

**NOTICE OF NEGOTIATIONS MEETING OF THE BOARD OF TRUSTEES
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331
RUPERT, MINIDOKA COUNTY, IDAHO**

NOTICE IS HEREBY GIVEN that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Friday, May 7, 2021 at 2:30 PM** at the **District Service Center 310 10th Street Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

Bonnie Heins, Chair	Dr. Kenneth Cox, Superintendent
Rick Stimpson, Vice Chair	Kerri Tibbitts, Board Clerk
Russ Suchan, Trustee	Reed Cotten, School Counsel
Jeff Gibson, Trustee	
Mary Andersen, Trustee	

1. Approval of Minutes	2
2. Review Tentative Budget (Michelle DeLuna)	6
3. Salaries	
4. Benefits	
5. Language for Teacher Workday	20
6. Evaluations/Advanced Professional	24
7. Transfer Schools	
8. Calendar: Professional Development (Work Days vs. Professional Development)	31
9. Adjournment	

#boldsubject#

** Robert's Rules of Order will govern all meetings

*** Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10th St., Rupert, Id. (208) 436-4727

NEGOTIATION MINUTES

April 23, 2021

2:30 p.m.

Those present: Maren Oppelt, Karl Sandman, Greg Durrant, Wes DePew, Tara McCall, Mr. Ramsey, Danelle Stutzman, Brandi Milliron, Maggi Fortner, Ashley Johnson, Kathy Yamamoto (facilitator)

Brandi Milliron made a motion for approval of the minutes for the April 16th meeting. The team agreed to the minutes with a correction made to the date on the first page (minutes were corrected).

Wes DePew made a motion to approve option 2 on Sick Leave language, seconded by Maren Oppelt. Motion carried.

Sick leave may be taken for medical appointments or to assist in the recovery of the husband, wife, significant other, or the mother, father, son, daughter, brother, sister, grandfather, grandmother or grandchildren of either the employee or his/her spouse or significant other. Sick leave may also be used for the employee's birth or placement of a child, to bond with a newborn or newly placed child or to care for a child with a serious health condition.

Advanced Professional/Evaluations

Interests

Student Achievement Requirement

Clarification of criteria required to get Distinguished in Domains 2 or 3

Ensure that employees are prepared for teacher observations

Danielson training K-12 is consistent, all get the same training

Increase teacher morale

Ability to appeal evaluation if not in agreement

Timeline of evaluation limitations

Administrator's time to conduct evaluations

Competitive with other districts

Recruit and retain teachers (48% of District's teachers are employed for 8 years or more)

Teacher voice in the process

Ensure teachers are involved with administrators in this process

Ensure what we agree to do is legal

Equal access to leadership premiums

ALL OPTIONS

A. Teachers fill out a form for the leadership criteria: title or position (Ashley Johnson)

B. Description, time, filled out annually. Want an appeal process (Tara McCall)

C. Established dates for completion of evaluation (Wes DePew)

d. Form for teachers who come from out of district (Ashley Johnson)

E. Manageable and consistent way to track data for leadership criteria (Ashley Johnson)

F. Set student achievement goals pursuant to IC 33-1001 Section 18-20 (Maren Oppelt)

G. MCEA and MCSD work together to establish a list of leadership positions that fulfill criteria for Advanced Professional (Karl Sandman)

H. MCEA, K-2, 3-5, middle school and high school receive same Danielson training that principals receive, available to all teachers. Trainers available as coaches to all staff. (DELETED)

I. Bring in certified Danielson trainers for all staff (Ashley Johnson)

J. Ensure teachers receive pre and post observation meetings with administrators (Wes DePew)

K. Leadership criteria form developed by the MCSD and MCEA (Tara McCall)

L. School district bring in IEA trainers (\$1,000 each person) for training before October 25th on paid professional development days (Brandy Milliron)

- M. Joint committee consisting of admin and a minimum of two MCEA members to determine leadership criteria acceptance (Maren Oppelt)
- N. Teacher portfolio and or Frontline with evidence/artifacts attached for each component. Makes it easier for admin when evaluating (Maggi Fortner)
- O. MCSD and MCEA shall establish a joint committee to address Advanced Professional issues. Appointed by MCEA leadership and principals or designees (Mr. Ramsey)

Options with Discussion

- A. For leadership designation there is a form that teachers fill out and would be titled, description of what they did, how much time involved, evidence submitted, due date. This would be filled out every year. (Ashley Johnson)
- B. To appeal the evaluation or AP process.

Maggi Fortner felt it was not a manageable standard. There is a rebuttal process for evaluations. Tara McCall stated that process has no teeth or merit in it. You can write a rebuttal if you do not agree with it, but if the principal says it stays the same, it goes to the superintendent and board, it will not change. MCEA feels they should be able to have more steps and get a second opinion other than the administrator's. Greg Durrant stated if a principal called him to re-evaluate a teacher and not knowing the teacher or the building, he would not be comfortable to do so. Tara McCall stated MCEA felt it a principal did not want to do it, perhaps a reading coach. Ashley Johnson expressed concerns this was not Idaho Code therefore not legal. Tara McCall stated it is written in Charlotte Danielson, Ashley Johnson, stated the District follows Idaho Code, so the evaluation would not be legal. Brandi Milliron suggested the appeal be more of a conversation, grievance doesn't have a positive feel. Tara McCall also shared coming back from a grievance is not an easy thing. Maren Oppelt felt she would like to see evaluations as being done with teacher not to them. (Tara McCall)
- C. Establish date for completion of evaluation

If there is an appeal to the evaluation as to why you didn't make distinguished, you need to have dates in place so there is enough time to go through the process. Ashley Johnson shared that our due dates are earlier than the State's evaluation due dates. We require them May 12th. Clarification was asked if they wanted established due dates, because MCEA wants an appeal process, the answer was yes. Maggie stated when you sign the evaluation it is stating you have seen your evaluation, then there is the rebuttal process. (Wes DePew)
- D. Teaching staff who come in from other districts, have a specific form, so we know there has to be some checking into whether they qualify. (Ashley Johnson)
- E. Manageable and consistent way to track information (Ashley Johnson)
- F. Set student achievement goals pursuant IC 33-1001 sections 18-20.

