
COLLEGE OF SOUTHERN IDAHO
BOARD OF TRUSTEES MEETING

JANUARY 16, 1996

PRESIDENT'S BOARD ROOM

5:30 p.m.

AGENDA

MINUTES

TREASURER'S REPORT

Bid: Telephone Supply

OLD AND NEW BUSINESS

Athletes Grade Review: Jim Dawson

Jerome County Comprehensive Plan: Dr. Joan Edwards

Legislative Update

Fish Hatchery Water Rights: Terry Patterson

COLLEGE OF SOUTHERN IDAHO
COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES MEETING
JANUARY 16, 1996

CALL TO ORDER: 5:30 p.m. PRESIDING: LeRoy Craig

ATTENDING: Trustees: LeRoy Craig, Dr. Thad Scholes, Dr.
Charles Lehrman, Bill Babcock and Donna Brizee

College Administration: Gerald Meyerhoeffer, President
John M. Mason, Secretary/Treasurer
Dr. Michael Glenn, Vocational Dean
Dr. Ken Campbell, Director of Institutional
Research
Ron Shopbell, Director of Continuing Education
Dick Sterling, Physical Plant Director
Jeff Duggan, Assistant to the President
Annette Jenkins, Public Information Director

CSI Staff: Terry Patterson, Jim Dawson

Visitors: None

Faculty Representative: None

Times News: Liz Wright

MINUTES OF December 18, 1995 were approved as written on
MOTION by Bill Babcock. Affirmative vote was unanimous.

TREASURERS REPORT: Acceptance of the Treasurer's report was
approved on MOTION by Dr. Thad Scholes. Affirmative vote
was unanimous.

BIDS:

1. The Board approved the low bid of Greybar for telephone
supplies in the amount of \$9,407.37 and low bid of Universal
Capital for telephone equipment in the amount of \$6,261.50
on MOTION by Dr. Charles Lehrman. Affirmative vote was
unanimous.

The Board approved the administration accepting the low
bid and ordering the supplies and equipment at the December
18, 1995 Board meeting. The timing of the library/academic
development center dictated that the supplies be ordered as
soon as possible.

Funding for this purchase will be from the Division of
Public Works Construction Fund.

PRESIDENT'S REPORT:

1. Jim Dawson made a presentation to the Board concerning the academic status of our athletes. The following grade point averages per team were given: Mens Basketball - 2.71, Womens Basketball - 3.15, Baseball 2.95, Womens Cross Country - 2.79, Mens Cross Country - 2.67, Volleyball - 2.89, Rodeo - 3.13. Jim noted that thirty three of the ninety three athletes had grade point averages above 3.2 and that the overall average grade point was 2.89. He also stated that the grade points were highest we had since we started keeping records.

The Board commended Jim Dawson and the coaches for their work the athletes in attaining academic success.

2. Terry Patterson addressed the Board concerning the proposed new city wells in the vicinity of the fish hatchery. There is concern that the wells may lower the water available for the hatchery and jeopardize our program.

The Board decided to speak with College Attorney Robert Alexander concerning our filed protest and determine what action, if any, the College needs to take to preserve our water rights.

3. Dr. Joan Edwards presented the Jerome Comprehensive Educational Plan to the Board. She explained the process and stated that the strength of the plan was that it opened up the communication process.

The Board accepted the plan on MOTION by Dr. Charles Lehrman. Affirmative vote was unanimous.

4. The President gave the Board a legislative update. He stated that our number one priority was property tax relief and explained the liquor tax bill that Representative Ron Black has introduced. The President explained that the Governor's budget recommendation for fiscal year 1997 was a flat percentage rather than related to decision units. The recommended increase is 4.61%. He also said that we would be working with our legislators concerning faculty salary equity funds and the portion of technology funds allocated us. The impact of the direct funding of our vocational appropriation is still being analyzed.

5. The President advised the Board of the following:

a. Enrollment for the spring semester is fairly flat when compared to last spring.

b. The gym addition project is on schedule. Construction should start some time in late July or early August.

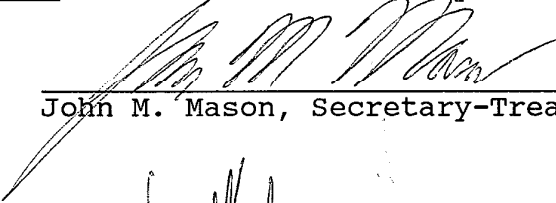
CSI Trustees
January 16, 1996
Page 3

c. The library/academic development center project is on schedule for a March 15, 1996 move in date.

d. The Quality Assurance Lab remains closed while the Idaho State Department of Agriculture conducts a needs assessment study on the facility. The study should be complete in about thirty days. There is still a possibility that we could get the building.

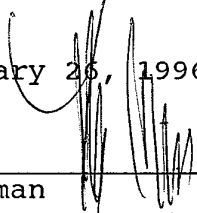
e. The Governor recommended funding critical maintenance through the Division of Public Works. If his recommendation is followed, we should have a good chance of getting our \$200,000 paving repair project.

ADJOURNMENT was declared at 6:42 p.m.



John M. Mason, Secretary-Treasurer

APPROVED February 26, 1996



Chairman



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

January 3, 1995

To: President Meyerhoeffer and the College of Southern
Idaho Board of Trustees

From: Mike Mason 

Re: Telephones/Telephone Equipment and Telephone Supplies
Bids for the Library/Academic Center

We received four bids for the specified telephone
supplies and six bids for the telephones.

Telephone Supplies Bids

| | |
|---------|-------------------------------|
| Greybar | \$ 9,407.37 |
| Anixter | \$ 9,551.83 |
| Newark | \$10,172.86 (6 items not bid) |
| AT&T | \$12,109.24 |

Telephone/Telephone Equipment Bids

| | |
|-------------------|--|
| Universal Capital | \$ 6,261.50 |
| Source One | \$ 6,559.00 |
| A&A Connections | \$ 6,777.00 |
| ISI | \$ 6,822.00 |
| CMS | \$ 7,246.00 |
| AT&T | \$11,373.95 (New equipment vrs reconditioned) |

Based upon a review of the bids by Dick Sterling and
Rocky Metts, I recommend that we accept the low bids of
Greybar for the specified telephone supplies in the amount
of \$9,407.37 and Universal Capital for the specified phones
and equipment in the amount of \$6,261.50.

The purchase will be paid for from the Department
of Public Works budgeted construction funds.

MEMO

To: **College of Southern Idaho Board of Trustees and CSI Administration:**
LeRoy Craig, Donna Brizee, Thad Scholes, Chuck Lehrman, Bill Babock,
Jerry Meyerhoeffer, Jerry Beck, Mike Glen, and Mike Mason

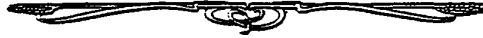
From: Joan E. Edwards

Date: January 10, 1996

Re: Jerome Comprehensive Plan

Enclosed please find a copy of the Jerome Education Specific Plan from the Jerome Comprehensive Plan for your review for the Board of Trustees meeting to be held on Tuesday, January 16. If you have any questions, please call me at 733-9554 ext 2242.

