grades 9 and 10. **All students in grades 3-8 and 11 are still required to take the Field Test**, as per state and federal laws governing thoroughness and accountability.

The decision to exclude your 9<sup>th</sup> and 10<sup>th</sup> grade students from the Smarter Balanced Field Test should be made after careful consideration of your local circumstances. The State Department of Education strongly encourages you to include all of your 9<sup>th</sup> and 10<sup>th</sup> grade students in the Field Test as it is an excellent opportunity for these students to experience the new assessment system before they take it operationally next year. This year's 9<sup>th</sup> graders will be the first class to have to pass the Smarter Balanced Assessment in 2016 in order to graduate, and the scores that this year's 10<sup>th</sup> graders' achieve next year will count toward school accountability determinations in 2015. Including your 9<sup>th</sup> and 10<sup>th</sup> graders in the Field Test will also allow you and your schools to fully pressure-test your technology and assessment systems a year before test scores will impact school and district accountability.

In addition to offering flexibility for grades 9 and 10, the State Department of Education has confirmed that schools' Star Ratings will not change this year, without exception. This means that **participation in the Smarter Balanced Field Test will not affect any school's Star Rating**.

With this said, we remind you that although the United States Department of Education (USED) is granting Idaho flexibility to administer the Field Test instead of the ISAT, Idaho has made assurance to USED that our districts and schools will continue to follow all federal and state laws related to testing. The No Child Left Behind Act of 2001 (NCLB) requires a minimum of 95% of students in grades 3-8 and once in high school to take statewide assessments aligned with state standards in Math and English Language Arts. Idaho has not applied for or received a waiver from the testing provision of NCLB. **All students in grades 3-8 and 11 are still required to take the Field Test and participation rates will be reported to the public and to the federal government.** Low participation rates may jeopardize the flexibility Idaho has acquired from USED through our ESEA Flexibility Waiver and may also make it difficult for Idaho to acquire more flexibility in the future.

If you have questions about the Smarter Balanced Field Test, please contact me at [tjbliss@sde.idaho.gov](mailto:tjbliss@sde.idaho.gov) or Angela Hemingway at [ahemingway@sde.idaho.gov](mailto:ahemingway@sde.idaho.gov).

Thank you,

TJ Bliss, Ph.D.  
Director of Assessment and Accountability  
Idaho Department of Education

**4. Training for the Field Test**

- a. Training Tests will be made available to help students become familiar with the format and functionality of the online test. This resource will be available by grade band (3–5, 6–8, high school) and will have approximately eight to nine mathematics and six ELA items per grade band.
- b. It is *highly recommended* that ALL students access the Training Test Site before taking the Field Test.

**5. SBAC training for administrator scheduled for February, 20, 2014**

## State Testing Requirements

2013-14	2014-15	2015-16
<p>(9<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Not required to take SBAC</li> </ul>	<p>(10<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Required to take the SBAC</li> <li>• District required PSAT (state funded)</li> <li>• EOC for Biology or Chemistry</li> </ul>	<p>(11<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Required to take the SBAC and pass for graduation</li> <li>• Required to take the SAT</li> </ul>
<p>(10<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Not required to take SBAC</li> <li>• If students did not pass the 9<sup>th</sup> grade ISAT based on 10<sup>th</sup> grade proficiency; required to complete an alternate route</li> <li>• Required to take the 10<sup>th</sup> grade Science ISAT</li> <li>• District required PSAT in fall 2013 (state funded)</li> </ul>	<p>(11<sup>th</sup> grade)</p> <ul style="list-style-type: none"> <li>• Required to take the SBAC;               <ul style="list-style-type: none"> <li>- Will <u>not</u> have to pass SBAC for graduation</li> <li>- Proficiency rates <u>will</u> count towards school star rating</li> </ul> </li> <li>• Required to take the SAT</li> </ul>	<p>(12<sup>th</sup>)</p>
<p>(11<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Required to take the SBAC unless they have not yet passed the ISAT – ISAT retake</li> <li>• Required to take the SAT</li> </ul>	<p>(12<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• If they have not yet passes ISAT – Alternate Route/ISAT retake</li> </ul>	
<p>(12<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• If they have not yet passes ISAT – Alternate Route/ISAT retake</li> </ul>		