Teachers are supposed to set individual goals, you set those goals for you and your students, not goals coming from the District. The admin does it at the district level. There's no collaboration. Ashley Johnson clarified when MCEA says the District, it is the administration team. Student achievement goals are done in collaboration at the elementary level. Wes DePew stated teachers are trying to get students caught up, what are they using for achievement goals. Ashley Johnson stated it is I Station. Elementary schools are not using proficiency but growth. Data from April is in and it is being assessed and based on what a typical student would have grown to in April. The student must be in the class 80% of their instruction. Measured targets applicable are approved at the district level and by the Board. Special education has been changed so they are making sure it is their goals.

- G. MCEA and MCSD work together to establish a list of leadership positions that fulfill criteria for Advanced Professional. MCEA and the admin work together to establish the leadership positions recognized for the Advanced Placement. (Karl Sandman)

Mr. Ramsey stated the building administrator should be in charge of who qualifies for leadership. He felt another teacher should not be telling the principal who receives those leaderships. Brandi Milliron stated that's what is being done in Jerome and Twin Falls. The list we have now does not have mastery leadership. Other positions not listed, education association FFA advisor, athletic coach, activities/club advisors. Ashley Johnson stated that there is a piece of consistency and manageability needed. The form that was proposed gives a place for all of those different things, some may not be every year, but allows it to be tracked. The proposed form allows teachers to advocate for themselves and for the leadership. Ms. Johnson did not perceive any administrator turning it down if the teacher takes time and effort to do so. Danelle Stutzman shared she didn't want to be in trouble for over identifying things. There are 180 leadership premiums awarded now and we have 244 staff members. These are being offered to the majority of our staff. With the form she felt they would provide the evidence, that they do the work, and proves to the administrator it has been done. Brandi Milliron stated the MCEA agrees to that but wants it part of the Master Agreement, making it clear to teachers they know there's a voice in there. It was asked how counselor's get leadership premiums. Ashley Johnson stated that most counselors already have leadership premiums. She expressed with a list there might be something missed. With the proposed form it's all in one place. Brandi Milliron shared if we had a list the MCEA and MCSD came together on, if it's not on a list then the form could be filled out. Ashley Johnson stated Andrea Schaeffer has to track down each item and who should be marked down for it. If we have a form, it's all together in one place. Tara McCall asked if a box showing teacher have leadership be put on evaluations. Ashley Johnson stated that Andrea Schaeffer would have to go through each evaluation. Maggi Fortner liked the Mr. Ramsey's option (O), let a joint committee hammer it out. Wes DePew stated if we have language in the Master Agreement the MCEA will make sure it happens. Tara McCall being a voice is incredible for morale and retention. Maren Oppelt stated that new teachers look at salary schedules and master agreements. Tara McCall stated that leadership stipends are repeated positions. One person may get more than one stipend. Danelle Stutzman stated there are leadership positions at her building she cannot fill. The reason some of these are filled by the same people is because they are willing to fill in the holes. Maren Oppelt stated we can have the form and the list in the Master Agreement and every spring principals can ask if teachers are interested in a leadership premium. There would be more balance and recognition of what those things are. She would hope every teacher who wants to do something in leadership has the opportunity to do so.

- H. Option H was deleted

Caucus called 3:08

Returned 3:28

- I. Bring in certified Danielson trainers for all staff (Ashley Johnson)
Linda Jones informed the team that IEA brings in trainers, but it is training for teachers and focuses on Doman 2 and 3.
- J. Ensure teachers receive pre and post observation meetings with administrators (Wes DePew)
Wes DePew stated MCEA wants to make sure there is open communication of things needing to be fixed.
- K. Leadership criteria form developed by the MCSD and MCEA (Tara McCall)
- L. School district bring in IEA trainers (\$1,000 each person) for training before October 25th on paid professional development days (Brandy Milliron)

Ashley Johnson shared that the two days before school have been determined what to focus on. With one trainer, not all teachers could receive training.

Caucus called 4:14

Returned: 4:25

- M. Joint committee consisting of admin and a minimum of two MCEA members to determine leadership criteria acceptance (Maren Oppelt)
Brandi Million asked when teachers turn in the form to the administrator, that the team be the administrator and two MCEA members.
- N. Teacher portfolio and or Frontline with evidence/artifacts attached for each component. Makes it easier for admin when evaluating (Maggi Fortner)
The State does an audit and wants to see evidence for every component. The evidence could be uploaded into Frontline. Karl Sandman asked if this is something administrators are requiring for the Advanced Professional, and Mrs. Fortner stated it is not required, it just makes it easier.
- O. MCSD and MCEA shall establish a joint committee to address Advanced Professional issues. Appointed by MCEA leadership and principals or designees (Mr. Ramsey)
Mr. Ramsey stated most options given are policy or law, he didn't feel they needed to be part of the Master Agreement. A joint committee, MCEA and administrators or designees could review a list and be brought back to negotiations.