JEROME



Joint Agency Comprehensive Planning Committee

TO: *Jim Cobble, Jerome School District and Dr. Joan Edwards, College of Southern Idaho*

FROM: *Sheri Freemuth, SAIC*

SUBJECT: *Modifications to the Draft Jerome Education Specific Plan since December 1995 version*

DATE: *January 5, 1995*

As you know the Draft Jerome Joint Agency Comprehensive Plan was presented to the public at open houses conducted on December 6 and 7, 1995 in Jerome and Eden. The Jerome Education Specific Plan is a key component of that document.

The comment period on the draft plans ended on December 31, 1995. During that period we received several comments on the Jerome Education Specific Plan. These comments may be summarized as follows:

- Minor editorial changes throughout the document including capitalization, punctuation and acronyms.
- Modification of recommendation section to include the following:

Change #1 to:

1. The Jerome Education Citizens Committee recommends cooperative effort between the affected counties to work with the Idaho Legislature and the Governor to reduce the property tax burden which is collected to support CSI, to create more equity with state funding for community colleges, yet to maintain local autonomy.

Add:

2. The Jerome Education Citizens Committee encourages the continued development of advanced placement opportunities for Jerome academic and vocational/technical public school students through CSI.
3. The Jerome Education Citizens Committee supports CSI in their efforts to bring advanced degrees (above the community college level) to the Magic Valley.
4. The Jerome Education Citizens Committee recommends that the dialogue with CSI continue when facilities are being planned to maximize the opportunities for higher education, enrichment, and remedial education to be delivered by CSI.



Jerome County
City of Jerome
City of Hazelton
City of Eden
Valley School District

300 North Lincoln, Room 201
Jerome, Idaho 83338

Jerome School District
Jerome Recreation District
College of Southern Idaho
Hillsdale Highway District
Jerome Highway District

Please provide this information to your Trustees along with the December 1995 Draft Specific Plan. Subsequent to their approval we will prepare a final document incorporating the changes discussed above, and any other modifications the Trustees request.

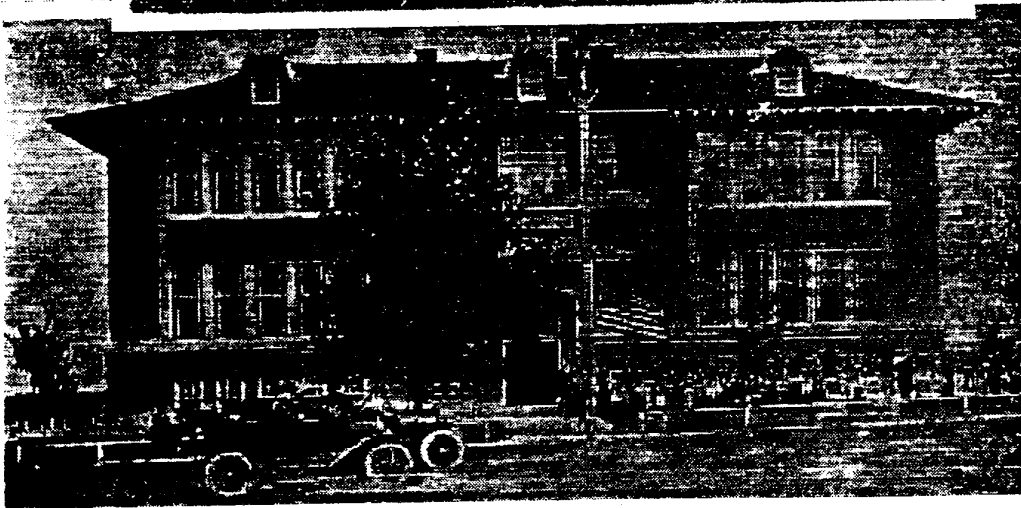
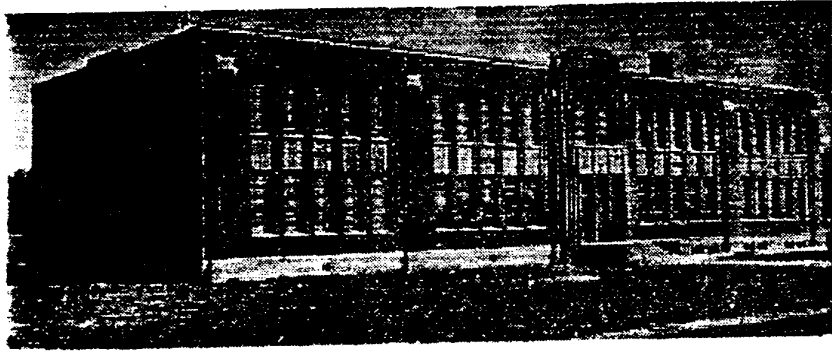
Thank you for your support throughout this project. I look forward to preparing your final plan so that you might proceed swiftly with its implementation.

cc: Mike Pepper
Dale Rosebrock



JEROME EDUCATION SPECIFIC PLAN

JEROME SCHOOL DISTRICT
COLLEGE OF SOUTHERN IDAHO



DRAFT DECEMBER 1995

JEROME EDUCATION SPECIFIC PLAN
CITIZENS COMMITTEE

| | |
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| Lavar Buttars | Tom Mahan |
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| Scott Jackson | |

JEROME SCHOOL DISTRICT

Jim Cobble
Mike Gibson

COLLEGE OF SOUTHERN IDAHO

Dr. Joan E. Edwards

COLLEGE OF SOUTHERN IDAHO BOARD OF TRUSTEES

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| Dale Layne | Sandra Thompson |
| Dr. Charles Lehrman | Dave Zunwalt |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

CONTENTS

| <i>Section</i> | <i>Page</i> |
|--|-------------|
| Executive Summary | ES-1 |
| I. Introduction | 1 |
| A. Purposes of the Specific Plan | 1 |
| B. Overview of the Specific Plan | 1 |
| II. General District and College Overview | 2 |
| A. Board of Trustees | 2 |
| 1. Jerome School District | 2 |
| 2. College of Southern Idaho | 3 |
| B. School Location and Facilities | 3 |
| 1. Location | 3 |
| a. Jerome School District | 3 |
| b. College of Southern Idaho | 3 |
| 2. Facility Description | 5 |
| a. Jerome School District | 5 |
| b. College of Southern Idaho | 7 |
| C. Curriculum and Programs | 8 |
| 1. Jerome School District | 8 |
| 2. College of Southern Idaho | 8 |
| D. 1990 Educational Attainment | 9 |
| III. Past Enrollment Trends | 10 |
| A. Total Enrollment Change | 10 |
| 1. Jerome School District | 10 |
| 2. College of Southern Idaho | 12 |
| B. Jerome Enrollment by Grade | 14 |
| 1. Kindergarten and Elementary School | 14 |
| 2. Jerome Middle School | 14 |
| 3. Jerome High School | 15 |
| C. Jerome School District Migrant Enrollment Trend | 16 |
| D. College of Southern Idaho Student Ethnicity | 17 |
| IV. Classroom Size | 17 |
| A. Elementary School | 17 |
| B. Jerome Middle School and Jerome High School | 18 |
| V. 1995 Student Overcrowding | 18 |
| A. Jerome Elementary Schools | 18 |
| B. Jerome Middle School | 19 |
| C. Jerome High School | 19 |
| VI. Student Enrollment Forecast | 20 |
| A. Jerome School District | 20 |
| B. Middle School or Junior High School Grade Configuration | 22 |
| C. College of Southern Idaho | 23 |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

