

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 Tuesday, September 13, 2016, beginning at 5:00 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 5:00 p.m.**
- B. **Executive Session per Idaho Code 74-206 (1) (b) 5:00 p.m.**
 - 1. Student Hearing- 2016-I
 - 2. Personnel
- C. **Board Work Session 5:45 p.m.**
- D. **Welcome Visitors/Pledge of Allegiance 6:00 p.m.**
- E. **Approve Agenda**
- F. **Consent Agenda**
 - 1. Minutes of Previous Meeting(s) -Regular Board meeting 08/08/2016 3
 - 2. Regular and Special Bills 11
- G. **Report and Presentation Agenda**
 - 1. LEA
 - 2. Visitor Presentations
 - 3. Staff Reports
 - a. Dr. Becky Meyer
 - b. Dr. Meyer on behalf of Lisa Sexton 24
 - c. Dave McDowell
 - 1) Financial Report 34
 - 2) Moody Rating Report 37
- H. **Action Agenda**
 - 1. Approve/deny the hiring of new personnel as presented
 - 2. Approve/deny supplemental contracts (Please table this item to next month)
 - 3. Approve/deny transportation route changes/additions
 - 4. Approve/deny Fall Athletic Schedules for the Junior Highs as presented 42
 - 5. Approve/deny- Revised Policy #2700 & 2700P High School Graduation Requirements as presented 48
 - 6. Approve/deny Policy #2125 K-3 Reading Intervention as presented 56
 - 7. Approve/deny to transfer Kootenai Tribe of Idaho donation of \$3,000 to the Lakeland Education Foundation 59
 - 8. Approve/deny recommended fund transfers 60
 - 9. Approve/deny to Expel Student 2016-I

10. Approve/deny the 2016-17 Member Agreement with IDLA	61
11. Approve/deny Special Service agreements as presented	
12. Approve/deny Athletic Trainer Job Description as presented	68
I. <u>Discussion Agenda</u>	
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2. Field Experience Agreement with NIC for 2016	82
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4. Idaho Career Information System's Agreement (CIS) with the Department of Labor	
5. ISBA Conference	
6. Research Studies	90
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**THE MEETING MINUTES OF THE LAKELAND JOINT SCHOOL DISTRICT 272,
BOARD WORKSHOP, EXECUTIVE SESSION, & REGULAR BOARD MEETING
AUGUST 8, 2016**

LAKELAND JOINT SCHOOL DISTRICT NO. 272

Meeting Location
LAKELAND SCHOOL DISTRICT ADMINISTRATIVE OFFICES
15506 N WASHINGTON STREET
RATHDRUM, ID 83858



***Board Workshop 5:00 p.m.
Executive Session 5:45 p.m.
Regular Session 6:00 p.m.***

BOARD MEMBERS PRESENT

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

ADMINISTRATION PRESENT

Superintendent Dr. Becky Meyer
Assistant Superintendent Lisa Sexton
Director of Business Dave McDowell
Director of Information Systems Georgeanne Griffith
Clerk Brook Cunningham

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

Chairman Brown called the meeting to order at 5:05 p.m.

B. **Board Workshop**

1. Board Self-Evaluation

Board went through the self-evaluation half way through. Will complete the rest on their own and will bring back to the September meeting to finish as a board.

2. Board Code of Ethics

The 4 Board members present signed the Code of Ethics. Brian Wallace was absent.

C. **Executive Session as authorized by Idaho Code 74-206 (b) 5:45 p.m.**

1. Student 2013-F

Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to go into Executive Session as authorized by Idaho Code 74-206 (b) in order to conduct a student hearing.

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Upon a unanimous roll call vote of all those trustees present (Trustee Wallace absent) the Board entered Executive Session.

Administration also in Executive Session included Superintendent Dr. Becky Meyer, Assistant Superintendent Lisa Sexton, Director of Information Systems Georgeanne Griffith, and Clerk Brook Cunningham

Student 2013-F entered Executive Session at 5:45 p.m.

Student 2013-F exited Executive Session at 6:00 p.m.

The Board exited Executive Session at 6:09 p.m.

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

Larry called the meeting to order at 6:12 p.m. and led in the pledge

E. Approve Agenda

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

F. Consent Agenda

1. Minutes of Previous Meeting(s) -Regular Meeting of 07/11/2016 and Special Meeting of 07/19/2016

2. Regular and Special Bills

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

G. Report and Presentation Agenda

1. LEA

No one from the LEA was present.

2. Visitor Presentations

There were no Visitor Presentations.

3. Public Comment

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(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. Kevin Doyle, Director of Food Service-Recap of the 2015-16 school year

Region Director John Moppin was present as well. Last school year Food Service continued to focus on the goal of serving healthy foods and complying with new legislation. Kevin provided a PowerPoint presentation in which he gave a breakdown on how many meals were served last year and an outline of Food Service accomplishments. His presentation has been included within these minutes.

b. Dr. Becky Meyer

Dr. Meyer spoke on some of the staff input that she had received from the staff survey that she had sent out. So far she has only received 81 responses but out of those responses the job satisfaction response is extremely positive. One of the biggest complaints from staff was the decreasing amount of supply money in the classrooms. Lisa Sexton spoke on some of the funds that aren't available anymore within the classrooms. Significant discussion took place regarding the supply money and how they are allocated in each building. Supply budgets were allocated based on the number of students in each building this year.

Dr. Meyer also shared her Superintendent transition plan. The plan will be placed in Excel for future.

c. Lisa Sexton

1) National School Safety Conference

New Rathdrum SRO DJ Duke attended the National Conference with Lisa. Lisa informed that all of our schools had been updated with door security and window film. Now the next step is to have regular lockdown drills. Additional discussion was had regarding the drills.

2) Opening Calendar

Lisa went over the opening calendar with the Board.

3) Alternate Authorization

Lisa spoke on the music teacher at TJHS and THS and reminded the Board they had approved an Emergency Provisional at the last Board meeting in which that did not meet the need for this circumstance. An Emergency Provisional is for someone who never intends on obtaining a certificate and is needed for just one year. The appropriate route would be to approve an Alternate Authorization for a Content Specialist. There will be two action items further in the

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agenda for Jeff Gambrino for a music teacher position and Jared Forsythe for a science position at Lakeland High School.

- d. Dave McDowell
- 1) Financials

Dave reported there were no financials in the board's packet because of audit. He informed that maintenance continues to be busy. The wood-working room at LHS was converted into 2 art rooms and storage for sports. Additionally, a communal cleaning area was created for the art rooms. The SRO office is in and there have also been changes to the entry way hallway. The old art room will be a classroom and life skills room. Due to lack of funding maintenance tried a new process for sidewalks with frost-heave and the corners have been shaved. The bus yard was also recently graded. He further reported the air conditioning at JBE for the BASE program is delayed until next year. The painting crews have been busy and accomplished a lot this summer but they are currently behind on classrooms. Good news in the budget, the roofing bids came in \$67,000 under budget. Eric Chambers has filed the ERATE appeal and the new WAN is progressing with weekly updates. Additionally, all internet traffic has been shifted to Ednetics and the Time Warner Service should be eliminated. Food Service had a successful summer program. Tim Skubitz asked if the Lakeland High School path had been worked on as planned. Dave informed that it had been graveled but not paved this year. He also informed the roofing project went awry over the weekend with the big rain. The roofing company failed to provide proper coverage over the weekend, resulting in sheetrock damage from the rain.

Shaffer expressed concerns on what was happening with woodshop tools not being used (are we storing them for future use and is this being noted on our inventory sheets). McDowell informed him that he believed they were being utilized at other schools with shop programs.

- 2) ERATE update

McDowell discussed this previously in his report.

- 3) Classified Salary Schedule 2016-17

A memo authored by Dave McDowell was included in the Board's packet.

H. **Action Agenda**

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

Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the hiring of new personnel as presented. Hearing all ayes, motion carried.

- 2. Approve/deny the staff resignation as presented

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Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve the staff resignation presented.

Trustee Skubitz asked if this teacher resigning had already signed a contract. Dr. Meyer informed yes that he had and the District can report it to the Professional Standards Commission. The Commission will place a “slap letter” in the file but the certificate is not yanked. Georgeanne spoke to the replacement plans for the teacher. She explained Lynsey Hudson and another applicant would be filling the vacancies. The assignments would be 1 year and re-evaluated next year.

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to amend the motion to include reporting the teacher to the Professional Standards Commission. Hearing all ayes, motion carried.

3. Approve/deny establishing bus routes, non-transportation zones, and safety busing zones for 2016-17 as recommended by the administration

Transportation Director Darrell Rickard presented a copy of the routes to the Board. He informed that when the boundaries were moved no extra routes were implemented, however he may need to add 1 more route now. John Shaffer asked if there had been anymore issues in Twin Lakes and Darrell replied no.

Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve establishing bus routes, non-transportation zones, and safety busing zones for 2016-17 as recommended by the administration. Hearing all ayes, motion carried.

4. Approve/deny the Student Handbooks as presented

Discussion was entered about how these had not been on the Board agenda for several years. Georgeanne Griffith commented that Board approval of the handbooks adds teeth in keeping them in line with Board policy. She stated that some major changes added this year were secondary attendance policy (conditions for reinstatement of credit) and the restraint policy.

Tim Skubitz made comment that the philosophy and code need to be consistent with each other. He further commented that since we are 1 district there should be one “boiler plate” for all of the elementary schools, 1 for the junior highs, and 1 for the high schools.

The need for Board telephone corrections was also discussed.

Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBITZ to approve the handbooks as presented next year, however, next year they need to be more uniform to each other. Hearing all ayes, motion carried unanimously.

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5. Approve/deny to waive the first read and approve the revised Policy #3080 Nonresident Student Attendance Policy and application as presented

Lisa Sexton presented to the Board. She informed that she had consulted with district legal counsel in regards to the non-resident student statute and collecting tuition. She reminded the board that each year the State Department of Education notifies the districts of what they can charge for tuition. After, consulting with legal counsel, it was in their opinion the SDE had mis-interrupted the law. According to statute if the District is collecting ADA on the student then you cannot collect tuition also. She stated the SDE would be working with the legislature to rectify the language so interpretation was clear to all parties involved. She recommended the District become compliant with District's legal opinion and interpretation of the law and no longer collect tuition for non-resident students.

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE OLMSTEAD to approve waiving the first read and approve the revised Policy #3080 Nonresident Student Attendance Policy and application as presented. Hearing all ayes, motion carried.

6. Approve/deny Policy #8605 Retention of District Records as presented

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve Policy #8605 with one clerical change adding years to next to 7 years for duration of email retention. Hearing all ayes, motion carried unanimously.

7. Approve/deny the revised 2016-17 Classified Salary Schedule as presented
shaffer abstained

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE OLMSTEAD to approve the **revised** 2016-17 Classified Salary Schedule as presented. With Trustee Shaffer abstaining, motion carried.

Georgeanne Griffith expressed FERPA concerns with the Student Clerical as well as the need for technology salaries to be more competitive with neighboring districts.

8. Approve/deny Alternate Authorization for Content Specialist at Lakeland High School

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve the Alternate Authorization for Content Specialist at Lakeland High School. Hearing all ayes, motion carried.

9. Approve/deny Alternate Authorization for Content Specialist at Timberlake High School and Junior High

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Motion was made by TRUSTEE SHAFFER and seconded by TRUSTEE SKUBTIZ to approve the Alternate Authorization for Content Specialist at Timberlake High School and Junior High. Hearing all ayes, motion carried.

10. Approve/deny to re-admit Student 2013-F

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE OLMSTEAD to deny re-admitting Student 2013-F per the items discussed during the student hearing. Hearing all ayes, motion carried.

11. Approve/deny Adult Lunch Price Increase from \$3.65 to \$3.70

Clerk Brook Cunningham asked clarification from Dave McDowell the current price of adult lunches in which he commented \$3.50 is the current price as previously quoted by Kevin Doyle earlier in the agenda. Clerk Cunningham requested the Board amend this action item to reflect as such.

Motion was made by TRUSTEE SKUBITZ and seconded by TRUSTEE SHAFFER to approve amend action item as requested and approve the increase from \$3.50 to \$3.70. hearing all ayes, motion carried.

I. **Discussion Agenda**

1. ISBA Annual Convention- November 9-11, 2016, Boise Centre

Clerk Brook Cunningham asked who would all be attending the convention this year. So far Larry Brown, John Shaffer, Rena Olmstead, Tim Skubitz, Dr. Meyer, and Brook Cunningham are all attending.

2. Resolution for Classified Salaries

Dr. Meyer reminded the Board that this was a resolution that was presented by Lakeland Joint School District last year and is being brought forward again by Weiser. Additionally, Weiser is requesting the Lakeland Board to co-sponsor. After a brief discussion the board gave Dr. Meyer the green light to let Weiser know that the Lakeland Board would co-sponsor the resolution.

3. Correspondence

There was no additional correspondence. The Board adjourned at 8:26 p.m.

Attest:

Respectfully Submitted:

Larry Brown, Chairman

Brook Cunningham, Clerk

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Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees			
Regular School Board Meeting			
9/13/2016			
Additional Bills			
American Express	Instructional Supplies, Technology Equipment, Air Fare, Postage	31,177.43	ACH
Athol, City of	AE Water 7/25 - 8/23/2016	356.20	
Arthur, Don	Trans - Services (Skills Testing)	60.00	
Baker, Richard	Expense Claim Reimbursement (DOT/ Stress Test)	543.50	
Caxton Printers	Instructional Supplies	27,752.92	
Costco	Copy Paper (District Wide)	19,588.80	
Ednetics	August 2016 Phone/ Internet Service Charges	15,253.16	
Follett School Solutions	Library/ Textbook/ Destiny License Renewals	8,596.00	
Graybar Electric	Maint Supplies	171.12	
Helbling Benefits	Cobra Specific Rights Notice Letter	20.00	
Idaho Department of Education	Alternate Authorization (J Forsythe/ J Gambrino)	200.00	
J & R Electronics	Tran/ Maint Digital Radio Service	1,600.00	
Les Schwab Tire Center	Tran Supplies/ Services	412.12	
OETC	Technology License	99.33	
Petty Cash	Petty Cash Replenishment	353.22	
Postmaster, Rathdrum	Postage Stamps	512.00	
Precision Concrete Cutting, Inc	Sidewalk Repair (District Wide)	17,997.19	
Renaissance Learning, Inc.	Renaissance Subscription/ Hosting Fee Renewals	32,912.14	
Rickard, Darrell	Expense Claim Reimb. (Tran Training Materials/Refreshments)	79.95	
School Outfitters	Markerboards (New Classrooms at LHS)	1,130.05	
Sines, Margaret	Expense Claim Reimbursement (DOT)	56.00	
SL Start & Associates, LLC	School Behavior Intervention	1,181.25	
Soar Learning	Instructional Material (LJH)	2,194.70	
State Insurance Fund	Insurance Premium 7/1/2016 - 7/1/2017	184,407.00	
Tinsley, Honey Jean	Expense Claim Reimbursement	25.00	
Walmart	Instructional Supplies (BASE/ Mt View)	171.09	
Watson Grocery Group	District Office Supplies	31.96	
Western States Fire Protection Co.	Annual Inspection of Fire Sprinkler/ Alarm Systems	5,473.00	
	11	352,355.13	

Lakeland Joint School District No. 272

Office of the Superintendent

P.O. Box 39

Rathdrum, ID 83858

Board of Trustees
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September 13, 2016

Gross Salaries	1,443,293.28	
Gross Benefits	430,855.65	

Applegate, Stephanie	Reimburse BASE Payments	262.00	90691
Brunko, Erica or Bradley	Reimbursement for Skills Exam	100.00	90722
Cass, Tammy	Expense Claim Reimbursement	49.00	90697
Coleman, Sara or Ryan	Reimbursement for Skills Exam	100.00	90723
FOnetworks	Fiber Cable (LHS)	437.79	90699
Fox, Hilary	Expense Claim Reimbursement	65.00	90700
Idaho Department of Education	Fingerprinting	347.50	90724
Insight Investments	Computers/ CET Funds (LHS)	2,657.00	90703
Napa Auto Parts	Tran/ Maint Supplies	214.28	90704
OETC	Membership Renewal/ License	432.25	90705
Ohman, Cynthia	Reimbursement for Skills Exam	100.00	90725
Rathdrum, City of	Flag Pole Replacement Permit	125.00	90728
Petty Cash	Change for Cashiers	730.00	90729
Petty Cash	Change for Courier	116.79	90732
Rucker, Paula	Expense Claim Reimbursement	20.00	90710
RWC Group	Tran/ Service	540.08	90711
Sexton, Lisa	Expense Claim Reimbursement	234.00	90714
Skate Plaza	BASE Field Trip	275.00	90730
Szydlowski, Christa	Reimbursement for Skills Exam	100.00	90726
Time Warner Cable	Internet Service 8/8 - 9/7/16	17,740.00	90716
Trexler, Lisa or Thomas	Reimbursement for Skills Exam	100.00	90727
Turnitin	Education License Renewal	4,890.00	90721
Idaho High School Activities	Fees, Membership Dues (LHS/ THS)	6,761.00	90731
Petty Cash	Courier	116.79	90732
	Total (8/15/16)	36,513.48	

