

Agenda of Regular School Board Meeting

The Board of Trustees Lakeland Joint School District No. 272

A Regular School Board Meeting of the Board of Trustees of Lakeland Joint School District No. 272 will be held Monday, December 14, 2015, beginning at 6:00 PM in the Administrative Offices, 15506 N. WASHINGTON ST., RATHDRUM, ID 83858.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

- A. **Call to Order 6:00 p.m.**
- B. **Welcome Visitors/Pledge of Allegiance 6:00 p.m.**
- C. **Approve Agenda**
- D. **Consent Agenda**
 - 1. Minutes of Previous Meeting(s) - Regular Meeting of 11/09/2015 & Special Meeting of 11/17/2015 3
 - 2. Regular and Special Bills 12
- E. **Report and Presentation Agenda**
 - 1. LEA
 - 2. Visitor Presentations
 - a. Mike Anderson and Jacqui Duran
 - 3. Public Comment (Each speaker will be asked to limit their remarks to no more than three minutes. Please see the Public Comment sign-in sheet and Policy #1520 for proper procedure in addressing the Board during Public Comment).
 - 4. Staff Reports
 - a. Conrad Underdahl 32
 - b. Dave McDowell
 - 1) Financial 54
 - 2) Levy Presentation 56
 - c. Lisa Sexton
 - 1) Fall IRI Scores
 - 2) School Closures
 - 3) Report Card Committee
- F. **Action Agenda**
 - 1. Approve/deny Facility Use requested by Calvary Rathdrum 58
 - 2. Approve/deny the hiring of new personnel as presented 61
 - 3. Approve/deny retirement as presented 63
 - 4. Approve/deny Resolution 12.14.2015-A for Supplemental Levy Election, March 8, 2016 64

| | |
|--|----|
| 5. Approve/deny Emergency Closure for all schools in the Lakeland Joint School District on November 18 and 19, 2015, additionally Twin Lakes Elementary on November 20th | |
| 6. Approve/deny Policy #1645 Board Development Opportunities | 65 |
| 7. Approve/deny Policy #3570 Student Records and Policy #3570P Maintenance of School Records | 67 |
| 8. Approve/deny Policy #8600 Records Management | 68 |
| G. <u>Discussion Agenda</u> | |
| 1. Policy Review | |
| a. #1520- Public Participation in Board Meetings | |
| b. #4600P-Volunteer Assistant Procedures | |
| 2. ISBA Conference | |
| 3. Town Hall Meetings | |
| 4. Correspondence | |
| a. Discipline Reports | 70 |
| b. Other | 83 |

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015**

LAKELAND JOINT SCHOOL DISTRICT NO. 272

Meeting Location
Lakeland Joint School District Administrative Office
15506 N Washington Street
Rathdrum, ID 83858



5:30 p.m. Executive Session
6:00 p.m. Regular Meeting

BOARD MEMBERS PRESENT

Chairman Larry Brown (Zone 5)
Trustee Kyle Olmstead (Zone 1)
Trustee John Shaffer (Zone 2) (ABSENT)
Trustee Tim Skubitz (Zone 3)
Trustee Brian Wallace (Zone 4)

ADMINISTRATION PRESENT

Superintendent Brad Murray
Assistant Superintendent Lisa Sexton
Director of Business Dave McDowell
Clerk Brook Cunningham

A. Call to Order 5:30 p.m.

Chairman Brown called the meeting to order at 5:30 p.m.

B. Discussion on Executive Sessions

Clerk Cunningham reminded the Board that in order for the Board to convene legally in Executive Session that 2/3's of the governing body (4 trustees) must be present and vote yes to go into Executive Session.

C. Executive Session as authorized by Idaho Code 67-2345 (b) 5:30 p.m.

At 5:31 p.m. Chairman Brown announced the next order of business would be consideration of the Board recessing into executive session as authorized by Idaho Code 67-2345 (b). After a full and complete discussion, upon motion duly made by TRUSTEE SKUBITZ and seconded by TRUSTEE WALLACE the following resolution was presented:

BE IT RESOLVED, that the Board of Trustees of Lakeland Joint School District No. 272 recess from public meeting into Executive Session pursuant to Section 67-2345 (b), Idaho Code, in order to discuss a student issue.

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015**

BE IT FURTHER RESOLVED, that following the executive session, the Board will reconvene into public session for the purpose of conducting further business or for adjournment of the meeting.

Vote being had on the above and foregoing resolution, and the same having been counted and found to be as follows:

| | YES | NO | NOT PRESENT |
|-----------------------|-----|----|-------------|
| Chairman Larry Brown | X | | |
| Trustee Kyle Olmstead | X | | |
| Trustee Shaffer | | | X |
| Trustee Tim Skubitz | X | | |
| Trustee Brian Wallace | X | | |

and no less than two-thirds (2/3) of the membership in favor thereof, Chairman Brown declared said resolution adopted.

Administration in attendance included Brad Murray, Lisa Sexton, Georgeanne Griffith, and Brook Cunningham.

The Board adjourned from Executive Session at 6:05 p.m.

D. Welcome Visitors/Pledge of Allegiance 6:00 p.m.

At 6:05 p.m. Chairman Brown gave welcome to all of those who were present and led in the pledge.

E. Approve Agenda

Motion was made by TRUSTEE WALLACE and seconded by TRUSTEE SKUBITZ to approve the agenda as presented. Hearing all ayes, motion carried.

F. Consent Agenda

1. Minutes of Previous Meeting(s) - Regular Meeting of 10/12/2015 and Special Meeting 10/14/2015

2. Regular and Special Bills

Motion was made by TRUSTEE WALLACE and seconded by OLMSTEAD to approve the Consent Agenda as presented. Hearing all ayes, motion carried.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015***

G. Report and Presentation Agenda

1. LEA

Jason Bradbury was in attendance on behalf of the LEA. Jason is Co-President along with Kathy Peterson.

Jason informed that this is his 18th year teaching in which he is currently teaching at Twin Lakes Elementary and is the head baseball coach at Lakeland High School.

He also briefly spoke on the Career Ladder and the need for it to be fully funded.

Bradbury also expressed his concerns regarding the low fund balance issue in which he is worried the teachers will be forced to pay in order to restore it to a healthy balance again.

Larry Brown commented to Bradbury, explaining the board could not give an opinion and that all of these issues needed to be worked through the LEAD team with recommendations to the Board.

2. Visitor Presentations

There were no Visitor Presentations.

3. Public Comment

(Each speaker will be asked to limit their remarks to no more than three minutes. Please see the Public Comment sign-in sheet and Policy #1520 for proper procedure in addressing the Board during Public Comment).

4. Staff Reports

a. Betty Kiefer Staff and Harwood Family

Betty Kiefer Principal Lynn Paslay introduced her staff as well as present and past students that were present in order to talk about Rachel's Challenge.

The group also presented a lip dub that was made in partnership between Betty Kiefer Students and Lake City High School Students.

At the end of the presentation students presented a check to Emily Harwood, a former Betty Kiefer Student who is battling cancer. Funds were raised through the Betty Kiefer McTeacher's Night at the Rathdrum McDonald's.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015***

b. Todd Spear, Principal Lakeland Junior High

Todd Spear presented updates on Lakeland Junior High. His report has been made a part of these minutes herewith. The report included but not limited to the following topics:

- ISAT results
- Jimmy Hoffman became a half time administrator this year
- Classroom visits and walk-throughs
- 7th Grade ELA
- Professional Learning Community
- School Goals
- Personal Goals

c. Dave McDowell- Financial

Dave McDowell reported that the District is settled into the budget and things are already not looking good. The text book budget is over \$183,000. Reasons for the deficit included higher enrollment and the Professional Technical texts were also adopted. Additionally, the District has fully expended the water budget due to the hot and dry summer and will be \$30-\$40,000 over budget by the end of the year. Special Education was budgeted for 380 students and is currently at 423 students. Dave briefly talked about surplusung some real-estate property owned by the District.

d. Lisa Sexton

1) Town Hall Meetings

Lisa Sexton reminded the Board that the next Town Hall Meeting would be Thursday the 19th at 6:30. During that meeting Administration will address some questions regarding the budget. The meeting will be at Athol Elementary.

2) Calendar- School Year 2016-17

Lisa informed the draft is similar to this year's calendar and will be coming to the Board soon.

3) LHS tour with EF Educational Tours

Lisa informed that French and English teacher Shelly Asher will be taking a group of students to Europe. The plan is to fundraise and go the summer of 2017. Lisa noted this is not a school sanctioned event.

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015**

4) School Updates

Lisa informed the Board that over the weekend a Lakeland Junior High student suddenly passed away. She spoke on the events that occurred afterwards and since then a Crisis Team has been formed including the school counselors.

Lisa also informed that she has been selected to be a part of Superintendent Ybarra's Cabinet.

H. **Action Agenda**

1. Approve/deny the hiring of new personnel as presented

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE WALLACE to approve the hiring the recommended personnel as provided. Hearing all ayes, motion carried.

2. Approve/deny Auditors Report FY 2014-15- Hayden & Ross, P.A.

Motion was made by TRUSTEE WALLACE and seconded by TRUSTEE OLMSTEAD to approve the Auditors Report for FY 2015-15 as presented. Hearing all ayes, motion carried.

3. Approve/deny Winter Athletic Schedules

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE OLMSTEAD to approve the Winter Athletic Schedules as presented. Hearing all ayes, motion carried.

4. Approve/deny Policy #2435 Advanced Opportunities

Motion was made by TRUSTEE OLMSTEAD and seconded by TRUSTEE WALLACE to approve *Policy #2435 Advanced Opportunities* as presented. Hearing all ayes, motion carried.

5. Approve/deny Policy #2610 Advancement Requirements (9-12)

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE OLMSTEAD to approve *Policy #2610 Advancement Requirements (9-12)* as presented. Hearing all ayes, motion carried.

6. Approve/deny Policy #2425 Parental Rights

Motion was made by TRUSTEE WALLACE and seconded by TRUSTEE SKUBITZ to waive the first read requirement as per policy and to approve *Policy #2425 Parental Rights*. Hearing all ayes, motion carried.

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015**

7. Approve/deny Policy #5480 Leadership Premiums

Motion was made by TRUSTEE OLMSTEAD and seconded by TRUSTEE SKUBITZ to wave the first read requirement as per policy and to approve *Policy #5480 Leadership Premiums* as presented. Hearing all ayes, motion carried.

8. Approve/deny the recommended Administrative Guideline revisions regarding Promotion Criteria for Grades 7 and 8

Motion was made by TRUSTEE OLMSTEAD and seconded by TRUSTEE WALLACE to approve the revisions regarding Promotion Criteria for Grades 7 and 8. Hearing all ayes, motion carried.

I. **Discussion Agenda**
1. ISBA Conference

Discussion took place regarding the conflict with the Chartwell's dinner and the Governor's presentation.

2. Supplemental Levy

Brad Murray informed that District Administrators had met with both Post Falls and Coeur d'Alene Administrators to discuss levy strategies. Murray also stated that he would be consulting some of the former District Administrators on their strategy methods. Brad also presented a handout that showed different levy cycle options. Further discussion was had regarding historical and future growth.

3. Policy Review
a. Admin Guidelines- Start Times for Athletic Events

Georgeanne Griffith led in the discussion of revising start times in the Administrative Guidelines for junior high sports to match what is current practice.

- b. Policy #1645 Board Development Opportunities
- c. Policy #3570 Student Records and Policy #3570P Maintenance of School Records
- d. Policy #8600 Records Management
- e. Policy #8605 Retention of District Records

Discussion was had regarding the above mentioned draft policies. The policies will be coming back to the Board after further review by Administration.

***THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
REGULAR BOARD MEETING, NOVEMBER 9, 2015***

- 4. Correspondence
 - a. Discipline Reports

The Discipline Reports have been included in the Board's packet.

- b. Other

The Board members agreed to schedule a student expulsion hearing that was needed for November 17th at 5:00 p.m.

The Board adjourned at 8:19 p.m.

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Attest:

Respectfully Submitted:

Larry Brown, Chairman

Brook Cunningham, Clerk

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
SPECIAL BOARD MEETING, NOVEMBER 17, 2015**



**5:00 p.m. Special Meeting
EXECUTIVE SESSION**

LAKELAND JOINT SCHOOL DISTRICT NO. 272

Meeting Location
LAKELAND JOINT SCHOOL DISTRICT ADMINISTRATIVE OFFICES
15506 N Washington Street
Rathdrum, ID 83858

BOARD MEMBERS PRESENT

Chairman Larry Brown (Zone 5) (In @ 5:13 p.m.)
Trustee Kyle Olmstead (Zone 1)
Trustee John Shaffer (Zone 2)
Trustee Tim Skubitz (Zone 3)
Trustee Brian Wallace (Zone 4)

ADMINISTRATION PRESENT

Superintendent Brad Murray
Assistant Superintendent Lisa Sexton
Clerk Brook Cunningham

A. **Call to Order 5:00 p.m.**

Vice Chairman Skubitz called the meeting to order at 5:03 p.m.

B. **Welcome Visitors/ Pledge of Allegiance 5:00 p.m.**

Vice Chairman Skubitz gave welcome to those who were present and led in the pledge.

C. **Approve Agenda**

Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE OLMSTEAD to approve the agenda as presented. Hearing all ayes, motion carried.

D. **Executive Session as authorized by Idaho Code 74-206 (1) (b) 5:00 p.m.**

At 5:05 p.m. Vice Chairman Skubitz announced the next order of business would be consideration of the Board recessing into executive session as authorized by Idaho Code 74-206 (1) (b). After a full and complete discussion, upon motion duly made by TRUSTEE OLMSTEAD and seconded by TRUSTEE SHAFFER the following resolution was presented:

BE IT RESOLVED, that the Board of Trustees of Lakeland Joint School District No. 272 recess from public meeting into Executive Session pursuant to Section 74-206 (1) (b), Idaho Code, in order to conduct a student hearing.

**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
SPECIAL BOARD MEETING, NOVEMBER 17, 2015**

BE IT FURTHER RESOLVED, that following the executive session, the Board will reconvene into public session for the purpose of conducting further business or for adjournment of the meeting.

Vote being had on the above and foregoing resolution, and the same having been counted and found to be as follows:

| | YES | NO | NOT PRESENT |
|-----------------------|-----|----|----------------------|
| Chairman Larry Brown | | | Entered at 5:13 p.m. |
| Trustee Kyle Olmstead | X | | |
| Trustee Shaffer | X | | |
| Trustee Tim Skubitz | X | | |
| Trustee Brian Wallace | X | | |

and no less than two-thirds (2/3) of the membership in favor thereof, Chairman Brown declared said resolution adopted.

Administration also in attendance of this Executive Session included Superintendent Brad Murray, Assistant Superintendent Lisa Sexton and Clerk Brook Cunningham. Timberlake High School Principal Kurt Hoffman and Acting Assistant Principal John Brumley were also in attendance of this hearing.