| <i>Section</i> | <i>Page</i> |
|--|-------------|
| VII. Funding, Budget, and Expenditures | 24 |
| A. Funding..... | 24 |
| 1. Jerome School District..... | 24 |
| 2. College of Southern Idaho | 24 |
| B. Budget..... | 25 |
| 1. Jerome School District..... | 25 |
| 2. College of Southern Idaho | 25 |
| C. Expenditure Per Student..... | 25 |
| VIII. School Facilities Needs Assessment..... | 26 |
| IX. Issue Identification | 27 |
| A. Education Programs | 27 |
| B. Education Facilities | 28 |
| C. Higher Education | 28 |
| X. Mission Statement, Goals, Objectives, and Actions | 29 |
| XI. Recommendations | 33 |
| A. Jerome School District..... | 33 |
| B. College of Southern Idaho..... | 34 |

TABLES

| <i>Table</i> | <i>Page</i> |
|--|-------------|
| 1 Jerome City, Jerome County, and State of Idaho Educational Attainment..... | 10 |
| 2 1980 - 1995 Jerome School District Enrollment Trend | 11 |
| 3 Relationship Between Student Enrollment and Economic Indicators | 12 |
| 4 1990 - 1995 Jerome School District Kindergarten and Elementary Enrollment Trend..... | 13 |
| 5 1990 - 1995 Jerome School District Senior High Enrollment Trend..... | 13 |
| 6 1980 - 1995 Jerome School District Kindergarten and Elementary Enrollment Trend..... | 14 |
| 7 1990 - 1994 Jerome Middle School Enrollment Trend | 15 |
| 8 1990 - 1995 Jerome School District Senior High Enrollment Trend..... | 16 |
| 9 1990 - 1995 Jerome School District Migrant Enrollment..... | 16 |
| 10 1990 and 1995 College of Southern Idaho Student Ethnicity..... | 17 |
| 11 1990 - 1995 Elementary Students Per Classroom | 18 |
| 12 1996 - 2000 Jerome School District..... | 21 |
| 13 Jerome School District Grade Configuration | 23 |
| 14 1996 - 200 Jerome County Enrollment Forecasts at the College of Southern Idaho..... | 23 |
| 15 1990 - 1995 Jerome School District Budget | 25 |
| 16 1990 - 1995 Jerome School District Expenditure per Student | 26 |
| 17 1993 Jerome School District Renovation Cost Estimate | 27 |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

FIGURES

| <i>Figure</i> | | <i>Page</i> |
|---------------|---|-------------|
| ES-1 | Jerome School District Boundaries | ES-3 |
| 1 | Jerome County School Facilities | 4 |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Executive Summary

This specific plan was prepared as part of a comprehensive planning process for Jerome School District # 261, the College of Southern Idaho, the Cities of Jerome, Eden, and Hazelton, Jerome County, the Jerome Recreation District, and the Jerome Hillsdale Highway District. That process relied on citizen volunteers to identify issues and determine goals, objectives and strategies for each of the political entities. The purposes of the education specific plan are to:

- Provide an overall mission statement with accompanying goals, objectives, strategies, and recommendations,
- Assemble background information for Jerome County residents and decision makers, and
- Prepare student enrollment forecasts.

In addition to determining goals, objectives, and strategies, the Jerome Education Citizens Committee also formulated a mission statement for the district. That mission statement is to: *Provide excellent educational opportunities for all county citizens, to allow them to be self-sufficient and contributing members in society.*

Major findings from the strategic plan show that:

- Levels of educational attainment in the city and county generally are lower than other Idaho residents.
- Student enrollment increased by nearly 30 percent from 1980 to 1995, but was not consistent over time or by grade.
- The number of Jerome County residents attending the College of Southern Idaho has increased by almost 75 percent, from 1990 to 1995.
- The College estimates that more than 11 percent of all Jerome County adults are participating in some type of credit or non-credit courses.
- Migrant student enrollment in the Jerome School District has increased significantly over time.
- From 1990 to 1995, racial minority enrollment has increased from five to nine percent of total student enrollment at the College of Southern Idaho.

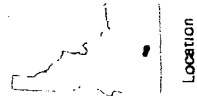
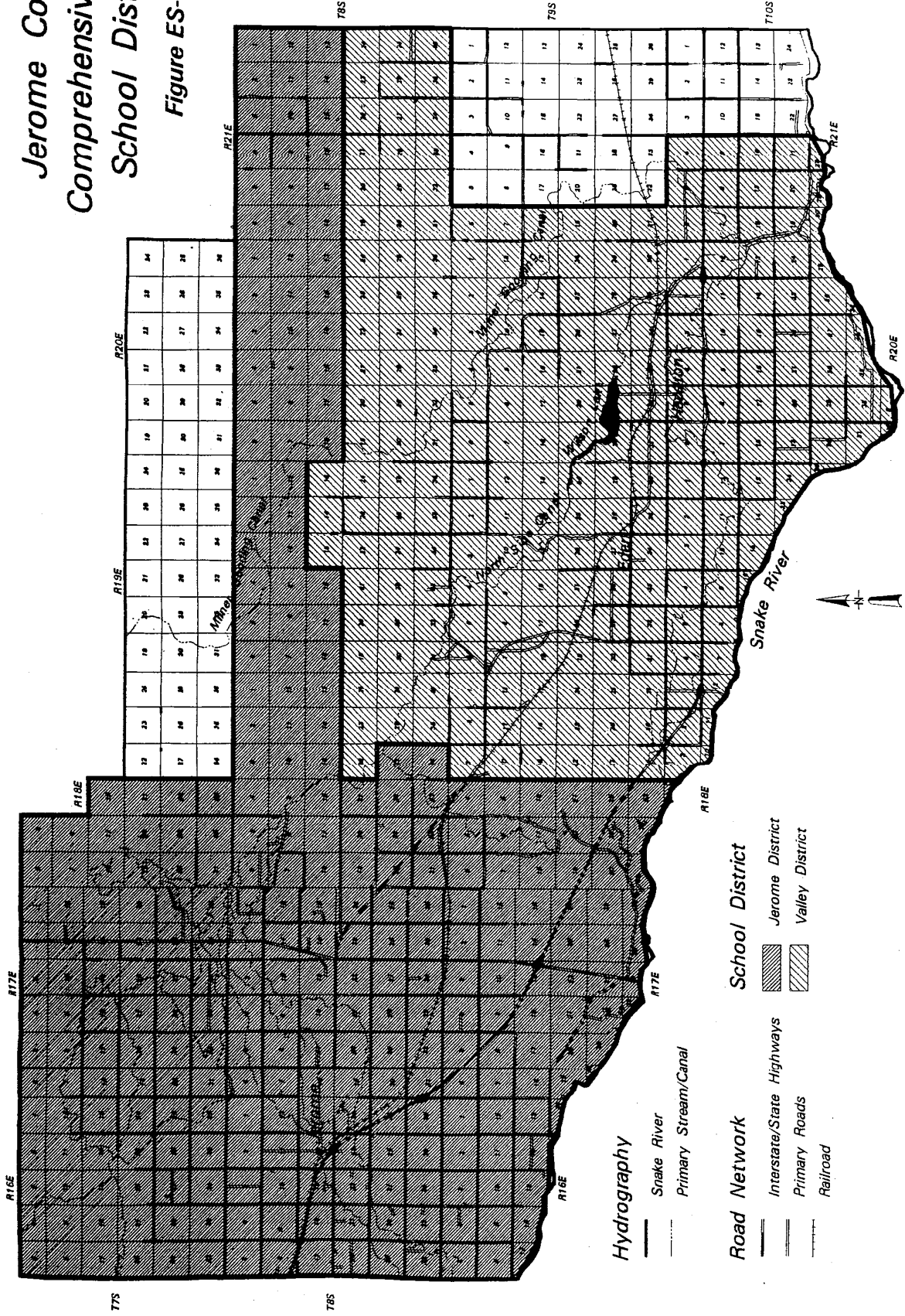
JEROME SCHOOL DISTRICT SPECIFIC PLAN