Allen, Russell	Expense Claim Reimbursement (DOT/ Test & Fees)	160.00	
Alsco	Coverall Service	187.28	
Anderson, Julian & Hull	June 2016 Legal Expenses	1,347.00	90733
Arrow Construction	Maint Supplies (JBE Flagpole)	5.92	
Avista Utilities	Utilities 7/19 - 8/18/2016	17,411.36	

Bateman, Virginia	Expense Claim Reimbursement (DOT)	65.00	
Cass, Tammy	Expense Claim Reimbursement	74.80	90744
Consolidated Supply Co.	Maint Supplies (TLE Playgound)	53.38	

Culligan, LLC	Tech Water	19.85	
Cunningham, Brooke	Expense Claim Reimbursement	13.70	90735
De Lage Landen Financial	Copier Lease 7/15-8/14/16	821.70	90736
Demco	Instructional Materials	377.10	
Efilliate Inc.	Instructional Supplies	95.84	
Fairway Floors	Maint Supplies (LHS Art Room)	5.00	90737
Gardner, Catherine	Expense Claim Reimbursement (DOT)	63.00	
Gopher Sports	Instructional Supplies	1,138.00	
Grizzly Glass	Glass Repair (LHS) / Replacement ((SLE)	6,196.65	90738
GTS Interior Supply	Maint - LHS Art Room/ SLE Repair	1,765.85	
Hanson, Debbie	Reimburse Travel Expense (Tech)	73.35	90739
Hebling Benefits Consulting	COBRA Specific Rights Notice	50.00	90740
Horizon	Maint Supplies	363.51	90741
Idaho Department of Education	Fingerprinting, Alternate Authorization	721.25	
Insight Distributing	Waste Recepticals (District Wide)	298.00	
Insight Systems Exchange	Laptops (TLE)	12,422.00	
Isbell, Lee	Reimburse Travel Expense (Tech)	66.45	90743
Kenworth Sales	Tran Supplies	825.57	
Kootenai Electric	AE/ GE Electric 7/15-8/15/2016	1,697.70	
Kootenai Solid Waste	July Refuse/ Garbage Fee	616.97	
KTEC	First Half Operations - FY 2017	83,361.00	90744
Longwell & Trapp Architects	Reroofing (LHS, LJH, THS)	1,963.50	
Mac To School	Laptop (DO)	749.00	
Meyer, Becky	Reimburse Travel Expense	1,107.08	
Milletric	Electrical Updates (LHS, LJH, THS)	4,440.00	
Napa Auto Parts	Tran Supplies (Bus, Stock)	607.94	
O'Reilly Auto Parts	Tran Supplies (Bus, Stock)	278.08	
Oxarc	Maint Supplies/ Services	8.92	90745
Petty Cash	Start-up Petty Cash/ Courier Replenishment	662.14	
Platt Electrical Supply	Maint Supplies (LHS Art Room)	5,715.13	
Premier Agendas	Student Planners (TJH)	1,463.00	
Progressive Printing	(Business Cards (DO), Discipline Notices (THS)	270.00	
Quality Maintenance, LLC	Parking Lot Maintenance (District Wide)	22,429.68	
Really Good Stuff	Instructional Supplies	29.94	
Reed, Patricia	Expense Claim Reimbursement	10.00	90747
Riddell All American Sports	Recertification, Recondition Helmets (THS)	1,321.14	90748
Rodda Paint	Maint - Paint (District)	378.06	90749
Samuel French	Instructional Materials	143.45	
Scholastic	Instructional Materials	87.89	
School Outfitters	Furniture (SLE)	650.56	
SL Start & Accociates	School Behavior Interventiion April 2016 (SPED)	1,146.25	90750

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

Date	Irrigation Reading		Reading		TOTAL	CHECK DATE	INVOICE 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	62964800	27.43	3122100	27.43	54.86	1/15/2016	DEC 15 WATER
Feb 2013	62964800	27.43	3122100	27.43	54.86	2/12/2016	JAN 16 WATER
Mar 2013	62964800	27.43	3216600	139.66	167.09	3/15/2016	FEB 16 WATER
April 2013	62964800	27.43	3245800	65.19	92.62	4/8/2016	MAR 16 WATER
May 2013	62970300	27.43	3275400	65.88	93.31	5/13/2016	APR 16 WATER
June 2013	63109700	256.94	3304300	64.67	321.61	6/15/2016	MAY 16 WATER
	includes adjustment for double credit on 10/1 bill				7,804.86		
July 2013	63420100	554.48	3318700	39.44	593.92	7/15/2016	JUNE 16 WATER
Aug 2013	64766000	2,356.25	3321800	27.43	2,383.68	8/15/2016	JULY 16 WATER
Sept 2013	65907100	1,999.89	3324900	27.43	2,027.32	9/15/2016	AUG 16 WATER
Oct 2013							
Nov 2013							
Dec 2013							
Jan 2014							
Feb 2014							
Mar 2014							
April 2014							
May 2014							
June 2014							
					4,411.00		
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 RATHDRUM (Water 100 661000 331 ??? 000) (Sewer 100 661000 335 080 000) 687-0261

2016-17		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
DO (001)	7.1640.1	24.50	51.50	24.50	51.50								
TRAN (002)	7.1660.1	28.50	51.50	28.50	60.06								
Food Serv	7.1610.1	46.50	51.50	48.45	111.54								
JBE (101)	7.1620.1	60.15	265.98	67.30	360.36								
JBE Annex(101)	7.1630.1	46.50	51.50	46.50	51.50								
BKE (104)	7.1580.1	103.50	600.60	64.50	51.50								
BKE Irrig (104)	4.1585.1	817.80		1,125.90									
LJHS (201)	7.1670.1	119.10	806.52	150.30	1,218.36								
LJHS Field (013)	4.1650.1	418.05		558.45									
LHS (301)	7.1570.1	84.65	351.78	71.00	171.60								
LHS Irrig (007)	4.0616.1	346.15		821.30									
LHS Field (008)	4.1600.1	715.10		488.90									
LHS FBF RR	7.0002.1		51.50		51.50								
MVAS (491)	7.1590.1	95.25	128.70	154.40	163.02								
Soccer Fld (005)	4.0000.1	92.40		83.30									
		2,998.15	2,411.08	\$3,733.30	\$2,290.94	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$0.00
			5,409.23		\$6,024.24		\$0.00		\$0.00		\$0.00		\$0.00
invoice #		JULY 16 WATER/SEWER		AUGUST 16 WATER/ SEWER									

		WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER	WATER	SEWER
DO (001)	7.1640.1												
TRAN (002)	7.1660.1												
Food Serv	7.1610.1												
JBE (101)	7.1620.1												
JBE Annex(101)	7.1630.1												
BKE (104)	7.1580.1												
BKE Irrig (104)	4.1585.1												
LJHS (201)	7.1670.1												
LJHS Field (013)	4.1650.1												
LHS (301)	7.1570.1												
LHS Irrig (007)	4.0616.1												
LHS Field (008)	4.1600.1												
LHS FBF RR	7.0002.1												
MVAS (491)	7.1590.1												
Soccer Fld (005)	4.0000.1												
		0.00	0.00	0.00	0.00	0.00	0.00						
			0.00		0.00		0.00						
invoice #													

Food Serv Water Account #290 710000 331 000 000

Sewer Account #290 710000 335 000 000

inv # is June ?? water/sewer

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-	11/15-	12/15/2015-	1/15-	2/15-	3/15-	4/15-	5/15-
	7/15/2015	8/15/2015	9/14/2015	10/15/2015	11/15/2015	12/15/2015	1/15/2016	2/15/2016	3/15/2016	4/15/2016	5/15/2016	6/15/2016
103 AE	885.07	928.08	1,247.27	1,810.38	2,462.65	3,049.75	3,418.25	3,180.63	2,640.88	2,475.36	1,997.00	1,740.84
Mtr 95801833	64.58	71.47	75.80	89.57	100.45	93.40	91.70	95.10	80.05	65.43	52.60	49.88
Mtr 83699138	806.96	843.08	1,157.94	1,701.06	2,342.45	2,936.60	3,306.80	3,065.78	2,541.08	2,390.18	1,924.65	1,671.21
Sec Light	13.53	13.53	13.53	19.75	19.75	19.75	19.75	19.75	19.75	19.75	19.75	19.75
105 GE	776.00	776.00	942.98	1,322.18	1,743.38	2,315.06	2,509.46	2,516.90	2,013.38	1,800.98	1,437.38	1,536.26
PAID	1,661.07	1,704.08	2,190.25	3,132.56	4,206.03	5,364.81	5,927.71	5,697.53	4,654.26	4,276.34	3,434.38	3,277.10
ck date	7/31/2015	8/31/2015	9/30/2015	10/30/2015	11/30/2015	12/31/2015	1/29/2016	2/29/2016	3/31/2016	4/29/2016	5/31/2016	6/30/2016
FY 2016-17												
	6/15-	7/15-										
	7/15/2016	8/15/2016										
103 AE	1,050.96	1,024.90										
Mtr 5968959	49.11	50.81										
Mtr 83699138	982.1	954.34										
Sec Light	19.75	19.75										
105 GE	765.68	672.80										
PAID	1,816.64	1,697.70	0.00									
ck date	7/29/2016	8/31/2016										
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 2016	299027	307479	8452	1,986.15	40.00	2,026.15	8/5/2016
Aug 2016							
Sept 2016							
Oct 2016							
Nov 2016							
Dec 2016							
Jan 2017							
Feb 2017							
Mar 2017							
April 2017							
May 2017							
June 2017							
July 2017							
Aug 2017							
Sept 2017							
Oct 2017							
Nov 2017							
Dec 2017							
Jan 2018							
Feb 2018							
Mar 2018							
Apr 2018							
May 2018							
June 2018							
July 2018							
Aug 2018							
Sept 2018							
Oct 2018							

Nov 2018							
Dec 2018							
Jan 2019							
Feb 2019							
Mar 2019							
Apr 2019							
May 2019							
June 2019							
							0

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	676.00	12/31/2015	TLE JAN 16 SEWER
FEB 16	676.00	1/29/2016	TLE FEB 16 SEWER
MAR 16	676.00	2/29/2016	TLE MAR 16 SEWER
APR 16	676.00	3/31/2016	TLE APR 16 SEWER
MAY 16	676.00	4/29/2016	TLE MAY 16 SEWER
JUNE 16	676.00	5/31/2016	TLE JUN 16 SEWER
	7,944.30		
	AMOUNT	CK DATE	INV #
JULY 16	676.00	7/1/16	TLE JUL 16 SEWER
AUG 16	676.00	7/29/16	TLE AUG 16 SEWER
SEP 16	676.00	8/31/16	TLE SEPT 16 SEWER
OCT 16			
NOV 16			
DEC 16			
JAN 17			
FEB 17			
MAR 17			
APR 17			
MAY 17			
JUNE 17			
	2,028.00		

Lakeland's Plan for Literacy Dollars



**\$139,500 appropriated to
Lakeland**

**Funds can only be used to
support K-3 literacy
instruction and must be
based on IRI proficiency
scores**



**New law requires 60 hours
of additional literacy
instruction for all students
K-3 who score a 1 on the
fall IRI.**



Law also requires 30 hours of additional literacy instruction for all students K-3 who score a 2 on the fall IRI. (This is a new requirement)



Lakeland's Response

1. Kindergarteners who receive a 1 will be offered the opportunity to participate in a full day program



2. Each elementary school will have 4 additional hours of paraprofessional support to provide the extra instruction required for 2's in grades 1-3



3. Elementary principals will have the ability to have a certified teacher or paraprofessional teach 60 hours of Extended Reading (intersession) for kindergarteners who score a 2.



Proposed Budget based on \$139,500 allocation:

Activity/Instructor	Wages	Benefits	Total	Balance
				\$139,500.00
Alyana South	\$17,113.50	\$8,556.75	\$25,670.25	\$113,829.75
Jessica Kreyssler	\$17,346.50	\$8,673.25	\$26,019.75	\$87,810.00
New K at GWE	\$16,880.50	\$0.00	\$16,880.50	\$70,929.50
4 hour para AE	\$10.51	\$2.21	\$8,649.60	\$62,279.90
4 hour para BKE	\$10.51	\$2.21	\$8,649.60	\$53,630.30
4 hour para GWE	\$10.51	\$2.21	\$8,649.60	\$44,980.70
4 hour para JBE	\$10.51	\$2.21	\$8,649.60	\$36,331.10
4 hour para SLE	\$10.51	\$2.21	\$8,649.60	\$27,681.50
4 hour para TLE	\$10.51	\$2.21	\$8,649.60	\$19,031.90
60 hours of ERP for 2's in K	\$20.00/hr Cert	Benefits	Total	
Athol	\$1,200.00	\$252.00	\$1,452.00	\$17,579.90
Betty Kiefer	\$1,200.00	\$252.00	\$1,452.00	\$16,127.90
Garwood	\$1,200.00	\$252.00	\$1,452.00	\$14,675.90
John Brown	\$1,200.00	\$252.00	\$1,452.00	\$13,223.90
Spirit Lake	\$1,200.00	\$252.00	\$1,452.00	\$11,771.90
Twin Lakes	\$1,200.00	\$252.00	\$1,452.00	\$10,319.90

Consideration: If paras are used without adding time costs are reduced by \$1452 per bldng



Summary: H451 and H526 (Literacy Intervention)

Literacy Intervention Program Requirements

School districts are required to develop an extended hour literacy intervention program for students in grades K-3 who score below-basic or basic on the statewide reading assessment. The program must be submitted to the State Board of Education (Idaho Code, §33-1616, as amended) and include:

- A proven effective research based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to the student based on a formative assessment designed to, at a minimum, identify such weakness.
- The program may include online or digital instructional materials or programs or library resources.
- The program must include parent input and be in alignment with the Idaho comprehensive literacy plan
- The program must include a minimum of 60 additional hours of reading instruction for students (K-3) below-basic and a minimum of 30 hours for students (K-3) scoring basic on the statewide reading assessment administered in the fall.

Any student in grades K-3 who exhibits a deficiency in reading at any time based upon the statewide assessment is required to receive an individual reading improvement plan no later than thirty (30) days after the identification of the reading deficiency. The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, including staff-assigned library duties if applicable, and the parent(s) or guardian(s) and shall describe the reading intervention services the student will receive to remedy the reading deficit. Each student must receive intensive reading intervention until the student is determined to be proficient in reading for their grade level.

Having made a good faith effort, should the school be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

In addition to focusing on providing intervention to students, the State Department of Education is required to provide teachers with professional development in best practices for literacy instruction, in accordance with the statewide comprehensive literacy plan.

Parent Notification and Participation

The parent of any student in grades K-3 who exhibits a deficiency in reading at any time during the school year must be notified in writing of the reading deficiency. The school district shall assist schools with providing written notification to the parent of any student who has not met grade-level proficiency. The initial notification must include the following:

- A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s) or guardian(s);
- A description of the current services that are provided to the student; and

- A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student.

Following development of the plan, the parent will be provided with:

- A description of the reading intervention and supplemental instructional services and support that will be provided to the student; and
- Strategies for parents to use at home in helping their student to succeed in reading.

Funding

The funding available for distribution will be subject to the annual appropriation by the legislature. Of the funds appropriated, amounts will be distributed to the school districts based on the average number of students who scored below-basic and basic on the fall statewide assessment during the previous three years.

- Funds must be used for the literacy intervention programs pursuant to Idaho Code, §33-1616 for the actual cost of the programs implemented by each school district or public charter school.
- Funding will be reconciled at the end of each school year through the State Department of Education. Funding for the following year will be reduced by any distributions made in the previous year over the actual cost of the program.

Reporting

Each school district is required to report to the State Department of Education by October 1 of each year. The report shall contain the following information on the prior school year:

- By grade, the number and percentage of all students in grades K-3 performing at the basic or below basic level on local and statewide assessments in reading; and
- By grade, the number and percentage of all students in grades K-3 performing at the proficient or higher level on local and statewide assessments in reading.

The State Department of Education shall annually compile the information required along with state-level summary information and annually report such information to the state board of education, the public, the governor and the legislature. The Department shall provide technical assistance as needed to aid school districts in implementing the reporting requirements.

The State Board will promulgate rules implementing the provisions of this intervention section. At a minimum, the rules will include student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks.