1. Student 2015-K

The parents of Student 2015-K entered Executive Session at 5:09 p.m. Student 2015- K was not in attendance of this hearing.

The parents of Student 2015-K exited Executive Session at 5:41 p.m.

The Board adjourned from Executive Session at 5:52 p.m.

D. Action Items

1. Approve/deny to expel Student 2015-K

Motion was made by TRUSTEE OLMSTEAD and seconded by TRUSTEE SHAFFER to expel Student 2015-K until the end of the 2015-16 school year. The student must appear before the board in order to request re-admittance. Hearing all ayes, motion carried.

The Board adjourned at 5:53 p.m.

Attest:

Respectfully Submitted:

Larry Brown, Chairman

Brook A. Cunningham, Clerk

Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees
Regular School Board Meeting
December 14, 2015

| | | | |
|--------------------------------|--|--------------|-------|
| Gross Salaries | | 1,685,703.67 | |
| Gross Benefits | | 475,139.52 | |
| | | | |
| Petty Cash | Petty Cash Replenishment | 119.75 | 89129 |
| Air Tech Mechanical | Services (Maint) | 661.41 | 89130 |
| BMI Educational Services | Library Books | 337.52 | 89131 |
| Dashco | Maint Supplies | 8.47 | 89132 |
| Derrick, Trent | August - October 2015 Mileage | 491.50 | 89133 |
| Evco Sound & Electronics | Maint Supplies | 380.75 | 89134 |
| Idaho Digital Learning Academy | Student Fees (LHS) | 750.00 | 89135 |
| Krueger Sheet Metal | Services (FS) | 263.73 | 89136 |
| Panhandle Health District | Inspections, License Renewals (FS) | 2,475.00 | 89137 |
| Peterson, Katherine | October 2015 Mileage | 68.20 | 89138 |
| Platt Electric Supply | Maint Supplies | 743.34 | 89139 |
| SL Start & Associates | Services (SPED) | 3,701.25 | 89140 |
| Supercut Bandsaw | Instructional Materials | 171.50 | 89141 |
| Supplyworks | Maint Supplies | 270.40 | 89142 |
| Szydowski, Christa | N/R Student Tuition Refund | 80.00 | 89143 |
| Time Warner Cable | District Internet Access 11/8 - 12/7/2015 | 17,740.00 | 89144 |
| WCP Solutions | Maint Supplies | 40.85 | 89145 |
| Mountain Consulting | MVAS/ Post Abatement PCM-CLs | 1,200.00 | 89146 |
| Ricoh USA | Copier Group Base Charge 11/5 - 12/4/2015 | 4,720.00 | 89147 |
| Visa | SPED Materials | 31.46 | 89148 |
| Genex Cooperative Supply | #2 Dyed Diesel Winter Blend | 3,852.84 | 89149 |
| Country Reports | Library Materials | 102.00 | 89150 |
| Cummings, LuAnn | September - October 2015 Mileage | 195.75 | 89151 |
| Gemmrig, Jessica | Lunch Credit Reimbursement | 24.40 | 89152 |
| GRB Innovations | Instructional Materials | 494.60 | 89153 |
| Hampton Inn | Lodging (LHS Accreditation Review) | 178.00 | 89154 |
| Kootenai Health Cash Team | Services (SPED/ October 2015 OT Hours & Mileage) | 2,517.88 | 89155 |
| Larsen, Nancy | Advance (Lewiston/ THS/ Girls Basketball) | 248.00 | 89156 |
| Peterson, Hillary | N/R Student Tuition Refund | 80.00 | 89202 |
| Postmaster - Rathdrum | Postage Stamps | 583.00 | 89203 |
| De Lage Landen | Copier Lease 11/15 - 12/14/2015 | 821.70 | 89204 |
| J & R Electronics | Tran/Maint Digital Radio Service December 2015 | 1,600.00 | 89205 |
| Kootenai County Solid Waste | October 2015 Garbage Fee/ Refuse Disposal | 2,048.23 | 89206 |
| Kootenai Electric Coop | AE/GE Electricity 10/15 - 11/15/2015 | 4,206.03 | 89207 |
| Millelectric | Services (THS) | 2,110.20 | 89208 |
| MSDSonline | Services (Maint) | 2,079.50 | 89209 |
| Walmart | BASE Supplies | 299.60 | 89210 |
| Peterson, Hillary | N/R Student Tuition Refund | 40.00 | 89211 |
| Petty Cash | Petty Cash Replenishment | 111.10 | 89212 |
| Albertson, Tom | Expense Claim Reimbursement | 90.00 | 89270 |
| AlSCO | Coverall Service | 43.09 | 89271 |
| American Fence | Services (LHS) | 2,645.00 | 89272 |
| Athol, City of | AE Water 10/26 - 11/23/2015 | 70.00 | 89273 |

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| Bar Circle "S" Water | GE November 2015 Water | 54.86 | 89274 |
| Bayer, Curt-Randall | Expense Claim Reimbursement | 110.00 | 89275 |
| Cenex Cooperative Supply | 15w-40, #2 Dyed Diesel Winter Blend | 5,954.05 | 89276 |
| Hall, Jennifer | Expense Claim Reimbursement | 114.00 | 89277 |
| Hancock Fabrics | Instructional Materials | 87.04 | 89278 |
| Idaho Dept of Health & Welfare | December 2015 Medicaid | 4,000.00 | 89279 |
| Idaho State Tax Commission | Rotary, Ala Carte/Adult Meals Sales Tax | 751.55 | 89280 |
| Kimmel Athletic | Instructional Materials | 121.70 | 89281 |
| Kootenai County Treasurer | County Taxes | 180.48 | 89282 |
| Napa Auto Parts | Tran Supplies | 515.67 | 89283 |
| Nelsen, Jerry | Expense Claim Reimbursement | 376.00 | 89284 |
| Penrose, Geoff | Expense Claim Reimbursement | 53.00 | 89285 |
| Ricoh USA | Group Base Charge 12/5/2015 - 1/4/2016 | 4,720.00 | 89286 |
| Scholastic | Instructional Materials | 197.78 | 89287 |
| Seusel, Chris | Expense Claim Reimbursement | 44.00 | 89288 |
| Visa | Equipment/ Library Materials | 151.99 | 89289 |
| Total | | <u>76,128.17</u> | |
| A-L Compressed Gases | Instructional Materials | 76.45 | 89213 |
| A-L Compressed Gases | Instructional Materials | 263.80 | |
| AlSCO | Coverall Service | 43.09 | 89157 |
| AlSCO | Coverall Service | 86.18 | 89214 |
| American Eagle Mobile Repair | Services (Maint) | 1,131.33 | 89158 |
| American Time | Maint Supplies | 1,363.56 | 89215 |
| Austin, Lorelee | Lunch Credit Reimbursement | 9.20 | |
| Avista | November 2015 Electricity/Natural Gas | 46,323.44 | 89216 |
| Baker, Richard | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89159 |
| Builders' Hardware & Supply | Maint Supplies | 38.85 | 89160 |
| Burt's Music & Sound | Services (LJHS) | 358.96 | 89161 |
| Burt's Music & Sound | Services (LHS, THS) | 100.00 | 89217 |
| Carey, Sarah | Field Trip Meals 10/16 - 11/15/2015 | 15.00 | 89162 |
| Cass, Tammy | October 2015 Mileage | 286.90 | |
| Caxton Printers | Textbooks | 398.53 | 89163 |
| Caxton Printers | Textbooks | 261.71 | 89218 |
| Caxton Printers | Textbooks | 7,279.74 | |
| Cenex Cooperative Supply | #2 Dyed Diesel Winter Blend, Unleaded Gas | 6,212.91 | 89219 |
| CIS - Department of Labor | Subscription Renewal 9/1/2015 - 8/31/2016 | 1,375.00 | 89220 |
| Coeur d'Alene Garbage Service | Dumpster Dumping 11/1-30/2015 | 67.00 | 89221 |
| Coeur d'Alene Tractor | Services (Maint) | 153.16 | 89222 |
| Costco | Title I, Instructional Materials | 1,034.27 | 89223 |
| Country Lock & Key | Maint Supplies | 28.05 | 89164 |
| Country Lock & Key | Services (LHS) | 15.00 | 89224 |
| Culligan | Tech Supplies | 19.85 | 89225 |
| Cummings, LuAnn | November 2015 Mileage | 82.65 | |
| Dodson, Charles M., Atty | Legal Expenses 11/3-29/2015 | 625.70 | |
| e3 MSR West | SPED Supplies | 66.00 | 89226 |
| Ednetics | December 2015 Phones, Internet Service Charge | 15,691.55 | |
| Fairway Floor & Design Center | Maint Supplies | 24.00 | 89227 |
| Follett | Library Books | 1,353.71 | 89165 |
| Follett | Library Books | 221.64 | 89228 |
| Fox, Hilary | Field Trip Meals 10/16 - 11/15/2015 | 10.00 | 89166 |

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| Gabiou, Amy | November 2015 Mileage | 46.90 | |
| Gerstenberger, Judy | November 2015 Mileage | 83.30 | |
| Graybar | Maint Supplies | 2,654.94 | 89167 |
| Haase, Christie | November 2015 Mileage | 59.70 | |
| Hansen, Debbie | November 2015 Mileage | 167.35 | |
| Harding, Michele | November 2015 Mileage | 43.75 | |
| Haukenes, Iva | Expense Claim Reimbursement | 250.00 | 89229 |
| Haukenes, Iva | November 2015 Mileage | 78.05 | |
| Helbling Benefits Consulting COBRA | COBRA Specific Rights Notice Letter | 20.00 | 89168 |
| Helbling Benefits Consulting COBRA | COBRA Specific Rights Notice Letter | 20.00 | |
| Hetzler, Robert | November 2015 Mileage | 11.00 | |
| Hobart Services | Services (FS) | 1,225.65 | 89230 |
| Horizon | Maint Supplies | 416.50 | 89231 |
| Idaho Department of Education | November 19, 2015 Fingerprinting | 173.75 | 89169 |
| Idaho Digital Learning Academy | Student Fees (LHS/THS) | 550.00 | |
| Idaho Transportation Dept | Replacement Plates | 46.00 | 89232 |
| Interkal | Maint Supplies | 449.26 | 89170 |
| Intermountain Security | Services (LHS) | 45.00 | 89171 |
| Interstate Concrete & Asphalt | Maint Supplies | 1,045.92 | 89233 |
| Interstate Concrete & Asphalt | Maint Supplies | 176.62 | |
| Isbell, Lee | November 2015 Mileage | 157.25 | |
| Kelley, Megan | November 2015 Mileage | 59.10 | |
| Kenworth Sales Spokane | Tran Supplies | 742.58 | 89172 |
| Lakeland High School | Reimb Accreditation Team Travel Exp/IML Soccer Supervision | 265.00 | 89234 |
| Larsen, Nancy | Field Trip Meals 10/16 - 11/15/2015 | 20.00 | 89173 |
| Les Schwab Tire Center | Services (Maint) | 1,017.60 | 89174 |
| Les Schwab Tire Center | Services (Maint) | 168.76 | 89235 |
| Lowe's | Maint Supplies | 1,017.07 | 89236 |
| MakerBot | STRIVE Materials | 1,834.31 | 89237 |
| Marcella, Cynthia | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89175 |
| McGuire Bearing | Maint Supplies | 57.25 | 89238 |
| McHatton, Daniel | Field Trip Meals 10/16 - 11/15/2015 | 10.00 | 89176 |
| Merrill's Hardwood Store | Instructional Materials | 305.36 | 89239 |
| Midway Parts | Maint Supplies | 252.96 | 89240 |
| Midway Parts | Maint Supplies | 68.30 | |
| Milletric | Services (THS) | 1,992.90 | 89241 |
| Miller's Food City | Instructional Materials | 288.42 | 89242 |
| MindWare | STRIVE Materials | 119.85 | 89177 |
| MindWare | STRIVE Materials | 149.85 | 89243 |
| Mix, Brett | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89178 |
| Morrison, Susan | Expense Claim Reimbursement | 262.07 | 89179 |
| Murray, Brad | November 2015 Mileage | 122.70 | |
| Napa Auto Parts | Tran Supplies | 143.20 | 89180 |
| Napa Auto Parts | Tran Supplies | 254.64 | 89244 |
| Nelsen, Jerry | Expense Claim Reimbursement | 558.00 | 89245 |
| North Kootenai Water | TLE Fire/Water 10/15 - 11/15/2015 | 99.09 | 89181 |
| O'Meara, William | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89182 |
| O'Reilly Auto Parts | Tran Supplies | 38.34 | 89183 |

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| O'Reilly Auto Parts | Tran Supplies | 213.68 | 89246 |
| O'Reilly Auto Parts | Tran Supplies | 244.77 | |
| Oxarc | Instructional Materials | 245.88 | 89184 |
| Oxarc | Instructional Materials, Services (Maint) | 60.65 | 89247 |
| Pacific Steel & Recycling | Maint Supplies | 72.78 | 89185 |
| Pacific Steel & Recycling | Maint Supplies | 119.00 | 89248 |
| Pacific Steel & Recycling | Maint Supplies | 53.42 | |
| Peck, Sarah | Expense Claim Reimbursement | 49.99 | 89249 |
| Perma-Bound | Library Books | 1,450.48 | 89186 |
| Perma-Bound | Library Books | 808.39 | 89250 |
| Peterson, Carrie | November 2015 In-Lieu of Transportation | 49.00 | |
| Peterson, Katherine | November 2015 Mileage | 66.55 | |
| PlasmaCAM | Instructional Materials | 53.06 | 89251 |
| Platt Electric Supply | Maint Supplies | 47.76 | 89187 |
| Platt Electric Supply | Maint Supplies | 919.31 | 89252 |
| Platt Electric Supply | Maint Supplies | 14.62 | |
| PlumbMaster | Maint Supplies | 488.72 | 89188 |
| PlumbMaster | Maint Supplies | 233.38 | 89253 |
| Pote, Sheila | November 2015 Mileage | 79.10 | |
| Preiss, Andy | Expense Claim Reimbursement | 16.00 | 89254 |
| Progressive Printing | Office Supplies | 440.00 | 89189 |
| Progressive Printing | Office Supplies | 268.00 | 89255 |
| Rathdrum Area Chamber of Commerce | 2016 Dues | 100.00 | |
| Rathdrum Trading Post Hdwe | Tran/Maint Supplies | 379.38 | 89256 |
| Rathdrum, City of | November 2015 Water/Sewer | 947.50 | |
| Refrigeration Supplies Dist | Maint Supplies | 287.11 | 89257 |
| Reigel, Lorraine | November 2015 Mileage | 42.85 | |
| Richardson, Caleb | November 2015 Mileage | 62.45 | |
| Rodda Paint | Maint Supplies | 717.06 | 89190 |
| Rucker, Paula | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89191 |
| Russum, Wendy | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89192 |
| RWC Group | Services (Tran) | 722.94 | 89193 |
| RWC Group | Tran Supplies | 384.41 | 89258 |
| RWC Group | Tran Supplies | 202.17 | |
| Safeguard by IBF | Office Supplies | 339.86 | 89259 |
| Scholastic | Instructional Materials | 60.00 | 89260 |
| Seattle Pottery Supply | Instructional Materials | 394.71 | |
| Sexton, Lisa | November 2015 Mileage | 121.30 | |
| Sheraton Portland Airport Hotel | Lodging (THS/ Nat'l Softball Coaches Clinic) | 103.00 | |
| Sines, Margaret | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89194 |
| Snijder, Teresa | Field Trip Meals 10/16 - 11/15/2015 | 10.00 | 89195 |
| Spirit Lake, City of | SRO Officer 11/1-28/2015 | 916.13 | 89261 |
| Spirit Lake, City of | November 2015 Water/Sewer | 853.49 | |
| Spragg, Denise | Expense Claim Reimbursement | 225.00 | 89262 |
| Spragg, Denise | November 2015 Mileage | 13.60 | |
| Stranger, Kathleen | Services (SPED/ PT/ September. October 2015) | 1,104.72 | 89263 |
| Supplyworks | Maint Supplies | 81.23 | 89264 |
| Time Warner Cable | District Internet Access 12/8/2015 - 1/7/2016 | 17,740.00 | 89265 |
| Tinsley, Honey Jean | November 2015 Mileage | 84.00 | |
| TLI Sewer | TLE December 2015 Sewer | 648.05 | 89196 |
| Trans Pro | Tran Supplies | 96.38 | 89197 |