## ***SBAC Test Proctors***

<b>School</b>	<b>Test Window</b>	<b># days</b>	<b>Proctors</b>	<b>Rate</b>	<b>Total</b>
CHS	April 22 - May 7	12	3	\$80	\$2,880
HHS	April 1 - 11	15	4	\$80	\$4,800
PHS	April 1 - 10	7	3	\$80	\$1,680
NH			0	\$80	0
AMS	April 7 - May 2	21	3	\$80	\$5,040
FMS	April 1 - May 12	30	3	\$80	\$7,200
HMS	April 1 - May 16	34	3	\$80	\$8,160
IMS	April 1 - May 7 not testing on some M/F	19	3	\$80	\$4,560
			22	\$80	\$34,320

\*\*Finger printing and B/C = \$ 1,100

<b>Total:</b>	<b>\$35,420.00</b>
---------------	--------------------



**AdvancED™ External Review**  
**Exit Report**

**Century High School**  
**December 16 and 17, 2013**



## *Accreditation is...*

An international protocol for institutions committed to systemic, systematic, and sustainable improvement

- Builds capacity of the institution to improve and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the institution



# *Balanced Accreditation*

## *Analysis and Evaluation of*

- **Impact of Teaching and Learning**
- **Leadership Capacity**
- **Resource Utilization**



# External Review

- The External Review Team
  - Comprised of professional peers with diverse experience and rich contextual perspective
  - Determines the institution's effectiveness in meeting the requirements of accreditation
- The External Review Process
  - Provides analysis and evaluation
  - Delivers valuable feedback and direction for improvement



# Interviews & Observations

- 52 Interviews
  - 3 Administrators
  - 20 Teachers
  - 4 Support Staff
  - 14 Students
  - 11 Parents
- 25 Effective Learning Environment Observations