Lakeland Joint School District
Board of Trustees
Finance Report Highlights

September 13, 2016

Maintenance –

- 105 open work orders – 60 completed last month
- Summer projects mostly complete
 - LHS art rooms are in services - but still have final details to work out
 - Roofing at THS is complete, LJHS and LHS projects – in progress
 - Unforeseen structure damages LJHS

Budget –

- Budget correction necessary for revised revenue estimates
- Amended budget going to the Board in October
- Finance oversight committee formed and meeting weekly
- E-rate funds for phone services have been repaid
- E-rate appeal for WAN services – waiting on the FCC
- Light fixture replacements to reduce energy costs

Food Service –

- (3) new hot carts – replacements
- New ice machine – central kitchen
- New frozen yogurt machines – LJHS, LHS & THS
- Fresh Fruit and Vegetables grant received for JBE – training complete

LAKELAND JOINT SCHOOL DISTRICT #272						FY 2015				
FY17 - GENERAL FUND BUDGET SUMMARY INFORMATION						GF BUDGET SUMMARY INFORMATION				
July, 2016 - August, 2017										
REVENUE						REVENUE				
REVENUE	BUDGET	RECEIPTS TO DATE	% Received	Remaining Budget	% Remaining	BUDGET	YTD ACTIVITY	% Received	Remaining Budget	% Remaining
M&O Levy	-			-					-	
Supplemental Levy	5,300,000.00	30,284.08	0.6%	(5,269,715.92)	-99.4%	4,795,000.00	76,591.96	1.6%	(4,718,408.04)	-98.40%
Emergency Levy	20,000.00	(10,721.36)		(30,721.36)		20,000.00	4,226.71		(15,773.29)	
Tort Levy	50,000.00	343.25	0.7%	(49,656.75)	-99.3%	50,000.00	926.79	1.9%	(49,073.21)	-98.15%
Other Local Tax	-			-		-			-	
Penalty/Int Delinquent Taxes	69,000.00	18,139.61	26.3%	(50,860.39)	-73.7%	67,300.00	9,013.65	13.4%	(58,286.35)	
Investments	5,000.00	75.60	1.5%	(4,924.40)	-98.5%	35,000.00	51.44	0.1%	(34,948.56)	-99.85%
Community Ed.	500.00			(500.00)		500.00		0.0%	(500.00)	
Other Local Revenue	111,400.00	4,085.85	3.7%	(107,314.15)	-96.3%	180,500.00	10,473.62	5.8%	(170,026.38)	-94.20%
Base State Support	17,442,801.00	10,146,675.00	58.2%	(7,296,126.00)	-41.8%	16,606,552.00	9,592,515.00	57.8%	(7,014,037.00)	-42.24%
Transportation	1,100,000.00		0.0%	(1,100,000.00)	-100.0%	1,150,000.00		0.0%	(1,150,000.00)	-100.00%
Tuition Equiv	-		#DIV/0!	-	#DIV/0!	52,500.00		0.0%	(52,500.00)	-100.00%
State Paid Benefits	2,289,095.00		0.0%	(2,289,095.00)	-100.0%	2,575,000.00		0.0%	(2,575,000.00)	-100.00%
Other State Support	1,394,051.00	(500.00)	0.0%	(1,394,551.00)	-100.0%	679,390.00	(1,066.00)	-0.2%	680,456.00	
Other State Support - PFP	-			-		-			-	
Lottery/Additional St Maint	248,000.00			(248,000.00)		247,000.00		0.0%	(247,000.00)	-100.00%
Property Tax Replace.	63,977.00		0.0%	(63,977.00)	-100.0%	85,000.00		0.0%	(85,000.00)	-100.00%
Other State Revenue	-			-		-		#DIV/0!	-	#DIV/0!
Other Fed Rev-E-Rate	-			-		-	(8,252.80)		8,252.80	
Unrestricted Grants	165,000.00	(25,000.00)	-15.2%	(190,000.00)	-115.2%	135,000.00		0.0%	(135,000.00)	-100.00%
Other Indirect Restricted	-			-		-			-	
Loan Proceeds		1,099,250.00	#DIV/0!	1,099,250.00	#DIV/0!					
Sale/Com for Loss Fixed Asset			#DIV/0!	-	#DIV/0!					
Transfers	-			-		-			-	
TOTALS	28,258,824.00	11,262,632.03	39.9%	(16,996,191.97)	-60.1%	26,678,742.00	9,684,480.37	36.3%	(16,994,261.63)	-63.70%
Beginning Balance										
Budgeted Amount	28,258,824.00					26,678,742.00				

LAKELAND JOINT SCHOOL DISTRICT #272						FY15 GENERAL FUND BUDGET SUMMARY INFORMATION				
FY17 GENERAL FUND BUDGET SUMMARY INFORMATION						EXPENSES				
July, 2016 - August, 2017										
EXPENDITURES	BUDGET	FYTD ACTIVITY	% Expended	BALANCE	% Remaining	BUDGET	YTD ACTIVITY	%	BALANCE	%
Elementary	6,641,074.00	8,271.19	0.1%	6,632,802.81	99.9%	6,462,535.00	76,395.06	1.2%	6,386,139.94	98.8%
Secondary	7,036,370.00	6,809.24	0.1%	7,029,560.76	99.9%	6,894,637.00	277,893.63	4.0%	6,616,743.37	96.0%
Alternative	546,519.00	9,821.88	1.8%	536,697.12	98.2%	535,233.00	16,863.03	3.2%	518,369.97	96.8%
Except. Child	1,359,525.00	12,705.52	0.9%	1,346,819.48	99.1%	1,300,698.00	18,013.44	1.4%	1,282,684.56	98.6%
Gifted/Talented	92,423.00	(0.01)	0.0%	92,423.01	100.0%	94,138.00	2.20	0.0%	94,135.80	100.0%
Ex Curr	721,032.00	4,369.59	0.6%	716,662.41	99.4%	698,872.00	7,124.14	1.0%	691,747.86	99.0%
Summer School	69,223.00	52,811.52	76.3%	16,411.48	23.7%	66,685.00	55,961.33	83.9%	10,723.67	16.1%
Adult Ed	538.00		0.0%	538.00	100.0%	538.00		0.0%	(538.00)	
Guidance/Health	1,076,318.00	3.33	0.0%	1,076,314.67	100.0%	982,092.00	2,187.56	0.2%	979,904.44	99.8%
Ancillary	691,155.00	8,732.82	1.3%	682,422.18	98.7%	650,421.00	13,974.10	2.1%	636,446.90	97.9%
Personnel Support	418,593.00	9,796.91	2.3%	408,796.09	97.7%	362,878.00	104,338.48	28.8%	258,539.52	71.2%
Ed Media	557,236.00	5,299.34	1.0%	551,936.66	99.0%	531,733.00	8,448.49	1.6%	523,284.51	98.4%
Instruct. Related Technology	561,087.00	93,591.69	16.7%	467,495.31	83.3%	449,849.00	172,125.30	38.3%	277,723.70	61.7%
Board	93,585.00	41,238.18	44.1%	52,346.82	55.9%	75,807.00	43,904.98	57.9%	31,902.02	42.1%
District Admin	588,984.00	91,047.04	15.5%	497,936.96	84.5%	535,317.00	82,997.24	15.5%	452,319.76	84.5%
School Admin	2,203,643.00	154,783.15	7.0%	2,048,859.85	93.0%	2,147,071.00	162,821.16	7.6%	1,984,249.84	92.4%
Business Operations	291,271.00	50,949.47	17.5%	240,321.53	82.5%	283,036.00	47,565.17	16.8%	235,470.83	83.2%
Admin Tech Services	88,310.00	53,592.75	60.7%	34,717.25	39.3%	60,325.00	71,017.16	117.7%	(10,692.16)	-17.7%
Bldg Custodial	1,911,678.00	278,335.01	14.6%	1,633,342.99	85.4%	1,762,368.00	277,605.97	15.8%	1,484,762.03	84.2%
General Maint Non-Student Occ	67,500.00	2,783.36	4.1%	64,716.64	95.9%	67,500.00	10,194.46	15.1%	57,305.54	84.9%
General Maint Student Occ	930,834.00	223,559.28	24.0%	707,274.72	76.0%	813,762.00	229,134.08	28.2%	584,627.92	71.8%
Pupil Trans.	1,608,809.00	81,304.72	5.1%	1,527,504.28	94.9%	1,579,600.00	100,680.44	6.4%	1,478,919.56	93.6%
Dist. Trans.	36,395.00	18,711.35	51.4%	17,683.65	48.6%	40,066.00	13,764.92	34.4%	26,301.08	65.6%
Capital Assets				-					-	
Debt Services/Princ & Interest		1,304,911.12	#DIV/0!	(1,304,911.12)	#DIV/0!					
Transfers	416,722.00		0.0%	416,722.00	100.0%	283,581.00		0.0%	283,581.00	100.0%
Reserve	250,000.00		0.0%	250,000.00	100.0%			#DIV/0!	-	#DIV/0!
TOTAL	28,258,824.00	2,513,428.45	8.9%	25,745,395.55	91.1%	26,678,742.00	1,793,012.34	6.7%	24,885,729.66	93.3%
Balances Equal Revenue less Expenses	-	8,749,203.58				-	7,891,468.03			

CREDIT OPINION

2 September 2016

Update

Rate this Research >>

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Kootenai County S.D. 272 (Lakeland), ID

Update - Moody's Downgrades Kootenai County SD 272 (Lakeland), ID's GO Rating to Baa1; Negative Outlook Assigned

Summary Rating Rationale

Moody's Investors Service has downgraded the rating on Kootenai County School District 272 (Lakeland), Idaho's general obligation bonds to Baa1 from A2. The rating action affects \$13 million in parity debt outstanding. The rating outlook is negative. Moody's also maintains a Aaa enhanced rating on the district's rated debt from its participation in the Idaho School Bond Credit Enhancement Program.

The downgrade to Baa1 reflects continued weakening in the district's financial performance and sustained draws on reserves that have left the district with narrow levels of liquidity. The district will remain challenged to improve its financial performance and reserve position to previous levels without revenue growth or reduced expenditures, which previously the district was not able to achieve. Additionally, the tax base experienced significant declines during the recession and has only recently started to grow again.

Credit Strengths

- » Sizeable tax base has resumed growth
- » Direct debt burden remains low

Credit Challenges

- » Annual deficits have further narrowed reserves and liquidity
- » Declining enrollment and a somewhat limited local economy

Rating Outlook

The negative outlook reflects our expectation that the district's financial position will continue to deteriorate in the near term. Additional, the district's continuing trend of declining enrollment will continue to reduce enrollment based state-aid, requiring expenditure reductions, which the district has not shown a willingness to make in the past.

Factors that Could Lead to an Upgrade / Removal of the Negative Outlook

- » Trend of significant surpluses that bring reserves to stable levels that align with higher-rated peers

- » Segregation of revenue dedicated for debt service
- » Improvement in socioeconomic factors

Factors that Could Lead to a Downgrade

- » Continued annual deficits reflecting an inability to match revenues to expenditures
- » Continued use of Revenue Anticipation Notes to meet liquidity needs

Key Indicators

Exhibit 1

Kootenai County S.D. 272 (Lakeland), ID	2011	2012	2013	2014	2015
Economy/Tax Base					
Total Full Value (\$000)	\$ 2,771,557	\$ 2,619,832	\$ 2,432,368	\$ 2,504,589	\$ 2,872,862
Full Value Per Capita	\$ 104,159	\$ 97,755	\$ 90,312	\$ 93,844	\$ 107,642
Median Family Income (% of US Median)	88.8%	87.9%	84.8%	83.0%	83.0%
Finances					
Operating Revenue (\$000)	\$ 27,968	\$ 25,851	\$ 25,969	\$ 25,750	\$ 27,088
Fund Balance as a % of Revenues	16.4%	4.8%	4.5%	9.3%	5.3%
Cash Balance as a % of Revenues	11.1%	13.8%	10.9%	6.7%	2.2%
Debt/Pensions					
Net Direct Debt (\$000)	\$ 18,895	\$ 16,530	\$ 15,305	\$ 13,955	\$ 12,980
Net Direct Debt / Operating Revenues (x)	0.7x	0.6x	0.6x	0.5x	0.5x
Net Direct Debt / Full Value (%)	0.7%	0.6%	0.6%	0.6%	0.5%
Moody's - adjusted Net Pension Liability (3-yr average) to Revenues (x)	N/A	1.6x	1.7x	1.9x	1.6x
Moody's - adjusted Net Pension Liability (3-yr average) to Full Value (%)	N/A	1.6%	1.8%	2.0%	1.5%

Source: Moody's Investors Service

Recent Developments

Recent developments are incorporated in the Detailed Rating Considerations.

Detailed Rating Considerations

Economy and Tax Base: Timber and Tourism Drive Local Economy; Tax Base Returning to Growth

We expect the district's full market value to continue to grow after significant declines in recent years based on more construction of new housing. The district had previously experienced tremendous growth during the early and mid 2000s, but subsequently experienced a significant decline of \$910.5 million, or 31%, between 2008 and 2013 as the housing market corrected, bringing full market value to \$2.4 billion in 2013. At this size, the full market value is significantly larger than similarly rated districts nationally and in Idaho. Full market value increased 3% in fiscal 2014, and 14.7% in fiscal 2015, for a full market value in 2015 of \$2.9 billion. The district reports housing starts at a five-year high, and the district is expecting continued development to bring additional young families to the area.

The district's local economy has historically been timber driven and served as a bedroom community to neighboring Spokane (GO rated Aa2 stable). Natural scenery and numerous opportunities for outdoor recreational activity have also attracted a significant tourism industry in recent years, adding some diversity to the economy. The district's ten largest taxpayers represent a somewhat concentrated 15% of 2015 assessed value, led by Rathdrum Power (3.3%), and other top taxpayers include lumber-related companies and railroads.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

The district's socioeconomic characteristics are somewhat varied with low resident wealth levels and strong per capita property values. The district's median family income is below average at 83% of the US median. However, the district has a healthy full market value per capita at \$107,642 likely due to a sizeable number of vacation and second homes. The unemployment rate in both counties is on par with national unemployment rates, with some seasonal variation.

Financial Operations and Reserves: Weak Financial Operations Continue to Narrow Reserves and Liquidity; Lack of Segregated Debt Service Fund Creates Additional Risk

The district's financial position has weakened due to four consecutive years of operating deficits that have significantly narrowed reserves. We expect reserves will continue to decline, to a negative fund balance, in audited 2016 financials before returning to a positive level in fiscal 2017. The district's reserve levels are well below the medians for similarly rated Idaho school districts and further narrowing beyond current expectations would create negative rating pressure.

At the end of fiscal 2015, the district had available reserves in the general fund of a very narrow \$50,445, or 0.2% of revenues. In the operating funds, inclusive of the general and debt service funds, the district's reserves were improved at \$1.4 million, or 5.3% of operating funds revenue.

In order to meet liquidity needs during the summer, before state-aid revenue and property taxes are received, the district has relied on interfund loans from the Debt Service Fund. Additionally, in fiscal 2016 and fiscal 2017, the district issued Revenue Anticipation Notes (RANs) in the amounts of \$400,000 and \$1.1 million. The revenue from these notes is used to cover the short-term liquidity needs of the district.

The district's 2015 deficit of \$956,969 (in the operating funds) was due to increased teacher pay as well as state funding that did not meet the district's expectations. The district is also spending down some of the debt service fund reserves in order to maintain level tax rates. The general fund deficit alone was \$769,056.

The district is expecting fiscal 2016 to end with another deficit of, at most, \$110,000 in the general fund. This would create a negative fund balance for the district of approximately -\$60,000. If the deficit is larger than expectations, or if fund balance is lower in audited financials, it could create negative rating pressure.

Fiscal 2017 is expected to be positive. With a new management team, the district has focused on improving its financial operations and setting a realistic, if weak, fund balance policy. The district's fund balance policy requires the district to add \$250,000 to reserves each year until they reach 3% of expenditures. The policy's goal is to achieve a fund balance of at least 5%, but no more than 7.5%, of general fund expenditures. While relatively weak, achieving at least this level of fund balance may create some positive rating pressure if the policy is followed consistently.

The district's student enrollment has largely declined since 2007 due to the opening of a local charter school and pressure on the local economy. Fiscal 2016 enrollment was 4,163 (down from 4,463 in 2007), however the district expects enrollment will increase in future years as the local economy continues to improve. In years when enrollment increases, the district is able to levy a one year emergency levy. The district expects to maximize that opportunity if enrollment in fiscal 2017 is higher than the prior year.

Despite previous enrollment declines, the district has benefited from a state funding formula that allows it to receive at least 97% of the previous year's state allocation even if enrollment declines. Like nearly all Idaho school districts, the district receives most of its general fund revenues from the state (77% in 2015), followed by local revenues (22%), and federal funds (1%). The district currently benefits from two voter-approved levies. The first is a supplemental maintenance and operations levy that allows the district to collect \$5.3 million in 2017, which is \$500,000 more than the previous levy. The second is a five-year plant facilities levy that will allow the district to collect \$800,000 annually through 2017. Both levies will need voter approval again for fiscal 2018.

LIQUIDITY

The district's liquidity is remarkably narrow, and without interfund loans, would have been below zero. In the general fund, the district had net cash of \$584,880 in fiscal 2015. In the operating funds, net cash was essentially the same, reflecting the interfund loans from the debt service fund to the district's other funds. Liquidity is expected to be lower at year-end fiscal 2016, net of Revenue Anticipation Notes issued in June 2016.