| | | | |
|------------------------|---|-------------|-------|
| Vazquez-Schnepf, Ana | Expense Claim Reimbursement | 50.00 | 89198 |
| Vazquez-Schnepf, Ana | October 2015 Mileage | 27.75 | |
| Verizon Wireless | Cell Phone Usage 10/23 - 11/22/2015 | 1,615.96 | 89266 |
| Wallace, Brian | Expense Claim Reimbursement | 18.00 | 89267 |
| Walter E Nelson Co | Maint Supplies | 166.55 | 89268 |
| Watson's Grocery Group | Instructional/BASE Materials | 363.95 | 89199 |
| Watson's Grocery Group | Instructional/Office Supplies | 70.12 | 89269 |
| Watson's Grocery Group | Instructional/Office Supplies | 187.04 | |
| Weihert, Tana & Joe | November 2015 In-Lieu of Transportation | 35.00 | |
| Woolley, Trina | Field Trip Meals 10/16 - 11/15/2015 | 5.00 | 89200 |
| Ziegler Lumber | Maint Supplies | 54.13 | 89201 |
| Ziegler Lumber | Maint Supplies | 187.80 | |
| | | 138,033.70 | |
| | 11/20/2015 | (14,621.33) | |
| | 12/4/2015 | (93,658.69) | |
| | 12/15/2015 | 29,753.68 | |
| AP Total to Date | | 214,161.87 | |

Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees
Regular School Board Meeting
December 14, 2015

Additional Bills

| | | | |
|-------------------------------|---|----------------------------------|------------|
| Idaho Department of Education | December 10, 2015 Fingerprinting | 139.00 | 89290 |
| Scholastic | Instructional Materials | 55.65 | 89291 |
| Petty Cash | Petty Cash Replenishment | 115.25 | 89292 |
| | Total | 309.90 | |
| | | | |
| Alsco | Coverall Service | 43.09 | |
| | | | |
| Best Western Vista Inn | Lodging (IAAA Board/IHSAA Board/ Cronnelly) | 89.00 | |
| Buchanan, Kayla | Lunch Credit Reimbursement | 5.75 | |
| Bus Parts Warehouse | Tran Supplies | 823.53 | |
| | | | |
| Caxton Printers | Credit for Returned Damaged Books | (5,458.27) | |
| Cd'A Metals | Instructional Materials | 1,261.37 | |
| Chartwells | November 2015 Food Service | 102,747.50 | |
| Chatterton, Heather | November 2015 Mileage | 24.50 | |
| | | | |
| Dominos | FS/ Pizza for Ala Carte Sales 11/1-30/2015 | 518.00 | |
| | | | |
| Everson's Jewelry | STRIVE/ Invention Convention Awards | 240.00 | |
| | | | |
| McDougall, Christian | Expense Claim Reimbursement | 28.00 | |
| Milan, Elizabeth | IDLA Class Fee Refund | 225.00 | |
| | | | |
| Perma-Bound | Library Books | 619.54 | |
| | | | |
| Ricoh USA | Office Supplies | 75.84 | |
| RWC | Tran Supplies | 423.08 | |
| | | | |
| Sexton, Lisa | Expense Claim Reimbursement | 64.00 | |
| Suko, Kim | Expense Claim Reimbursement | 10.00 | |
| | | | |
| Timberland Construction | Services (LHS) | 760.00 | |
| Torgy's NOVUS Wndshld Repair | Services (Tran) | 39.00 | |
| | | | |
| Watson's Grocery Group | Instructional Materials | 128.72 | |
| | | 102,667.65 | |
| | | 12/15/2015 from Bill List | 29,753.68 |
| | | 12/15/2015 Total | 132,421.33 |
| | | | |
| | | AP Total from original Bill List | 214,161.87 |
| | | Grand Total 11/10 - 12/14/2015 | 317,139.42 |

| | | | | | | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|--|--|--|--|
| TLE (106) | | | | | | | | | | | | |
| TLE LITE (106) | | | | | | | | | | | | |
| COMM GRDN (101) | | | | | | | | | | | | |
| FOOD SVC | | | | | | | | | | | | |
| THS GNRT (401) | | | | | | | | | | | | |
| LJHS SIGN (201) | | | | | | | | | | | | |
| TJHS (202) | | | | | | | | | | | | |
| BKE (104) | | | | | | | | | | | | |
| SUB TOTAL | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |
| CHECK DATE | | | | | | | | | | | | |

Bar Circle "S" Water 100 661000 331 105 000 Garwood

| Date | Irrigation | | Reading | Reading | TOTAL | CHECK | INVOICE |
|------------|--|----------|---------|---------|-------------------|------------|---------------|
| | Reading | | | | | DATE | NUMBER |
| July 2015 | 59622900 | 848.54 | 3045300 | 33.87 | \$882.41 | 7/15/2015 | JUNE 15 WATER |
| Aug 2015 | 60748900 | 1,973.62 | 3057600 | 35.78 | \$2,009.40 | 8/14/2015 | JULY 15 WATER |
| Sept 2015 | 62259900 | 2,643.52 | 3061300 | 27.43 | \$2,670.95 | 9/15/2015 | AUG 15 WATER |
| Oct 2015 | 62964800 | 1,213.48 | 3085900 | 57.18 | \$1,270.66 | 10/15/2015 | SEPT 15 WATER |
| Nov 2012 | 62964800 | 54.86 | 3122100 | 77.37 | \$132.23 | 11/13/2015 | OCT 15 WATER |
| Dec 2012 | 62964800 | 27.43 | 3122100 | 27.43 | \$54.86 | 12/11/2015 | NOV 15 WATER |
| Jan 2013 | | | | | | | |
| Feb 2013 | | | | | | | |
| Mar 2013 | | | | | | | |
| April 2013 | | | | | | | |
| May 2013 | | | | | | | |
| June 2013 | | | | | | | |
| | includes adjustment for double credit on 10/1 bill | | | | \$7,020.51 | | |
| July 2013 | | | | | | | |
| Aug 2013 | | | | | | | |
| Sept 2013 | | | | | | | |
| Oct 2013 | | | | | | | |
| Nov 2013 | | | | | | | |
| Dec 2013 | | | | | | | |
| Jan 2014 | | | | | | | |
| Feb 2014 | | | | | | | |
| Mar 2014 | | | | | | | |
| April 2014 | | | | | | | |
| May 2014 | | | | | | | |
| June 2014 | | | | | | | |
| | | | | | \$0.00 | | |
| July 2014 | | | | | | | |
| Aug 2014 | | | | | | | |
| Sept 2014 | | | | | | | |
| Oct 2014 | | | | | | | |
| Nov 2014 | | | | | | | |
| Dec 2014 | | | | | | | |
| Jan 2015 | | | | | | | |
| Feb 2015 | | | | | | | |
| Mar 2015 | | | | | | | |
| April 2015 | | | | | | | |
| May 2015 | | | | | | | |
| June 2015 | | | | | | | |
| | | | | | \$0.00 | | |

CITY OF ATHOL 100 661000 331 103 000 683-2101

| C-0010 | | C-0011 | | | TOTAL | CHECK | INVOICE |
|---------------|----------------|---------------|----------------|----------|-----------------|--------------|----------------|
| DATE | READING | | READING | | | DATE | NUMBER |
| JULY 2015 | 2618 | 35.00 | 21411 | 279.20 | 314.20 | 7/15/2015 | JULY 15 |
| AUG 2015 | 2674 | 47.10 | 21811 | 425.50 | 472.60 | 7/31/2015 | AUG 15 |
| SEPT 2015 | 2735 | 52.60 | 22353 | 581.70 | 634.30 | 8/31/2015 | SEPT 15 |
| OCT 2015 | 2754 | 35.00 | 22752 | 424.40 | 459.40 | 9/9/2015 | OCT 15 |
| NOV 2015 | 2754 | 35.00 | 22752 | 35.00 | 70.00 | 10/30/2015 | NOV 15 |
| DEC 2015 | 2754 | 35.00 | 22752 | 35.00 | 70.00 | 12/11/2015 | DEC 15 |
| JAN 2016 | | | | | | | |
| FEB 2016 | | | | | | | |
| MAR 2016 | | | | | | | |
| APR 2016 | | | | | | | |
| MAY 2016 | | | | | | | |
| JUNE 2016 | | | | | | | |
| | | 239.70 | | 1,780.80 | 2,020.50 | | |
| JULY 2016 | | | | | | | |
| AUG 2016 | | | | | | | |
| SEPT 2016 | | | | | | | |
| OCT 2016 | | | | | | | |
| NOV 2016 | | | | | | | |
| DEC 2016 | | | | | | | |
| JAN 2017 | | | | | | | |
| FEB 2017 | | | | | | | |
| MAR 2017 | | | | | | | |
| APR 2017 | | | | | | | |
| MAY 2017 | | | | | | | |
| JUNE 2017 | | | | | | | |
| | | 0.00 | | 0.00 | 0.00 | | |
| JULY 2017 | | | | | | | |
| AUG 2017 | | | | | | | |
| SEPT 2017 | | | | | | | |
| OCT 2017 | | | | | | | |
| NOV 2017 | | | | | | | |
| DEC 2017 | | | | | | | |
| JAN 2018 | | | | | | | |
| FEB 2018 | | | | | | | |
| MAR 2018 | | | | | | | |
| APR 2018 | | | | | | | |
| MAY 2018 | | | | | | | |
| JUNE 2018 | | | | | | | |

City of Spirit Lake (Water 100 661000 331 ??? 000) (Sewer 100 661000 335 090 000) 623-2131 Barbara

| 2015-16 | | WATER | SEWER | WATER | SEWER | WATER | SEWER | WATER | SEWER | WATER | SEWER | WATER | SEWER |
|-----------------------|--------|---------------|--------|-----------------|--------|-----------------|--------|-----------------|--------|---------------|--------|---------------|--------|
| SLE (102) | 9.01 | 161.00 | | 904.75 | | 774.75 | | 539.75 | | 16.00 | | 16.00 | |
| SLE (102) | 10.01 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 |
| THS Main (401) | 581.01 | 31.00 | 52.00 | 76.00 | 212.33 | 56.00 | 151.66 | 101.00 | 346.66 | 143.50 | 494.00 | 101.00 | 346.66 |
| THS Irrigation (009) | 606.01 | 16.00 | | 17.25 | | 16.00 | | 16.00 | | 16.00 | | 16.00 | |
| THS Irrigation (009) | 615.01 | 17.25 | | 39.75 | | 32.25 | | 28.50 | | 16.00 | | 16.00 | |
| THS Conc (401) | 616.01 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 | 16.00 | 26.00 |
| TJHS (202) | 685.01 | 22.25 | 73.66 | 33.50 | 112.66 | 19.75 | 65.00 | 19.75 | 65.00 | 28.50 | 95.33 | 58.50 | 199.33 |
| TJHS Irrigation (010) | 715.01 | 16.00 | | 2,071.00 | | 2,392.25 | | 1,794.75 | | 16.00 | | 16.00 | |
| | | 295.50 | 177.66 | 3,174.25 | 376.99 | 3,323.00 | 268.66 | 2,531.75 | 463.66 | 268.00 | 641.33 | 255.50 | 597.99 |
| | | 473.16 | | 3,551.24 | | 3,591.66 | | 2,995.41 | | 909.33 | | 853.49 | |

| | | | | | | | | | | | | | |
|----------------|--|---------------------|--|---------------------|--|--------------------|--|---------------------|--|--------------------|--|--------------------|--|
| Invoice Number | | JUNE 15 WATER/SEWER | | JULY 15 WATER/SEWER | | AUG 15 WATER/SEWER | | SEPT 15 WATER/SEWER | | OCT 15 WATER/SEWER | | NOV 15 WATER/SEWER | |
| Ck Date | | 7/15/2015 | | 8/14/2015 | | 9/15/2015 | | 10/15/2015 | | 11/13/2015 | | 12/15/2015 | |

| | | WATER | SEWER |
|-----------------------|--------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|
| SLE (102) | 9.01 | | | | | | | | | | | | |
| SLE (102) | 10.01 | | | | | | | | | | | | |
| THS Main (401) | 581.01 | | | | | | | | | | | | |
| THS Irrigation (009) | 606.01 | | | | | | | | | | | | |
| THS Irrigation (009) | 615.01 | | | | | | | | | | | | |
| THS Conc (401) | 616.01 | | | | | | | | | | | | |
| TJHS (202) | 685.01 | | | | | | | | | | | | |
| TJHS Irrigation (010) | 715.01 | | | | | | | | | | | | |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | |
| | | | 0.00 |
| Invoice Number | | | | | | | | | | | | | |
| Ck Date | | | | | | | | | | | | | |