Caucus called 5:05

Returned 5:18

Mr. Ramsey: appreciated everyone's time, effort and wisdom, but he was not willing to include evaluations of leadership roles in the Master Agreement at this time. I was told the negotiated agreement is 22 pages long, those items are not part of the document. Evaluations are not part of the current document as written. Karl Sandman asked who told him this, Mr. Ramsey replied he was instructed by the Board to negotiate for the District. Wes DePew asked Mr. Ramsey that he wasn't willing to negotiate these issues? Mr. Ramsey stated evaluations are not part of the current document as written. Tara McCall asked even though it is an evolving document? Mr. Ramsey stated at this time he does not want to negotiate evaluations as part of the Master Agreement.

Caucus called: 5:21

Returned 5:27

Wes DePew: We came to these negotiations in good faith to deal with complex issues and to come up with good ideas and spent long hours coming up with some great solutions for a complex issue. Negotiations are voices for teachers. What happened just before now is not part of the IBB process. Our voice matters and we will not be meeting next Friday.

Karl Sandman: With this comment that was made here has confirmed my decision to retire. I don't believe in a school district that's not willing to negotiate on something this important.

Mr. Ramsey: So the fact that we were willing to meet as a group and committee to bring solutions rather than have everything in a document is not a feasible option? Wes DePew stated the MCEA wanted some wording in the Master Agreement to guarantee that. We were having some great conversations to come to that, and we feel like we just wasted all our time. This is what the plan was at the beginning. Greg Durrant: He agreed there had been wonderful conversations over hours and days, even today in approaching issues This is all new to us.

Wes moved to adjourn the meeting, Brandi seconded. Negotiations will meet again May 7th (5:40 p.m.)

Superintendent Signature

Date

MCEA Representative Signature

Date

2021-2022 GENERAL FUND BUDGET

Based on 206 units	BEGINNING BUDG		
2021-2022 Est	Est to be Reimb	MATH AND SCIENCE \$51,000 CAREER COUNSELORS \$52,000 LITERACY \$242,000	
Actual Cost	by State	Difference	
Salary Based Apportionment:			
Administrative Salaries 16.7 FTE	1,428,000	1,132,000	(296,000)
Certificated Salaries 235.5 FTE plus 13 FTE interventionists	12,013,000	11,280,000	(733,000)
Classified Salaries 89.5 FTE plus 19 FTE intervention aides	2,990,000	1,841,000	(1,149,000)
19.59% benefits for above salaries*	3,243,000	2,783,000	(460,000)
Other Salaries:			
ARTEC Teachers and Staff 6 FTE and 1 FTE Admin	370,000	IT STAFFING \$48,000	-
Leadership Stipends \$850 per teacher	225,000	225,000	-
Occupational Specialist Stipend	18,000	-	(18,000)
Master Premiums	20,000	20,000	-
Interscholastic and Extra days Stipends -3%- INCREASE	310,000	-	(310,000)
Extra Days, Prep Subs, -0- hrs, Credit Recovery	44,000	-	(44,000)
Employee of the Year/Retirement/Pers leave/Wellness	20,000	-	(20,000)
Activity Duties/Homebound	20,000	Math & Science \$11,000 Career Counselor \$8800 Literacy \$52,700	(20,000)
Substitutes	150,000	-	(150,000)
Alternative Summer School	55,000	-	(55,000)
19.59% Benefits for other & 7.65% non full	221,000	44,000	(177,000)
Health benefits 380@ \$8790 (0% increase District covers)	3,338,000	73,000	(3,265,000)
Other Discretionary and Operating budgets:			
Transportation Budget 47 fte plus operations	1,700,000	1,545,000	(155,000)
Schools Activity Transportation	90,000	-	(90,000)
Athletics Discretionary	30,000	-	(30,000)
Safe Environment; Resource Officer	30,000	-	(30,000)
Contracted Behavior Counseling & Athletic Trainer	30,000	-	(30,000)
Schools Operational Funds \$1125 per unit	225,000	-	(225,000)
Teacher Supply allocation \$200 per teacher	50,000	-	(50,000)
Curriculum	500,000	-	(500,000)
Career Counseling (Aide & Trips)	39,800	39,800	-
Professional Development/GT	200,000	200,000	-
Literacy Initiative (Waterford and 4.5 aides)	287,000	287,000	-
FAST FORWARD/Advanced Opportunities-NNU	70,000	70,000	-
Remediation- Edgenuity/Credit Recovery	83,000	83,000	-
Copier budgets	85,000	-	(85,000)
Utilities including telephone	710,000	-	(710,000)
Workers Comp and Liability Insurance	490,000	-	(490,000)
Support Services discretionary & idla	110,000	-	(110,000)
Grounds and Custodial (inc 35,000 schools cust)	435,000	-	(435,000)
Software/Internet	600,000	-	(600,000)
9th and 6th grade laptops	200,000	-	(200,000)
Carpet and Paint (leave from supp transfer)	150,000	Michelle Deluna: Supplemental Levy \$2,250,000	(150,000)
Supplemental levy Transfer to Plant Projects	2,100,000	-	(2,100,000)
Bus depreciation transfer to plant	225,000	-	(225,000)
Food Service Benefit Match	45,000	-	(45,000)
Medicaid Match Transfer Out	200,000	-	(200,000)
Contingency 5%	1,520,000	-	(1,520,000)
Total estimated expenses 21-22	34,669,800	-	(15,047,000)
Other State Reimbursements:			
Tuition Equivalency	-	180,000	180,000
Property Tax Replacement 438	-	120,000	120,000
Lottery 437	-	310,000	310,000
Maintenance Match	-	15,000	15,000
State Distribution factor for Operations \$29,542	-	6,086,000	6,086,000
Local sources:			
Supplemental levy	-	2,250,000	2,250,000
Tort Levy	-	5,000	5,000
Tax Penalty and interest	-	10,000	10,000
ARTEC Reimbursements (total 6 FTE from ARTEC)	-	655,000	655,000
Interest/Fees	-	50,000	50,000
Rental of buildings	-	5,000	5,000
Secondary Activity Duties	-	20,000	20,000
Erate	-	115,000	115,000
Other local revenue and insurance dividends	-	46,000	46,000
Medicaid Match Transfers In	-	200,000	200,000
indirect costs transfer	-	80,000	80,000
Estimated 20-21 Carryover****	-	1,900,000	1,900,000
	6	31,669,800	(3,000,000)