Debt and Pensions: Modest Debt Burden; Recently-Issued RANs Show Risk of Low Liquidity

The district has a low debt burden with net direct debt of \$13 million at year-end fiscal 2015 or approximately 0.5% of 2015 full market value and 0.5 times operating revenues. All of the district's long-term debt is general obligation bonds. The district has no plans for additional long-term borrowing.

In June and July 2016, the district issued \$1.5 million in Revenue Anticipation Notes. The RANs were used to fund on-going operations of the district. This is a notable credit weakness, and the district is expecting to continue to use RANs until year-end liquidity improves substantially.

The district currently comingles all of its funds into a single bank account, and does not segregate funds used for debt service. The district also does not have a policy about the use of debt service funds for liquidity, and has used tax revenues levied for debt service to meet liquidity needs. The district reports that it does not need the RANs in order to make debt service payments, however the timing of debt service payments (August 15) means that the district is required to remit payment to the trustee during July, when liquidity is at its most strained.

DEBT STRUCTURE

All of the district's debt is fixed-rate. Debt service decreases over the life of the bonds, with final maturity in 2025.

DEBT-RELATED DERIVATIVES

The district has no debt-related derivatives.

PENSIONS AND OPEB

The district has a modest pension burden. Moody's adjusted net pension liability (ANPL) for the district, under our methodology for adjusting reported pension data, is 1.6-times operating revenues, and 1.5% of 2015 full market value. Moody's ANPL reflects certain adjustments we make to improve comparability of reported pension liabilities. The adjustments are not intended to replace the district's reported liability information, but to improve comparability with other rated entities.

The district funds its other post-employment benefits (OPEB) on a pay-as-you-go basis, although an actuarial assessment of liabilities has not been completed since 2009. As of June 30, 2009 the non-current OPEB liability was \$155,252.

Management and Governance

Idaho school districts have an institutional framework score of "A," or moderate. School districts are primarily funded through state aid, which has proven to be moderately predictable. Revenue-raising ability is moderate as schools can seek voter authorization to obtain supplemental property tax levies. These levies must be renewed via voter support every one to two years. Labor agreements are typically negotiated annually, providing school districts with moderate expenditure predictability. Idaho is a right-to-work state with manageable fixed costs, giving districts high expenditure-reduction flexibility. A right-to-work law gives employees the choice whether or not to join or financially support a union.

Legal Security

The bonds are secured by the district's full faith, credit, and unlimited property tax pledge. Bondholder security is enhanced by the district's dedicated debt levy being secured through statute.

Use of Proceeds

Not applicable.

Obligor Profile

The district encompasses approximately 431 square miles in Kootenai and Bonner Counties and serves the 26,500 residents in the communities of Athol, Hauser, Rathdrum, and Spirit Lake.

Methodology

The principal methodology used in this rating was US Local Government General Obligation Debt published in January 2014. Please see the Ratings Methodologies page on www.moody.com for a copy of this methodology.

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REPORT NUMBER 1038935

Timberlake Junior High
Cross Country Schedule
2016

Day	Date	H/A	School Hosting	Location
Sat	Sept. 17	Away	Canfield	Hayden Canyon
Thur	Sept. 22	Away	Bonnors Ferry	Naples
Wed	Sept. 28	Home	TLJH	Timberlake Junior High
Tues	4-Oct	Away	Post Falls	Kiwanis Park
Sat	Oct. 8	Away	Sandpoint	Travers Park
Tues	18-Oct	Away	Canfield/Charter	Ramsey Park

Coach: Stacie Lawler 215-9844 sklawler@lakeland272.org

Start	Depart TLJH	Depart LLJH
9:00 AM	7:00 AM	7:15 AM
4:30 PM	2:15 PM	
4:00PM		
4:00 PM	2:30 PM	2:45 PM
9:00 AM	7:15 AM	7:00 AM
4:00PM	2:30 PM	2:45 PM

]

Timberlake 7th & 8th Grade Volleyball 2016

Day	Date:	Game Ti	Opponent:	Place:	Depart:
Tues	Sept. 20	3:30PM	Sandpoint (7th only)	Home	
Wed	Sept. 21	3:30PM	Priest River	Home	
Thurs	Sept. 29	4:30 PM	Bonnors	Bonnors	2:30
Tues	Oct. 4	3:30 PM	Lakeland	7th @ Lakeland	2:20
		3:30 PM	Lakeland	8th @ Home	
Wed	Oct. 5	3:30 PM	Kellogg	Home	
Tues	Oct. 11	3:30 PM	Bonnors	Home	
Thurs	Oct. 13	4:00 PM	River City	Home	
Tues	Oct. 18	3:30 PM	Priest River	Priest River	2:05
Thurs	Oct. 20	3:30 PM	St. Maries	St. Maries	1:10
Sat	Oct. 22	All Day	District Tourney	7th & 8th @ Home	

**Coaches - Barb Adams
- Robyn Allen**

Volleyball
Girls 7th

			Place	Dismiss	Depart	Time
Tuesday	09/20/16	Post Falls Middle School (Lakeland at Post Falls)	Away	2:30 PM	2:40 PM	3:30 PM
Thursday	09/22/16	Bonnors Ferry (Lakeland vs Bonnors Ferry)	Home	TBA		3:30 PM
Tuesday	09/27/16	Post Falls Middle School (Lakeland vs Post Falls)	Home	TBA		3:30 PM
Thursday	09/29/16	Kellogg Middle School (Lakeland at Kellogg)	Away	2:05 PM	2:15 PM	4:00 PM
Tuesday	10/04/16	Timberlake Junior High School (Lakeland vs Timberlake)	Home	TBA		3:30 PM
Wednesday	10/05/16	LJHS Fall Sport Picture Day (Fall Sport Picture Day)	Home	TBA		3:00 PM
Thursday	10/06/16	Woodland Middle School (Lakeland at Woodland)	Away	2:20 PM	2:30 PM	3:30 PM
Tuesday	10/11/16	River City Middle School (Lakeland at River City)	Away	2:20 PM	2:30 PM	3:30 PM
Thursday	10/13/16	Sandpoint Middle School (Lakeland at Sandpoint)	Away	2:05 PM	2:15 PM	3:30 PM
Friday	10/14/16	Coeur d'Alene Charter Academy (Lakeland vs Coeur d'Alene Charter)	Home			4:00 PM
Tuesday	10/18/16	Lakes Middle School (Lakeland vs Lakes)	Home	TBA		3:30 PM
Thursday	10/20/16	Canfield Middle School (Lakeland vs Canfield)	Home	TBA		3:30 PM
Saturday	10/22/16	Timberlake Junior High School (Lakeland at Timberlake Tournament)	Away	TBA	6:45 AM	8:00 AM

Superintendent
 Dr. Becky Meyer

Principal
 Todd Spear

Athletic/Activities Director
 Harrison Bertsch

Athletic Director
 Todd Spear

Team Schedule
Girls 8th Volleyball
08/26/2016 to 10/31/2016

Lakeland Junior High
15601 N Highway 41
Rathdrum, ID 83858

Todd Spear
School Phone: 208-687-0661
Home Phone:
Fax: 208-687-1510
tspear@lakeland272.org

Volleyball
Girls 8th

			Place	Dismiss	Depart	Time
Tuesday	09/20/16	Post Falls Middle School (Lakeland vs Post Falls)	Home			3:30 PM
Thursday	09/22/16	Bonnors Ferry (Lakeland vs Bonnors Ferry)	Home			3:30 PM
Tuesday	09/27/16	Post Falls Middle School (Lakeland at Post Falls)	Away	2:20 PM	2:30 PM	3:30 PM
Thursday	09/29/16	Kellogg Middle School (Lakeland vs Kellogg)	Home			3:30 PM
Tuesday	10/04/16	Timberlake Junior High School (Lakeland at Timberlake)	Away	2:25 PM	2:35 PM	3:30 PM
Wednesday	10/05/16	LJHS Fall Sport Picture Day (Fall Sport Picture Day)	Home			3:00 PM
Thursday	10/06/16	Woodland Middle School (Lakeland vs Woodland)	Home			3:30 PM
Tuesday	10/11/16	River City Middle School (Lakeland vs River City)	Home			3:30 PM
Thursday	10/13/16	Sandpoint Middle School (Lakeland vs Sandpoint)	Home			3:30 PM
Friday	10/14/16	Coeur d'Alene Charter Academy (Lakeland vs Coeur d'Alene Charter)	Home			4:00 PM
Tuesday	10/18/16	Lakes Middle School (Lakeland at Lakes)	Away	2:20 PM	2:30 PM	3:30 PM
Thursday	10/20/16	Canfield Middle School (Lakeland at Canfield)	Away	2:20 PM	2:30 PM	3:30 PM
Saturday	10/22/16	Timberlake Junior High School (Lakeland at Timberlake Tournament)	Away		6:45 PM	8:00 PM

Superintendent
 Dr. Becky Meyer

Principal
 Todd Spear

Athletic/Activities Director
 Harrison Bertsch

Athletic Director
 Todd Spear

Team Schedule
Coed Junior High Cross Country
08/26/2016 to 10/31/2016

Lakeland Junior High
15601 N Highway 41
Rathdrum, ID 83858

Todd Spear
School Phone: 208-687-0661
Home Phone:
Fax: 208-687-1510
tspear@lakeland272.org

Cross Country
Coed Junior High

			Place	Dismiss	Depart	Time
Saturday	09/17/16	Canfield Invite Canfield Middle School Lakeland Junior High Post Falls Middle School				
			Away		7:15 AM	9:00 AM
Thursday	09/22/16	Lakes Invite Canfield Middle School Lakeland Junior High Lakes Middle School				
			Away	2:15 PM	2:25 PM	4:00 PM
Wednesday	09/28/16	Lakeland Jr. High Invite Lakeland Junior High OPEN DATE	Home	2:25 PM	2:35 PM	4:00 PM
Tuesday	10/04/16	Post Falls Invite Lakeland Junior High Post Falls Middle School Woodland Middle School				
			Away	2:20 PM	2:30 PM	4:00 PM
Wednesday	10/05/16	LJHS Fall Sport Picture Day (Fall Sport Picture Day)	Home			3:00 PM
Tuesday	10/11/16	Woodland Invite Canfield Middle School Lakeland Junior High Woodland Middle School				
			Away	2:10 PM	2:20 PM	4:00 PM
Tuesday	10/18/16	Coeur d'Alene Charter Academy (Cda Charter Invite)				
			Away	2:10 PM	2:20 PM	4:00 PM

Superintendent
 Dr. Becky Meyer

Principal
 Todd Spear

Athletic/Activities Director
 Harrison Bertsch

Athletic Director
 Todd Spear

INSTRUCTION

2700

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

Effective with the graduating class of 2006, all students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board rules in order to graduate. (IDAPA 08.02.03.105.02). An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. At the discretion of the local school board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Secondary Route to Graduation”..

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Legal Reference: IDAPA 08.02.03.105	Graduation from High School
IDAPA 08.02.03.107	High School Graduation Standards (Effective July 1, 2000)
IDAPA 08.02.01.250.02	Required Attendance

Policy History:

Adopted on: August 13, 2007

Revised on:

Prior Policy: VI(T) – Graduation Requirements.

INSTRUCTION

2700

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

~~All students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board of Education rules in order to graduate. An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. For a definition of student eligibility and appeal procedure, see 2700P. At the discretion of the Board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Alternative Measure to the ISAT” outlined in Policy 2710.~~

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference: Policy 2700P High School Graduation Requirements
~~Policy 2710 Alternative Measure to the ISAT~~

Legal Reference: I.C. § 33-1620-4601, *et seq.* ~~Mastery Advancement Pilot Program~~
I.D.A.P.A. 08.02.01.250.02 ~~Advanced Opportunities~~
I.D.A.P.A. 08.02.01.350 Required Attendance
I.D.A.P.A. 08.02.03.105 Early Graduation
High School Graduation Requirements

Policy History:

Adopted on:

Revised on: September 13, 2016

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 46 semester credits (**Note: A minimum of 46 semester credits (1 semester equaling 1/2 year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **29 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	

Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

*(Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Science		6 credits*
Secondary Science		
*(4 credits shall be laboratory sciences)		

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	

Arts and Humanities 2 credits
Interdisciplinary humanities, visual and performing arts, or
Foreign language

Health/Wellness 1 credit*
*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation up to one credit of physical education.)

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: COMPASS, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for three academic years or less;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho school district during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will ~~show proficiency on~~ **take** the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules. ~~Students who receive a proficient or advanced score on the grade 10 ISAT while in grade 9 may bank the score for purposes of meeting their graduation requirements. Students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:~~

- ~~1. Must be enrolled in a special education program and have a current Individual Education Plan; or~~
- ~~2. Must be enrolled in a Limited English Proficiency Program; or~~
- ~~3. Must be enrolled in the fall semester of the senior year.~~

~~The District requires that all students who appeal from relief of the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board in order to graduate.~~

~~The District program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from _____ High School is as follows:~~

- ~~1. Successfully complete performance measures that are equivalent to the sub skills areas measured in the ISAT; and/or~~
- ~~2. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:~~
 - ~~A. Grade point average;~~
 - ~~B. Assessment scores including ISAT reading, ISAT math, ISAT language arts, Directing Writing Assessment and/or literacy assessment;~~
 - ~~C. Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;~~

~~D. Other professional or institutional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance, and work ethic documented at school site.~~

~~The District alternative programs are aligned to State content standards and are based on academic proficiency and performance.~~

Civics Test

Beginning with the class of 2017, all secondary students must successfully the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at all Lakeland Joint School District High Schools and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

~~Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade 9 will be required to complete an alternative plan for graduation, as~~

K-3 Reading Intervention

The District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide an **evidence** based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary **and** text comprehension, as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s) or guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s) or guardian(s), and other pertinent school personnel, including staff assigned library duties, if

applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s) or guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s) or guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Legal Reference:	I.C. § 33-1614	Reading Instruction and Intervention
	I.C. § 33-1615	Reading Assessment
	I.C. § 33-1616	Literacy Intervention

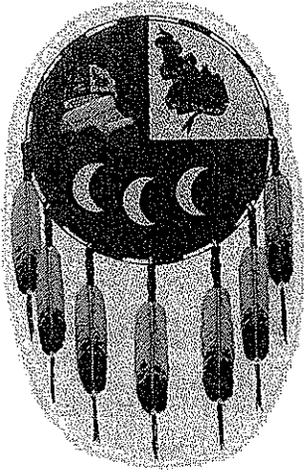
Other Reference: Idaho Comprehensive Literacy Plan

https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf

Policy History:

Adopted on:

Revised on:



RECEIVED SEP 02 2016

Kootenai Tribe of Idaho

P.O. Box 1269
Bonners Ferry, ID 83805
Ph# (208) 267-3519
Fax (208) 267-2960

August 30, 2016

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

Dear Lakeland School District:

In the spirit of Proposition 1, the Kootenai Tribe of Idaho is proud to present the enclosed check in the amount of \$3,000.00 to the Lakeland School District, its staff and students. The Kootenai Tribe of Idaho is proud and honored to be a part of the education of our young people. As always, we would love to hear any feedback or stories on the great things you are able to do with the funding.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Aitken Jr.", is written above the printed name.

Gary Aitken Jr., Chairman
Kootenai Tribe of Idaho



LAKE LAND 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

TO: Lakeland Board of Trustees

FROM: David McDowell, Business Manager
Cindy Happeny, District Treasurer

Date: September 1, 2016

In June of 2016 we submitted, to the Board, and received approval to transfer the total Bus Depreciation (\$121,802.00) from the General Fund to the Plant Facilities Fund.

We have just recently been made aware of the fact that the district only receives 85% of the total Bus Depreciation amount from the State Department of Education.

Because of this we respectfully submit this request to transfer \$18,270.30, which represents 15% of the total Bus Depreciation amount, from the Plant Facilities Fund back to the General Fund.

Working with our auditor, we would like to back-post this transaction to the 2015-2016 fiscal year.



2016-2017 District Memorandum of Understanding

In conjunction with Idaho school districts and the Idaho Digital Learning,
_____ (School District) agrees to the following conditions
as an Idaho Digital Learning participant:

I. AUTHORITY

Idaho Code §§ 67-2332 and 67-2333 authorize Idaho agencies to enter into agreements to perform any governmental service, activity or undertaking that each agency is authorized by law to perform.

II. OBJECTIVES AND RESPONSIBILITIES

OBJECTIVE:

The objective of this Memorandum of Understanding (MOU) is to allow Idaho Digital Learning to provide the School District with online courses as long as the School District serves as the Public School Program of Record, provides an individual to act as Site Coordinator, and meets the terms of this MOU.