| KOOTENAI ELECTRIC | | | | | | | | | | | | |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| FY 2014-15 | | | | | | | | | | | | |
| | 6/15- | 7/15- | 8/15- | 9/15- | 10/15- | 11/15- | 12/15- | 1/15- | 2/15- | 3/15- | 4/15- | 5/15- |
| | 7/15/2014 | 8/15/2014 | 9/15/2014 | 10/15/2014 | 11/15/2014 | 12/15/2014 | 1/15/2015 | 2/15/2015 | 3/15/2015 | 4/15/2015 | 5/15/2015 | 6/15/2015 |
| 103 AE | 984.93 | 932.42 | 1,497.39 | 1,785.49 | 2,726.69 | 3,185.98 | 3,215.24 | 2,948.24 | 2,793.37 | 2,392.50 | 2,057.91 | 1,444.22 |
| Mtr 5968959 | 63.82 | 69.17 | 79.46 | 86.26 | 97.39 | 96.29 | 116.43 | 111.93 | 91.70 | 90.34 | 74.36 | 69.26 |
| Mtr 83699138 | 907.58 | 849.72 | 1,404.40 | 1,685.70 | 2,615.77 | 3,076.16 | 3,085.28 | 2,822.78 | 2,688.14 | 2,288.63 | 1,970.02 | 1,361.43 |
| Sec Light | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 | 13.53 |
| 105 GE | 786.32 | 745.04 | 1,176.02 | 1,479.62 | 1,903.94 | 2,155.94 | 2,633.30 | 2,309.06 | 2,112.02 | 1,944.50 | 1,559.30 | 1,194.02 |
| PAID | 1,771.25 | 1,677.46 | 2,673.41 | 3,265.11 | 4,630.63 | 5,341.92 | 5,848.54 | 5,257.30 | 4,905.39 | 4,337.00 | 3,617.21 | 2,638.24 |
| ck date | 7/31/2014 | 8/29/2014 | 9/29/2014 | 10/31/2014 | 12/3/2014 | 12/31/2014 | 1/30/2015 | 2/27/2015 | 3/31/2015 | 4/30/2015 | 5/29/2015 | 6/30/2015 |
| FY 2015-16 | | | | | | | | | | | | |
| | 6/15- | 7/15- | 8/15- | 9/14- | 10/15- | | | | | | | |
| | 7/15/2015 | 8/15/2015 | 9/14/2015 | 10/15/2015 | 11/15/2015 | | | | | | | |
| 103 AE | 885.07 | 928.08 | 1,247.27 | 1,810.38 | 2,462.65 | | | | | | | |
| Mtr 5968959 | 64.58 | 71.47 | 75.80 | 89.57 | 100.45 | | | | | | | |
| Mtr 83699138 | 806.96 | 843.08 | 1,157.94 | 1,701.06 | 2,342.45 | | | | | | | |
| Sec Light | 13.53 | 13.53 | 13.53 | 19.75 | 19.75 | | | | | | | |
| 105 GE | 776.00 | 776.00 | 942.98 | 1,322.18 | 1,743.38 | | | | | | | |
| PAID | 1,661.07 | 1,704.08 | 2,190.25 | 3,132.56 | 4,206.03 | 0.00 |
| ck date | 7/31/2015 | 8/31/2015 | 9/30/2015 | 10/30/2015 | 11/30/2015 | | | | | | | 28 |
| FY 2016-17 | | | | | | | | | | | | |
| 103 AE | | | | | | | | | | | | |
| Mtr 5968959 | | | | | | | | | | | | |
| Mtr 83699138 | | | | | | | | | | | | |
| Sec Light | | | | | | | | | | | | |
| 105 GE | | | | | | | | | | | | |
| PAID | 0.00 |
| ck date | | | | | | | | | | | | |
| 100 661000 332 ??? 000 | | | | | | | | | | | | |

North Kootenai Water District (Twin Lakes Elementary School)

100 661000 331 106 000

| | Meter #5367855 | | | Account #1036541-01 | | | |
|------------|-----------------------|----------|-------------|----------------------------|---------|-----------|------------|
| | Start Read | End Read | Consumption | Charges | Charges | Check Amt | Check Date |
| July 2013 | 173968 | 183052 | 908400 | 2,087.32 | 40.00 | 2,127.32 | 7/31/2013 |
| Aug 2013 | 183052 | 191038 | 798600 | 1,834.78 | 40.00 | 1,874.78 | 8/30/2013 |
| Sept 2013 | 191038 | 199925 | 888700 | 2,042.01 | 40.00 | 2,082.01 | 9/30/2013 |
| Oct 2013 | 199925 | 203431 | 350600 | 804.38 | 40.00 | 844.38 | 10/31/2013 |
| Nov 2013 | 203431 | 203609 | 17800 | 50.50 | 40.00 | 90.50 | 11/26/2013 |
| Dec 2013 | 203609 | 203773 | 16400 | 48.40 | 40.00 | 88.40 | 12/31/2013 |
| Jan 2014 | 203773 | 203857 | 8400 | 36.40 | 40.00 | 76.40 | 1/31/2014 |
| Feb 2014 | 203857 | 204045 | 18800 | 52.00 | 40.00 | 92.00 | 2/28/2014 |
| Mar 2014 | 204045 | 204158 | 11300 | 40.75 | 40.00 | 80.75 | 3/31/2014 |
| April 2014 | 204158 | 204292 | 13400 | 43.90 | 40.00 | 83.90 | 4/30/2014 |
| May 2014 | 204292 | 204498 | 20600 | 54.70 | 40.00 | 94.70 | 5/30/2014 |
| June 2014 | 204498 | 207051 | 255300 | 577.99 | 40.00 | 617.99 | 6/30/2014 |
| | | | | | | 8,153.13 | |
| July 2014 | 207051 | 213920 | 686900 | 1,570.67 | 40.00 | 1,610.67 | 7/31/2014 |
| Aug 2014 | 213920 | 220922 | 700200 | 1,601.26 | 40.00 | 1,641.26 | 8/29/2014 |
| Sept 2014 | 220922 | 230202 | 928000 | 2,125.20 | 40.00 | 2,165.20 | 9/29/2014 |
| Oct 2014 | 230202 | 236520 | 631800 | 1,443.94 | 40.00 | 1,483.94 | 10/31/2014 |
| Nov 2014 | 236520 | 236719 | 19900 | 55.04 | 40.00 | 95.04 | 11/22/2014 |
| Dec 2014 | 236719 | 236864 | 14500 | 46.94 | 40.00 | 86.94 | 12/31/2014 |
| Jan 2015 | 236864 | 237018 | 15400 | 48.29 | 40.00 | 88.29 | 1/30/2015 |
| Feb 2015 | 237018 | 237174 | 15600 | 48.59 | 40.00 | 88.59 | 2/27/2015 |
| Mar 2015 | 237174 | 237435 | 26100 | 64.34 | 40.00 | 104.34 | 3/31/2015 |
| Apr 2015 | 237435 | 237759 | 32400 | 74.99 | 40.00 | 114.99 | 4/30/2015 |
| May 2015 | 237759 | 237968 | 20900 | 56.54 | 40.00 | 96.54 | 5/29/2015 |
| June 2015 | 237968 | 242103 | 413500 | 943.24 | 40.00 | 983.24 | 6/30/2015 |
| | | | | | | 8,559.04 | |
| July 2015 | 242103 | 254544 | 1244100 | 2,853.62 | 40.00 | 2,893.62 | 7/31/2015 |
| Aug 2015 | 254544 | 270270 | 1572600 | 3,609.17 | 40.00 | 3,649.17 | 8/31/2015 |
| Sept 2015 | 270270 | 286069 | 1579900 | 3,625.96 | 40.00 | 3,665.96 | 9/30/2015 |
| Oct 2015 | 286069 | 288729 | 266000 | 603.99 | 40.00 | 643.99 | 10/30/2015 |

| | | | | | | | |
|-----------|--------|--------|-------|-------|-------|----------|------------|
| Nov 2015 | 288729 | 288955 | 22600 | 59.09 | 40.00 | 99.09 | 11/30/2015 |
| Dec 2015 | | | | | | | |
| Jan 2016 | | | | | | | |
| Feb 2016 | | | | | | | |
| Mar 2016 | | | | | | | |
| Apr 2016 | | | | | | | |
| May 2016 | | | | | | | |
| June 2016 | | | | | | | |
| | | | | | | 10951.83 | |

TLI SEWER, LLC

TLE SEWER CHARGES 100 661000 335 095 000

| | AMOUNT | CK DATE | INV # |
|---------|----------|------------|-------------------|
| JULY 14 | 617.50 | 7/1/2014 | TLE JULY 14 SEWER |
| AUG 14 | 617.50 | 7/31/2014 | TLE AUG 14 SEWER |
| SEP 14 | 617.50 | 8/29/2014 | TLE SEPT 14 SEWER |
| OCT 14 | 617.50 | 9/29/2014 | TLE OCT 14 SEWER |
| NOV 14 | 617.50 | 10/31/2014 | TLE NOV 14 SEWER |
| DEC 14 | 617.50 | 11/21/2014 | TLE DEC 14 SEWER |
| JAN 15 | 648.05 | 12/31/2014 | TLE JAN 15 SEWER |
| FEB 15 | 648.05 | 1/30/2015 | TLE FEB 15 SEWER |
| MAR 15 | 648.05 | 2/27/2015 | TLE MAR 15 SEWER |
| APR 15 | 648.05 | 3/31/2015 | TLE APR 15 SEWER |
| MAY 15 | 648.05 | 4/30/2015 | TLE MAY 15 SEWER |
| JUNE 15 | 648.05 | 5/29/2015 | TLE JUN 15 SEWER |
| | 7,593.30 | | |
| | | | |
| | AMOUNT | CK DATE | INV # |
| JULY 15 | 648.05 | 7/1/2015 | TLE JULY 15 SEWER |
| AUG 15 | 648.05 | 7/31/2015 | TLE AUG 15 SEWER |
| SEP 15 | 648.05 | 8/31/2015 | TLE SEPT 15 SEWER |
| OCT 15 | 648.05 | 9/30/2015 | TLE OCT 15 SEWER |
| NOV 15 | 648.05 | 10/30/2015 | TLE NOV 15 SEWER |
| DEC 15 | 648.05 | 11/30/2015 | TLE DEC 15 SEWER |
| JAN 16 | | | |
| FEB 16 | | | |
| MAR 16 | | | |
| APR 16 | | | |
| MAY 16 | | | |
| JUNE 16 | | | |
| | 3,888.30 | | |
| | | | |
| | AMOUNT | CK DATE | INV # |
| JULY 16 | | | |
| AUG 16 | | | |
| SEP 16 | | | |
| OCT 16 | | | |
| NOV 16 | | | |
| DEC 16 | | | |
| JAN 17 | | | |
| FEB 17 | | | |
| MAR 17 | | | |
| APR 17 | | | |
| MAY 17 | | | |
| JUNE 17 | | | |
| | 0.00 | | |



External Review Exit Report

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Lakeland High School
November 16-17, 2015



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

Accreditation

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

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

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External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

35

External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

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External Review

External Review Team:

Curt-Randall Bayer

Bryan Duncan

Dale Kleinert

Brad Malm

37

Stakeholders

| Stakeholder Interviewed | Number |
|---|--------|
| Superintendent & Assistant Superintendent | 2 |
| Administrators | 4 |
| Instructional Staff | 12 |
| Support Staff | 8 |
| Students | 24 |
| Parents/Community/Business Leaders | 10 |
| Total | 60 |

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Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement³⁹
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

Findings

- Lakeland High School is committed to providing challenging and equitable educational programs and learning experiences for all students.
- Revise the collaboration schedule to include topics such as: grade level discussions, ways to use data to inform instruction, and efficient and effective use of instructional technology

40

Findings

- Continue to develop, adapt, and implement a more consistent student centered approach within the classroom to help meet the variety of learning styles of all students.
- Research, train staff and utilize data based instructional decision making to inform daily instruction.

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eleot™

| | Domains | External Review | AEN |
|----------|--|------------------------|------------|
| 1 | Equitable Learning Environment | 2.69 | 2.69 |
| 2 | High Expectations Environment | 2.93 | 2.81 |
| 3 | Supportive Learning Environment | 3.05 | 3.07 |
| 4 | Active Learning Environment | 2.92 | 2.94 |
| 5 | Progress Monitoring and Feedback Environment | 2.65 | 3.08 |
| 6 | Well-Managed Learning Environment | 3.03 | 3.14 |
| 7 | Digital Learning Environment | 1.80 | 1.83 |

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Domain

Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

43

Findings

- The Lakeland School District Board of Trustees operates effectively and clearly supports the school's purpose and direction.
- Building administrators and staff have the autonomy to do what is needed to positively affect student achievement.⁴⁴

Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

45

Findings

- Continue to find ways to fund the maintenance of the building infrastructure.
- Staff at the building level are passionate and dedicated to ensure the safety and security of students.
- The External Review Team commends building leadership on the multiple in-building upgrade projects that are in the planning stages.

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Conclusions

Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution
- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

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IEQ Results

| | External Review IEQ Score | AE Network Average |
|------------------------------|---------------------------|--------------------|
| Overall Score | 307.05 | 278.34 |
| Teaching and Learning Impact | 297.62 | 268.94 |
| Leadership Capacity | 327.27 | 292.64 |
| Resource Utilization | 303.57 | 283.23 |

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

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Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that the

Lakeland High School

earn the distinction of accreditation by AdvancED.