- Pupil per teacher ratios declined for elementary grades due to the addition of Horizon Elementary School and a change in the State funding formula. Pupil per teacher ratios at Jerome Middle School and Jerome High School are a concern of the district.
- Overcrowding, or the number of students per classroom, is occurring at all levels of education in the district.
 - Overcrowding is less severe at the elementary schools, with the recent addition of Horizon's 26 classrooms. However, more than 20 classrooms at the other elementary schools are smaller than modern standards, and two kindergarten rooms exceed State of Idaho maximum classroom size.
 - Student per classroom standards are exceeded at the middle school. Overcrowding and smaller than standard classrooms are more prevalent in the "tin building" located apart from the Jerome Middle School.
 - Jerome High School is the most crowded facility: thirty-six classes per day exceed classroom size standards. An additional 22 classrooms are needed to teach required curriculum courses and still meet classroom size standards.
- Student enrollment is forecast to increase by nearly 12 percent over the next five years.
- The College of Southern Idaho has forecast that Jerome County resident enrollment at the college will increase by more than fifty percent, from 495 students in 1996, to 762 students in 2000.
- While the school district's budget increased by greater than 50 percent over the last five years, expenditures per student only increased by one-third because of additional student enrollment. Recent increases in expenditure per student have come from additional state funding.
- The Jerome School District ranked 100 out of 113 statewide districts in per student expenditure, and is classified as a low income district.
- In 1992, the Idaho's Needs Assessment Committee estimated that nearly five million dollars was needed to renovate existing school buildings in the district.
- The Jerome Education Citizens Committee goals for the school district centered on promoting excellence in education, increasing parental involvement in the school system, providing facilities which would meet educational excellence, and increasing community awareness of and access to higher education opportunities. Those are consistent with previously stated Jerome School District goals.

Figure ES-1 depicts school district boundaries within Jerome County.

Jerome County Comprehensive Plan School Districts

Figure ES-1



December 1, 1995

Scale: 1 inch = 2.5 miles

Map produced by SCIENTECH, Inc. Geographic Information System Service
for Science Applications International Corporation

JEROME SCHOOL DISTRICT SPECIFIC PLAN

I. Introduction

A. Purposes of the Specific Plan

The purpose of this specific plan is to analyze and examine educational opportunities offered by the Jerome School District and the College of Southern Idaho to Jerome County residents. Providing a mission statement, with accompanying goals, objectives, strategies, and recommendations is one of the primary reasons for undertaking a specific planning process.

The Jerome Education Citizens Committee mission statement for education is to: *Provide excellent educational opportunities for all county citizens, to allow them to be self-sufficient and contributing members in society. This mission statement supports the Jerome School District mission statement developed in 1992. The district mission states that:*

We will effectively:

- *Deal with at-risk youth*
- *Prepare students for the world of technology*
- *Provide self-reliance skills*
- *Prepare students for global issues*

The Jerome Education Citizens Committee mission statement also supports the College of Southern Idaho's mission statement adopted in 1993. Its mission is: *The College of Southern Idaho, a comprehensive community college, educates the diverse residents primarily of South Central Idaho and encourages them to lead full, effective lives in a changing world.*

Another purpose for preparing the strategic plan is to provide background information for school district residents and decision makers. That information includes student enrollment trends, school capacity and student enrollment comparisons, and revenue and expenditure trends. Student enrollment forecasts also are a part of the plan.

B. Overview of the Specific Plan

A general introduction to the school district is presented in Chapter One. Chapter Two includes a summary of the school district including location of schools; a general discussion of facilities, programs, and educational attainment. Interaction between the Jerome School District and the College of Southern Idaho also is presented.

Past trends in student enrollment are described in Chapter Three. That discussion includes general enrollment patterns over time, the relationship between student enrollment and economic

JEROME SCHOOL DISTRICT SPECIFIC PLAN

indicators, enrollment changes by grade, and the increase in migrant student enrollment over time.

The number of students per classroom along with trends and comparisons to state standards are described in Chapter Four. To determine and quantify overcrowding, a comparison of the district's capacity and current student enrollment is presented in Chapter Five.

Student enrollment forecasts are contained in Chapter Six. Those forecasts are for each grade for the next five years.

Funding sources, the school district's budget, and expenditures per student have been analyzed in the Chapter Seven. That analysis includes a discussion of past trends, a comparison to the state average, and a comparison with other school districts.

Cost estimates to bring school facilities up to State of Idaho standards are presented in Chapter Eight. Findings from a facilities evaluation prepared by the state are highlighted.

Issues facing the school district are identified in Chapter Nine. Those issues were raised by three citizens committees formed to identify issues and propose goals, objectives, and actions in response to those issues.

Chapter Ten reviews the Jerome Education Citizens Committee, Jerome School District, and College of Southern Idaho mission statements. Goals and objectives supporting the mission statements are described. More specific actions also are detailed. Specific recommendations for the school district and college are contained in Chapter Eleven.

II. General District and College Overview

A. Board of Trustees

1. Jerome School District

Idaho Code requires that each school district be governed by a board of trustees. In the Jerome School District, that board consists of five trustees, each from a separate trustee zone in the county, elected for a term of three years.

The board of trustees is charged with the responsibility of providing an educational system to serve the needs of the children of the district. More specific duties of the board include: constructing, equipping, and furnishing buildings; hiring and determining the wages of professional and service employees; prescribing courses of study; providing educational materials; operating transportation systems; acquiring real estate for school purposes; enacting rules and regulations governing the operation of the schools; enacting rules and regulations governing student and employee behavior;

JEROME SCHOOL DISTRICT SPECIFIC PLAN

enacting rules and regulations governing the use of school property; levying taxes; and doing other things necessary to carry out the duties and responsibilities assigned to school boards by the state.