RESPONSIBILITIES:

Idaho Digital Learning WILL PROVIDE THE FOLLOWING:

1. Courses taught by highly-qualified, Idaho-certified instructors utilizing best practices in online distance education. Courses will be aligned to state content standards and meet curriculum requirements as outlined by the Idaho State Department of Education.
2. Learning management system, registration system, student information system and technical support for district personnel to access, manage, and support student learning.
3. Secure access and management of student data based on stringent data retention and privacy policies, including but not limited to FERPA, COPPA, and Idaho Student Privacy Laws.
4. An online principal to supervise each Idaho Digital Learning instructor to assure accountability and consistency.
5. A grade report to the School District, within two weeks of course completion, for each student enrolled at the completion of an Idaho Digital Learning course.
6. Report to the School District any disciplinary matters of which Idaho Digital Learning becomes aware, including violations of the acceptable use policy and plagiarism.
7. Online textbooks in the majority of content areas.

SCHOOL DISTRICT WILL PROVIDE THE FOLLOWING:

1. The School District will serve as the Public School Program of Record which includes transcribing Idaho Digital Learning credits and issuing diplomas.
2. **SITE COORDINATOR**
The School District will identify, for each student enrolled in an Idaho Digital Learning course, an employee of the School District, to counsel and enroll the student and act as the School District's Site

Coordinator.

- a. The responsibility of the Site Coordinator is to advise the student on appropriate courses for registration, ensure that the student is completing work on a timely basis, including checking grades online regularly and proctoring exams.
- b. The Site Coordinator is responsible for facilitating communications with the student's parents/guardians, regarding course progress, and the Idaho Digital Learning online instructor. The Site Coordinator is not expected to be a subject area expert. Rather the role of the Site Coordinator is to regularly motivate and monitor student progress. It is highly recommended that a Site Coordinator also be accessible during the summer session, when local students are enrolled.
- c. The Site Coordinator is a school contact point for the Idaho Digital Learning instructor and Idaho Digital Learning staff. Frequent email or phone communication between the Idaho Digital Learning instructor and Site Coordinator is required. The Site Coordinator is expected to make regular contact with the student and assess the student's progress.
- d. The Site Coordinator will be provided access to the free Site Coordinator Course provided by Idaho Digital Learning. It is highly recommended that a trained site coordinator be located at each building site where there are Idaho Digital Learning enrolled students. In the event a school district fails to provide adequate local support, in the opinion of Idaho Digital Learning, the Idaho Digital Learning Board of Directors reserves the right to deny future enrollments.

3. SPECIAL EDUCATION/504/LIMITED ENGLISH PROFICIENT

By law, any services identified on a student's IEP, Section 504 plan or ELP plan (either under the Individuals with Disabilities Education Act, 2004 or under Section 504 of the Rehabilitation Act and/or Education Learning Plan for Limited English Proficient (LEP) Students authorized under Idaho Law: IDAPA 08.02.03 – 111.04.t) must be met by the student's home campus.

The Site Coordinator/District Representative is responsible to email to SpecialEducation@IdahoDigitalLearning.k12.id.us or fax to Idaho Digital Learning at 1-866-534-2220 the student's entire IEP/504/ELP. Upon receipt of the individual plan, the Idaho Digital Learning instructor will provide accommodations, according to the student's plan, in the online classroom environment. Any additional resources of the IEP/504/LEP plan are the responsibility of the home district.

4. STUDENT WORK AND ETHICAL CONDUCT

Acceptable use and behavior in a distance-learning environment is determined by the School District's policies and is covered by the District's Acceptable Use Policy (AUP) signed by the student and the student's parent. The student must also agree to abide by Idaho Digital Learning's AUP specifically governing behavior in an online environment. In a case of violation of the acceptable use policy, plagiarism, or other disciplinary issues, Idaho Digital Learning will notify the School District. The School District is responsible for the appropriate disciplinary action. Idaho Digital Learning must be notified by the School District of any disciplinary action resulting from a student's participation in an Idaho Digital Learning course. Idaho Digital Learning reserves the right to deny disruptive students from future Idaho Digital Learning courses and/ or to remove them from an existing course. Appeals to the denial or removal from a course may be made in writing to the Idaho Digital Learning Board of Directors discussing the circumstances for removal. The Idaho Digital Learning Board of Directors will review the appeal and hold a telephone conference to allow the student an opportunity to speak to the issue. The Idaho Digital Learning Board of Directors will issue a final decision within ten (10) days of the telephone conference.

5. TEXTBOOKS, LIBRARY ACCESS, AND COURSE CONTENT RIGHTS

In cases where an online textbook is unavailable, the School District is responsible for ensuring that all required textbooks are available to the student prior to the start of the class. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not

available online. The School District is also responsible to provide access and assistance to library media centers if necessary.

6. SCHOOL DISTRICT FEES

The School District agrees to the 2016-2017 Idaho Digital Learning Fee Policy as posted on Idaho Digital Learning's website. School District fees are set by the Idaho Digital Learning Board of Directors and may be revised at any time at the discretion of the Board of Directors. Idaho Digital Learning will communicate to the District any changes to the Fee Policy. It is the responsibility of the School District to abide by the Fee Policy as posted on Idaho Digital Learning's website. The 2016-2017 Fee Policy as posted on Idaho Digital Learning's website is the definitive source for Idaho Digital Learning's district fees.

Per Idaho Code, Idaho Digital Learning course fees are paid by the district. Local district policy dictates the collection of fees from students/parents. District policy will determine if fees will be paid by the student/parent to the District. Idaho Digital Learning may support the district's collection of fees based upon the district's approval provided during student registration.

Invoicing: School districts will make payment in full upon receipt of Idaho Digital Learning invoice. Failure to pay within 30 days of invoice date may result in discontinued enrollments in Idaho Digital Learning. Interest may also be assessed to unpaid invoices exceeding 30 days of invoice date.

Scholarships: Scholarships are awarded through an application process which is available through the District Site Coordinator. Scholarships are allocated based on the financial need of the parent/student. Scholarships are only available for Idaho Digital Learning courses which are taken in excess of the student's full course load at the local school. Limited, partial scholarships are available for 2015-2016 at \$50 per enrollment.

7. FEE INCREASE PUBLICATION REQUIREMENTS

Idaho Digital Learning reserves the right to increase or decrease fees to school districts following approval from the Idaho Digital Learning Board of Directors and/or appropriate legislation. Should it be determined that Idaho Digital Learning will increase fees in excess of 5%, the School District will be responsible for holding a public hearing (Idaho Code 63-1311A) should the following apply:

1. The District is a taxing district.
2. The District policy states the Idaho Digital Learning fee is to be paid by the student or parent.

8. TECHNOLOGY & TIME

The School District agrees to place students in Idaho Digital Learning courses who have access to a computer and Internet connection either through district/school access or via a home Internet connection. The School District is also aware that students need sufficient time to complete assignments. For example, a 16-week course requires approximately 5 to 7 hours of student work per week. Flex courses are open entry and mastery based and a student may progress through each course at an accelerated pace, but must finish by the deadline set forth by Idaho Digital Learning.

III. OWNERSHIP OF MATERIALS

Any educational materials provided or developed in relation to this MOU shall remain the property of the Idaho Digital Learning and may not be duplicated or used for purposes not approved by the Idaho Digital Learning Board.

IV. SUFFICIENT FUNDING

The Parties understand and agree that because the Idaho Digital Learning is a governmental entity, this MOU shall in no way bind or obligate the Idaho Digital Learning or the State of Idaho beyond the term of any particular appropriation of funds by the State Legislature. The Idaho Digital Learning reserves the right to terminate the MOU, in whole or in part, if the legislature of the State of Idaho does not appropriate sufficient funds as may be required for the Idaho Digital Learning, or if the legislature requires the Idaho Digital Learning to return funds to the legislature. The Idaho Digital Learning may also terminate this MOU if the executive branch of the State of Idaho mandates any cuts in or holdbacks of funding. Should the Idaho Digital Learning decide to terminate this MOU under this provision, such termination shall become effective upon the 30th day following written notice to School District.

V. NO AUTHORITY TO BIND OTHER PARTY

One party under this MOU shall have no authority to enter into contracts or agreements on behalf of the other party. All contracts or agreements shall be entered on behalf of the executing party or executed jointly by both parties. The procedures set forth in this MOU are intended for the sole use and benefit of Idaho Digital Learning and School District. No third party or other State entity may rely on these procedures. Any failure of the Idaho Digital Learning or the School District to follow any or all of these procedures, or any future amendment or modification of these procedures, shall not establish any liability of Idaho Digital Learning or School District to any third party or other entity of the State of Idaho.

VI. LIMITATIONS

This MOU does not create or give the Idaho Digital Learning or the School District any powers that they would otherwise not have. Rather, this MOU is only to provide for the exercise of existing powers so as to achieve a more efficient operation of government. For this reason, this MOU sets forth the understanding of the parties in achieving a common purpose, and is not intended to provide a basis for legal action upon breach of any of its provisions.

VII. TERM OF AGREEMENT

The term of this MOU shall be in force for all courses offered during academic year 2016-2017. This includes courses which begin in June 2016.

VIII. INFORMAL DISPUTE RESOLUTION

Except for the right of either party to apply to a court of competent jurisdiction for a temporary restraining order or preliminary injunction to preserve the status quo or to prevent irreparable harm, the parties agree to attempt, in good faith, to resolve through informal dispute resolution methods any dispute arising under this MOU.

IX. EFFECTIVE DATE, TERMINATION AND EXPIRATION

This Memorandum of Understanding is effective upon signature of the parties. Either party may terminate this MOU at any time, with or without cause, upon thirty (30) calendar days' written notice to the other party specifying the date of termination. Upon termination, the parties shall: (i) promptly discontinue all work, unless the termination notice directs otherwise; (ii) promptly return to the other party any property provided by the other party pursuant to this MOU; and, (iii) make available to the other party all data, reports, estimates, summaries and such other information and materials as may have been accumulated in performing this MOU, whether completed or in process. Notwithstanding termination, the parties shall remain obligated as otherwise set forth in this MOU to the extent of costs or obligations to third parties incurred pursuant to the Agreement prior to the termination.

X. DISCRIMINATION

The Parties hereby agree that no person shall, on the basis of race, color, creed, national origin or gender, be excluded from or denied participation in or otherwise subjected to discrimination in relation to any activity associated with this MOU.

XI. ASSIGNMENT

The Parties respective obligations and duties as set forth herein are to be performed by the Parties and may not be assigned or subcontracted by either party without the written consent of the other party.

XII. AMENDMENTS

This MOU may be extended or modified upon written agreement of the Parties. However, no amendment or modification of this MOU shall be effective unless in writing.

XIII. AUTHORIZATION

The signatories must be the executive officer of the School District and agree to strive to reach, to the best of his/her ability, the terms and provisions as stated in this MOU. By signing this MOU, the executive officer indicates the desire to participate in the Idaho Digital Learning Academy. I further acknowledge that the Idaho Digital Learning may distribute information pertaining to my School District's participation to outside sources for the benefit of Idaho Digital Learning.

Superintendent's Name

Superintendent's Signature

School District Name & Number

Date

After hours emergency school contact (in the event that an online student confides information that is directly related to student safety, Idaho Digital Learning will need to contact an authorized school official):

Name: _____ Phone: _____

2015-2016 Idaho Digital Learning Fee Policy

Fees for Idaho Digital Learning Academy: The fee schedule for 2015-2016 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning course. [Idaho Digital Learning enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning unless noted otherwise below.](#)

Idaho Digital Learning Per-Enrollment Cost: The cost for one (1) enrollment is \$75 for Idaho students.

Smarter Balanced Assessment Consortium (SBAC): Courses designated as SBAC preparatory courses will not incur a per-enrollment cost to the district. See Idaho Digital Learning Course Catalog for list of courses.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, [unless courses are delivered in a custom session \(see Custom Session Courses below\).](#)

Students are responsible for any fees that may be charged by universities to receive college credit for Dual Credit Courses. Additionally, students are responsible for any fees that may be charged by the College Board to take the Advanced Placement Exam. Advanced Placement and Dual Credit courses may require additional textbooks (see below).

[Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning's Custom Course program will incur costs based on the Custom Session Policy \(see Idaho Digital Learning website for MOU Addendum and request form\). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.](#)

[Middle School Keyboarding and Pathways to Success: Beginning in Fall 2015, Idaho Digital Learning will offer middle school Pathways to Success and Keyboarding at \\$30 per enrollment when taken in a custom session format \(all students located in the same building\). Any middle school Pathways to Success and Keyboarding courses in which half the content is delivered \(4 units\) the Idaho Digital Learning fee is further reduced to \\$15 per enrollment.](#)

Scholarships: Scholarships are awarded through an application submitted by the District Site Coordinator. Scholarship submissions should be based on the financial need of the parent/guardian/student and are only available for Idaho Digital Learning courses which are taken in addition to the student's full course load at the local school. Limited, partial scholarships are available for 2015-2016 at \$50 per enrollment.

Textbooks: Idaho Digital Learning provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

Idaho Digital Learning reserves the right to modify the fee policy. Districts will be notified of any changes.

Idaho Digital Learning Refund Policy

Idaho Digital Learning requires that all drops are requested or confirmed by the Site Coordinator during the school year. [Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:](#)

- **All cohort sessions:**
 - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
 - **12 week or Custom Sessions:** The Idaho Digital Learning Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
 - **16 week session:** The Idaho Digital Learning Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
 - The drop deadline for all flex classes is 14 days after the student begins the course.
 - If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **After the drop deadline:** Grades will be reported for all students remaining in courses regardless of completion and the full fee will be invoiced to the district.
- **Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

JOB DESCRIPTION

TITLE: District Athletic Trainer

QUALIFICATIONS:

- 1. Valid Licensed Athletic Trainer (ATC) certification
- 2. At least two years' experience as an athletic trainer
- 3. Such alternatives to the above qualifications as the Board may find appropriate and applicable

REPORTS TO: Superintendent; School Principal; Athletic Director

JOB GOAL: Provide athletic training services for student athletes during practice and competitive events. Sports included but not limited to: Football, Volleyball, Boys and Girls Soccer, Cross Country, Swimming, Cheer, Dance, Boys and Girls Basketball, Wrestling, Track, Golf, Tennis, Baseball, Softball

PERFORMANCE RESPONSIBILITIES: (Typical tasks shall include but not be limited to the following:)

- 1. Meet with local medical providers associated with Lakeland High School and Timberlake High School to develop team approach to athletic care and treatment.
- 2. Make sure each coach knows and understands concussion management and return to play protocol.
- 3. Organize med-kits to each program.
- 4. First responder to injuries. Evaluate, refer, treat, and rehabilitate athletes as deemed necessary.
- 5. Communicate with doctors, allied health professionals, and parents on injuries.
- 6. IMPACT test each program or individual athlete as necessary.
- 7. Athletic Trainer should be present at all home varsity games, all level football games. If there are multiple events, prioritize by highest risk level.
- 8. Athletic Trainer does not need to travel to away games unless deemed as necessary by school's athletic departments such as regional or state competitions.
- 9. Track concussions for each season.
- 10. Perform hydration test (Specific Gravity) to certify weight for all wrestlers or district may designate other certified individuals.
- 11. Athletic department will notify Athletic Trainer about any.
- 12. Performs such other tasks as may be assigned by the Principal/Athletic Director or Superintendent

TERMS OF EMPLOYMENT: This position shall be considered in all respects "employment at will" and the employee is subject to discharge by the District at any time without cause. The "employment period" and other descriptions and terms set forth in this job description shall not create a property right in the employee and such are set forth only to advise the employee of when and what type of services will be required by the District so long as employment continues.

An employee working in this position shall at all times be subject to the direction of the person to whom said employee has primary responsibility or said person's designee(s) and at all times shall be subject to the rules, regulations and policies of the District as promulgated by the Board of Trustees. Each employee shall be held responsible for having knowledge of said school district rules, regulations and policies which have been reduced to writing and made available to the employee at the building principal's office and the district-wide administration office.

Ten months per year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation for classified personnel.

APPROVED BY: _____ DATE: _____

REVIEWED AND AGREED TO BY: _____ DATE: _____

INSTRUCTION

2425

Parental Rights

The Board of Trustees is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho, the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act), the rules and regulations of the Idaho State Department of Education, the laws, rules and regulations of the federal government and the U.S. Department of Education as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State’s mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the District’s practices, policies, and procedures as well as the school’s curriculum and assessment program amounts to the District’s violation of state and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free and uniform system of public education as well as putting the District’s operations and funding in jeopardy.

The mandates upon the District include State enacted parental rights legislation. The provisions and allowances in the Parental Rights legislation must be read consistent with and in conjunction with other existing state and federal education mandates. Therefore, parents and students are expected to abide by the District’s practices, policies, and procedures governing the operation of the schools which are required by various state and/or federal laws, rules, and regulations.

If a parent has an objection to the District’s implementation of various mandates through the District’s practices, policies and procedures, the appropriate avenue for the parent is to first seek to address such concerns through communication with the school’s administration. Should that avenue not resolve the situation, a parent is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent who has objection to their child’s participation in the District’s adopted curriculum and/or the District’s implementation of practices, policies, and procedures in accordance with educational mandates, with the exception of sex education curriculum, as provided for in Idaho Code, and who chooses to not have their child participate in the provided educational activity, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of

the District, with input of the parent, consistent with the requirements for advancement and graduation.