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Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

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Final Thoughts

The External Review Team:

- Appreciates *your hospitality, support and professionalism.*
- Respects and acknowledges the *efforts to improve the quality of your institution.*
- Congratulates your system and community on *completing the requirements for AdvancED School System Accreditation.*

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Create a world of opportunities for every learner



53

LAKELAND JOINT SCHOOL DISTRICT #272

FY 2015

FY16 - GENERAL FUND BUDGET SUMMARY INFORMATION

GF BUDGET SUMMARY INFORMATION

June, 2015 - November, 2015

REVENUE

REVENUE

| REVENUE | BUDGET | RECEIPTS TO DATE | % Received | Remaining Budget | % Remaining | BUDGET | YTD ACTIVITY | % Received | Remaining Budget | % Remaining |
|------------------------------|----------------------|----------------------|---------------|------------------------|----------------|----------------------|----------------------|---------------|------------------------|----------------|
| M&O Levy | - | 0.06 | | (0.06) | | | - | | - | |
| Supplemental Levy | 4,795,000.00 | 152,563.21 | 3.2% | (4,642,436.79) | -96.8% | 4,795,000.00 | 111,982.79 | 2.3% | (4,683,017.21) | -97.66% |
| Emergency Levy | 20,000.00 | 7,149.51 | | (12,850.49) | | 250.00 | 1,085.92 | | 835.92 | |
| Tort Levy | 50,000.00 | 2,027.19 | 4.1% | (47,972.81) | -95.9% | 118,500.00 | 2,554.84 | 2.2% | (115,945.16) | -97.84% |
| Other Local Tax | - | - | | - | | - | - | | - | |
| Penalty/Int Delinquent Taxes | 67,300.00 | 22,606.22 | 33.6% | (44,693.78) | -66.4% | 67,500.00 | 11,025.34 | 16.3% | (56,474.66) | |
| Investments | 35,000.00 | 283.48 | 0.8% | (34,716.52) | -99.2% | 32,500.00 | 24,228.72 | 74.5% | (8,271.28) | -25.45% |
| Community Ed. | 500.00 | 256.00 | | (244.00) | | 500.00 | 192.00 | 38.4% | (308.00) | |
| Other Local Revenue | 180,500.00 | 78,325.93 | 43.4% | (102,174.07) | -56.6% | 175,500.00 | 47,511.87 | 27.1% | (127,988.13) | -72.93% |
| Base State Support | 16,606,552.00 | 13,437,562.00 | 80.9% | (3,168,990.00) | -19.1% | 15,791,020.00 | 12,590,383.00 | 79.7% | (3,200,637.00) | -20.27% |
| Transportation | 1,150,000.00 | - | 0.0% | (1,150,000.00) | -100.0% | 1,175,000.00 | - | 0.0% | (1,175,000.00) | -100.00% |
| Tuition Equiv | 52,500.00 | - | 0.0% | (52,500.00) | -100.0% | 47,500.00 | - | 0.0% | (47,500.00) | -100.00% |
| State Paid Benefits | 2,575,000.00 | - | 0.0% | (2,575,000.00) | -100.0% | 2,181,233.00 | - | 0.0% | (2,181,233.00) | -100.00% |
| Other State Support | 679,390.00 | - | 0.0% | (679,390.00) | -100.0% | - | - | | - | |
| Other State Support - PFP | - | - | | - | | - | - | | - | |
| Lottery/Additional St Maint | 247,000.00 | 247,629.00 | | 629.00 | | 161,500.00 | 179,327.00 | 111.0% | 17,827.00 | 11.04% |
| Property Tax Replace. | 85,000.00 | 859.25 | 1.0% | (84,140.75) | -99.0% | 85,000.00 | 859.25 | 1.0% | (84,140.75) | -98.99% |
| Other State Revenue | - | - | | - | | 330,500.00 | - | 0.0% | (330,500.00) | -100.00% |
| Other Fed Rev-E-Rate | - | (6,702.82) | | (6,702.82) | | - | (9,923.72) | | 9,923.72 | |
| Unrestricted Grants | 135,000.00 | 40,583.22 | 30.1% | (94,416.78) | -69.9% | 75,000.00 | 21,316.23 | 28.4% | (53,683.77) | -71.58% |
| Other Indirect Restricted | - | - | | - | | - | - | | - | |
| Transfers | - | - | | - | | - | - | | - | |
| TOTALS | 26,678,742.00 | 13,983,142.25 | 52.4% | (12,695,599.87) | -47.6% | 25,036,503.00 | 12,980,543.24 | 51.8% | (12,055,959.76) | -48.15% |
| Beginning Balance | | | | | | 206,670.00 | | | | |
| Budgeted Amount | 26,678,742.00 | | | | | 25,243,173.00 | | | | |

| LAKELAND JOINT SCHOOL DISTRICT #272 | | | | | | FY15 GENERAL FUND BUDGET SUMMARY INFORMATION | | | | |
|--|----------------------|---------------------|--------------|----------------------|--------------|--|---------------------|--------------|----------------------|--------------|
| FY16 GENERAL FUND BUDGET SUMMARY INFORMATION | | | | | | EXPENSES | | | | |
| July, 2015 - November, 2015 | | | | | | | | | | |
| EXPENDITURES | BUDGET | FYTD ACTIVITY | % Expended | BALANCE | % Remaining | BUDGET | YTD ACTIVITY | % | BALANCE | % |
| Elementary | 6,462,535.00 | 1,926,616.56 | 29.8% | 4,535,918.44 | 70.2% | 6,265,773.00 | 1,859,305.34 | 29.7% | 4,406,467.66 | 70.3% |
| Secondary | 6,894,637.00 | 1,977,894.97 | 28.7% | 4,916,742.03 | 71.3% | 6,482,372.00 | 1,960,914.69 | 30.2% | 4,521,457.31 | 69.8% |
| Alternative | 535,233.00 | 146,955.87 | 27.5% | 388,277.13 | 72.5% | 506,536.00 | 140,011.46 | 27.6% | 366,524.54 | 72.4% |
| Except. Child | 1,300,698.00 | 428,051.47 | 32.9% | 872,646.53 | 67.1% | 1,186,317.00 | 410,282.50 | 34.6% | 776,034.50 | 65.4% |
| Gifted/Talented | 94,138.00 | 18,626.32 | 19.8% | 75,511.68 | 80.2% | 74,395.00 | 20,896.24 | 28.1% | 53,498.76 | 71.9% |
| Ex Curr | 698,872.00 | 187,866.91 | 26.9% | 511,005.09 | 73.1% | 525,820.00 | 199,699.30 | 38.0% | 326,120.70 | 62.0% |
| Summer School | 66,685.00 | 56,297.53 | 84.4% | 10,387.47 | 15.6% | 63,635.00 | 62,274.36 | 97.9% | 1,360.64 | 2.1% |
| Adult Ed | 538.00 | 3.04 | 0.6% | 534.96 | 99.4% | - | | | - | |
| Guidance/Health | 982,092.00 | 245,314.09 | 25.0% | 736,777.91 | 75.0% | 939,698.00 | 245,506.36 | 26.1% | 694,191.64 | 73.9% |
| Ancillary | 650,421.00 | 172,205.66 | 26.5% | 478,215.34 | 73.5% | 536,351.00 | 169,313.26 | 31.6% | 367,037.74 | 68.4% |
| Personnel Support | 362,878.00 | 177,585.76 | 48.9% | 185,292.24 | 51.1% | 100,200.00 | 243,528.87 | 243.0% | (143,328.87) | -143.0% |
| Ed Media | 531,733.00 | 157,736.60 | 29.7% | 373,996.40 | 70.3% | 498,243.00 | 156,308.16 | 31.4% | 341,934.84 | 68.6% |
| Instruct. Related Technology | 449,849.00 | 249,209.29 | 55.4% | 200,639.71 | 44.6% | 267,225.00 | 188,559.65 | 70.6% | 78,665.35 | 29.4% |
| Board | 75,807.00 | 65,552.78 | 86.5% | 10,254.22 | 13.5% | 85,750.00 | 59,720.68 | 69.6% | 26,029.32 | 30.4% |
| District Admin | 535,317.00 | 225,642.40 | 42.2% | 309,674.60 | 57.8% | 470,886.00 | 193,060.25 | 41.0% | 277,825.75 | 59.0% |
| School Admin | 2,147,071.00 | 727,418.96 | 33.9% | 1,419,652.04 | 66.1% | 2,110,601.00 | 704,197.36 | 33.4% | 1,406,403.64 | 66.6% |
| Business Operations | 283,036.00 | 117,954.49 | 41.7% | 165,081.51 | 58.3% | 277,686.00 | 116,816.35 | 42.1% | 160,869.65 | 57.9% |
| Admin Tech Services | 60,325.00 | 76,522.05 | 126.8% | (16,197.05) | -26.8% | 179,292.00 | 88,694.20 | 49.5% | 90,597.80 | 50.5% |
| Bldg Custodial | 1,762,368.00 | 752,465.70 | 42.7% | 1,009,902.30 | 57.3% | 1,664,495.00 | 716,062.56 | 43.0% | 948,432.44 | 57.0% |
| General Maint Non-Student Occ | 67,500.00 | 14,905.74 | 22.1% | 52,594.26 | 77.9% | 98,353.00 | 44,358.58 | 45.1% | 53,994.42 | 54.9% |
| General Maint Student Occ | 813,762.00 | 461,175.65 | 56.7% | 352,586.35 | 43.3% | 748,625.00 | 426,162.98 | 56.9% | 322,462.02 | 43.1% |
| Pupil Trans. | 1,579,600.00 | 548,039.31 | 34.7% | 1,031,560.69 | 65.3% | 1,742,812.00 | 629,210.00 | 36.1% | 1,113,602.00 | 63.9% |
| Dist. Trans. | 40,066.00 | 18,118.01 | 45.2% | 21,947.99 | 54.8% | 43,350.00 | 28,092.89 | 64.8% | 15,257.11 | 35.2% |
| Capital Assets | | | | - | | - | | | - | |
| Transfers | 283,581.00 | | 0.0% | 283,581.00 | 100.0% | 296,722.00 | | 0.0% | 296,722.00 | 100.0% |
| Reserve | | | | - | | 78,036.00 | | 0.0% | 78,036.00 | 100.0% |
| TOTAL | 26,678,742.00 | 8,752,159.16 | 32.8% | 17,926,582.84 | 67.2% | 25,243,173.00 | 8,662,976.04 | 34.3% | 16,580,196.96 | 65.7% |
| Balances Equal Revenue less Expenses | - | 5,230,983.09 | | | | - | 4,317,567.20 | | | |

**Lakeland Joint School District
Supplemental Levy Calculations
2015 Actual / Projected 2016**

| | Current <u>2015</u> | | Projected <u>2016</u> | | <u>Increase</u> |
|--|------------------------|-------|--------------------------|---------|-----------------|
| 1/1/2015 Taxable Property value Lakeland Joint School District | 2,257,714,602 | A | 2,370,600,332 | C | |
| Supplemental Levy Amount | 4,795,000 | B | 5,034,750 | (C x D) | 239,750 |
| Levy rate | 0.002123829 | (B/A) | 0.002123829 | D | |

Typical Home Example:

| | | | <u>w/ 2.35% appreciation</u> | <u>Increase</u> |
|--|-----------|--|------------------------------|-----------------|
| Assessed Value | 150,000 | | 153,525 | |
| Homeowners Exemption (*) | (75,000) | | 76,763 | |
| Net Taxable Value | 75,000 | | 76,763 | |
| Cost of Current Supplemental Levy per Year | \$ 159.29 | | 163.03 | \$ 3.74 |
| Monthly Cost | 13.274 | | | 0.312 |
| Daily Cost | 0.436 | | | 0.0103 |

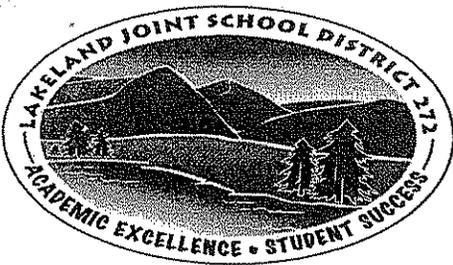
(*) - maximum home owners exemption 2015 (\$89,580) 2016 (\$94,745)

Property Values History
2012 to 2015

| Year | Value | Change | Change % | Avg Chng | % New Gro | % Apprctn |
|------|------------|-----------|----------|----------|-----------|-----------|
| | 1925598266 | | | | | |
| 2013 | 2002607559 | 77009293 | | 4.00% | | |
| 2014 | 2148192527 | 145584968 | | 7.27% | | |
| 2015 | 2257714602 | 109522075 | | 5.10% | 5.46% | 2.75% |
| 2016 | 2370600332 | 112885730 | | 5.00% | | 2.35% |

**Lakeland Joint School District
2016 Supplemental Levy Calculations**

| | | | | | Property Tax \$150K Home 2.35% Appreciation | | | | |
|-------------------------------|----------------------------|---------------------------|-----------|-----------------------------|---|--|---------|------|------|
| | | Levy Amount | | Levy Rate | | | | | |
| | | Increase over 2015 | | % Increase over 2015 | | 2015 Net Taxable Value - 75,000 2016 Net Taxable Value - 76,763 Increase | | | |
| | | | | | | Annual | Monthly | % | |
| Estimated Property Value 2016 | | 2,370,600,332 | | | | | | | |
| Current Property tax | | | | | | 159.29 | | | |
| Option 1: | at Current Levy Rate | 239,750 | 5,034,750 | 0.002123829 | 0.00% | 163.03 | 3.74 | 0.31 | 2.3% |
| Option 2: | Security Upgrades - I | 405,000 | 5,200,000 | 0.002193537 | 3.28% | 168.38 | 9.09 | 0.76 | 5.7% |
| Option 3: | Security Upgrades - I & II | 505,000 | 5,300,000 | 0.002235721 | 5.27% | 171.62 | 12.33 | 1.03 | 7.7% |



LAKELAND JOINT SCHOOL DISTRICT #272

15506 N. Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

Facility Use

2015 - 2016

RECEIVED NOV 17 2015

Liability Insurance expiration date. The undersigned acknowledges that the School Facilities Use Policy has been provided and agrees to observe both the letter and spirit of the School Board Policy related to this agreement.

| | |
|---|--|
| Building requested: <u>Lakeland High School</u> | Room/Field Requested: |
| First Use Date: <u>1/10/16?</u> | Last Use: <u>Not sure</u> |
| Additional dates of use: | Start Time: <u>8:00</u> End Time: <u>1:00</u> |
| Day(s) of the Week: <u>M T W Th F Sat (Sun) No Sun</u> | |
| Type of Event: <u>Church</u> | Admission fee? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes amount of fee \$ |
| Brief description of Event: <u>Church service w/sunday school</u> | Estimated Attendance: <u>300 + Sunday</u> |
| Special Needs: <u>Large general meeting area plus space for 5 classes</u> | |

WAIVER OF LIABILITY AND INDEMNITY AGREEMENT with Lakeland Joint School District #272

Proof of a one million dollar liability insurance Policy is required to accompany this application or be on file in the Superintendent's Office. Any announcements or form of advertising for the activity must include the name of the sponsoring organization, leaving the clear understanding that the activity is not sponsored by the host school or the school district.

I, Mark Cartier, an agent or officer, acting for and on behalf of (Organization Making Request) Calvary Rathdrum for and in consideration of the use of the above named facilities do by this document agree to release and forever discharge, and further agree, to indemnify and hold harmless Lakeland Joint School District #272, its agents, employees, and assigns of and from any and all manner of action or actions, cause or causes of action, suits, injuries and any other claims or demands that may arise out of our use of facilities of Lakeland Joint School District #272, and we FURTHER AGREE that we will be responsible for any damages or losses to school property and equipment caused by our use of facilities.

DATED this 11 day of November, 20 15

Mark Cartier
Signature of Person Responsible

P.O. Box 538
Address

Rathdrum 83858
City Zip

(208) 687-4341 (208) 699-9085
Telephone Second Phone number

Pastor
Your Title within Organization

Same
Name of On-Site Coach or Supervisor

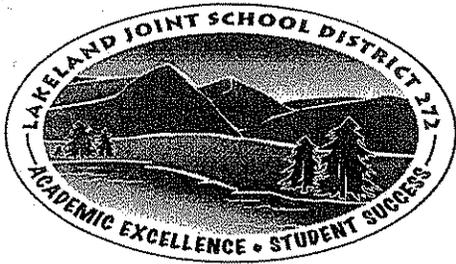
Cory Kirkham (208) 660-4297
Telephone Alternate Contact person / Telephone

School District Use Only

| | |
|--------------------------------|----|
| Supervision: | \$ |
| Custodial | \$ |
| Site Rental | \$ |
| TOTAL FEE | \$ |
| Damage Charges (if applicable) | \$ |
| Date payment received | |
| Approved _____ Denied _____ | |

Please make checks payable to:

Lakeland School District
P.O. Box 39
Rathdrum, ID 83858



LAKELAND JOINT SCHOOL DISTRICT #272
 15506 N. Washington Street P.O. Box 39
 Rathdrum, Idaho 83858
 Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org
Facility Use
 2015 - 2016

Please read thoroughly and/or consult an attorney

Proof of a one million dollar liability insurance Policy is required to accompany this application or be on file in the Superintendent's Office.