2. College of Southern Idaho

The College of Southern Idaho also is governed by a board of trustees. That board consists of five members who reside in the two counties which support the college with property taxes, Jerome and Twin Falls.

According to state statute, the college board of trustees is authorized to: adopt rules and regulations for its own government and the government of the college; employ legal counsel and other professional, and nonprofessional persons; acquire and hold, and to dispose of real and personal property, and construct, repair, remodel, and remove buildings; contract for the acquisition, purchase or repair of buildings; dispose of real and personal property; issue general obligation or revenue bonds; acquire, hold, and dispose of, water rights; accept grants or gifts of money, materials, or property; and, invest any funds of the district.

B. School Location and Facilities

1. Location

a. Jerome School District

The district operates three elementary schools, one middle school, one senior high school, and a special purpose facility (Figure 1):

- Central Elementary, 311 North Lincoln
- Jefferson Elementary, 600 North Fillmore
- Horizon Elementary, 934 10th Avenue East
- Jerome Middle School, 116 3rd Avenue West
- Jerome High School, 104 Tiger Drive
- Washington Elementary School, 500 South Lincoln

The district also owns a 43 acre parcel of vacant land. It is located on North Lincoln and 10th Street.

b. College of Southern Idaho

The college is located on the northern outskirts of Twin Falls, Idaho. The college service area by statute encompasses eight counties including Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, Twin Falls, and parts of Elmore and Owyhee Counties. The service area is approximately 12,000 square miles in size and has a population of about 137,000 people.

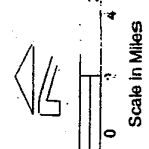
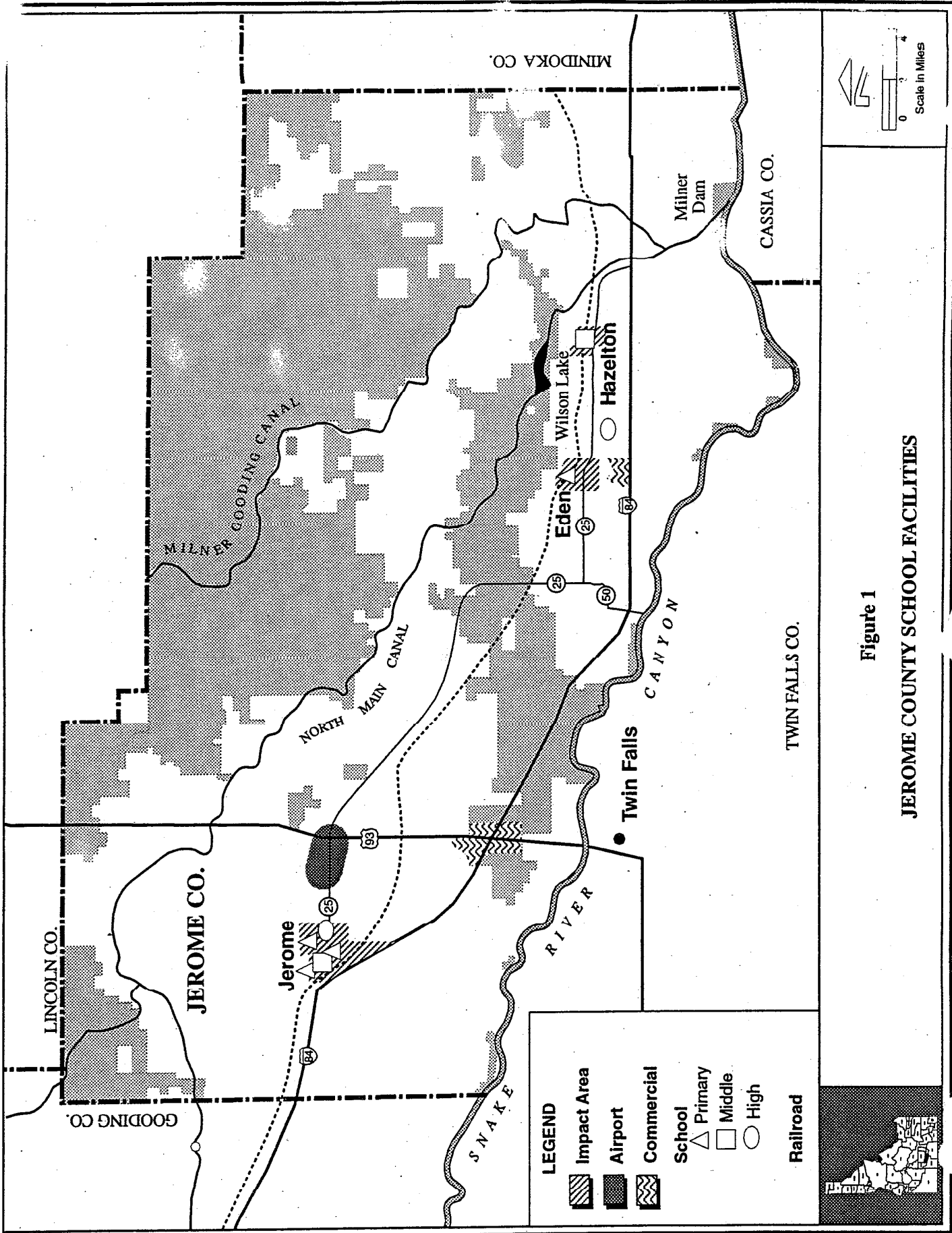
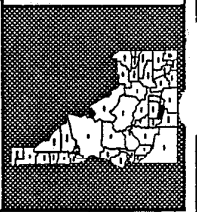


Figure 1
JEROME COUNTY SCHOOL FACILITIES



JEROME SCHOOL DISTRICT SPECIFIC PLAN

Primary service, however, is provided to the two counties which by referendum chose to support the college with property tax receipts: Jerome and Twin Falls Counties.

2. Facility Description

a. Jerome School District

Central Elementary School

Central Elementary houses 506 students in grades four, five, and six. The original building was constructed in 1920 as Jerome's first high school, serving grades nine through twelve. In 1950, a new high school was built on the other side of Third Street and Central became Jerome's first junior high school, serving grades seven through nine until 1976.

In 1966, twelve additional classrooms were added on the north side of the building. In 1975, a metal building was attached to the west side. This area has served as a wrestling room, a cafeteria, and classrooms. In the 1995 to 1996 school year, it contains three eighth grade classrooms. In 1976, Jerome High School was built. Central then became an elementary school serving grades four through six. In addition to the classrooms, Central houses the superintendent's and special services' offices. The office area includes a secretary's area, a sick room, and the principal's office.

Jefferson Elementary School

Jefferson Elementary houses 422 students in grades kindergarten through four. The original building was built in 1956. A modular building containing two classrooms was added in 1982. A five classroom addition was built in 1988.