Amount needed to be covered by ESSR II or III

Move the following expenditures:

Curriculum	\$ 500,000
6TH & 9TH GR Laptops	\$ 300,000
Internet and Software	\$ 600,000
Summer school/Afterschool	\$ 55,000
Increased Middle School Principals full time	\$ 100,000
Move 4 Instructional Coaches	\$ 290,000
4 additional Interventionist Elem	\$ 290,000
5 secondary Interventionists (2 High, 2 Middle, 1 Alt)	\$ 355,000
1/2 time Instructional Coach/Interventionist Special Ed	\$ 40,000
Passroom/Behavior Paras Alternative Schools(2)	\$ 70,000

Intervention aides/pull out testing	Students	Allocation	\$ 400,000	FTE
Acequia	263	9%	36,401	1.5
Heyburn	493	17%	68,235	2.8
Paul	462	16%	63,945	2.7
Rupert	632	22%	87,474	3.6
East	497	17%	68,789	2.9
West	543	19%	75,156	3.1

Minidoka County School District #331
 Estimated First 10 Weeks 21-22

		AVG													
School	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Day Treatment			-	-	-	-	-								-
Aceguia		45	37	41	41	45	57	-							266
Heyburn	-	83	76	78	85	78	90	-							490
Paul	-	82	62	74	92	79	77	-							466
Rupert	78	105	94	127	107	94	103	-							708
TOTAL ELEM	78	314	269	320	325	296	327	-	1,929						
East								147	160	190					497
West								189	166	188					543
Minico											316	313	283	170	1,081
IYR									-	-	-	-	-	-	-
JDC								-	1	2	1	2	1	-	7
ALTERNATIVE								9	9	11	31	52	49	45	206
TOTAL SEC								344	336	391	347	367	333	215	2,333
TOTAL ALL	78	314	269	320	325	296	327	344	336	391	347	367	333	215	4,262

2% drop out trend on 11th grade Highschool

% increase	1.00	91%	86%	85%	84%	minico
Charter	72	9%	14%	15%	16%	mt h

The image shows a large, faint grid or table structure, possibly a ledger or data table, occupying the central portion of the page. The grid lines are very light and the content is illegible. The grid appears to have approximately 10 columns and 15 rows, with a prominent horizontal line running across the middle. The overall appearance is that of a scanned document where the grid lines are very faint and the text within the cells is not legible.

SUPPORT UNITS CALCULATIONS
Projected 2021-2022

Description	Enrollment	ADA	Less 6%		Unit Divisor	Support Units
			Sp Ed	Reg ADA		
Kindergarten	313.50	295.32		295.32	40.00	7.38
Elementary						
Grades 1-3	914.00	865.92	73.65	792.27	20.00	39.61
Grades 4-6 (Less JDC & IYR)	958.00	913.93	57.48	856.45	23.00	37.24
Secondary						
Grades 7-12 (Less JDC, IYR, Alt Schools)	1,752.99	1,680.58	105.18	1,575.40	18.50	85.16
Total Administrative Units						169.39
Alternative Schools						
Summer Schools				132.70	40.00	3.32
Regular - IYR				-	12.00	-
Regular Schools				166.81	12.00	13.90
Total Alternative School Units						17.22
Exceptional Units						
Preschool				39.00	14.50	2.69
Elementary Approvals				131.13	14.50	9.04
Secondary Approvals				105.18	14.50	7.25
Juvenile Detention Center				6.59	14.50	0.45
Total Exceptional Units						19.44
TOTAL ESTIMATED UNITS---->						206.05
Certificated FTE		226.66				
Administrative FTE		15.30				

EXPERIENCE AND EDUCATION MULTIPLIER TABLE
ADMINISTRATIVE INDEX 2021-2021

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4							
5				0.50000			
6							
7	-						
8							1.00000
9							
10							
11							1.00000
12							
13 or more					1.00000	6.70000	6.46000
TOTALS	-	-	-	0.50000	1.00000	6.70000	8.46000
					Actual FTE	TOTAL FTE	16.66000

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	0.67130	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	1.67430
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-
11	-	-	-	-	-	-	1.86980
12	-	-	-	-	-	-	-
13 or more	-	-	-	-	1.73710	12.52766	13.00140
TOTALS	-	-	-	0.67130	1.73710	12.52766	16.54550
					Administrative FACTOR		31.48156
					FACTORED INDEX		1.88965

2021-2022

Instructional Staff Worksheet.