Schools, gymnasiums, play fields, and other special purpose rooms are to be used primarily for school purposes.

Any announcements or any form of advertising for the activity must include the name of the sponsoring organization, leaving the clear understanding that the activity is not sponsored by the host school or the school district.

The use of school facilities by the public may be permitted for meetings of an educational, patriotic, philanthropic, civic, musical, recreational or other worthwhile purpose (as determined by the Board of Trustees) intended to promote the public welfare and not conflicting with the school and/or district programs. No political meetings will be permitted without approval of the Board of Trustees.

School facilities may not be used for private gain or by any group which, in the opinion of the Board of Trustees, advocates the overthrow or change of our government by force.

Churches and religious organizations may be granted occasional use of school facilities if other community facilities are not available. ~~No application will be considered for a series of religious meetings.~~ ?

Application for public use of school accommodations shall be made on regular forms secured at the office of the superintendent.

The District reserves the right to cancel any scheduled room assignment at any time. Violations of any regulation, inadequate supervision, failure to pay scheduled fees, abuse of buildings, use of unauthorized areas, etc., may mean immediate cancellation of an assignment.

Sufficient supervision (including police if necessary) shall be provided by those to whom the accommodation is granted to insure; good order, the protection of property, the observance of these rules and regulations, the prevention of people wandering through the building, or being on the school premises elsewhere than in the rooms engaged and their direct approaches.

At least one adult member of the sponsoring organization must supervise all use of the rooms assigned to members of the sponsoring organization and their guests. The adult supervisor and/or the sponsoring organization will be responsible for and pay for any damage done to the school property during the time of the organization's use of the building.

Only gym shoes are to be worn on the gymnasium floors. Shoes, clothes, equipment, etc., will not be available from the school's locker rooms.

As a general rule, buildings and grounds shall be restricted to community (Lakeland residents) participation and shall not be advertised as open to the public at large.

Facilities will not be available for use when students are not in school due to vacation days, holidays, teacher work days, or emergency/snow closure days.

Signature of Applicant

Date

Address

Telephone Number

City State Zip Code

Alternate Telephone Number

SUMMARY OF INSURANCE

Prepared: 5/26/2015

Calvary Chapel Rathdrum
 Pastor Cory Kirkham
 PO Box 538
 Rathdrum, ID
 83858 208-687-4341

| Coverage | Amount | Company | Policy No | Eff | Exp | Premium |
|---|-----------|--------------------|-----------|----------|----------|---------|
| Property (Continued) | | | | | | |
| General Liability | | GuideOne Insurance | 01214039 | 06/26/15 | 06/26/16 | 745.00 |
| General Aggregate | 3,000,000 | | | | | |
| Products/Completed Oper. Aggr. | 3,000,000 | | | | | |
| Personal & Advertising Injury | 1,000,000 | | | | | |
| Each Occurrence | 1,000,000 | | | | | |
| Damage to Rented Premises | 1,000,000 | | | | | |
| Medical Expense (Any One Person) | 5,000 | | | | | |
| ID DO 1000000 | | | | | | |
| Directors & Officers | | | | | | |
| ID SML 250000 | | | | | | |
| Sexual Misconduct | | | | | | |
| Location 001 Building 001 CHURCHES HOUSES OF WORSHIP Class Code: 41650 Premium Basis: 5740 (A) Area - Per \$1,000/SQ FT | | | | | | |
| Location 001 Building 001 DIRECTORS & OFFICERS \$1,000,000 Class Code: 49999 (C) Total Cost - Per \$1,000/Cost | | | | | | |
| Location 001 Building 001 ATHLETIC ACTIVITIES Class Code: 49992 (C) Total Cost - Per \$1,000/Cost | | | | | | |
| Location 001 Building 001 LOSS OF LIFE Class Code: 49998 (C) Total Cost - Per \$1,000/Cost | | | | | | |
| Location 001 Building 001 SEXUAL MISCONDUCT \$250,000/ \$500,000 Class Code: 49990 | | | | | | |



LAKELAND JOINT SCHOOL DISTRICT #272

15506 N Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

MEMORANDUM

TO: Board of Trustees

FROM: Heidi Herndon, Human Resource Specialist

DATE: December 10, 2015

RE: Non-Certificated New Hires

The following individuals are recommended for hire:

Regular Positions

Gallegos, Levi, DW, Technology Assistant

Haines, Elizabeth, TLE, Noon Duty Aide

Herr, Amber, TLE, Noon Duty Aide

Vanderkolk, Clarice, AE, Paraprofessional

Vasquez, Jenel, GE, Noon Duty Aide

Womble, Felicia, GE, Noon Duty Aide

Wright, Kelley, SLE, Noon Duty Aide

Sub Positions

Ellicott-Jones, Cheryl, Sub Bus Driver

Larabee, Kyle, Sub Custodian

Weaver, Tamara, Sub Aide

Sub- Hires

Rhiannon Rickard

De'Borah Snoderly

Gail Bryan

LAKELAND HIGH SCHOOL

7006 W Highway 53 • P.O. Box 69 • Rathdrum, Idaho 83858-0069
Tel: (208) 687-0181 • Fax: (208) 687-1313

RECEIVED DEC 02 2015



December 2, 2015

Dear Superintendent Murray and the Lakeland Board of Trustees,

Please consider this my letter of resignation effective the end of my 2015-16 school year contract. It has been one of my life's treasures working at Lakeland. I have had the pleasure to work with highly professional colleges, teachers and supervisors whom I also consider to be my closest friends. I take great pride in the growth and recognition Lakeland High School has received over the past 16 years.

I would be happy to assist in any way as Lakeland High School transitions to a new administration. Again thank you for allowing me to be a part of such an outstanding school district. I will truly miss my relationship with Lakeland.

Sincerely,

A handwritten signature in cursive script that reads "Conrad J. Underdahl". The signature is written in black ink and is positioned above the printed name.

Conrad J. Underdahl

LAKELAND JOINT SCHOOL DISTRICT NO. 272

RESOLUTION 12.14.2015-A

SUPPLEMENTAL LEVY ELECTION

WHEREAS, in accordance with Section 33-802(3), Idaho Code, as amended, the Board of Trustees of Lakeland Joint School District No. 272, Kootenai County and Bonner County, Idaho, has determined there is a need for a replacement supplemental levy in the amount of _____ (\$ _____), each year for _____ years for a total of _____ (\$ _____) for the purpose of paying all lawful expenses of maintaining and operating the District for the fiscal years beginning July 1, 2016 and ending June 30, _____.

NOW, THEREFORE, be it resolved by the Board of Trustees of Lakeland Joint School District No. 272, Kootenai County and Bonner County, Idaho, as follows:

- Section 1. That a supplemental levy election be held, and the same is hereby called to be held in Lakeland Joint School District No. 272, on March 8, 2016, for the purpose of submitting to the qualified electors of the District, the question set out in the form of the ballot appearing in Section 3.
Section 2. That on March 8, 2016, said election will be conducted by the Kootenai County and Bonner County Elections Department pursuant to Title 34 Idaho Code.
Section 3. That the ballot will be in substantially the following form:

OFFICIAL BALLOT

TO AUTHORIZE AND EMPOWER THE BOARD OF TRUSTEES OF LAKELAND JOINT SCHOOL DISTRICT NO. 272, KOOTENAI COUNTY AND BONNER COUNTY, IDAHO, TO LEVY A SUPPLEMENTAL LEVY

Shall the Board of Trustees of Lakeland Joint School District No. 272, Kootenai County and Bonner, Idaho, be authorized and empowered to levy a supplemental levy, as permitted by law in Section 33-802(3), Idaho Code, of _____ (\$ _____), each year for _____ years for a total _____ (\$ _____) for the purpose of paying all lawful expenses of maintaining and operating the schools of the District for the fiscal years beginning July 1, 2016 and ending June 30, _____?

For supplemental levy of \$ _____ each year for _____ () years: YES ___

For supplemental levy of \$ _____ each year for _____ () years: NO ___

Section 4. That the Clerk of the Board of Trustees will convey to the Kootenai and Bonner County Elections Office this Resolution and the official ballot.

Section 5. That the County Commissioners will act as the canvassing board pursuant to Idaho Code and will convey the results to the Lakeland Joint School District Board of Trustees Passed and approved this _____ day of _____, 2015.

_____, Chairman

Attest:

_____, Clerk 64

Board Development Opportunities

The Lakeland Joint School District Board of Trustees realizes that proper board training is important. Decisions about school policy, personnel, finance, curriculum, and communications can be overwhelming and may require training. Training board members to be effective leaders and decision makers is an educational investment that benefits the entire community. The Board believes that with proper training, it can create a positive and productive atmosphere for decision-making. There needs to be strong leadership among board members demonstrated by teamwork, effective communication, problem-solving skills, and positive relationships between the Board and the Superintendent.

The Board places a high priority on the importance of a planned and continuing program of inservice education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific inservice activities designed to assist members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may be budgeted annually to support the program. Qualified training in strategie continuous improvement planning, finance, superintendent evaluation, ethics, and governance may be reimbursable by the State ~~in an annual amount up to \$2,000~~ through the process outlined in Idaho Code State Board of Education rule. Individual board members shall be reimbursed for out-of-pocket expenses, as prescribed in Policy 1420 Trustee Expenses, incurred through participation in approved activities.

The Board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed through the news media about the Board's continuing inservice education and about the programs anticipated for short and long-range benefits to our schools.

The Board regards the following as examples of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations;
2. District-sponsored training sessions for board members; and
3. Subscriptions to publications addressed to the concerns of board members.

In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. A calendar of board conferences, conventions, and workshops shall be maintained by the Superintendent. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the District.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.
3. When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Board members are encouraged to attend workshops presented by the state and national school boards associations.

Cross Reference: 1315 ~~Strategic~~ District Planning

Legal Reference: I.C. § 33-320 ~~Strategic Planning~~ Continuous Improvement Plans and Training
IDAPA 08.02.01.801 Planning and Training

Policy History:

Adopted on: December 14, 2015

Revised on:

STUDENTS

3570

Student Records

School student records are confidential, and information from them shall not be released other than as provided by law. Federal and state laws grant certain rights to parents and students, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents shall have the right to object to the release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students, unless the parent(s) notifies the school not to release this information.

The Superintendent shall implement this policy consistent with state and federal law and may develop administrative procedures to assure compliance with state and federal law. The Superintendent or a designee shall inform staff members of this policy, and shall inform students and their parents of it, as well as their rights regarding student school records.

Cross Reference: 3575 Student Data Privacy and Security
 4260 Records Available to the Public

Legal Reference: 20 U.S.C. § 1232g Family Education Rights and Privacy Act
 34 C.F.R. 99 Family Education Rights and Privacy Act
 I.C. 33-133 Student Data – Use and Limitations
 I.C. § 33-209 Transfer of Student Records -- Duties
 I.C. § 32-717A Parents’ Access to Records and Information
 No Child Left Behind Act of 2001, P.L. 107-334

Policy History:

Adopted on:

Revised on:

Records Management

A fireproof, waterproof vault will be provided for the retention of public records, including but not limited to minutes, annual audit reports, etc. and for employment and student records.

The Clerk shall be the **Public Records Coordinator and** custodian of records under the supervision of the Superintendent.

Personnel files and student files are confidential and are to be disclosed only as provided in policy and/or by law. A record of persons examining or copying personnel files or student files, other than administrative staff, shall be kept for each employment file and student file.

All public records will be provided to the public in accordance with the laws of the State of Idaho and District Policy **1530**.

Record Safety

The Superintendent or ~~his or her~~ designee, shall create and enforce a procedure in an effort to keep the District's data and vital records safe and secure in the event of a possible disaster. Examples of vital records include personnel files, student records, fiscal documents (financial and insurance), etc.

In creating the procedure, the Superintendent or designee shall consider the following:

1. Physical security;
2. Backup storage security;
3. Backup schedule;
4. Rotate backups;
5. Remote access;
6. Personnel authentication;
7. Backup infrastructure security;
8. Duplicating records for off-site storage; and
9. Storing computer tapes and disks in fire/waterproof safes.

The procedures should provide for a written comprehensive disaster recovery plan. Such a plan ensures that vital records are backed up daily and that the District will be able to recover operations quickly. In the event of a disaster, the identification and protection of vital records is of great importance.

Legal Reference: ~~I.C. § 9-303 et seq.~~ **Public Writings**
Title 74 Chapter 1 Public Records Act

Policy History:

Adopted on: December 14, 2015

Revised on:

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LAKELAND JOINT SCHOOL DISTRICT #272
Discipline Report

School _____ TJHS
Date: November, 2015

| Grade | TOBACCO | | ALCOHOL | | DRUGS | | U | BEH | FTG | INS | HAR | CONDUCT | | | ACTION TAKEN | | | | |
|-------|---------|---|---------|---|-------|---|---|-----|-----|-----|-----|---------|-----|-----|--------------|-----|-----|-----|-----|
| | D | P | D | P | D | P | | | | | | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP |
| K | | | | | | | | | | | | | | | | | | | |
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| 12 | | | | | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 |

ADMINISTRATOR'S SIGNATURE _____

- KEY: D=Distribution
 P=Possession
 U=Under the Influence/Use
- BEH= Inappropriate Behavior
 FTG= Fighting
 INS= Insubordination
 HAR= Harrassment
 BULL=Bullying
 VAN= Vandalism
 WPN=Weapon
 PRO= Profanity
 TRU= Truancy
- ISS= In School Suspension
 OSS=Out of School Suspension
 EXP=Expulsion

Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

LAKELAND JOINT SCHOOL DISTRICT #272
Discipline Report

School: MOUNTAIN VIEW ALT HIGH SCHOOL
Month/Year: NOVEMBER 2015

RECEIVED DEC 02 2015

| Grade | TOBACCO | | ALCOHOL | | DRUGS | | U | BEH | FTG | INS | HAR | CONDUCT | | | ACTION TAKEN | | | |
|-------|---------|---|---------|---|-------|---|---|-----|-----|-----|-----|---------|------|-----|--------------|-----|-----|-----|
| | D | P | D | P | D | P | | | | | | D | BULL | VAN | WPN | PRO | TRU | ISS |
| K | | | | | | | | | | | | | | | | | | |
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| 12 | | | | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ADMINISTRATOR'S SIGNATURE  (Paul A. Uzzi, 12/02/2015)

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HAR= Harrassment
BULL=Bullying
VAN= Vandalism
WPN=Weapon
PRO= Profanity
TRU= Truancy
- ISS= In School Suspension
OSS=Out of School Suspension
EXP=Expulsion

Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

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**LAKELAND JOINT SCHOOL DISTRICT #272
Discipline Report**