Cross Reference: 2340 Controversial Issues and Academic Freedom

Legal Reference: Idaho Constitution Article IX

I.C. § 32-1010 Intent of the Legislature – Parental Rights

I.C. § 32-1012 Parental Right to Direct the Education of Children

I.C. § 32-1213 Interference with Fundamental Parental Rights Restricted

I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: November 9, 2015

Revised on:

CURRENT POLICY

INSTRUCTION

2425

Parental Rights

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board of Trustees is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the District's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

~~The mandates upon the District include State enacted parental rights legislation. The provisions and allowances in the Parental Rights legislation must be read consistent with and in conjunction with other existing State and federal education mandates. Therefore, parents~~ Parents, guardians, and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies and procedures, or if a parent/guardian would like to request reasonable academic accommodation the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the

Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child’s participation in the District’s adopted curriculum and/or the District’s implementation of practices, policies, and procedures in accordance with educational mandates, ~~with the exception of sex education curriculum, as provided for in Idaho Code, and~~ on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardian can request access to learning materials by contact the school’s administration during school hours.

Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross Reference: 2340F Parental Opt-Out Form for Sex Education
2420 Parental Involvement
4105F Request to Address the Board

Legal Reference: Idaho Constitution Article IX
I.C. § 32-1010 Intent of the Legislature – Parental Rights
I.C. § 32-1012 Parental Right to Direct the Education of Children
I.C. § 32-1213 Interference with Fundamental Parental Rights Restricted
I.C. § 33-6001 Parental Rights
I.C. § 33-6002 Annual Notice of Parental Rights
I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on:
Revised on:

INSTRUCTION

2435

Advanced Opportunities

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish timelines and requirements for financial transactions and transcribing credits that meet the State Department of Education reporting requirements for each program.

Definitions

"Credit" means middle or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course.

"Full course load" means at least twelve (12) credits per school year for grades 7 – 12.

"Overload course" means a course taken that is in excess of a full course load, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the break between grades and ends upon the beginning of the same break of the following year.

Mastery Advancement Program

Students who successfully complete grades 1-12 at least one year early may be eligible for a mastery advancement scholarship, regardless of whether the District is participating in the mastery advancement program. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District;
2. Completes grades 1-12 curriculum in 11 or fewer years; and
3. Has attended schools in the Idaho public school system for at least four years.

Students who have attended Idaho public schools for less than four years and who have completed all graduation requirements may be eligible to receive a mastery advancement scholarship at a reduced rate not to exceed one semester of scholarship for each year of Idaho public school attendance.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes.

If an eligible student requests a mastery advancement scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal thirty-five percent (35%) of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation. No student shall be eligible for more than three years of a mastery advancement scholarship.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Dual Credit for Early Completers Program

Students in the District completing all State high school graduation requirements at any time prior to the beginning of their final 12th grade semester or trimester term, except the senior project and any other course that the State Board of Education requires to be completed during the final year of high school, shall be eligible for assistance in paying for the following:

1. Up to 18 credits per semester term or 12 credits per trimester term of dual credit postsecondary courses. Average daily attendance shall be counted as normal for such students for public school funding purposes; and
2. Up to six advanced placement or other college credit-bearing or professional certificate examinations per semester or four per trimester.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.

Course and Examination Fee Payment

Any student in a District high school who has attained grade 11 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to three postsecondary semester or equivalent credits and examinations. Any District high school student who has attained grade 12 and who has not qualified for the Dual Credit for Early Completers program shall qualify the amount established by the State Board of Education for up to six postsecondary semester or equivalent credits and examinations. These moneys may be used to pay an amount not to exceed the price to the student of such courses and examinations, except that the combined amount for such credits earned and examinations shall not exceed the dual credit fee set by the State Board of Education for those credits.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.

8 in 6 Program

The 8 in 6 Program provides a means for students to complete high school, and the first two years of college or professional-technical preparation in six years rather than eight through overload courses.

The State Department of Education will pay for a portion of the cost of overload courses for students who chose to participate in the 8 in 6 Program. To participate, a student and their parent must sign a form provided by the State Department of Education agreeing to the following:

1. The student shall take and successfully complete dual credit or professional-technical education courses for at least a portion of the student's courses during the 11 and/or 12 grade years;
2. The student shall take and successfully complete at least one overload course and a full course load;
3. The State shall pay the lesser of the actual cost or \$225 per one credit overload course taken in this program.
4. The State shall pay for no more than:
 - A. Two credits of overload courses per student per semester;
 - B. Four credits of overload courses per student per year; and
 - C. A combined total of eight credits of overload courses per student during such student's participation in the program.

Students accepted into the program shall remain in the program from year to year unless they sign a withdrawal form.

If a student participating in the program fails to complete with a grade of "C" or better one or more summer online or online overload courses while in the program, the student must pay for and successfully complete a summer online or online overload course with a grade of "C" or better before continuing in the program.

The District shall make reasonable efforts to ensure that any student who considers participating in the program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

For a course to qualify for this program, it must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, the course must meet the approved content standards for the applicable subject and grade level.

Legal Reference:

I.C. § 33-4601	Definitions
I.C. § 33-4602	Advanced Opportunities
I.C. § 33-4603	“8 in 6 Program”
I.C. § 33-4604	Mastery Advancement Program

Policy History:

Adopted on: November 9, 2015

Revised on:

CURRENT POLICY

INSTRUCTION

2435

Advanced Opportunities

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the State Department of Education's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish procedures with timelines, requirements for participation, and requirements for financial transactions, and transcribing transcription of credits that meet the State Department of Education reporting requirements for each program.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full course credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full course credit load, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and professional-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

~~The Board hereby directs the Superintendent or designee to develop criteria by which a student may challenge a course. The Superintendent will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria then the student shall be counted as having completed all required coursework for that course.~~

~~If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and~~

~~successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.~~

Mastery Advancement Program Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for a mastery advancement ~~an advanced opportunities~~ scholarship, regardless of whether the District is participating in the mastery advancement program. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculum in 11 or fewer years; ~~and~~
3. ~~Has attended schools in the Idaho public school system for at least four years.~~

~~Students who have attended Idaho public schools for less than four years and who have completed all graduation requirements may be eligible to receive a mastery advancement scholarship at a reduced rate not to exceed one semester of scholarship for each year of Idaho public school attendance.~~

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes ~~upon meeting these criteria.~~

If an eligible student requests a mastery advancement ~~an advanced opportunities~~ scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation. ~~No student shall be eligible for more than three years of a mastery advancement scholarship.~~

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Dual Credit for Early Completers Program

Students in the District completing all State high school graduation requirements at any time prior to the beginning of their final 12th grade semester or trimester term, except the senior project and any other course that the State Board of Education requires to be completed during the final year of high school, shall be eligible for assistance in paying for the following:

1. ~~Up to 18 credits per semester term or 12 credits per trimester term of dual credit postsecondary courses. Average daily attendance shall be counted as normal for such students for public school funding purposes; and~~

- ~~2. Up to six advanced placement or other college credit bearing or professional certificate examinations per semester or four per trimester.~~

~~If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.~~

Course and Examination Fee Payment

~~Any student in a District high school who has attained grade 11 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to three postsecondary semester or equivalent credits and examinations. Any District high school student who has attained grade 12 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to six postsecondary semester or equivalent credits and examinations. These moneys may be used to pay an amount not to exceed the price to the student of such courses and examinations, except that the combined amount for such credits earned and examinations shall not exceed the dual credit fee set by the State Board of Education for those credits.~~

~~If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.~~

8 in 6 Program

~~The 8 in 6 Program provides a means for students to complete high school and the first two years of college or professional technical preparation in six years rather than eight through overload courses.~~

~~The State Department of Education will pay for a portion of the cost of overload courses for students who chose to participate in the 8 in 6 Program. To participate, a student and their parent must sign a form provided by the State Department of Education agreeing to the following:~~

- ~~1. The student shall take and successfully complete dual credit or professional technical education courses for at least a portion of the student's courses during the 11 and/or 12 grade years;~~
- ~~2. The student shall take and successfully complete at least one overload course and a full course load;~~
- ~~3. The State shall pay the lesser of the actual cost or \$225 per one credit overload course taken in this program.~~

~~4. The State shall pay for no more than:~~

- ~~A. Two credits of overload courses per student per semester;~~
- ~~B. Four credits of overload courses per student per year; and~~
- ~~C. A combined total of eight credits of overload courses per student during such student's participation in the program.~~

~~Students accepted into the program shall remain in the program from year to year unless they sign a withdrawal form.~~

~~If a student participating in the program fails to complete with a grade of "C" or better one or more overload courses while in the program, the student must pay for and successfully complete an overload course with a grade of "C" or better before continuing in the program.~~

~~The District shall make reasonable efforts to ensure that any student who considers participating in the program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.~~

~~For a course to qualify for this program, it must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, the course must meet the approved content standards for the applicable subject and grade level.~~

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
_____	I.C. § 33-4603	"8 in 6 Program"
_____	I.C. § 33-4604	Mastery Advancement Program
	IDAPA 08.02.03.106	Advanced Opportunities

Other References: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History:

Adopted on:

Revised on:

**AGREEMENT BETWEEN
North Idaho College
And
Lakeland School District**

THIS AGREEMENT is entered into on this 29 day of August, 2016, by North Idaho College ("NIC") and Lakeland School District (the "District"), 15506 N. Washington Street, Rathdrum, ID 83858.

RECITALS

WHEREAS, it is in the best interests of NIC and the District to provide cooperative arrangements for student teaching and field experiences for students enrolled at NIC; and WHEREAS, the District has the facilities and staff to provide said educational services; NOW, THEREFORE, it is agreed as follows:

**ARTICLE I
ASSIGNMENTS**

1. Students from NIC may be assigned to certificated employees employed by the District for the purpose of student teaching and field experiences. The District will accept for placement, only those NIC students who have successfully completed the standard procedures for volunteers within the school district. Field experience students are required to comply with all rules and regulations of the school district while serving in the district. Costs related to compliance are the responsibility of the field experience student.
2. Placement of the student teachers and field experience participants with District teachers ("cooperating teachers") will be made jointly by the District designee, the appropriate school Principal, and by the NIC Supervising Teacher.

District Designee's Name and Title: Lisa Sexton, Assistant Superintendent

NIC Supervising Teacher: Gail J. Ballard

NIC will assign a college faculty member or other approved supervisor to serve as supervisor of student teachers in the District; such person will be responsible for coordinating services of NIC, including the orienting and advising of cooperating teachers regarding the clinical experience program, and the supervision of field experience students on a regularly scheduled basis.

3. Field experience participants will comply with all applicable laws and regulations and with District and building policies and procedures. Any reasonable accommodation needed by a student teacher or experience participant with a disability will be provided and/or paid for by NIC.
4. The District will make available to field experience students the activities in which any teacher might be expected to participate as a teacher in a school and community, namely; classroom teaching, extra-class activities, pupil guidance and counseling, administrative relationships, intra-school faculty activities, community relationships, and professional self-growth activities.

**ARTICLE II
SCHOOL PERSONNEL EXPERIENCE AND TRAINING**

1. The District agrees that:

School personnel working with candidates for the required . . . field experiences must have had three years experience in the role supervised (i.e., as a teacher, administrator, or ESA), have been oriented to their responsibilities, and have been given training by the college or university and/or school district in their role and responsibilities.

2. Orientation and training for cooperating teachers will be provided by NIC.

**ARTICLE III
PROFESSIONAL SERVICES AND COMPENSATION**

1. The District agrees to allow members of its staff to provide administrative and professional supervision of student teachers and field experience participants insofar as their presence affects provision of educational services and/or care of District students.
2. On-going evaluation of the field experience student by the cooperating teacher will include a formative mid-term evaluation (written or oral) and an official, written summative final evaluation.
3. Evaluation of the field experience student may be done collaboratively with the Principal and NIC Supervising Teacher.
4. Field experience students will not be concurrently employed or serve as substitute teachers of the District.

**ARTICLE IV
INDEMNIFICATION AND INSURANCE**

Each party to this agreement shall be responsible for damages to persons and/or property resulting from negligence on the part of itself, its employees, or its agents.

District agrees that they do not discriminate on the basis of race, color, religion, sex, age, national origin, or handicap.

NIC is responsible to provide for necessary insurance for student teachers placed with the District.

**ARTICLE V
TERMINATION**

Either party may terminate this Agreement by written notice to the other party at least thirty (30) days in advance of the beginning of any University term. The District reserves the right to terminate the placement of any student teacher or field experience participant when it is in the best interests of the District to do so, but will consult with the NIC Supervising Teacher before doing so.

**ARTICLE VI
TERM OF AGREEMENT**

The term of this Agreement shall be for one (1) year from the date of this Agreement. This Agreement may be renewed for additional periods of one (1) year if approved by both parties in writing.

Lakeland School District:

By: _____

Its: _____

Date: _____

North Idaho College:

By: _____

Its: _____

Date: _____

H:\BUSOFF\RTJURGEN\GENERAL\Student teacher agreement.doc

CLINICAL EDUCATION AGREEMENT

This Clinical Education Agreement ("Agreement") is entered into this 1st day of October, 2016 (the "Effective Date"), between Lewis-Clark State College ("School") and Lakeland School District # 272 ("Agency").

Agency is willing to provide clinical education experience to students of School in accordance with the terms of this Agreement. School desires to use the Agency as an opportunity for its students to obtain clinical learning experience as required by its curriculum.

The consideration for this Agreement is the mutual promises contained in this Agreement and the mutual benefits expected from entering into this Agreement.

1. Responsibilities of the Agency

1.1. Clinical Instruction. Agency shall provide suitable clinical experience for students as prescribed by the School's curriculum and in accordance with any written objectives provided by School to Agency. Services will be provided in compliance with the directions of the Agency, Agency manuals, policies and procedures, the standards and recommendations of The Joint Commission, the applicable standards of relevant professional societies, and applicable local, state and federal regulations. No clinical education shall be offered by Agency personnel with respect to procedures that are contrary to its mission and core values. Students will be assigned to Agency upon the mutual agreement of Agency and School. Agency will inform appropriate personnel about the role of students and provide identification or security clearances, where appropriate. Agency retains full responsibility for the care of its patients. Students will receive no monetary compensation under terms of this Agreement, and are not deemed an employee under Worker's Compensation statutes. The students will have the status of students and will not replace Agency personnel in providing care to Agency patients.

1.2. Agency Personnel. Agency will designate appropriate personnel to coordinate the student's clinical learning experience. This will involve planning between responsible School faculty and designated Agency personnel for the assignment of students to specific clinical cases and experiences, including selected conferences, clinics, courses and programs conducted under the instruction of the Agency.

1.3. Inspection. Agency will permit, on reasonable request, the inspection of clinical and related facilities by agencies charged with responsibility for accreditation of the School.

1.4. Exclusion of Students. Agency reserves the right to terminate the participation of any student who is not complying with applicable Agency policies, procedures or directions from Agency personnel or physicians involved in the clinical education program or who is deemed by Agency not to have adequate qualifications or ability to continue in the program, or the health of the student does not warrant a continued participation at Agency, or whose conduct interferes with the proper operation of Agency.

1.5. **Emergency Care.** Agency shall provide necessary emergency care or first aid required by an accident occurring at Agency for students participating under the terms of this Agreement, and, except as herein provided, Agency shall have no obligation to furnish medical or surgical care to any student. The student bears responsibility for the cost of such care as well as any follow-up care. If the student is exposed to infectious disease while in clinical experience at Agency, Agency will conduct initial follow-up. Long-term follow-up is the responsibility of the student.

1.6. **Regulations.** Agency will provide the student with access to the written regulations that will govern the student's activities while at Agency.

2. **Responsibilities of the School**

2.1. **Clinical Experiences.** It shall be the responsibility of the academic coordinator of clinical education of the School, after consultation with Agency, to help plan the clinical educational program for student clinical experiences. The School shall provide appropriately qualified and credentialed faculty and provide adequate supervision of students. School Faculty shall provide all supervision and instruction required in the program unless other provisions are made in specific instances. Faculty will have the final responsibility for assigning student grades.

2.2. **Program Description.** School will provide Agency with a regular announcement or description of the program, curriculum and objectives to be achieved at Agency.

2.3. **Student Compliance.** School will use reasonable care to cause students to abide by the policies of Agency while using Agency facilities, including policies related to confidentiality of patient information. School shall immediately report any errors in accordance with Agency procedures. School will use reasonable care to prevent students from copying or removing confidential information from Agency premises. Students will be expected to conduct themselves in a professional manner; their attire as well as their appearance will conform to the accepted standards of Agency and School. School will provide students education regarding universal precautions, blood-borne pathogens, and other appropriate OSHA standards prior to coming to Agency.

2.4. **Student Qualifications.** School will assign to Agency only those students who have satisfactorily completed the prerequisite didactic portion of the School's curriculum and who have evidence of completion of a CPR course based on American Heart Association or American Red Cross guidelines and related to the age group(s) with whom they will be working.