1	Enter fte for each cohort.	
2	Enter fte for Educational Allocations* (cells B32 & B33)	
3	Enter fte for staff with OS certificates (cell B39)	
4	Total ftes and Salaries calculate automatically	
5	Average Instructional Salary calculates automatically	

Enter Actual Number RP1 (new) FTE

FY21	Enter	2021-2022	FY 21
Career Ladder Placement	Estimated Staff FTE by cohort	Salary Apportionment	(fte * cohort Salary)
R1	23.75	\$40,369	\$ 958,764
RP2	11.50	\$40,990	\$ 471,385
RP3	10.50	\$41,611	\$ 436,916
P1	15.00	\$42,991	\$ 644,865
P2	11.25	\$44,836	\$ 504,405
P3	19.50	\$46,681	\$ 910,280
P4	14.58	\$48,526	\$ 707,509
P4	56.45	\$48,526	\$ 2,739,293
P5	4.00	\$50,370	\$ 201,480
P5	1.00	\$50,370	\$ 50,370
P5	4.00	\$50,370	\$ 201,480
P5	6.50	\$50,370	\$ 327,405
P5	48.47	\$50,370	\$ 2,441,434
AP2	11.00	\$53,207	\$ 585,277
total fte	<u>237.50</u>	Total Salaries	\$ 11,180,861.43

Enter Number of Advanced Degrees

(Only applies to Instructional staff w/professional endorsement*)

Education Allo	FTE	FY20 Premium	Total
<u>BA + 24</u>	60.31	\$ 2,000	\$ 120,620
<u>MA</u>	44.8	\$ 3,500	\$ 156,800
Total Ed Allocation			\$ 277,420.00

Enter Number of Occupational Specialist (OS) Certificates

(Applies to Instructional staff holding an Occupational Specialist certificate in the area for which they are teaching)

	FTE	Allocation	Total
OS Certificates	1	\$3,000	\$3,000
Total OS Allocation			\$3,000

Qualifying salary adj (lane Changes)		(from instr Lane Change tab)
Salaries plus ed alloc & qualifying adj	\$ 11,461,281.43	
Average Salary	\$ 48,258.03	

*I.C.331201A(2) Instructional staff employees who have held a certificate that qualifies them to teach in a classroom to (3) or more years prior to July 1, 2015, or pupil service staff employees who have held a pupil personnel services certificate for (3) or more years prior to July 1, 2016, shall automatically obtain an Idaho professional endorsement under this section.

Idaho Department of Education
Basic Education Data System
Salary Based Apportionment and Benefit Apportionment
Computation

School Year: 2021-2022

District **331 MINIDOKA**

Statewide Information:
Administrative Staff Index 0.00000
Administrative Staff Index Cap 1.88965
PERSI plus FICA Employer Rate 19.59%

District Information:
Administrative Staff Index 1.88965
Administrative Staff Index (adjusted for cap) 1.88965
Mid-Term Support Units: 206.00
Instructional / Pupil Service Staffing Percent 8.5%

	Staff Allowance Ratio a	Staff Allowance FTE b	Small District Staff Allowance < 40 units then + 0.5 FTE c	Small District Staff Allowance < 20 units then + 0.5 FTE d	Separate Sec. School Allowance FTE e	Adjusted Staff Allowance FTE (b + c + d + e) f	Actual FTE g	Staff Allowance FTE h	Staff Index i	Base Salary j	Average Salary (i x j) k	Certified Preliminary Salary Based Apportionment (h x k) l
Administration	0.0750	15.45000	0.00000			15.45000	16.66000	15.45000 col (f)	1.88965	38,777.00	73,274.96	1,132,098.10
Instructional	1.1000	226.60000	0.00000	0.00000	0.00000	226.60000	237.50000 smaller of (f) or (g)/(1-Staff %)	226.60000 col (f)		38,777.00	48,258.03	10,935,268.93
Noncertified	0.3750	77.25000				77.25000	89.50000 col (f)	77.25000 col (f)		23,216.00		1,793,436.00
TOTAL						319.30000	343.7	319.30000				13,860,803.04
	Noncertified Preliminary Salary Based Apportionment (h x j) m		Preliminary Salary Based Apportionment (i + m) n	Actual Salary o	Salary Based Apportionment Eligible for Benefits Smaller: n or o p	Benefit Apportionment p x 19.59% q	Virtual Allowance (Max 15%) r	Ancillary Allowance s		Salary Based Apportionment Plus Allowances t	Maximum Salary Apportionment u	Salary Based Apportionment Plus Allowances v
Administration			1,132,098.10	1,403,000.00								1,132,098.10 col (n)
Instructional			10,935,268.93	11,362,000.00			0.00			10,935,268.93	10,935,268.93	10,935,268.93
Noncertified			1,793,436.00	2,740,000.00								1,793,436.00 col (n)
TOTAL			13,860,803.04	15,505,000.00		2,715,331.31	0.00	0.00				13,860,803.03

Teachers working for the Minidoka County Joint School District No. 331 are expected to be professional in their relationships to staff, students and parents.

Expectations:

The following are expectations of all certified staff.

Hours of employment

1. Teachers are expected to be on duty ~~eight~~nine hours, which includes a thirty-minute lunch. Building principals will determine the beginning and completion times according to the needs of the individual schools. There may be additional duties and meetings outside the regular duty day as outlined in Policy 580.50 Teacher's Provisions of Employment. Teachers are expected to be in their own classroom area, unless school business requires their presence elsewhere.
2. Teachers will not leave the school building or grounds during school hours, unless prior arrangements are made with the principal.
3. Teachers are expected to notify the building principal in advance of any absence or tardiness, including during their assigned prep time. Failure to do so repeatedly may result in a letter of reprimand or other disciplinary actions.

Student Errands

1. No student is to be dismissed from the school grounds by a classroom teacher to run errands or to leave school for any purpose. This must be done through the office. This is a matter of legal liability.

Classroom Decorum

1. Faculty members are responsible for their classrooms and are not to leave students unattended.
2. Bells do not dismiss students - teachers do. Students should not be allowed to leave the room until the teacher dismisses them. This procedure helps students to be more respectful when a class is dismissed:
 - a. Step to the door
 - b. Dismiss class
 - c. Stand in the halls until most of the students have cleared to help deter problems.
3. Classroom space is limited and should not be used for personal storage. Unused personal items (i.e. decorations, books, games, furniture, etc.) should be stored at home.
4. Teachers should take the responsibility to leave the room in the best possible arrangement for cleaning. Doors should be locked and lights turned off when the teacher leaves.
5. Electronic equipment will be stored appropriately.
6. Classroom doors should be locked at all times.