School_ Athol Elementary
Month/Year_ Nov 2015

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | CONDUCT | | | ACTION TAKEN | | | | | | | | | |
|-------|---------|---|---|---------|---|---|-------|---|---|---------|-----|-----|--------------|------|-----|-----|-----|-----|-----|-----|-----|--|
| | D | P | U | D | P | U | D | P | U | BEH | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP | |
| K | | | | | | | | | | | | | | | | | | | | | | |
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| TOTAL | | | | | | | | | | | | | | | | | | | | | | |

None

ADMINISTRATOR'S SIGNATURE *Kathy Jones*

- KEY: D=Distribution
 P=Possession
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 FTG= Fighting
 INS= insubordination
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Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

LAKELAND JOINT SCHOOL DISTRICT #272
Discipline Report

RECEIVED DEC 04 2015

School Betty Kiefer Elementary
Month/Year November 15

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | BEH | FTG | INS | HAR | CONDUCT | | | ACTION TAKEN | | |
|-------|---------|---|---|---------|---|---|-------|---|---|-----|-----|-----|-----|---------|-----|-----|--------------|-----|-----|
| | D | P | U | D | P | U | D | P | U | | | | | BULL | VAN | WPN | PRO | TRU | ISS |
| K | | | | | | | | | | | | | | | | | | | |
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| TOTAL | | | | | | | | | | | | | | | | | | | |

ADMINISTRATOR'S SIGNATURE Mr. [Signature]

- KEY: D=Distribution
P=Possession
U=Under the Influence/Use
- BEH= Inappropriate Behavior
FTG= Fighting
INS= Insubordination
HAR= Harrassment
BULL=Bullying
VAN= Vandalism
WPN=Weapon
PRO= Profanity
TRU= Truancy
- ISS= In School Suspension
OSS=Out of School Suspension
EXP=Expulsion

Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

Betty Kiefer Elementary
 Monthly Discipline Report
 November 2015

RECEIVED DEC 04 2015

| Month | Tobacco | | Alcohol | | | Drugs | | UD | Fight | Insub. | Harass. | Tardies | Vand | Dang. | Theft | Truancy | | |
|--------|---------|----|---------|----|----|-------|----|----|-------|--------|---------|---------|------|-------|-------|---------|----|----|
| | DT | PT | UT | DA | PA | UA | DD | | | | | | | | | PD | TR | TR |
| JAN. | | | | | | | | | | | | | | | | | | |
| FEB. | | | | | | | | | | | | | | | | | | |
| MARCH | | | | | | | | | | | | | | | | | | |
| APRIL | | | | | | | | | | | | | | | | | | |
| MAY | | | | | | | | | | | | | | | | | | |
| JUNE | | | | | | | | | | | | | | | | | | |
| JULY | | | | | | | | | | | | | | | | | | |
| AUGUST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEPT. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OCT. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NOV. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DEC. | | | | | | | | | | | | | | | | | | |

X *Lynn Paslay*
 Mrs. Lynn Paslay
 Principal

RECEIVED DEC 08 2015

LAKELAND JOINT SCHOOL DISTRICT #272 Discipline Report

School ___ Twin Lakes Elementary
Month/Year ___ November 2015

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | CONDUCT | | | ACTION TAKEN | | | | | | | |
|-------|---------|---|---|---------|---|---|-------|---|---|---------|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|
| | D | P | U | D | P | U | D | P | U | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP |
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| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

ADMINISTRATOR'S SIGNATURE *Patty Morrison*

* These 3 days were an extension of an incident reported in October where 3 1/2 additional days of OSS were served.

KEY: D=Distribution
P=Possession
U=Under the Influence/Use

FTG= Fighting
INS= Insubordination
HAR= Harrassment
BULL=Bullying
VAN= Vandalism
WPN=Weapon
PRO= Profanity
TRU= Truancy

ISS= In School Suspension
OSS=Out of School Suspension
EXP=Expulsion

Report suspension of .5 day or more. Report the total number of days suspended, not the incidents.

LAKELAND JOINT SCHOOL DISTRICT #272

Discipline Report

School GE
Nov-15

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | CONDUCT | | | | | | | ACTION TAKEN | | | |
|-------|---------|---|---|---------|---|---|-------|---|---|---------|-----|-----|------|-----|-----|-----|--------------|-----|-----|-----|
| | D | P | U | D | P | U | D | P | U | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP |
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| 12 | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ADMINISTRATOR'S SIGNATURE _____ BJ DeAustin

KEY: D=Distribution
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FTG= Fighting
INS= Insubordination
HAR= Harrassment
BULL=Bullying
VAN= Vandalism
WPN=Weapon
PRO= Profanity
TRU= Truancy

ISS= In School Suspension
OSS=Out of School Suspension
EXP=Expulsion

Report suspension of .5 day or more. Report the total number of days suspended, not the incidents.

LAKELAND JOINT SCHOOL DISTRICT #272

Discipline Report

School _____ THS

Date: November 2015

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | CONDUCT | | | | | | | ACTION TAKEN | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|--------------|----------|-----------|-------------|----------|
| | D | P | U | D | P | U | D | P | U | BEH | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP |
| K | | | | | | | | | | | | | | | | | | | | | |
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| 6 | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | |
| 9 | | 1 | | | | | | | | 8 | | 6 | 2 | | | | 2 | | 12 | 16.5 | 1 |
| 10 | | | | | | | | | | 3 | | 1 | 1 | | | | | 4 | 1 | | |
| 11 | | | | | | | | | | | | 1 | | | | | | | | 4 | 79 |
| 12 | | | | | | | | | | | | 1 | | | | | | 1 | | | |
| TOTAL | 0 | 1 | 0 | 11 | 0 | 9 | 3 | 0 | 0 | 0 | 2 | 0 | 17 | 21.5 | 1 |

ADMINISTRATOR'S SIGNATURE _____

- KEY:**
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 - HAR= Harrassment
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 - VAN= Vandalism
 - WPN=Weapon
 - PRO= Profanity
 - TRU= Truancy
 - ISS= In School Suspension
 - OSS=Out of School Suspension
 - EXP=Expulsion

Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

LAKELAND JOINT SCHOOL DISTRICT #272

Discipline Report

School_ Spirit Lake Elementary
 Month/Year November 2015

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | CONDUCT | | | | | | | ACTION TAKEN | | | |
|-------|---------|---|---|---------|---|---|-------|---|---|---------|-----|-----|------|-----|-----|-----|--------------|-----|-----|-----|
| | D | P | U | D | P | U | D | P | U | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP |
| K | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ADMINISTRATOR'S SIGNATURE Kristine Y Mitchell

KEY: D=Distribution
 P=Possession
 U=Under the Influence/Use

FTG= Fighting
 INS= Insubordination
 HAR= Harrassment
 BULL=Bullying
 VAN= Vandalism
 WPN=Weapon
 PRO= Profanity
 TRU= Truancy

ISS= In School Suspension
 OSS=Out of School Suspension
 EXP=Expulsion

Report suspension of .5 day or more. Report the total number of days suspended, not the incidents.

LAKELAND JOINT SCHOOL DISTRICT #272
Discipline Report

School JOHN BROWN ELEMENTARY
Month/Year Nov-15

RECEIVED DEC 10 2015

| Grade | TOBACCO | | | ALCOHOL | | | DRUGS | | | BEHAVIOR | | | CONDUCT | | | ACTION TAKEN | | | | | | |
|-------|---------|---|---|---------|---|---|-------|---|---|----------|-----|-----|---------|------|-----|--------------|-----|-----|-----|-----|-----|---|
| | D | P | U | D | P | U | D | P | U | BEH | FTG | INS | HAR | BULL | VAN | WPN | PRO | TRU | ISS | OSS | EXP | |
| K | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

ADMINISTRATOR'S SIGNATURE *[Signature]*

- KEY:** D=Distribution
P=Possession
U=Under the Influence/Use
- BEH= Inappropriate Behavior
FTG= Fighting
INS= Insubordination
HAR= Harrassment
BULL=Bullying
VAN= Vandalism
WPN=Weapon
PRO= Profanity
TRU= Truancy
- ISS= In School Suspension
OSS=Out of School Suspension
EXP=Expulsion

Report incidents that involve a suspension of .5 day or more. The number of incidents should be based on the number of students involved (e.g. a fight between two students would be two incidents if both students are suspended .5 day or more). When completing the column under "Action Taken", report the number of days of suspension, not incidents (e.g. one fight might result in as many as ten days of suspension).

JOHN BROWN ELEMENTARY
Monthly Discipline Report
NOVEMBER ~ 2015

RECEIVED DEC 10 2015

| Month | Tobacco | | | Alcohol | | | Drugs | | UD | Fight | Insub. | Harass. | Tardies | Vand | Dang. If Theft | Truancy | | |
|--------|---------|----|----|---------|----|----|-------|----|----|-------|--------|---------|---------|------|----------------|---------|----|----|
| | DT | PT | UT | DA | PA | UA | DD | PD | | | | | | | | TR | TR | TR |
| JAN. | | | | | | | | | | | | | | | | | | |
| FEB. | | | | | | | | | | | | | | | | | | |
| MARCH | | | | | | | | | | | | | | | | | | |
| APRIL | | | | | | | | | | | | | | | | | | |
| MAY | | | | | | | | | | | | | | | | | | |
| JUNE | | | | | | | | | | | | | | | | | | |
| JULY | | | | | | | | | | | | | | | | | | |
| AUGUST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEPT. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OCT. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NOV. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DEC | | | | | | | | | | | | | | | | | | |

3

John D. John

Report of the External Review Team for Timberlake Senior High School

5973 W. Hwy 54
Spirit Lake
ID 83869-0909
US

DRAFT

Kurt Hoffman
Principal

Date: December 3, 2015 - December 4, 2015



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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The external review of Timberlake Senior High School was conducted on December 3-4, 2015. It was a public school review. The review was accomplished in two days. The team consisted with 4 very highly regarded building principals and one retired building principal.

The team prepared by reviewing documents loaded on the workspace documents tab. Phone calls and e-mails were used as the primary communication tool. The team also participated in training for the elect observations. There were numerous e-mails and telephone conversations with the building administrators.

Staff, students, and stakeholders were committed to the process. The school was thorough in their preparation for the review.

On behalf of the team, I would like to thank the staff, students, and stakeholders for their hospitality and for making the two days on site a very educational and enjoyable experience. Good luck in your continuous improvement process. Make a great school even better.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the External

Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

| Stakeholder Interviewed | Number |
|------------------------------------|-----------|
| Superintendents | 2 |
| Administrators | 2 |
| Instructional Staff | 22 |
| Support Staff | 5 |
| Students | 9 |
| Parents/Community/Business Leaders | 7 |
| Total | 47 |

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Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | 3.00 | 2.81 |
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | 3.00 | 2.49 |
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | 3.00 | 2.60 |
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | 3.00 | 2.70 |
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | 3.00 | 2.57 |
| 3.6 | Teachers implement the school's instructional process in support of student learning. | 3.00 | 2.57 |
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | 2.00 | 2.54 |
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | 3.00 | 3.06 |

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | 3.00 | 2.98 |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | 2.00 | 2.75 |
| 3.11 | All staff members participate in a continuous program of professional learning. | 3.00 | 2.53 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | 3.00 | 2.61 |

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | 3.00 | 2.66 |
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | 3.00 | 2.37 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | 2.00 | 2.06 |
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | 3.00 | 2.46 |
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | 3.00 | 2.71 |

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

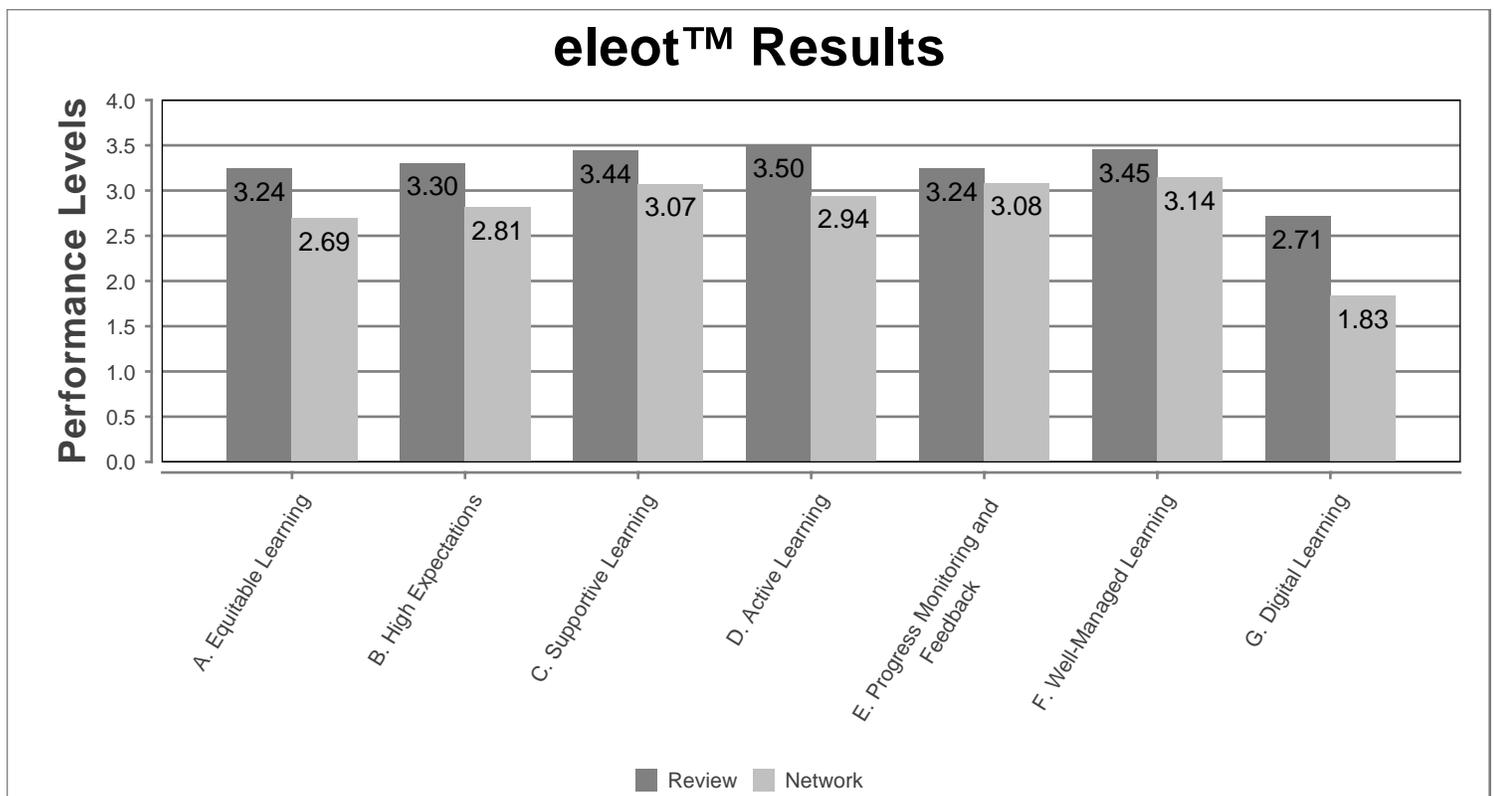
| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---------------------|-------------------|--------------------------|
| Assessment Quality | 3.00 | 3.06 |
| Test Administration | 3.00 | 3.45 |
| Equity of Learning | 3.00 | 2.70 |
| Quality of Learning | 3.00 | 2.92 |

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Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



27 observations were conducted by 4 external review team members. The highest rated environment was active learning at 3.50 compared to the AEN average of 2.94. Next we have the supportive learning at 3.44 to the AEN of 3.07. Next is high expectations at 3.30 compared to an AEN of 2.81. Then there are two tied, Equitable learning at 3.24 compared to the AEN of 2'69 and progress monitoring and feedback at 3.24 compared to the AEN of 3.08. The lowest was the digital learning environment of 2.71 compared to the AEN of

1.83.