In addition to the classrooms, the building has a 378 square foot teacher's room with an adjoining workroom of 128 square feet. The building contains a kitchen, multi-purpose room, and a stage. The multi-purpose room is used for breakfast, lunch, physical education, and special activities. The office area contains a reception area, secretary's area, a Reading Recovery room, sick room, and principal's office. There also is a room in the office area that is shared by the counselor and speech therapist.

Horizon Elementary School

Horizon Elementary School was built in 1993. It opened to 805 students, grades kindergarten through six, in January of 1994. Horizon replaced Washington Elementary's thirteen classrooms. In addition, six classrooms from Jefferson Elementary, grades four through six, were moved to Horizon Elementary.

Horizon Elementary has 26 regular classrooms, two resource classrooms, and one multiple handicapped classroom. There is a gymnasium, music room, computer room, and a cafeteria

JEROME SCHOOL DISTRICT SPECIFIC PLAN

which seats 250 students. The structure also contains a library and multi-media center with a storage workroom and an office. The administrative office component has two administrative offices, workroom, rest room, bathroom, and a general office for the secretary and three office/building aides.

The Kindergarten Center is a separate building from the school itself and was built in 1990 and 1991. Children began attending the Kindergarten Center in the fall of 1991.

Horizon Elementary was fortunate to be built during the time that Washington Elementary was awarded the Model 2000 grant from the State of Idaho. That grant and several following grants helped fund \$400,000 worth of technology for Horizon students. The building bond fund provided facility needs to support the new technology. Horizon has three servers, from four to six computers in each classroom, a limited computer laboratory, multi-media equipment, and several Teacher Learning Center software programs. The library management system is Follet Unison. A very successful reading improvement software program in use is Accelerated Reading.

Washington Elementary School was built in 1937. In January of 1994, Washington Elementary School students were transferred to Horizon Elementary School. Washington offers little potential for instructional programs. Its limitations are: location and size of the site, age of the structure, multiple floors of the structure, and its non-compliance with the American Disabilities Act. Washington is used to house the student detention center and the Jerome Early Education Program.

Jerome Middle School

Jerome Middle School, with an enrollment of 539 in the 1995-1996 school year, was built in 1949 originally as the district's high school. An annex was added in 1956 which houses the art room, band room, and resource room. An additional metal building located behind Central Elementary School originally designed as a wrestling room was converted into two classrooms during the late 1980's. In 1994, the two rooms were rebuilt into three classrooms to help satisfy increased enrollment demands.

The main two story building houses a gymnasium, boys' and girls' locker rooms, library, and cafeteria. Jerome Middle School has 21 classrooms. Eighteen of these serve as seventh and eighth grade basic education classrooms. There is an additional band room, art room, and resource room. The office area contains room for two secretaries, an office for the school resource officer, and an office for the principal. The school counselor's office is located separately upstairs along with a small teacher's work area.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Jerome Senior High

Jerome High School was built in 1975. The annex was added in 1982, and the agricultural and technology building is scheduled for completion in the late fall of 1995. The school contains 36 classrooms with 892 students enrolled in grades nine through twelve during the 1995-1996 school year.

The building contains a kitchen and cafeteria for food services, an auditorium, a library, and a gymnasium. Many of the classrooms are designed for special use, such as home economics, music, science, and special education. The office is located on the second floor and houses administrative offices, guidance offices, a sick room, a faculty room, and an office area for three secretaries.

The school is staffed with two administrators, two guidance counselors, a librarian, a half-time athletic director, three secretaries, five teachers aides, four custodians, seven cooks, and a half-time school to work co-ordinator. The school also houses the district curriculum director and a secretary. The teaching staff consists of 40.5 fulltime equivalency certified teachers. Seven of those teachers are floating teachers. (They have no permanent classroom assignment.)

Kindergarten through fourth grades are located at Jefferson and Horizon elementary schools. In addition, Horizon serves two class rooms each of grades five and six. Central Elementary serves grades four through six. The Jerome Middle School houses seventh and eighth grades. Ninth through twelfth grades are located in the Jerome High School

b. College of Southern Idaho

The College of Southern Idaho campus is located on a 240-acre tract of land on the northern outskirts of Twin Falls, Idaho. The college has over 619,000 square feet of buildings valued at over 42 million dollars. The buildings contain an additional 12 million dollars of equipment and furnishings. The latest addition, the Library and Academic Development Center, contains over 53,000 square feet and is valued at over 6 million dollars.

In addition to traditional academic classroom buildings, the college also contains the Aspen Vocation-Technical building, the Canyon Vocational Center, and the Desert Vocational-Technical building. The campus is home to the Herrett Museum, a 12,000-square-foot building containing exhibit areas, library, offices, storage vaults, conservation laboratory, and photo darkroom.

The college also maintains off-campus education centers for continuing education. The centers are located in Burley, Hailey, and Gooding, Idaho.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

C. Curriculum and Programs

1. Jerome School District

The Jerome School District adheres to a broad based curriculum that includes both basic skills and extensions of each curricular area. All curriculum is designed to produce productive citizens. Curriculum guides are developed by staff, parents, and patrons and are approved by the board of trustees. A Director of Curriculum supervises the review and revisions of kindergarten through twelve curriculum.

Jerome School District's curriculum is composed of a large variety of curricular materials such as textbooks, hands on manipulatives, audio-visual material, and technology equipment and software. Other enhancement programs such as extra-curricular activities (both athletic and academic) also are provided.

Regular and academic programs are supplemented with special programs which include Jerome Early Education Program for developmentally delayed pre-schoolers, English as a Second Language, Migrant Education, Talented and Gifted, Title I Disadvantaged, Vocational Programs, college preparation, fine arts programs, school to work, programs for children with special needs, and substance abuse awareness and counseling. In addition, the district also provides a breakfast and lunch program and pupil transportation.

2. College of Southern Idaho

The College of Southern Idaho provides learning opportunities in the traditional academic education or general college course work, vocational training in trade and industry, and continuing education. It also offers and administers senior citizen programs.

The college meets two needs with academic education. Academic education provides the first two years of a four year degree for those students pursuing a four year degree. It also provides associate degrees for those who desire no further education.

College majors are provided in academic development; agriculture; art, drama, music and speech; business; English, foreign languages, philosophy, and sign language; home economics; library science; mathematics, computer science, and engineering; nursing; physical education; and, the sciences.

The college's vocational education provides opportunities for those desiring training, retraining, or upgrading in their current occupation. Vocational training is primarily designed as occupational training to put people into the workforce. It also provides training to businesses within the college service area.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Vocational training is provided in the following trade and industry areas: air conditioning, refrigeration, and heating; auto body technology; automotive technician; cabinetmaking; diesel mechanics; drafting; electronics; fire service; law enforcement; and, welding.

In 1975, the college became the grantee for the Area Agency on Aging and assumed responsibility for administering senior programs in the region. Those programs include the Foster Grandparent Program, Homemaker Program, Ombudsman Program, Retired Senior Volunteer Program, and Senior Companion Program.