Planning and Record Keeping

1. All instructors will develop a lesson plan.
2. Weekly lesson plans will be prepared in advance and will be readily available at all times.
3. Teachers must keep an accurate record of both attendance and grades in gradebook or electronically. A teacher should be able to justify a student grade at any time.

Grading

1. The grade book (including electronic version) is a legal documentation of what happens in the classroom. It must be returned to the principal at the end of the year for storage.
2. Incompletes, No Credit – NC, or Failure Due to Attendance – FA are to be given to students who have not met the attendance requirements. If a student earns a grade of F, that grade will be put on the report card rather than an incomplete.
3. If a student is failing at midterm, the parents shall be contacted by telephone, in writing, electronically or personal visit. A student will not receive a failing grade if the parent has not been notified unless there is documentation of multiple contact attempts.
4. A minimum of one grade per week should be entered in the grade book for class assignments and/or examinations.

Attendance

1. Students are not to take attendance. This is to be recorded by the teacher.
2. Attendance must be recorded in a grade book and/or electronically.
3. Excessive absences should be brought to the attention of the principal.

Discipline Procedure

1. Teachers have the responsibility for proper discipline of students at all times on any school property.
2. The teacher will exercise control of the students in the class so that the best learning situation will result. Disruptions detrimental to the class will be reported to the principal of the building.

Fire Drills and Evacuations

1. Teachers shall be familiar with the escape routes from their specific classroom and the building.
2. Fire exit routes will be posted in the room.
3. Teachers are to accompany their students in a fire drill and evacuation.
4. Teachers should make sure that the room is empty and that the doors and windows are closed and locked before leaving.
5. Teachers should have their attendance roll with them to be able to account for all students.

6. Students should be moved away from the immediate vicinity of the building.

Student Aides

1. Student aides are to remain in the classroom of the teacher assigned.
2. Student aides will be reassigned if not used effectively.

Extra Duties

1. All teachers are expected to carry a reasonable amount of extra duty, including such activities as before school, noon, recess, and after school duty, bus loading, supervision, etc.

Student Progress Notification

1. Teachers should inform the parents at the earliest possible time of unsatisfactory performance. This notification can be done through PowerSchool and one of the following:
 - a. Telephone
 - b. Personal contact
 - c. E-mail
 - d. Letter



LEGAL REFERENCE:

ADOPTED: Original adoption date unknown

RATIFIED: August 21, 2006

**AMENDED/REVISED: February 17, 2014; April 21, 2014; June 18, 2018;
March 16, 2020**

IV.A. Definition

As outlined in Policy 580.00 Teacher Responsibility

1. "Teachers are expected to be on duty **nine hours**, which includes a thirty-minute lunch. Building Principals will determine the beginning and completion times according to the needs of the individual schools. There may be additional duties and meetings outside the regular duty day as outlined in District Policy 580.50 Teacher's Provisions of Employment (see below). Teachers are expected to be in their own classroom area, unless school business requires their presence elsewhere.
2. Teachers will not leave the school building or grounds during school hours, unless prior arrangements are made with an administrator.
3. Teachers are expected to notify the building principal in advance of any absence or tardiness, including during their assigned prep time. Failure to do so repeatedly may result in a letter of reprimand or other disciplinary actions."

As outlined in Policy 580.50 Teacher's Provisions of Employment:

6. "All teachers are expected to perform assigned extra duties including such activities as before school supervision, noon recess, after school duty, bus loading, etc.
7. All teachers are required to attend all faculty meetings called by the District Superintendent and/or Building Principal."

Any exceptions to policy should be preapproved by the building administrator.

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to all certificated personnel, both pupil instructional personnel and non-instruction personnel.

Each certificated staff member shall receive at least one (1) written evaluation to be completed by no later than June 1 for each annual contract year of employment and shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition. The evaluation of instructional certificated personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Evaluation Philosophy

The primary purposes of teacher evaluation system processes are quality assurance (increasing student learning/growth) and professional learning (improving the quality of instruction). It is essential that both teachers and administrators (operating from the perception of building collaborative relationships) view performance evaluation as a supportive process that will result in enhanced student growth and improved professional learning, performance, and morale. Teacher evaluation is best viewed as a highly individualized experience - a personal journey, in which educators view themselves as professionals committed to continuous improvement.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
2. Serve as a systematic guide for supervisors in planning each employee's further training.
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
6. Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The **Superintendent**, or the Superintendent's designee, shall have the overall responsibility for the administration and monitoring of the District Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper forms in a timely manner.
2. Ensuring completed forms are returned for filing.
3. Reviewing forms for completeness.
4. Identifying discrepancies.
5. Ensuring proper safeguard and filing of completed forms.
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder, input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be appropriate course of actions; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3. A fourth rating of distinguished being equal to 4 may also be used.

The **Immediate Supervisor** is the employee's evaluator and has responsibility for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1 of each year.
2. Holding periodic counseling sessions with each employee to discuss job performance.
3. Completing Performance Evaluation Forms as required.
4. Completing training on the District's Performance Evaluation Program.

Evaluation Process**Evaluation Forms**

Evaluation forms are aligned to *Charlotte Danielson's Framework for Teaching Second Edition* and will be used for teachers and specialist positions including school counselors, library/media specialists, school psychologists, therapeutic specialists, behavior specialists, instructional specialists, and school nurses. Forms will consist of the following:

1. Individualized Professional Learning Plan
2. Rubrics of Components of Professional Practice

3. Summative Performance Evaluation

Evaluation forms should be reviewed annually and revised as necessary to indicate any significant changes in duties and/or responsibilities. The form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives. Revisions in evaluation forms will be submitted for approval by the board of trustees.