The environment that had the highest rating was the Active Learning Environment with a score of 3.50. Through observations it was cited that classrooms had a high degree of engagement by students. Most all of the classrooms were student led and not direct instruction. This environment is directly related to standard indicators 3.3 and 1.2. The lowest environment was the Digital Learning Environment. The score was 2.71. Information gathered here came from interviews and survey results. Technology is available in every classroom. Technology is used to enhance the curriculum and for remediation. The one cited in particular is a math curriculum. It aligns with standard indicators 4.4 and 3.3.

It is evident that relationships developed between students and teachers is very positive part of the teaching strategies. No student is allowed to fail. A period of 1/2 hours is set aside at the end of the day on Tuesday thru Friday for "Tiger Time" or remediation or enrichment. Also after school extra curricular activities cannot start until 1/2 hour after the final bell so all teachers who are also coaches will be available for student access for help in academics. The positive climate has created a mutual trust, rapport and respect. .

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eleot™ Data Summary

| A. Equitable Learning | | | % | | | |
|--|----------------|---|---------------------|----------------|-------------------------|---------------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.35 | Has differentiated learning opportunities and activities that meet her/his needs | 38.46% | 57.69% | 3.85% | 0.00% |
| 2. | 3.38 | Has equal access to classroom discussions, activities, resources, technology, and support | 38.46% | 61.54% | 0.00% | 0.00% |
| 3. | 3.35 | Knows that rules and consequences are fair, clear, and consistently applied | 34.62% | 65.38% | 0.00% | 0.00% |
| 4. | 2.88 | Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences | 3.85% | 80.77% | 15.38% | 0.00% |
| Overall rating on a 4 point scale: 3.24 | | | | | | |

| B. High Expectations | | | % | | | |
|--|----------------|--|---------------------|----------------|-------------------------|---------------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.31 | Knows and strives to meet the high expectations established by the teacher | 30.77% | 69.23% | 0.00% | 0.00% |
| 2. | 3.50 | Is tasked with activities and learning that are challenging but attainable | 50.00% | 50.00% | 0.00% | 0.00% |
| 3. | 3.08 | Is provided exemplars of high quality work | 19.23% | 73.08% | 3.85% | 3.85% |
| 4. | 3.31 | Is engaged in rigorous coursework, discussions, and/or tasks | 30.77% | 69.23% | 0.00% | 0.00% |
| 5. | 3.31 | Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) | 30.77% | 69.23% | 0.00% | 0.00% |
| Overall rating on a 4 point scale: 3.30 | | | | | | |

| C. Supportive Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.35 | Demonstrates or expresses that learning experiences are positive | 38.46% | 57.69% | 3.85% | 0.00% |
| 2. | 3.54 | Demonstrates positive attitude about the classroom and learning | 57.69% | 38.46% | 3.85% | 0.00% |
| 3. | 3.42 | Takes risks in learning (without fear of negative feedback) | 42.31% | 57.69% | 0.00% | 0.00% |
| 4. | 3.58 | Is provided support and assistance to understand content and accomplish tasks | 57.69% | 42.31% | 0.00% | 0.00% |
| 5. | 3.31 | Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs | 30.77% | 69.23% | 0.00% | 0.00% |
| Overall rating on a 4 point scale: 3.44 | | | | | | |

| D. Active Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.62 | Has several opportunities to engage in discussions with teacher and other students | 61.54% | 38.46% | 0.00% | 0.00% |
| 2. | 3.27 | Makes connections from content to real-life experiences | 34.62% | 57.69% | 7.69% | 0.00% |
| 3. | 3.62 | Is actively engaged in the learning activities | 61.54% | 38.46% | 0.00% | 0.00% |
| Overall rating on a 4 point scale: 3.50 | | | | | | |

| E. Progress Monitoring and Feedback | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.27 | Is asked and/or quizzed about individual progress/learning | 26.92% | 73.08% | 0.00% | 0.00% |
| 2. | 3.19 | Responds to teacher feedback to improve understanding | 23.08% | 73.08% | 3.85% | 0.00% |
| 3. | 3.42 | Demonstrates or verbalizes understanding of the lesson/content | 46.15% | 50.00% | 3.85% | 0.00% |
| 4. | 2.96 | Understands how her/his work is assessed | 26.92% | 42.31% | 30.77% | 0.00% |
| 5. | 3.35 | Has opportunities to revise/improve work based on feedback | 34.62% | 65.38% | 0.00% | 0.00% |
| Overall rating on a 4 point scale: 3.24 | | | | | | |

| F. Well-Managed Learning | | | % | | | |
|--|---------|---|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 3.73 | Speaks and interacts respectfully with teacher(s) and peers | 73.08% | 26.92% | 0.00% | 0.00% |
| 2. | 3.42 | Follows classroom rules and works well with others | 46.15% | 50.00% | 3.85% | 0.00% |
| 3. | 3.42 | Transitions smoothly and efficiently to activities | 42.31% | 57.69% | 0.00% | 0.00% |
| 4. | 3.35 | Collaborates with other students during student-centered activities | 53.85% | 34.62% | 3.85% | 7.69% |
| 5. | 3.35 | Knows classroom routines, behavioral expectations and consequences | 38.46% | 57.69% | 3.85% | 0.00% |
| Overall rating on a 4 point scale: 3.45 | | | | | | |

| G. Digital Learning | | | % | | | |
|--|---------|--|--------------|---------|------------------|--------------|
| Item | Average | Description | Very Evident | Evident | Somewhat Evident | Not Observed |
| 1. | 2.81 | Uses digital tools/technology to gather, evaluate, and/or use information for learning | 34.62% | 34.62% | 7.69% | 23.08% |
| 2. | 2.62 | Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning | 19.23% | 46.15% | 11.54% | 23.08% |
| 3. | 2.69 | Uses digital tools/technology to communicate and work collaboratively for learning | 26.92% | 38.46% | 11.54% | 23.08% |
| Overall rating on a 4 point scale: 2.71 | | | | | | |

Findings

Improvement Priority

Allocate resources to establish a formal mentor program.
(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Although there is a mentor assigned to a new teacher, there is no formalized criteria to establish, assess, and allocate resources to a formal mentor program. This is evidenced by staff and leadership. A criteria needs to be developed on who could receive the mentoring.

Improvement Priority

Improve the focus in formalizing the analyzing, interpretation and use of data to drive instructional best-practices.
(Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

This process is in the initial stages of development. This is evident in the staff survey, accreditation report and interviews.

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Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | 3.00 | 2.73 |
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 3.00 | 2.96 |
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | 3.00 | 2.56 |

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | 4.00 | 2.96 |
| 2.2 | The governing body operates responsibly and functions effectively. | 4.00 | 2.91 |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | 4.00 | 3.15 |
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | 3.00 | 3.09 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | 3.00 | 2.79 |
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | 3.00 | 2.74 |

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

| Evaluative Criteria | Review Team Score | AdvancED Network Average |
|---|-------------------|--------------------------|
| Questionnaire Administration | 4.00 | 3.35 |
| Stakeholder Feedback Results and Analysis | 3.00 | 3.04 |

Findings

Powerful Practice

The building level administrator has created a culture of collegiality between all staff that enhances teaching and student learning.

(Indicator 2.3)

Primary Indicator

Indicator 2.3

Evidence and Rationale

Interviews from all stakeholders express their appreciation for the positive learning environment. This is demonstrated by the positive relationship between principal and all stakeholders.

Powerful Practice

Timberlake High School is recognized for the mutual respect and rapport that is shared between students and staff.

(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Through formal and informal interviews and observations it was found that the culture of Timberlake High School comes from a strong supportive community and modeling by all staff.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|--|-------------------|--------------------------|
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | 3.00 | 2.95 |
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | 3.00 | 2.96 |
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | 3.00 | 3.11 |
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | 3.00 | 2.78 |
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | 3.00 | 2.52 |

| Indicator | Description | Review Team Score | AdvancED Network Average |
|-----------|---|-------------------|--------------------------|
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | 3.00 | 2.81 |
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | 3.00 | 2.75 |

Findings

Opportunity For Improvement

Address the maintenance issues in the industrial technology facility.

(Indicator 4.3)

Primary Indicator

Indicator 4.3

Evidence and Rationale

Based on directed observation review of the air exchange system, electrical outlets and water leakage from the roof. These issues will be a cause for safety issues concerns.

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Conclusion

The culture of the school and commitment of the staff was noted as one reason for student success. Students are not allowed to fail. The staff recognizes the areas of concern: A PLC plan for training in the use of data is needed to help ensure student success. Strong leadership was also noted as one of the reasons for student success.

The leadership and staff has recognized the need for training in the interpretation and use of data. PLC's have been formed for this purpose. The leadership and staff knowing that this is needed for student success and being prepared for the next step of implementing the use of data for student success will happen.

The two Improvement Priorities noted by the external review team can and will be used as a road map to form a foundation for growth and improvement. The commitment of the leadership and staff to recognize the need for the training and implementation of the use of data to ensure student success is the first step in making it happen.

The allocation of resources for a formal mentor program is an important step in helping all staff to get up to speed in all aspects of the continuous improvement plan

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Allocate resources to establish a formal mentor program.
- Improve the focus in formalizing the analyzing, interpretation and use of data to drive instructional best-practices.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

| | External Review IEQ Score | AdvancED Network Average |
|------------------------------|---------------------------|--------------------------|
| Overall Score | 302.56 | 278.34 |
| Teaching and Learning Impact | 285.71 | 268.94 |
| Leadership Capacity | 336.36 | 292.64 |
| Resource Utilization | 300.00 | 283.23 |

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

| Member | Brief Biography |
|------------------------|---|
| Mr. Jerry Nelsen | Teacher Orofino Junior High School. Teacher Orofino High School. Elementary Vice Principal, Orofino Elementary School. Activities Director Orofino High School. Drug Alcohol Prevention Coordinator Jt. School District #171. Principal Orofino High School. President of Region II Board of Control. President Region II Secondary School Administrators, Retired in 2011 after 34 years in the business. |
| Mr. Tom Albertson | Tom has been in the field of education for 29 years, all at Sandpoint High School. His positions included 22 years as a math instructor, 3 years as Activities Director, 2 years as Assistant Principal, and currently in his second year as Principal. |
| Mr. Curt-Randall Bayer | Curt-Randall Bayer has been a building administrator since 1997. Curt-Randall has worked as a site administrator in northern Idaho since 2003. Along with his building responsibilities he is the Region 1 Board of Control IHSAA President as well as being the state principal representative on the IHSAA Executive Board. |
| Mrs. Jennifer A Hall | Jennifer Hall has been in education for the past twenty years, teaching Mathematics along with Science at Lakeside Middle School. Within those years she has participated in many different trainings ranging from development of instruction to implementation of a positive support system for students. Her efforts were recognized in 2009 with Idaho's Title I Showcase School Award for Academic Achievement. Jennifer received her Bachelor of Arts in Education at Eastern Washington University, then proceeded to obtain a Master of Educational Leadership at Whitworth University in Spokane, Washington. Since 2014, Jennifer has been the Jr./Sr. High School Principal at Lakeside High School. She is currently involved in implementing a PBIS model at the high school level along with developing a systematic RTI program 7th thru 12th grade. Jennifer works very closely with the community leaders, including the Tribal Department of Education to insure the success of all students post-secondary. |
| Mr. Chris Sensel | <p>Post Falls School District 1996-current, Social Studies Teacher New Vision High School PFSD, Principal New Vision High School PFSD, Assistant Principal Post Falls High School (current),</p> <p>BA Political Science Minor Pre Law University of Illinois, Springfield, Idaho Teaching Certificate University of Idaho, Masters in Education: Curriculum and Instruction Eastern Washington University, Administrative Certificate Washington State University,</p> <p>20 Years Army National Guard Retired E7 SFC 11B, 11M, 19K OIF II 10/03-03/05</p> |

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

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About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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External Review Exit Report

Timberlake Senior High School
December 3-4, 2015



AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

Accreditation

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

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

External Review

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

Stakeholders

| Stakeholder Interviewed | Number |
|-------------------------|--------|
| Superintendents | 2 |
| Technology Coordinator | 1 |
| students | 9 |
| Staff | 22 |
| Parent/stakeholders | 9 |
| maintenance | 1 |
| Secretaries | 3 |
| Total | 47 |

Domain

Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

Findings

- Timberlake is recognized for the mutual respect and rapport that is shared between students and staff.

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| | Domains | External Review | AEN |
|----------|--|------------------------|------------|
| 1 | Equitable Learning Environment | 3.24 | 2.69 |
| 2 | High Expectations Environment | 3.30 | 2.81 |
| 3 | Supportive Learning Environment | 3.44 | 3.07 |
| 4 | Active Learning Environment | 3.50 | 2.94 |
| 5 | Progress Monitoring and Feedback Environment | 3.24 | 3.08 |
| 6 | Well-Managed Learning Environment | 3.45 | 3.14 |
| 7 | Digital Learning Environment | 2.71 | 1.83 |



Domain

Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

Findings

The building level administrators have created a culture of collegiality between all staff that enhances teaching and student learning.

Domain

Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

Findings

Allocate resources to establish a formal mentor program.

Conclusions

Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution
- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

IEQ Results

| | External Review IEQ Score | AE Network Average |
|------------------------------|---------------------------|--------------------|
| Overall Score | 300.00 | 278.34 |
| Teaching and Learning Impact | 285.71 | 268.94 |
| Leadership Capacity | 336.36 | 292.64 |
| Resource Utilization | 289.71 | 283.23 |

IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that the

Timberlake Senior High School

earn the distinction of accreditation by AdvancED.

Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

Final Thoughts

The External Review Team:

- Appreciates *your hospitality, support and professionalism.*
- Respects and acknowledges the *efforts to improve the quality of your institution.*
- Congratulates your system and community on *completing the requirements for AdvancED School System Accreditation.*

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