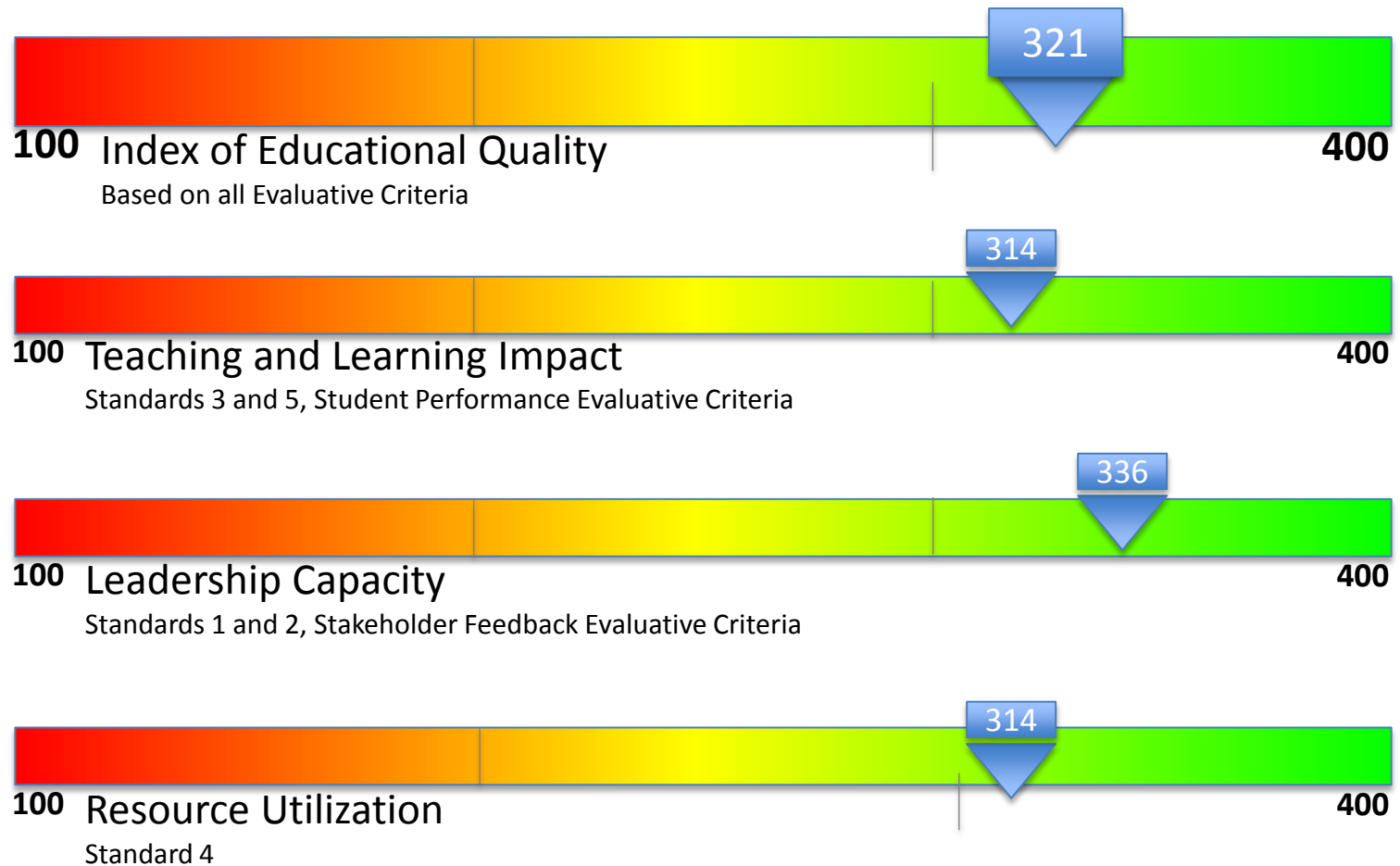
# Learning Environment Ratings

<b>1</b>	Equitable Learning Environment	3.08
<b>2</b>	High Expectations Environment	2.90
<b>3</b>	Supportive Learning Environment	3.40
<b>4</b>	Active Learning Environment	2.97
<b>5</b>	Progress Monitoring and Feedback Environment	2.90
<b>6</b>	Well-Managed Learning Environment	3.34
<b>7</b>	Digital Learning Environment	2.28

# Ratings of Accreditation Standards

<u>STANDARD</u>	<u>RATING</u>
1 Purpose and Direction	3.33
2 Governance and Leadership	3.36
3 Teaching and Assessing for Learning	3.00
4. Resources and Support Services	3.14
5. Using Results for Continuous Improvement	3.00

# Index of Educational Quality



# Powerful Practices

## Standard 1.2

- Century High School is committed to providing challenging and equitable educational programs and learning experiences for all students.

### **Description:**

- Evidence and artifacts include discussions and interviews with students, faculty, administrators, parents, and community leaders, agendas/minutes from meetings, surveys, PLC data, mission statement, and purpose statement. Observations by members of the external review team were also pertinent to this recommendation.

# Power Practices cont.

- The stakeholders at Century High School and the data available consistently validates the shared values and beliefs of all stakeholders at the school. There is much collaboration among all stakeholders. Expectations are very high and results match these expectations. Academic programs are in place to meet the needs of all students. Character education is also an emphasis with all stakeholders.

# Powerful Practices cont.

## Standard 2.2

- The school's administrative team provides excellent and powerful leadership. They function as a cohesive unit for the benefit of the school, students and staff.

### **Description:**

- Under the direction of the school administration, all school employees each year have a comprehensive review of policies and procedures to ensure the highest level of ethical professional behavior. Knowledge and understanding of the policies, procedures, laws and regulations provides for a cohesive actualization which benefits student learning. Effective training each year in the high expectations of everyone involved supports the ongoing mission and vision of the school.



# Powerful Practices cont.

## Standard 3.1

- Students are given challenging opportunities provided by the school's curriculum in order to develop all the necessary skills to be successful after completing high school.

### **Description:**

- Evidence in the school's curriculum points to opportunities for students to be successful in a climate of high expectations and rigor.
- They are given a myriad of experiences to develop learning, thinking, and life skills that lead to success after graduation from high school.

# Powerful Practices cont.

- Common course assessments, remediation classes, high expectations in like classes, teacher/student advisors, caring teachers and staff, multiple formative assessments, RTI, and SIOP among others are evidence of a desire on the school's part to ensure that all students have the opportunity to be successful later in life.

# Powerful Practices cont.

## Standard 4.4

- Exceptional Media Center support to students and school personnel.

### Description:

- Evidence based on staff, teacher, and administrator interviews, as well as observations, survey results, and media center statistics indicates all students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. The media center provides extensive collections books, digital books, online databases, newspapers, and magazines for use by students and teachers.