Observations

Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1. Observation documentation shall be shared with the employee. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Multiple Measures of Professional Practice

A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation of certificated personnel shall include:

1. Parent/Guardian input (must be included)
2. Student input (for secondary schools);
3. Multiple measures may also include:
 - a. Teacher professional portfolios that demonstrate proficiency in Domains
 - b. Parent/guardian and student input shall account for ten percent (10%) of the evaluation.

The measure will be selected in collaboration with the teacher and principal by **October 1** of each year. If not in agreement, the principal will make the final selection.

Parental or guardian input forms will be made available (in English and Spanish) on the main District website. The parent input survey will be available to parents during Parent Teacher /Student Led Conferences. This parent input survey will be used to gather input regarding certificated staff and their interactions with parents and students. Approximately 20% of each certificated staff member's parents will be randomly selected to complete the survey when they attend Parent Teacher /Student Led Conferences. These results will then be compiled and used in the completion of each certified staff member's summative evaluation under Domain 4 (Communicating with Families). The results of the survey will be shared with the staff member after the results have been compiled prior to **May 1** of each year. As data is gathered, careful attention will be paid to trends developing over time.

Student Achievement

Instructional staff evaluations must include measureable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measureable student

achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Student achievement plans will be developed or reviewed each year to specify which measures of student achievement data will be used. Plans must be submitted by building principals and approved by the board of trustees by **October 1** of each year. Student achievement will account for ten percent (10%) of the overall rating score for the employee.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.

Teacher Evaluation Framework

The general criteria upon which the performance evaluation system will be based are as follows:

- **Domain 1: Planning & Preparation (25%)**
 - **Demonstrating Knowledge of Content and Pedagogy;**
 - **Demonstrating Knowledge of Students;**
 - **Setting Instructional Outcomes;**
 - **Demonstrating Knowledge of Resources;**
 - **Designing Coherent Instruction; and**
 - **Designing Student Assessments**
- **Domain 2: The Classroom Environment (20%)**
 - **Creating an Environment of Respect and Rapport;**
 - **Establishing a Culture for Learning;**
 - **Managing Classroom Procedures;**
 - **Managing Student Behavior; and**
 - **Organizing Physical Space**
- **Domain 3: Instruction and Use of Assessment (25%)**
 - **Communicating with Students;**
 - **Using Questioning and Discussion Techniques;**
 - **Engaging Students in Learning;**
 - **Using Assessment in Instruction; and**
 - **Demonstrating Flexibility and Responsiveness**
- **Domain 4: Professional Responsibilities (10%)**
 - **Reflecting on Teaching;**

- **Maintaining Accurate Records;**
- **Communicating with Families;**
- **Participating in a Professional Community;**
- **Growing and Developing Professionally; and**
- **Showing Professionalism**

An overall rating score will be calculated for each employee using the attached rubric with scale. Evaluations are scored as follows: The scores for each component within a domain will be averaged together to provide an average score for each domain

Meetings with the Employee

Self-Assessment

Per IDAPA 08.02.02.007.06 employees will complete an Individual Professional Learning Plan (IPLP) based on the *Charlotte Danielson Framework for Teaching Second Edition* identifying goals based on the employee's areas of strength and areas of needed growth. IPLPs must be completed and reviewed with the immediate supervisor (evaluator) on or before **October 1**.

Counseling Sessions

Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he/she has performed to date. In the case of derogatory comments, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for record will be prepared following each counseling session and placed in the employee's personnel file.

Communication of Results

Each evaluation shall include an evaluation conference with the affected employee. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal. Have the employee sign the evaluation form indicating that he/she has been given a copy and initial after supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original evaluation form to the

Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form. The evaluation will then be forwarded to the Business Office and placed in the employee's personnel file.

Rebuttals

Within seven (7) working days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal of any portion of the evaluation form. The written rebuttal shall state the specific content of the evaluation form with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation form requested.

If a written rebuttal is received by the supervisor within seven (7) working days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation form as requested by the employee then the amended copy of the evaluation form will be provided to, and signed by, the employee. The original amended evaluation form will then be forwarded to the Superintendent, or the designee, for review. It will then be forwarded to the District Service Center and placed in the employee's personnel file. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation form as requested by the employee then the evaluation form along with the written rebuttal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review. It will then be forwarded to the Business Office and placed in the employee's personnel file. The supervisor will also retain a copy of the completed form including any rebuttals and responses.

Reporting

Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

Action

Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.



LEGAL REFERENCE: IDAPA 08.02.02.120 Local District Evaluation Policy
I.C. § 33-514A Issuance of Limited Contract
I.C. § 33-515 Issuance of Renewable Contracts
I.C. § 33-518 Employee Personnel Files
I.C. § 33-514 Issuance of Annual Contracts- Support
Programs- Categories of Contracts – Optional Placement;
I.C. § 33-1001 Section 16
I.C. § 33-1001 Definitions

ADOPTED:
March 11, 2010

AMENDED/REVISED:
April 19, 2010; August 16, 2010; June 18, 2012; September 17, 2012; June 17, 2013; June 16, 2014; September 15, 2014; December 15, 2014; November 20, 2017; March 19, 2018; October 19, 2020

ATTACHMENTS:
Summative Performance Evaluation Form
Parent Input Form (English & Spanish Versions)
Components of Professional Practice for Teachers Rubric with Scale
Teacher Evaluation Scoring Rubric
Certificated Employee Self-Assessment

MINIDOKA COUNTY SCHOOL DISTRICT #331 2021-2022 STAFF CALENDAR

July

4 Independence Day

JULY							Student Days	Contract Days
S	M	T	W	T	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		
							0	0