2.5. **Student Health.** School will require students to have up-to-date immunizations for Hepatitis B, Diphtheria and Tetanus, and will require students to demonstrate either a negative skin test or chest x-ray for Tuberculosis before beginning the clinical education program. School will have on file, records of positive titer or of immunization administered after 1967 for Rubella and Rubeola for each student born after 1956.

2.6. **Scheduling.** The days and hours of clinical experience are to be planned by the faculty of School in consultation with the Agency.

2.7. Pre-Placement Checks.

(a) School agrees to request a criminal background check pursuant to applicable "Child and Adult Abuse Laws." School policies will be followed. School acknowledges that placement of each student at Agency is contingent upon provision of such criminal background check results dated less than two years prior to the commencement of the clinical education program placement.

3. Insurance.

The School's liability coverage is provided through a self-funded liability program administered by the State of Idaho Risk Management Program. Limits of liability are \$500,000 per occurrence, which amount is School's limit of liability under the Idaho Tort Claims Act specified in Idaho Code 6-901 through 6-929.

Students are covered under a student errors and omissions policy with coverage of 1,000,000 per occurrence and \$3,000,000 aggregate while at the Agency.

4. Responsibility.

Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm or corporation not a party to this Agreement. Neither party to this Agreement shall be considered the agent of the other party.

5. Term and Termination.

5.1. Term. This Agreement will be in effect for two (2) years, beginning October, 2016 and ending October, 2018.

5.2. Termination. Either party may terminate this Agreement at any time by giving 30 days written notice of termination to the other party. If Agency terminates this Agreement by giving such notice to School, students currently participating in the Clinical Education Program at Agency will be allowed to complete the program.

6. Nondiscrimination.

Agency and the School agree that neither will discriminate in the performance of this Agreement against any individual on the basis of age, sex, race, color, religious belief, national origin or physical handicap.

7. Non-assignability.

Neither party may assign the rights or the duties of this Agreement without the prior written approval of the other party.

8. Notices.

When required by the terms of this Agreement, the parties shall give notice by personal delivery or by Certified Mail, return receipt requested, postage prepaid, and addressed as indicated below:

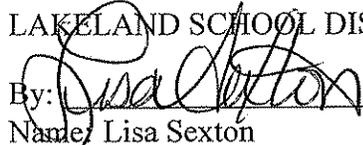
To School: Lewis-Clark State College
Division of Nursing & Health Sciences
Attn: Dr. Mary Lou Robinson, Division Chair
500 8th Avenue
Lewiston, ID 83501

To Agency: Lakeland School District #272
Attn: Lisa Sexton, Assistant Superintendent
15506 N Washington Street
Rathdrum, ID 83858

SIGNATURES APPEAR ON NEXT PAGE

AGENCY:

LAKELAND SCHOOL DISTRICT #272

By:  _____

Name: Lisa Sexton

Title: Assistant Superintendent

SCHOOL:

LEWIS-CLARK STATE COLLEGE

By: _____

Name: Todd Kilburn

Title: Vice President for
Finance & Administration

LEWIS-CLARK STATE COLLEGE

By: _____

Name: Mary Lou Robinson

Title: Chair, Division
Of Nursing & Health Sciences

Lakeland Joint School District #272

Dr. Becky W. Meyer, Superintendent of Schools

P.O. Box 39, Rathdrum, Idaho 83858

208/687-0431, ext. 1107

becky.meyer@lakeland272.org ~ web.lakeland272.org



LJSD Vision: A community committed to academic excellence ... dedicated to student success.

September 12, 2016

To Whom It May Concern:

I, Dr. Becky Meyer as the Superintendent of the Lakeland Joint School District, grant the Idaho Regional Mathematics Center (IRMC) permission to collect student data in our district. It is my understanding the collected data may include sample classroom work, video of classrooms, audio recordings of students, mathematics journal entries, classroom assessment data, or other pertinent articles of student mathematical thinking. In addition, it is my understanding specific measures will be taken to provide transparency to both the district and parents of students involved in classrooms where data will be collected.

In classrooms where student data is collected consent will be obtained from students and assent will be obtained from parents for any child who is videotaped in the process of conducting these projects. Detailed letters will be sent to parents where they can choose to either opt in or out of having their child participate in the process (the IRMC would develop these letters and could submit them to the Lakeland Joint School District for input). The IRMC will not use images of any child who does not have expressed written assent from a parent or guardian.

All in class assessment data, student work, journal entries, etc. will have student identifiers (names or any other identifying marks) removed prior to use in any reporting documents. Pseudonyms will be used in referring to any child in subsequent research regardless of parental permissions. Data to be collected during these projects will be the type of information regularly collected by educators in the course of their evaluation of student progress. Parental letters will be sent by the IRMC to inform parents of the collection of this data as well. In the unlikely event the IRMC would need state assessment data, it will seek further permissions from the district before proceeding.

Schools and classrooms affected by this research are those where a Mathematical Leader is employed as either a teacher or as a coach. For the Lakeland Joint School District this would include Betty Kiefer Elementary. If further schools are necessary to be included, the IRMC will seek additional permissions before collecting data.

I understand the potential risks involved in conducting classroom research, but agree to allow the Idaho Regional Mathematics Center permission to proceed to the Internal Review Board process overseen by the University of Idaho, given the conditions listed herein.

Thank you,

Dr. Becky Meyer
Superintendent of Schools
Lakeland Joint School District #272



LAKELAND JOINT SCHOOL DISTRICT #272
15506 N. Washington Street P.O. Box 39
Rathdrum, Idaho 83858
Phone: 208.687.0431 Web: lakeland272.org

December 9, 2015

Northwest Nazarene University
Attention: HRRC Committee
Helstrom Business Center 1st floor
623 S. University Boulevard
Nampa, ID 83686

RE: Research Proposal Site Access for Mrs. Kristina L. Brinkerhoff

Dear HRRC Members:

This letter is to inform the HRRC that Administration at Lakeland School District has reviewed the proposed dissertation research plan including subjects, intervention, assessment procedures, proposed data and collection procedures, data analysis, and purpose of the study. Mrs. Brinkerhoff has permission to conduct her research in the district of and with students and staff of the Lakeland School District. The authorization dates for this research are July 2016 to April 2017.

Respectfully,

Brad Murray
Superintendent of Schools



LAKELAND JOINT SCHOOL DISTRICT #272
15506 N. Washington Street P.O. Box 39
Rathdrum, Idaho 83858
Phone: 208.687.0431 Web: lakeland272.org

01/26/2016

To Whom It May Concern:

Mrs. Paslay would like to conduct a research study that focuses on the benefits and challenges of establishing a Professional Learning Community through the lens of tiered instruction from principals' and teachers' perspective.

Mrs. Paslay is a graduate student at Northwest Nazarene University, and as part of her Dissertation, she would like to conduct a study within our district. All data used in the research study will remain confidential and only those involved will be able to view the data. I fully understand Mrs. Paslay's research and I am aware of the goals and objectives of her research study.

With this letter, I give consent for Mrs. Paslay to conduct her research and to utilize the data collected, as it is appropriate for the design and method of her study. The authorization dates for this research study are July 2016 - April 2017. I know the district will benefit from Mrs. Paslay's research.

Sincerely,

Brad Murray
Superintendent of Schools
bmurray@lakeland272.org

Protocol #32042016 - The Benefits and Challenges of Establishing a Professional Learning Community Through The Lens of Tiered Instruction

Lynn Paslay
4/4/2016

Title of Research:

The Benefits and Challenges of Establishing a Professional Learning Community Through The Lens of Tiered Instruction

NOTE: :

All research proposals are to be submitted no later than the 1st of the month in which you want your proposal reviewed. Projects that qualify for "Expedited" review will be read and a determination made by one designated HRRC member. If necessary, more information may be requested. Researchers will be contacted by the HRRC no later than the second week of the month. Please contact the HRRC directly (hrrc@nnu.edu) if you do not receive feedback within this time frame.

At their discretion, the HRRC chair or a designee may determine that an expedited protocol must have a full committee review. If this occurs, the protocol will be reviewed no later than the 3rd week of the month. Feedback from the HRRC should be received no later than the end of the month.

1. Human Participant Review Summary Form:

Any research involving human participants conducted by faculty, students, or staff of Northwest Nazarene University must be reviewed and approved by the Human Research Review Committee.

There are three categories of research involving human participants: exempt, expedited, and full review. Regardless of which category applies, a proposal must be submitted to the Human Research Review Committee and approved before research can begin. If the proposal is approved, this approval is valid for one year, renewable annually for a total of three years.

Categories of Review

To determine whether a research project must be submitted for review by the Human Research Review Committee, and if so, under which category of review, please follow the instructions below:

a. Does the study involve research with human participants, including experiments, interviews, or observations of behavior?:

YES- go to question b.

b. Does the research qualify for exemption from federal regulations for the protection of human participants?:

NO- continue to section c.

c. Is the research "Minimal" risk or "Less than Minimal" risk?:

YES- continue filling out this form

Criteria for EXPEDITED REVIEW:

Please answer the following questions to see if the research qualifies for "Expedited" Review

Categories for EXPEDITED REVIEW:

Please check any and all of the following that apply. Don't check those categories that do not apply. For more information

For more information regarding "Expedited" review categories, please see the HRRRC handbook at <http://www.nnu.edu/offices/academic-affairs/hrrc/>. The information is found in Guideline 2. The relevant section is titled "Expedited Status."

d. Research on individual or group characteristics or behavior or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. :

true

e. Continuing review of research previously approved by the convened IRB as follows::

n/a

f. Collection of data from voice, video, digital, or image recordings made for research purposes.:

true

g. Does the research include clinical studies of drugs and medical devices in the following categories:

n/a

h. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows::

n/a

Submission Content:

n/a

i. Prospective collection of biological specimens for research purposes by noninvasive means.:

n/a

j. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis). :

n/a

Submission Content:

n/a

Did you check one or more boxes from d - j?:

YES- this research qualifies for Expedited Review. Please continue complete this form.

2. Principle Investigator/Research Supervisor Information:

n/a

Title of Research:

The Benefits and Challenges of Establishing a Professional Learning Community Through The Lens of Tiered Instruction

Name :
Marilyn Paslay

Submission Content:
n/a

Street Address:
8515 Couerdalene

City, State, Zip Code:
Spirit Lake Idaho 83869

Phone Number:
661 332-6463

Email Address:
Mpaslay@nnu.edu

Faculty Research Supervisor (if not principal investigator): :
Russel Joki

Research Supervisor Number (3 digits):
012

Supervisor Signature:
true

Submission Content:
n/a

Supervisor Department:
Education

Supervisor Email:
Rjoki@nnu.edu

Today's Date:
4/4/16

Anticipated Start Date:
09/01/2016

Submission Content:
n/a

Anticipated Stop Date:

05/01/2017

3. PARTICIPANTS:

n/a

a. Approximate number of participants::

Quantitative: Survey will be sent to 250 teachers in the Lakeland School District through PLCA-R online version. This allows the data to be confidential and only the researcher will view those that participated. Qualitative: Three different focus groups will be held. Two will include 10-12 teachers and one will include 5-7 administrators in the Lakeland School District.

b. Age Range:

Ages: 21-65

c. How will participants be selected or recruited?:

In phase one of this study, I will request that administrators and teachers in the district participate in an online survey by choice. The survey will be sent to 250 teachers in the Lakeland School District through PLCA-R online version. This allows the data to be confidential and only the researcher will view those that participated. This study will use the Professional Learning Community Assessment- Revised (PLCA-R) designed by Hipp and Hoffman (2010) to generate a survey, to determine what characteristics and attributes were adhered to based on the five dimensions of effective professional learning communities from Hord's (1998) research, to better understand benefits, challenges and overall perceptions. (See Appendix F) The researcher requested permission to use the assessment from Dr. Diane Olivier, a research colleague of the authors, who is the designated person allowed granting permission to use the assessment tool. Permission was granted and included. (See Appendix D)

In phase two, three different focus groups will be held. Two will include 10-12 teachers and one will include 5-7 administrators in the Lakeland School District. The teachers and administrators chosen to participate in the focus groups volunteered to attend and participate. A letter was sent out detailing the objective of the focus group and requesting participation (See Appendix C). The focus groups will be conducted at the district office in the board room. Three different focus group opportunities will be provided to increase participation and minimize the number of participants in each session. This case-study, using a mixed-method approach focused on investigating principals' and teachers' perception of their level of RTI implementation based on Dufour's continuum through the use of a Focus group interviews. (See Appendix I) This continuum is a non-copyrighted document generated from Learn by Doing (Dufour et al., 2010). The purpose of these focus groups was to ascertain beliefs and perceptions associated with the implementation of Professional Learning Communities and tiered instruction to increase student achievement. This allowed the researcher a window into what stages of RTI implementation each school identified with.

d. Will any participants be excluded? If so, why?:

Quantitative: Yes, students and participants will be excluded in the quantitative portion of this study. Participants will be chosen based on an electronic notice designed to solicit volunteers for this study. Some may choose to not participate.

Qualitative: Yes participants will be excluded. Participants will be chosen based on an electronic notice designed to solicit volunteers for this study. If there are too many volunteers for the scope of this study, participants will be excluded. Participants will be asked to voluntarily participate and sign the Informed Consent form.

e. Will participants receive remuneration? If yes, how much, when and how?:

The participants will be volunteers who will not be receiving remuneration.

f. How will consent be obtained?:

Consent form

Other:

n/a

Submission Content:

n/a

g. Are there any participants NOT competent to give consent (e.g. minors, prisoners, institutionalized)?:

NO- skip to section 4

h. How will consent be obtained? From whom? :

n/a

NOTE: Minors (under 18 years of age) cannot give consent. But all participants under the age of 18 should give verbal assent to participate in research. :

Please describe how assent will be obtained in section i. Also, write out your "assent script" in the dialogue box provided or attach it to this form. If you feel that assent cannot be obtained because of the age of the participant or because of diminished capacity please explain this in depth. Assent can be waived, but the HRRC must be made aware of the reasons.

i. How will "assent" be obtained? Please provide an "assent script" below or attach one to this form.:

n/a

4. Description of Project:

n/a

a. Describe the research. Is it qualitative, quantitative, surveys, interviews, etc.?:

Since the passage of No Child Left Behind in 2001, schools have focused on continuous school improvement and implementing systems that met the legislative mandates set forth (Dufour et al., 2010). In this effort, collaboration through the lens of tiered instruction has emerged as an effective system of school improvement (Dufour et al., 2010; Dufour & Mattos, 2013). The purpose of this study was to identify the benefits and challenges of establishing a Professional Learning Community through the lens of tiered instruction from principals' and teachers' perspective. This study was conducted in phases. The first phase focused on investigating principals' and teachers' perceptions of PLC implementation according to the Professional Learning Community Assessment-Revised (PLCA-R) designed by Hipp and Hoffman (2010) to generate a survey, to determine what characteristics and attributes were adhered to based on the five dimensions of effective professional learning communities from Hord's (1998) research, to better understand benefits, challenges and overall perceptions. (See Appendix F). The second phase of this study used qualitative focus groups by interviewing principals and teacher groups to explore and probe for more information of the causes of varied RTI stages on Dufour's PLC continuum (Dufour et al., 2010).. The second phase allowed more more-in-depth understanding as to the reasons behind differing implementation stages.

b. If any deception (withholding of complete information) is required, explain why this is necessary and include a debriefing statement.:

No deception is required for this study.

5. Confidentiality of Data:

n/a

a. Will data be anonymous?:

NO- answer b.

How will the data be kept anonymous?:

b. Will data be confidential?:

YES- answer the question below and then skip to d.

How will confidentiality be maintained?:

YES, Surveys will be confidential and participants will only be known to the principal investigator. Transcribed interviews with focus groups will be transcribed, coded and purged of identifying information. Pseudonyms will be used to protect the identities of the participants. These will not be anonymous, but will be kept confidential. A confederate will be used during the interview portion.

c. If data is not Anonymous or Confidential please answer the following questions: :

n/a

Who else will have access to the data? Why?:

A confederate will be used during the focus groups to eliminate potential bias on the part of the researcher. A confidentiality form will be completed by the confederate, prior to focus group interviews being conducted.

How will confidentiality be maximized?:

Only the researcher will have access to the study, including notes and audio files. No individual identities will be used in any reports or publications that may result from this study. All data from notes, audio files and discs will be encrypted with a password known only to the researcher. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CRF 46.117).

d. How will data be stored?:

I will keep the data stored on two external thumb drives that I will password protect. Both spreadsheets of quantitative data and transcripts of qualitative data will be password protected. I have a PDF program that I use for encrypting documents. The password will be known only to the researcher.

e. Will all data be destroyed by the researcher within three years of study in compliance with the Federalwide Assurance Code (45 CRF 46.117)?:

If Yes skip to 6a

f. How and when will data be deleted? If data won't be deleted, explain why. How will linkage to identities be broken?:

External devices will be destroyed by the researcher three years after the study in compliance with the Federalwide Assurance Code (45 CRF 46.117).