# Powerful Practices

- The use of technology is promoted through access to computers, kindles, and technology equipped teaching and learning stations.
- Conclusive evidence also exists to support best practices in the media center's connection to student learning. Observations, interviews, and the professional development schedules show consistent collaboration with teachers to support student learning. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. Media center personnel are an essential part of the collaborative effort to transition to the Idaho Common Core Standards and Smarter Balanced Assessment. Presentations on technology and media center resources are part of monthly faculty meetings.

# Powerful Practices cont.

## Powerful Practice 5.5

- The school has developed an effective comprehensive system to monitor and communicate with stakeholders the learning conditions that encourage and support student achievement.

### **Description:**

- Conclusive evidence shows that Century High School is committed to sustaining a comprehensive and clearly defined assessment system. Evidence of communication of student learning conditions to staff and stakeholders was found in parent interviews, community business leaders, and teacher interviews.

# Powerful Practices

Evidence was also seen in newsletters and reports that are provided to stakeholders. Teachers are provided comprehensive information about student learning through an extensive variety of testing and assessment documents. Leaders have a strong understanding of the achievement of school improvement goals and there is strong evidence of sharing that knowledge to stakeholders.

- Conclusive evidence also exists to support best practices in the school.

# Required Actions

## Standard 5.3

- There is a need for more staff development and training in the evaluation, interpretation, and use of data.

### **Description:**

- There is a wealth of information available to staff members about students concerning their achievement. Teachers need to be given additional training in how to use the data available to them in serving and better meeting the needs of their students. In interviews and observations by team member the consensus is that this should be an area of improvement for Century High School.



**Based on our findings from the review of evidence, this External Review Team recommends that**

## **Century High School**

**be accredited, pending further review and final action by the AdvancED Accreditation Commission.**



# Accreditation Decision

**External Review**

**Completed!**

**AdvancED Office Reviews and Sends  
Report Back to You**

**30 Days**

**AdvancED Accreditation Commission  
Grants Accreditation and Status**

**January  
June**

# Final Thoughts

- On behalf of the External Review Team, we extend:
  - Our appreciation for your hospitality, support, and professionalism;
  - Our respect and acknowledgement of your efforts to improve quality; and
  - Our congratulations for your progress toward achieving Accreditation as a quality institution.



*Our mission is to lead and empower the education community to ensure that all learners realize their maximum potential.*

Pocatello/Chubbuck School District #25

Emergency Levy Data

	Emergency Levy Budget	Current Balance
	<b>\$441,354.00</b>	
Equipment Account	\$263,969.00	\$28,582.96
Instructional Account	\$177,385.00	\$177,385.00
<b>Balance</b>		<b>\$205,967.96</b>
<b>Proposed Expenses:</b>		
Wifi Equipment K-8		\$47,000.00
Temp Workers to Install Wifi		\$10,000.00
SBAC Test Proctors Fingerprinting		\$35,420.00
Proctors for SBAC 2014-15 <b>(designated reserve)</b>		\$70,000.00
<b>Total Expenses</b>		<b>\$162,420.00</b>
<b>Final Balance</b>		<b>\$43,547</b>

February 18, 2014

## **School Board Work Session Presentation**

### **School Food Service Department**

#### 1. Introduction

(a) The School Food Service Department of Pocatello/Chubbuck School District No. 25 was established through the National School Lunch Act of 1946. Since then, the National School Lunch Program has continued to grow and change, with the needs of students, parents, patrons, and the community as a whole.

(b) I am starting my 15<sup>th</sup> year with the district, the last 4 years as Coordinator.

(c) We have approximately 125 employees working at 23 sites within the district. Approximately, 95 % of our staff are Certified Food Handlers through the Southeastern Idaho District Health Department. We will be holding another class on Friday, 2/21/14 for our new hires and those employees who need to recertify. Certification is valid for 5 years.

(d) We are a self-sustaining department, whereas we do not rely on the general fund. However, we have noticed an increase in our food cost and tray cost. These could be impacted in the future due to inflation, drought conditions, oil prices, etc.

#### 2. Programs

(a) Breakfast program

(b) Lunch program

(c) After school program / operate at 8 sites, with a possibility of 2 more sites.

(d) Summer feeding program / operate at 8 sites, including Summer School @ NHC.