August

9 Registration at East Minico (Acequia, Rupert, East, MHJH)
 9 Registration: Minico/MHHS New Students
 10 Registration at West Minico (Heyburn, Paul, West)
 10-11 Registration Minico/MHHS
 16-20 Teachers on Contract
 16 Back to School Meeting
 17 1/2 PD; 1/2 Work Day
 19 Orientation 6th & 9th
 23 First Day of School

AUGUST							Student Days	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	0	0
8	9	10	11	12	13	14	0	0
15	16	17	18	19	20	21	0	5
22	23	24	25	26	27	28	4	4
29	30	31					2	2
							6	11

September

6 Labor Day, No School
 10 Teacher In-Service
 16 Mt. Harrison PTC 4:30-6:30 p.m.
 24 Teacher In-Service

SEPTEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
			1	2	3	4	2	2
5	6	7	8	9	10	11	3	4
12	13	14	15	16	17	18	4	4
19	20	21	22	23	24	25	4	5
26	27	28	29	30			4	4
							17	19

October

7 PTC 4:30 - 8:30 p.m.
 8 PTC 8 a.m.-12:00 p.m. (half Day)
 18 Mt. Harrison 2nd Quarter Starts
 22 Teacher In-Service

OCTOBER							Student Days	Contract Days
S	M	T	W	T	F	S		
					1	2	0	0
3	4	5	6	7	8	9	4	5
10	11	12	13	14	15	16	4	4
17	18	19	20	21	22	23	4	5
24	25	26	27	28	29	30	4	4
31							0	0
							16	18

November

12 Teacher In-Service
 18 Mt. Harrison PTC 4:30-6:30 p.m.
 24-26 Thanksgiving Break, No School

NOVEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
	1	2	3	4	5	6	4	4
7	8	9	10	11	12	13	4	5
14	15	16	17	18	19	20	4	4
21	22	23	24	25	26	27	2	3
28	29	30					2	2
							16	18

December

10 Teacher In-Service
 17 Teacher Work Day, No School
 21 Early Dismissal
 22-31 Christmas Break, No School

DECEMBER							Student Days	Contract Days
S	M	T	W	T	F	S		
			1	2	3	4	2	2
5	6	7	8	9	10	11	4	5
12	13	14	15	16	17	18	4	5
19	20	21	22	23	24	25	2	3
26	27	28	29	30	31		0	1
							12	16

January

1 New Year's Day
 3 2nd Sem/3rd Qtr Begins
 14 Teacher In-Service

JANUARY							Student Days	Contract Days
S	M	T	W	T	F	S		
						1	0	0
2	3	4	5	6	7	8	4	4
9	10	11	12	13	14	15	4	5
16	17	18	19	20	21	22	4	4
23	24	25	26	27	28	29	4	4
30	31						1	1
							17	18

February

10 Mt. Harrison PTC 4:30-6:30 p.m.
 11 Teacher In-Service
 21 Presidents Day, No School
 25 Teacher In-Service

FEBRUARY							Student Days	Contract Days
S	M	T	W	T	F	S		
		1	2	3	4	5	3	3
6	7	8	9	10	11	12	4	5
13	14	15	16	17	18	19	4	4
20	21	22	23	24	25	26	3	4
27	28						1	1
							15	17

March

4 Teacher In-Service
 10 PTC 4:30 - 8:30 p.m.
 11 PTC 8 a.m.-12:00 p.m. (half Day)
 14 Mt. Harrison 4th Quarter Starts
 21-25 Spring Break, No School

MARCH							Student Days	Contract Days
S	M	T	W	T	F	S		
		1	2	3	4	5	3	4
6	7	8	9	10	11	12	4	5
13	14	15	16	17	18	19	4	4
20	21	22	23	24	25	26	0	0
27	28	29	30	31			4	4
							15	17

April

8 Teacher In-Service
 22 Teacher In-Service
 28 Mt. Harrison PTC 4:30-6:30 p.m.

APRIL							Student Days	Contract Days
S	M	T	W	T	F	S		
					1	2	0	0
3	4	5	6	7	8	9	4	5
10	11	12	13	14	15	16	4	4
17	18	19	20	21	22	23	4	5
24	25	26	27	28	29	30	4	4
							16	18

May

13 Teacher In-Service
 19 Last Day for Preschool
 24 Mt. Harrison Graduation
 25 Minico Graduation
 25 Last Day for Kindergarten
 26 Last Day of School, Early Dismissal
 27 Teacher Work Day
 30 Memorial Day

MAY							Student Days	Contract Days
S	M	T	W	T	F	S		
1	2	3	4	5	6	7	4	4
8	9	10	11	12	13	14	4	5
15	16	17	18	19	20	21	4	4
22	23	24	25	26	27	28	4	5
29	30	31					0	1
							16	19

June

JUNE							Student Days	Contract Days
S	M	T	W	T	F	S		
			1	2	3	4	0	0
5	6	7	8	9	10	11	0	0
12	13	14	15	16	17	18	0	0
19	20	21	22	23	24	25	0	0
26	27	28	29	30			0	0
							0	0

Total Student Days/Contract Days

146	171
S1	67
S2	79
Q1	31
Q2	36
Q3	39
Q4	40
Total	146

LEGEND:	
	Holiday
	No School, Non Contract Day
	No School, Staff Development
	PTC 4:30 p.m. - 8:30 p.m.
	PTC 8:00 a.m. - 12:00 p.m.
	Mt. Harrison PTC
	Mt. Harrison Quarter Begins
	Teacher Work Day, No School
	Semester Begins
	Early Release - School Dismiss 1:00 p.m.
NO Kindergarten and Preschool on early dismissal days	
NO School on Fridays	