6. Additional Considerations:

n/a

Submission Content:

n/a

a. Will this study interfere with any participant's normal routine?:

NO- move to b.

Explain how and why a participants routine will be interrupted.:

n/a

b. Will blood be taken?:

NO- skip to c.

Who will take the blood? Do they have proper training? :

n/a

Describe procedure for taking blood.:

n/a

How often will blood be taken? How much?:

n/a

c. Will any drugs or substances other than food be used?:

NO- skip to d.

Name of drug:

n/a

Source of drug:

n/a

Dosage of drug:

n/a

Side effects or toxicity:

n/a

How will it be administered?:

n/a

By whom will it be administered?:

n/a

d. Will audio-visual tapes, audiotapes or photographs be taken?:

YES- answer the following questions

Where will the recordings be stored?:

The files will be kept electronically on thumb drives and encrypted with a password known only to the researcher so they cannot be opened by others. No individual identities will be used in any reports or publications that may result from this study.

When will this material be destroyed?:

Materials must be kept for three years to comply with the Federalwide Assurance Code (45 CFR 46.117), then the researcher will destroy the thumb drives and the files on them.

e. Will Research Assistants be used?:

Yes-- please answer 6f below

f. Why will Research Assistants be used, what will Research Assistants be asked to do, and why makes these Research Assistants qualified/trained to help with the research in this way?:

A confederate will be used during the focus group interviews in order to eliminate any potential bias on the part of the researcher. The confederate will be trained on how to use the instrument and the recording devices, then will conduct the focus group interviews. The confederate will sign a confidentiality agreement prior to conducting the focus group interviews.

Risk Level Determination:

n/a

7. Risk due to participant population:

n/a

a. Are any participants vulnerable to "undue influence?" :

NO- skip to b.

Describe how the participant's right to decline participation without negative consequences will be preserved. :

This will be on a volunteer basis, all participants have the right to refuse.

Submission Content:

n/a

Explain how undue influence will be minimized?:

n/a

b. Are any participants part of a "vulnerable population?" :

NO- skip to section c.

Describe the vulnerability of the participants and how the risk caused by this vulnerability will be minimized.:

n/a

c. Will this research take place in a Special Education Classroom?:

NO- skip to section 8.

What kind of classroom setting are these participants in (Extended Resource Classroom, etc.)?:

n/a

How will confidentiality be maintained given the unique disabilities involved and small class sizes?:

n/a

How will you follow up with the research? If it succeeds how will this be incorporated more broadly? If it doesn't work, what changes will be made?:

n/a

8. Risk due to assessment instruments:

n/a

a. Are published instruments (assessment tools) being used?:

YES- answer the checkbox below

Check one of the following::

I have signed permission to use instrument, The instrument is public and can be used without permission

b. Describe all assessment tools being used (e.g. surveys, interview questions, and the like):

This study will use the Professional Learning Community Assessment- Revised (PLCA-R) designed by Hipp and Hoffman (2010) to generate a survey, to determine what characteristics and attributes were adhered to based on the five dimensions of effective professional learning communities from Hord's (1998) research, to better understand benefits, challenges and overall perceptions. (See Appendix F) Additionally, This case-study, using a mixed-method approach focused on investigating principals' and teachers' perception of their level of RTI implementation based on Dufour's continuum through the use of a Focus group interviews. (See Appendix I) This continuum is a non-copyrighted document generated from Learn by Doing (Dufour et al., 2010).

c. Are the instruments sensitive in nature?:

NO- skip to section 9.

Describe the sensitive nature of the instruments. Assess the risks to participants and explain how these risks will be minimized.:

n/a

9. Risk due to procedure:

n/a

a. Fully describe the procedure for doing this research including an elaboration of the risks involved.:

In phase one of this study, I will request that administrators and teachers in the district participate in an online survey by choice. This study will use the Professional Learning Community Assessment- Revised (PLCA-R) designed by Hipp and Hoffman (2010) to generate a survey, to determine what characteristics and attributes were adhered to based on the five dimensions of effective professional learning communities from Hord's

(1998) research, to better understand benefits, challenges and overall perceptions. (See Appendix F) The researcher requested permission to use the assessment from Dr. Diane Olivier, a research colleague of the authors, who is the designated person allowed granting permission to use the assessment tool. Permission was granted and included. (See Appendix D)

All of the administrators were invited to participate in the focus groups. The teachers chosen to participate in the focus groups volunteered to attend and participate. A letter was sent out detailing the objective of the focus group and requesting participation. The focus groups will be conducted at the district office in the board room. Three different focus group opportunities will be provided to increase participation and minimize the number of participants in each session. This case-study, using a mixed-method approach focused on investigating principals' and teachers' perception of their level of RTI implementation based on Dufour's continuum through the use of a Focus group interviews. (See Appendix I) This continuum is a non-copyrighted document generated from Learn by Doing (Dufour et al., 2010). The purpose of these focus groups was to ascertain beliefs and perceptions associated with the implementation of Professional Learning Communities and tiered instruction to increase student achievement. This allowed the researcher a window into what stages of RTI implementation each school identified with.

b. Describe the means taken to reduce the risks to participants.:

- a. Confidentiality of participants: The names of participants in this study will not be disclosed. All information will be kept confidential.
- b. Confidential data collection: Data collection sheets, notes and transcripts will be stored electronically on encrypted computer files with the password only being known to the researcher. Only the researcher will be able to match participants with identifying codes.
- c. Right to Refuse: All participants have the right to refuse to answer any or all questions or discontinue their participation in the study.

c. Describe the information given to participants regarding available resources in the event of physical or psychological trauma.:

Lynn Paslay- Mpaslay@nnu.edu
Russel Joki Rjoki@nnu.edu

Risk Level (choose one):
LESS THAN MINIMAL RISK

Researcher's NNU Student/Faculty ID Number:
369798

Today's Date:
4/4/2016

10. Signature:
true

NOTE: BEFORE YOU SUBMIT YOUR PROTOCOL: Make sure you click on "Add a file" below to upload copies of all materials to be used in your research project (as file attachments):

File attachments that must be uploaded are 1) A copy of research supervisor's NIH certification. You can verify that your supervisor has a copy on file with the HRRC on the HRRC website at <http://www.nnu.edu/offices/academic-affairs/hrrc/>. 2) Be sure that copies of all consent forms, assent scripts, etc., are uploaded with this form. The necessary components for all consent forms can be found in the HRRC handbook Guideline 3. 3) Be sure to upload all assessment tools (questionnaires, surveys, etc.). This includes researcher generated instruments.

Other items that need to be included, but not limited to are: appendices; assent scripts; debriefing statements; confederate forms; signed permission forms - from directors, principals, teachers, managers or others who have given permission for data collection w/signatures; interview schedules; follow up communications; phone scripts; waivers; other school IRB's and approvals; explanation of any special or unusual circumstances; copy of state and/or federal documents if needed.

Comments for Attachments:

n/a

**STATE OF IDAHO
IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

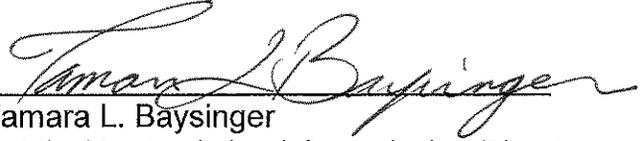
In Re: Hayden Canyon Charter) Case No. 2016-03
)
Petition for a Public Charter School) NOTICE OF HEARING
)

COMES NOW the Idaho Public Charter School Commission (IPCSC) and hereby gives notice that pursuant to section 33-5205(2), Idaho Code, the petition for a public charter school filed by Hayden Canyon Charter School is set for public hearing on October 13, 2016, at 9:00 a.m. at 700 West Jefferson Street, Boise, Idaho, (Idaho State Capitol Building, East Wing 41), before the IPCSC.

This public hearing will include any oral or written comments by an authorized representative of the school district in which the proposed charter school will be physically located regarding the merits of the petition and any potential impacts on the school district as required by section 33-5205(2), Idaho Code. Any written comments regarding this petition for a public charter school must be received by the Public Charter School Commission, 304 North 8th Street, Room 242, Boise, ID 83702, on or before October 11, 2016. Oral testimony may be presented at the hearing and the proceedings will be recorded. Materials received the day of the meeting will **not** be distributed to the Commission.

DATED this 7th day of September, 2016.

STATE OF IDAHO
PUBLIC CHARTER SCHOOL COMMISSION

A handwritten signature in cursive script, reading "Tamara L. Baysinger". The signature is written in black ink and is positioned above a horizontal line.

Tamara L. Baysinger
Public Charter School Commission Director
tamara.baysinger@osbe.idaho.gov
Phone: (208) 332-1583

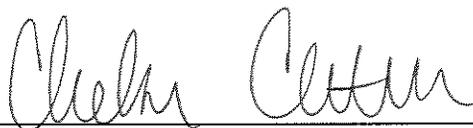
CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 7h day of September, 2016, I caused to be served a true and correct copy of the foregoing Notice of Hearing by placing a copy thereof in the United States Mail, postage prepaid, and addressed to:

Hayden Canyon Charter School
Vernon Newby, School Board Chairman
12022 N Forest Rd
Hayden, ID 83835

Lakeland School District #272
Board of Directors
15506 N. Washington Street
P. O. Box 39
Rathdrum, ID 83858

Michelle Taylor, School Choice Coordinator
State Department of Education
STATEHOUSE MAIL



Chelsea Cantrell
Administrative Assistant
Public Charter School Commission



Fwd: Kindergarten Full Day Policy

1 message

Lisa Sexton <lsexton@lakeland272.org>

Fri, Sep 9, 2016 at 11:42 AM

To: Brook Cunningham <bcunningham@lakeland272.org>

Hi Brook,

The email from the father regarding full day kindergarten is below.

—— Forwarded message ——

From: **Dr. Becky Meyer** <becky.meyer@lakeland272.org>

Date: Thu, Sep 8, 2016 at 10:14 PM

Subject: Re: Kindergarten Full Day Policy

To: "Lambrech, Seth W CIV NSWCCD Bayview, 7260" <seth.lambrech@navy.mil>

Cc: Lisa Sexton <lsexton@lakeland272.org>

Thanks for the feedback, Seth. I appreciate you taking the time to send in your thoughts. We are happy the legislature viewed the issue important enough to give additional funding to address early literacy. Lisa, Asst Superintendent, and I developed the plan together because we believe this will make the biggest impact long-term for our kiddos. Thanks again Seth, bwm

Dr. Becky W. Meyer

Superintendent of Schools

Lakeland Joint School District #272

208-687-0431**web.lakeland272.org**

On Wed, Sep 7, 2016 at 9:48 AM, Lambrecht, Seth W CIV NSWCCD Bayview, 7260 <seth.lambrech@navy.mil> wrote:

Ms. Meyer,

I just wanted to take the time to express my gratitude in regard to instituting full day kindergarten classes this year. I found it appalling that Idaho was 20 years behind the rest of the country in this respect. I love this area of the country, but by far my biggest complaint is the poor education standards of Idaho. Thank you very much for your efforts to correct this problem.

Regards,

Seth Lambrecht

110

—
Lisa Sexton
Assistant Superintendent
Lakeland Jt. School District

15506 N. Washington
Rathdrum, ID 83858
(208) 687-0431



Brook Cunningham <bcunningham@lakeland272.org>

Fwd: ISBA Board Recommendation on Your Resolution

Dr. Becky Meyer <becky.meyer@lakeland272.org>
To: Brook Cunningham <bcunningham@lakeland272.org>

Tue, Sep 13, 2016 at 12:22 AM

awesome!!!

Dr. Becky W. Meyer
Superintendent of Schools
Lakeland Joint School District #272
208-687-0431
web.lakeland272.org

——— Forwarded message ———

From: **Karen Echeverria** <karen@idsba.org>

Date: Mon, Sep 12, 2016 at 2:51 PM

Subject: ISBA Board Recommendation on Your Resolution

To: "gibbsc@weiserschools.org" <gibbsc@weiserschools.org>, "2brownz@gmail.com" <2brownz@gmail.com>, "jansenbe@tfsd.org" <jansenbe@tfsd.org>, "kthurston@cascadeschools.org" <kthurston@cascadeschools.org>, "friendr@jsd243.org" <friendr@jsd243.org>, "npetitmermet@cambridge432.org" <npetitmermet@cambridge432.org>, "JEFF.FORSBERG@VALLIVUE.ORG" <JEFF.FORSBERG@vallivue.org>, "kpkrosch@gmail.com" <kpkrosch@gmail.com>
Cc: "overgaardw@weiserschools.org" <overgaardw@weiserschools.org>, "becky.meyer@lakeland272.org" <becky.meyer@lakeland272.org>, "dobbswi@tfsd.k12.id.us" <dobbswi@tfsd.k12.id.us>, "pal@cascadeschools.org" <pal@cascadeschools.org>, "doramusj@jsd243.org" <doramusj@jsd243.org>, "chesnutd@hsbschools.org" <chesnutd@hsbschools.org>, "eschumacher@cambridge432.org" <eschumacher@cambridge432.org>, "pat.charlton@vallivue.org" <pat.charlton@vallivue.org>

Cary, Wil; Larry, Becky; Bernie, Wiley; Karen, Pal; Rich, Jim; Kerri, Dennis; Nick, Ed; Jeff, Pat -This email is your official notification of the ISBA Executive Board's recommendation on the resolution you submitted for the 2017 legislative session. Prior to beginning discussions on all of the Resolutions, the Board discussed and approved an overarching philosophy about resolutions, legislation, and the public education budget. That philosophy is:

"The Executive Board supports the principle of local control for public schools, the full funding of the career ladder, and the appropriation of operational funds from 2009 up to 2017 adjusted¹¹² for inflation. Until this has been achieved, the Executive

Board will not support any resolution or legislation that would result in any new line items in the State education budget."

Below is the Board's decision on your resolution:

- Resolution #12 – Salary Based Apportionment for Classified Employees – DO PASS

The reasoning for making this recommendation is:

- This is already a line item in the public education budget
- Operational funds are depleted because this line item is woefully underfunded
- The formula is archaic and does not address the current classified staff that school districts employ
 - Staff such as IT personnel and Business Managers

As you know, your resolution will go before the full membership for debate and a vote. You will have the opportunity to present your resolution. Because there are so many co-signers on this resolution, I would suggest that you appoint one Board member to make the presentation.

As such, I want to explain the process that will occur during the Business Session. The Business Session will be held on Friday morning, November 11, immediately after breakfast.

- Each of the Resolutions will be discussed in the order they were received. Your is Resolution is #1.
- John Menter, ISBA President will announce the Resolution and ask that someone from the sponsoring district or charter present the Resolution.

- You will need to appoint that person. They will have three (3) minutes to convince the membership of the need to pass this Resolution.
- We ask that you not read the points found in the Resolution itself. The members already have a copy of the Resolution. Please just discuss briefly the purpose of the Resolution and the need for its passage.
- Once your testimony is complete, a member of the ISBA Executive Board will stand and present the Board's reasoning for their recommendation.
- At the close of that testimony, the Resolution will be open for debate and questions from the full membership.
- Each person will have up to three (3) minutes to present their position and/or or ask questions from the sponsoring district.
- Someone from your Board should be prepared to answer any questions that may come your way from the membership.
- Once all testimony has been received, President Menter will ask someone from your Board to close debate.
 - This can be the same person who opened debate or it can be a different member of your Board.
 - You will, once again, have up to three (3) minutes to close debate.
- At that time, President Menter, will ask that each school district place their votes.
- The votes will be tallied by staff and volunteers. Once the tally is complete, President Menter will announce the vote and the calculation will be broadcast on the screens in the room so that the full membership can see the outcome.

We want to thank you for taking the time to present your resolutions. If you have any questions about the process or your role in the process, please contact Jessica Harrison or myself PRIOR to the Convention and the Business Session.

I look forward to seeing you at the Convention! Thanks, *Karen*

Karen L. Echeverria

Executive Director

Idaho School Boards Association

! P.O. Box 9797, Boise, ID 83707-4797 :: 2222 N. 13th Street, Boise, ID 83702

: www.idsba.org :: * karen@idsba.org

' [208.854.1476](tel:208.854.1476) [office] :: ' 866.799.ISBA [toll-free]

' [208.890.6506](tel:208.890.6506) [cell] :: 7 [208.854.1480](tel:208.854.1480) [fax]

our work: The ISBA provides leadership and services to local school boards for the benefit of students and for the advocacy of public education.





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

September 13, 2016

Tifani Young
Lakeland High School Media Specialist

Dear Tifani,

The Lakeland Joint School District Board of Trustees would like to congratulate you on your recent honor being selected as School Librarian of the Year by the Idaho Library Association. Your excellence is not only recognized by the Idaho Library Association but also by the students, staff, and patrons of this District. We are honored to have you as a member of the Lakeland Joint School District Family.

Kindest Regards,

Larry Brown, Board Chairman

Tim Skubitz, Vice Chairman

Brian Wallace, Trustee

John Shaffer, Trustee

Rena Olmstead, Trustee