(e) Special programs, i.e. Montessori at Tyhee, K-1 at ISU, Special Needs class at ISU

3. Data: \*red indicates 2012 numbers.

(a) Average number of breakfast meals served to students daily is 2,237. **2505**

(b) Average number of lunch meals served to students daily is 6,723 . **7235**

(c) Average number served during the summer feeding program daily is 1,933. **2510**

For the summer of 2013, we served 94,706 meals in 49 days of operation. **123,000**

(d) Our negative balance is \$15,416.33. Any negative balance must be paid out of the general fund. *Paid Lunch Equity Tool would require that we increase paid lunch price.*

(e) The School Nutrition Association has written a "Position Paper" that will be the focus of their 42<sup>nd</sup> annual Legislative Action Conference, March 2-5, 2014. One of the main points that the SNA is addressing with these Legislative meetings is that there should be a national standard for meal charges and the provision of alternate meals.

4. Investment for the future

(a) The State requires that as a food service entity, under the provisions of the U.S.D.A., no more than 3 months of operating funds be available. As of the last fiscal year, we are at 3.04 months.

(b) Funds are allocated to elementary and secondary schools, as needed, to update old equipment and fixtures utilizing the CIP and on an emergency basis. We have installed new student cafeteria tables in most of the elementary schools, new ovens, warming ovens, refrigeration, small wares, etc. 2013-2014 ---\$192,000

(c) Delivery vehicles have been purchased over the last few years as a result of operating a very successful summer program.

(d) Infinite Campus system vs. the traditional "ticket". Parents can log onto the Parent Portal and view their children's food service balance and make payments to the account using a third party vendor, Vanco.