Many of the off-campus courses are offered through interactive telecommunication. Courses are taught at the Twin Falls campus and broadcast to centers in Burley, Hailey, and Gooding. Cameras, monitors, and microphones provide instant communications between the instructor and students at the campus and students at the off-campus sites. Interactive telecommunication courses will be offered in Jerome in the spring of 1996, as soon as local facilities are available.

Interactive courses offered in the spring of 1996 include nursing, history, biology, math, economics, and water resource management. Remedial courses in english, mathematics, and science also are offered.

D. 1990 Educational Attainment

Table 1 represents the highest grade of school completed or the highest degree received by the general populace. For instance, those people with bachelors degrees also are high school graduates. That information was gathered for all Jerome County residents, including people who have moved into the city and county and were educated elsewhere.

The level of educational attainment generally is higher in Jerome County than in the City of Jerome. In most areas of educational attainment, the city and the county are below the state average.

However, the county has a larger percentage of high school graduates (55.8%) than either the city (50.4%) or the state (54.5%). Both the city (10.4%) and county (11.0%) are below the state average (17.7%) for advanced degrees.

Jerome City has the highest percentage of residents (34.1%) who have not completed high school. More than one-fourth of county residents have not finished high school, compared to about 20 percent of all state residents.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 1: Jerome City, Jerome County, and State of Idaho Educational Attainment

| <i>Educational Attainment</i> | <i>City Percentage</i> | <i>County Percentage</i> | <i>State Percentage</i> |
|-------------------------------|------------------------|--------------------------|-------------------------|
| No high school diploma | 34.1% | 27.6% | 20.3% |
| High school graduate | 50.4% | 55.3% | 54.5% |
| Associate degree | 5.1% | 5.6% | 7.5% |
| Bachelor's degree | 7.0% | 7.7% | 12.4% |
| Graduate degree | 3.4% | 3.3% | 5.3% |

Sources: Intermountain Demographics
U.S. Department of Commerce

III. Past Enrollment Trends

A. Total Enrollment Change

1. Jerome School District

From 1980 to 1995, student enrollment in the Jerome School District increased by almost 700 students, or a gain of 28 percent (Table 2). However, changes in student enrollment have not been consistent over time. Enrollment showed large increases in 1982, 1988, and 1994; it decreased in 1985, 1986, and 1989. Student enrollment increased by less than one percent from the 1994 to 1995 school year.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 2: 1980 - 1995 Jerome School District Enrollment Trend

| <i>Year</i> | <i>Student Enrollment</i> | <i>Numerical Change</i> | <i>Percentage Change</i> |
|-------------|---------------------------|-------------------------|--------------------------|
| 1980 | 2,406 | 46 | 1.9% |
| 1981 | 2,446 | 40 | 1.7% |
| 1982 | 2,566 | 120 | 4.9% |
| 1983 | 2,616 | 50 | 1.9% |
| 1984 | 2,628 | 12 | 0.5% |
| 1985 | 2,618 | -10 | -0.4% |
| 1986 | 2,603 | -15 | -0.6% |
| 1987 | 2,634 | 31 | 1.2% |
| 1988 | 2,751 | 117 | 4.4% |
| 1989 | 2,691 | -60 | -2.2% |
| 1990 | 2,768 | 77 | 2.9% |
| 1991 | 2,799 | 31 | 1.1% |
| 1992 | 2,894 | 95 | 3.4% |
| 1993 | 2,961 | 67 | 2.3% |
| 1994 | 3,078 | 117 | 2.3% |
| 1995 | 3,095 | 17 | 0.6% |

Sources: Intermountain Demographics
Jerome School District # 261

Jerome School District officials speculated that a relationship exists between levels of student enrollment and economic activity in the community. A statistical test was run to determine the relationship between enrollment and employment and the relationship between enrollment and total personal income.

The numerical relationship between enrollment and economic indicators could range from zero to one. A rating of zero means that no relationship exists between enrollment and economic activity. A rating of one shows a very strong relationship between enrollment and economic activity.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

The relationship between school enrollment and two categories of employment is low, ranging from 0.00 to 0.55 (Table 3). Total employment and manufacturing employment are not good indicators of student enrollment.

However, the relationship between student enrollment and income is much better, reaching 0.90 for total personal income. The relationship between enrollment and farm income was tested because the Jerome economy relies heavily on the agricultural sector. The enrollment to farm income relationship is 0.73.

Table 3: Relationship Between Student Enrollment and Economic Indicators

| Economic Indicators | Numerical Relationship |
|--|------------------------|
| Enrollment to Total Employment (1976 - 1993) | 0.28 |
| Enrollment to Total Employment (1980 - 1993) | 0.00 |
| Enrollment to Manufacturing Employment(1976 - 1993) | 0.47 |
| Enrollment to Manufacturing Employment (1980 - 1993) | 0.55 |
| Enrollment to Personal Income (1976 - 1993) | 0.90 |
| Enrollment to Farm Income (1976 - 1993) | 0.73 |
| Enrollment to Personal Income (1980 - 1993) | 0.88 |
| Enrollment to Farm Income (1980 - 1993) | 0.73 |

Sources: Intermountain Demographics
Jerome School District # 261
U.S. Department of Commerce

2. College of Southern Idaho

From 1990 to 1995, enrollment at the College of Southern Idaho increased by 981 full and part-time students, or a gain of slightly more than 26 percent (Table 4). Enrollment peaked in 1995 with an estimated 4,685 students, nearly a six percent enrollment increase over the previous school year. Student enrollment data is the number of students at end of term credit.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 4: 1990 - 1995 College of Southern Idaho Enrollment Trend

| <i>Year</i> | <i>Student Enrollment</i> | <i>Numerical Change</i> | <i>Percentage Change</i> |
|-------------|---------------------------|-------------------------|--------------------------|
| Fall, 1990 | 3,704 | - | - |
| Fall, 1991 | 4,001 | 297 | 8.0% |
| Fall, 1992 | 4,172 | 171 | 4.3% |
| Fall, 1993 | 4,280 | 108 | 2.6% |
| Fall, 1994 | 4,092 | -188 | -4.4% |
| Fall, 1995 | 4,338 | 246 | 6.0% |

Sources: Intermountain Demographics
College of Southern Idaho

The number of Jerome County residents attending the College of Southern Idaho has increased over time. In 1990, 259 Jerome County residents were students at the college (Table 5). By 1995, 444 Jerome County residents were enrolled at the college, a gain of more than 70 percent. Jerome County residents represent nearly 10 percent of the total college enrollment in the fall of 1995.

Table 5: 1990 - 1995 Jerome County Students Enrolled at College of Southern Idaho

| <i>Year</i> | <i>Jerome County Students</i> | <i>Numerical Change</i> | <i>Percentage Change</i> |
|-------------|-------------------------------|-------------------------|--------------------------|
| 1990 | 259 | - | - |
| 1991 | 326 | 67 | 25.9% |
| 1992 | 368 | 42 | 12.9% |
| 1993 | 340 | -28 | -7.6% |
| 1994 | 402 | 62 | 18.2% |
| 1995 | 444 | 42 | 10.4% |

Sources: Intermountain Demographics
College of Southern Idaho

The College of Southern Idaho estimated that more than 11 percent of Jerome County's adult population was enrolled in some form of coursework in the 1994 school year. More than six percent of that adult population was enrolled in credit courses, more than three percent was

JEROME SCHOOL DISTRICT SPECIFIC PLAN

enrolled in non-credit courses, and the remaining two percent was enrolled in adult basic education courses.