Jan. 2014---\$40,000

Dec. 2013---\$30,317

Nov. 2013---\$39,000

Oct. 2013---\$42,000

Public School Support Program  
Distribution Factor

	APPROPRIATION 2013-2014 <sup>1</sup>	GOVERNOR'S RECOMMENDATION 2014-2015 <sup>1</sup>	SOPI ORIGINAL REQUEST 2013-2015 <sup>1</sup>	SOPI ALTERNATE REQUEST 2014-2015 <sup>1</sup>	GOVERNOR'S RECOMMENDATION 2014-2015 <sup>1</sup>		SOPI ORIGINAL REQUEST 2014-2015 <sup>1</sup>		SOPI ALTERNATE REQUEST 2014-2015 <sup>1</sup>	
					Change from 2013-2014 Appropriation		Change from 2013-2014 Appropriation		Change from 2013-2014 Appropriation	
					\$	%	\$	%	\$	%
1 APPROPRIATION / REQUEST										
a. GENERAL FUND REVENUE	\$1,300,826,700	\$1,337,508,000	\$1,370,696,500	\$1,367,714,000	\$36,681,300	2.8%	\$69,869,800	5.4%	\$66,887,300	5.1%
STATE DEDICATED REVENUE										
b. Endowment / Lands	\$31,292,400	\$31,292,400	\$31,292,400	\$31,292,400	\$0	0.0%	\$0	0.0%	\$0	0.0%
c. Miscellaneous Revenues	7,500,000	10,500,000	11,300,000	11,300,000	3,000,000	40.0%	3,800,000	50.7%	3,800,000	50.7%
d. Lottery Dividend / Interest on Cooperative Fund	25,650,000	18,820,000	18,820,000	18,820,000	(6,830,000)	-26.6%	(6,830,000)	-26.6%	(6,830,000)	-26.6%
e. Bond Levy Equalization Fund	5,204,400	16,262,400	16,262,400	16,262,400	11,058,000	212.5%	11,058,000	212.5%	11,058,000	212.5%
f. Cigarette and Lottery Taxes	4,700,000	4,421,400	4,421,400	4,421,400	(278,600)	-5.9%	(278,600)	-5.9%	(278,600)	-5.9%
TOTAL DEDICATED REVENUE	\$74,346,800	\$81,296,200	\$82,096,200	\$82,096,200	\$6,949,400	9.3%	\$7,749,400	10.4%	\$7,749,400	10.4%
TOTAL STATE REVENUES	\$1,375,173,500	\$1,418,804,200	\$1,452,792,700	\$1,449,810,200	\$43,630,700	3.2%	\$77,619,200	5.6%	\$74,636,700	5.4%
g. Other Federal Funds	215,000,000	215,000,000	215,000,000	215,000,000	0	0.0%	0	0.0%	0	0.0%
TOTAL FEDERAL REVENUES	\$215,000,000	\$215,000,000	\$215,000,000	\$215,000,000	\$0	0.0%	\$0	0.0%	\$0	0.0%
TOTAL REVENUES	\$1,590,173,500	\$1,633,804,200	\$1,667,792,700	\$1,664,810,200	\$43,630,700	2.7%	\$77,619,200	4.9%	\$74,636,700	4.7%
2 PROGRAM DISTRIBUTION										
a. Transportation	\$67,941,100	\$69,281,800	\$69,281,800	\$69,281,800	\$1,340,700	2.0%	\$1,340,700	2.0%	\$1,340,700	2.0%
b. Border Contracts	1,300,000	1,100,000	1,100,000	1,100,000	(200,000)	-15.4%	(200,000)	-15.4%	(200,000)	-15.4%
c. Exceptional Contracts and Tuition Equivalents	5,396,000	5,065,600	5,065,600	5,065,600	(330,400)	-6.1%	(330,400)	-6.1%	(330,400)	-6.1%
d. Salary-based Apportionment	767,632,000	770,058,100	773,594,400	781,317,200	2,426,100	0.3%	5,962,400	0.8%	13,685,200	1.8%
e. State-Paid Employee Benefits	146,619,800	147,080,000	147,695,400	149,215,900	460,200	0.3%	1,075,600	0.7%	2,596,100	1.8%
f. Career Ladder	0	0	42,447,500	15,920,000	0	NA	42,447,500	NA	15,920,000	NA
g. Excellence in Teaching Awards (including State-paid EB)	21,000,000	0	0	0	(21,000,000)	-100.0%	(21,000,000)	-100.0%	(21,000,000)	-100.0%
h. Teacher Incentive Award (Nat'l Bd Cert)	111,000	90,000	90,000	90,000	(21,000)	-18.9%	(21,000)	-18.9%	(21,000)	-18.9%
i. Idaho Safe and Drug-Free Schools	368,600	2,255,700	2,755,700	2,755,700	1,887,100	512.0%	2,387,100	647.6%	2,387,100	647.6%
j. Bond Levy Equalization Support Program	17,400,000	21,000,000	21,000,000	19,600,000	3,600,000	20.7%	3,600,000	20.7%	2,200,000	12.6%
k. Charter School Facilities Funds	0	2,100,000	2,100,000	2,100,000	2,100,000	NA	2,100,000	NA	2,100,000	NA
l. Idaho Digital Learning Academy	6,526,900	6,656,400	6,670,000	6,670,000	129,500	2.0%	143,100	2.2%	143,100	2.2%
m. School Facilities Funding (lottery)	5,659,500	12,570,000	12,570,000	12,570,000	6,910,500	122.1%	6,910,500	122.1%	6,910,500	122.1%
n. School Facilities Maintenance Match	858,000	1,716,000	1,716,000	1,716,000	858,000	100.0%	858,000	100.0%	858,000	100.0%
o. Advanced Opportunities	0	640,600	5,640,600	3,000,000	640,600	NA	5,640,600	NA	3,000,000	NA
p. Dual Credit for Early Completers	250,000	0	0	0	(250,000)	-100.0%	(250,000)	-100.0%	(250,000)	-100.0%
q. Master Advancement Program (MAP)	250,000	0	0	0	(250,000)	-100.0%	(250,000)	-100.0%	(250,000)	-100.0%
r. Eight in Six	140,600	0	0	0	(140,600)	-100.0%	(140,600)	-100.0%	(140,600)	-100.0%
s. High School Redesign - Math / Science	4,850,000	4,850,000	4,850,000	4,850,000	0	0.0%	0	0.0%	0	0.0%
t. Technology	10,400,000	10,400,000	10,400,000	10,400,000	0	0.0%	0	0.0%	0	0.0%
u. Technology Pilot Projects	3,000,000	3,000,000	3,000,000	3,000,000	0	0.0%	0	0.0%	0	0.0%
v. IT Staffing	2,500,000	2,500,000	2,500,000	2,500,000	0	0.0%	0	0.0%	0	0.0%
w. Instructional Management System (JKAF)	4,500,000	4,500,000	4,500,000	4,500,000	0	0.0%	0	0.0%	0	0.0%
x. Professional Development (JKAF)	150,000	0	0	0	(150,000)	-100.0%	(150,000)	-100.0%	(150,000)	-100.0%
y. Student Achievement Assessments	1,703,500	1,703,500	1,703,500	1,703,500	0	0.0%	0	0.0%	0	0.0%
z. Math Initiative, Reading Initiative, Remediation	10,500,000	11,000,000	11,000,000	11,000,000	500,000	4.8%	500,000	4.8%	500,000	4.8%
aa. Limited English Proficient (LEP)	4,000,000	4,000,000	4,000,000	4,000,000	0	0.0%	0	0.0%	0	0.0%
ab. Administrative Evaluation	300,000	300,000	300,000	300,000	0	0.0%	0	0.0%	0	0.0%
ac. Safe Schools Task Force	100,000	0	0	0	(100,000)	-100.0%	(100,000)	-100.0%	(100,000)	-100.0%
ad. Professional Development	0	12,155,000	12,155,000	12,155,000	12,155,000	NA	12,155,000	NA	12,155,000	NA
ae. Master Schedule Training	0	0	250,000	0	0	NA	250,000	NA	0	NA
af. Advisory Committees	0	0	300,000	300,000	0	NA	300,000	NA	300,000	NA
ag. Idaho Core Standards Professional Development	3,755,000	0	0	0	(3,755,000)	-100.0%	(3,755,000)	-100.0%	(3,755,000)	-100.0%
ah. Cooperative Education Service Agencies	0	1,000,000	0	0	1,000,000	NA	0	NA	0	NA
ai. Federal Funds for Local School Districts	215,000,000	215,000,000	215,000,000	215,000,000	0	0.0%	0	0.0%	0	0.0%
TOTAL DISTRIBUTIONS	\$1,302,212,000	\$1,310,022,700	\$1,361,685,500	\$1,340,110,700	\$7,810,700	0.6%	\$59,473,500	4.6%	\$37,898,700	2.9%
3 Education Stabilization Funds	\$0	\$0	\$0	\$0	\$0	NA	\$0	NA	\$0	NA
4 NET STATE FUNDING AVAILABLE	\$287,961,500	\$323,781,500	\$306,107,200	\$324,699,500	\$35,820,000	12.4%	\$18,145,700	6.3%	\$36,738,000	12.8%
5 SUPPORT UNITS	14,398.0	14,439.0	14,480.0	14,480.0	41.0	0.3%	82.0	0.6%	82.0	0.6%
6 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$20,000	\$22,424	\$21,140	\$22,424	\$2,424	12.1%	\$1,140	5.7%	\$2,424	12.1%

<sup>1</sup>Excludes Idaho Educational Services for the Deaf and the Blind

**Projected Cost Increases for the Pocatello/Chubbuck School District #25**  
**FY 2012 through FY 2017**

**Description:**

**Estimated Increase:**

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
<b>Pay for Performance</b>	\$ -	\$ 30,000				
<b>PERSI (Cumulative Phase In over three years: \$248,800)</b>	\$ -	\$ -	\$ 70,800	\$ -	\$ 141,600	\$ 248,800
<b>Loss of Education Jobs Act Funds (FY2012 for FY 2013)</b>		\$ 1,300,000				
<b>Wages Increases</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Insurances:</b>						
• Medical Health Insurance (7%; 13.1% , 1% rate increase = Under \$50,000)	\$ 330,000	\$ 646,000	\$ 50,000	\$ 90,000 (2%)		
• VEBA Trust	\$ -	\$ -	\$ 100,000			
• Dental Insurance (3% rate increase) 1% = \$3,002	\$ 18,012	\$ 19,500	\$ 10,337			
• Obama Care			\$ -	\$ 500,000		
• Affordability Component (Only applies to full time employees - District already pays Medical)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Utilities</b>						
• Water / Gas / Electric	\$ 50,000	\$ -	\$ 91,400			
<b>Fuel - District Vehicles and Bussing Transportation (same)</b>	\$ 18,000	\$ 50,000	\$ -			
<b>High School Media Clerks</b>			\$ 20,000			
<b>6 FTE (1 @ Ellis-3rd Grade; 1 @ FMS-6th Grade; 1 @ HMS-6th Grade; 1 @ CHS-Math/Science; 1 @ HHS-Math/Science; 1 @ PHS-Math/Science)</b>		\$ 300,000				
<b>ARRA Position Push-Ins</b>	\$ 297,000					
<b>Salary Movement Restoration HB1184 (.89% of certificated payroll)</b>	\$ 266,000					
<b>One Day Restored to Calendar</b>	\$ -	\$ 225,000				
<b>Worker's Compensation Estimated increase based on FY2011 payroll</b> (Includes: Professional staff, Administrative and Classified Staff (Food Service, Transportation, Maintenance & Operations, and all other)	\$ 46,755	\$ 48,000	\$ 50,000			
<b>Military Leaves</b>	\$ 61,400	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TQ Budget Reductions 2011-12</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Chamber Dues (\$2,500 in 2012 - will increase to \$4,000-\$4,100max)</b>		\$ 1,600				
<b>Wilcox Crossing Guard</b>	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -
<b>Alameda Middle School</b>	\$ -	\$ -	\$ 597,783			
Curriculum Materials (Alameda Middle School)			\$ 60,000			
Varsity Contract (Alameda Middle School)			\$ 42,000			
<b>Varsity Contract Increase</b>		\$ 30,000	\$ 60,000			
<b>Truancy Court</b>	\$ -	\$ 15,000		\$ 3,000		
<b>Communications Upgrade (Loss of \$160,000 to School Plant Fund and \$80,000 savings to GF)</b>						
<b>Wide-Area Network Services (Internet) (Could be offset by 70% e-rate reimbursement)</b>	\$ -	\$ 16,800	\$ 120,000			
<b>Contingency Shifts = TBD</b> (Inclusive of: Common Core Standards; Infinite Campus; Enrollment Shifts)	TBD	TBD				
<b>Infinite Campus:</b>						
• Maintenance	\$ 150,000	\$ 150,000	\$ -	\$ 150,000		
• Online Registration (\$15,000 for first year, \$7,500 every year thereafter)	\$ -	\$ -	\$ -	\$ 15,000	\$ 7,500	\$ 7,500
<b>Technology Support</b>	\$ -	\$ -	\$ -	\$ 100,000		
<b>Extra-Curricular Activities</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>OK Ward Softball Field Maintenance - (Beginning in 2017-18 = \$3,000 per year)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Textbook Needs</b>						
• Elementary Consumables	\$ 250,000	\$ 95,000				
• Essential K-12	\$ -	\$ 100,000				



Catch Up on Textbook Adoptions:							
• Science K-12 = \$805,000	\$	805,000			\$	805,000	
<i>(Elementary = \$420,000 (2000) ; Grades 7-8 = \$140,000 (2006)</i>							
<i>( Grades 9-12 = \$245,000)(2002-2008)</i>							
• 6-12 Reading/Language Arts (2001-2005)					\$	1,070,600	
• K-5 Reading/Language Arts (2005)					\$	1,043,000	
• Humanities = \$118,000 (1993-2005)	\$	-	\$	118,000	\$	118,000	
• Elementary Health = \$420,000 (2000)	\$	-	\$	420,000	\$	420,000	
• Elementary Social Studies = \$420,000 (1997)	\$	-	\$	420,000	\$	420,000	
• Secondary Social Studies = \$324,000 (2003-2006)	\$	-	\$	324,000	\$	324,000	
• Common Core Standards: Language Arts & Math = TBD		TBD			\$	70,000	
• SBAC Support Proctors		TBD					
• Read Naturally		TBD					
• Fast Forward		TBD					
<b>Estimated Total:</b>		<b>\$ 2,292,167</b>	<b>\$ 4,280,900</b>	<b>\$ 5,542,920</b>	<b>\$ 858,000</b>	<b>\$ 149,100</b>	<b>\$ 256,300</b>

NOTE: Loss of revenue from PMC assessed value adjustment = \$236,000



***Pocatello  
Chubbuck  
School District 25***

**Maximizing Learning For All Students  
Through Rigor, Relevancy and Relationships**

***Whatever It Takes!***

TO: Mary M. Vagner, Superintendent

FROM: Bob Devine, Director of Secondary Education

RE: 6<sup>th</sup> grade participation in middle school dances

DATE: February 6, 2014

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6<sup>th</sup> graders have successfully integrated into our middle schools sharing some 7<sup>th</sup>/8<sup>th</sup> grade teachers as well as participating in no-cut sports like cross-country and track. The middle administration would like permission to include 6<sup>th</sup> graders in the twice per year school wide middle schools dances held during the last hour of the school day. All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade staff participates in the supervision of these dances. Currently the 6<sup>th</sup> graders do not feel as much a part of the school as they are excluded from this activity. Whether it is an assembly, combined lunches or athletics there have been no reports of problems integrating the 6<sup>th</sup> grade with 7<sup>th</sup> and 8<sup>th</sup> grade.