B. Jerome School District Enrollment by Grade

1. Kindergarten and Elementary Schools

From 1980 to 1995, total enrollment in the elementary school system increased by 357 students, or a gain of 28 percent (Table 6). Enrollment generally increased steadily throughout the 15 year time span, but showed slight decreases in 1984, 1986, 1987, 1991, and 1995.

Table 6: 1980 - 1995 Jerome School District Kindergarten and Elementary Enrollment Trend

| <i>Year</i> | <i>K</i> | <i>1st</i> | <i>2nd</i> | <i>3rd</i> | <i>4th</i> | <i>5th</i> | <i>6th</i> | <i>Total</i> |
|-------------|----------|------------|------------|------------|------------|------------|------------|--------------|
| 1980 | 0 | 232 | 213 | 214 | 244 | 195 | 211 | 1,309 |
| 1981 | 0 | 232 | 225 | 223 | 230 | 252 | 202 | 1,364 |
| 1982 | 0 | 243 | 244 | 221 | 252 | 245 | 244 | 1,449 |
| 1983 | 0 | 265 | 234 | 245 | 217 | 229 | 238 | 1,428 |
| 1984 | 0 | 253 | 240 | 222 | 248 | 225 | 223 | 1,411 |
| 1985 | 0 | 302 | 229 | 236 | 219 | 249 | 206 | 1,441 |
| 1986 | 0 | 272 | 261 | 227 | 234 | 210 | 232 | 1,436 |
| 1987 | 0 | 254 | 258 | 229 | 218 | 224 | 194 | 1,377 |
| 1988 | 215 | 234 | 242 | 245 | 219 | 223 | 233 | 1,611 |
| 1989 | 206 | 251 | 223 | 238 | 236 | 210 | 232 | 1,596 |
| 1990 | 200 | 246 | 242 | 238 | 244 | 240 | 217 | 1,627 |
| 1991 | 164 | 217 | 242 | 246 | 245 | 254 | 243 | 1,611 |
| 1992 | 207 | 181 | 231 | 251 | 244 | 260 | 264 | 1,638 |
| 1993 | 215 | 224 | 192 | 238 | 271 | 250 | 260 | 1,650 |
| 1994 | 218 | 229 | 226 | 205 | 255 | 279 | 265 | 1,677 |
| 1995 | 243 | 221 | 225 | 237 | 212 | 255 | 273 | 1,666 |

Sources: Intermountain Demographics
Jerome School District # 261

2. Jerome Middle School

From 1980 to 1995, total middle school enrollment increased by 155 students, or a gain of 40 percent (Table 7). Total enrollment and enrollment gains were nearly the same for each grade.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 7: Jerome Middle School Enrollment Trend

| <i>Year</i> | <i>7th Grade</i> | <i>8th Grade</i> | <i>Total</i> |
|-------------|------------------|------------------|--------------|
| 1980 | 196 | 186 | 382 |
| 1981 | 201 | 191 | 392 |
| 1982 | 204 | 223 | 427 |
| 1983 | 229 | 200 | 429 |
| 1984 | 233 | 218 | 451 |
| 1985 | 209 | 226 | 435 |
| 1986 | 208 | 195 | 403 |
| 1987 | 221 | 206 | 427 |
| 1988 | 199 | 215 | 414 |
| 1989 | 225 | 187 | 412 |
| 1990 | 219 | 228 | 447 |
| 1991 | 206 | 211 | 417 |
| 1992 | 243 | 213 | 456 |
| 1993 | 274 | 243 | 517 |
| 1994 | 264 | 271 | 535 |
| 1995 | 269 | 268 | 537 |

Enrollment increased gradually from 1980 to 1985, when it reached 435 students. An enrollment decline occurred in 1986 when enrollment dropped to 403 students, a decline of more than seven percent. Another enrollment decrease occurred in 1991, when it declined by 30 students, a seven percent decrease.

Enrollment in the middle school has increased rapidly since the 1991 decline. The largest enrollment gain occurred from the 1993 to 1994 school year, when enrollment reached 517 students, gaining more than 60 students from the previous year. Middle school enrollment for the 1995-1996 school year is 537 students, as of September 30, 1995.

3. Jerome High School

From 1980 to 1995, enrollment at the senior high school level increased by 151 students, or a gain of 21 percent (Table 8). However, student enrollment at the senior high school has fluctuated over time. In the 1980 school year, enrollment was 715 students. By the middle of the 1980 decade, it had increased to about 760 students. In 1990, enrollment dropped below 700 students. A large gain occurred in 1992, when 771 students attended high school. Another large increase occurred in 1994, when enrollment reached 866 students. Student enrollment for the 1995-1996 school year is 892 students as of September 30, 1995.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 8: 1980 - 1995 Jerome School District Senior High Enrollment Trend

| <i>Year</i> | <i>9th</i> | <i>10th</i> | <i>11th</i> | <i>12th</i> | <i>Total</i> |
|-------------|------------|-------------|-------------|-------------|--------------|
| 1980 | 185 | 181 | 172 | 177 | 715 |
| 1981 | 186 | 185 | 164 | 155 | 690 |
| 1982 | 184 | 183 | 172 | 151 | 690 |
| 1983 | 247 | 165 | 178 | 169 | 759 |
| 1984 | 237 | 202 | 162 | 165 | 766 |
| 1985 | 251 | 166 | 170 | 155 | 742 |
| 1986 | 255 | 196 | 153 | 160 | 764 |
| 1987 | 249 | 181 | 166 | 139 | 735 |
| 1988 | 191 | 173 | 199 | 163 | 726 |
| 1989 | 206 | 167 | 149 | 161 | 683 |
| 1990 | 187 | 199 | 163 | 145 | 694 |
| 1991 | 250 | 186 | 170 | 165 | 771 |
| 1992 | 233 | 225 | 176 | 166 | 800 |
| 1993 | 226 | 211 | 204 | 153 | 794 |
| 1994 | 258 | 221 | 198 | 189 | 866 |
| 1995 | 277 | 238 | 201 | 176 | 892 |

Sources: Intermountain Demographics
Jerome School District # 261

C. Jerome School District Migrant Enrollment Trend

Migrant student enrollment was not tracked by the district from 1980 through 1989. (Migrant students are children of agricultural workers who have moved to the community within the last three years). From 1990 to 1995, migrant students in the Jerome School District increased by 174 students or 135 percent (Table 9).

Table 9: 1990 - 1995 Jerome School District Migrant Enrollment

| <i>School Year</i> | <i>Migrant Enrollment</i> | <i>Numerical Change</i> | <i>Percentage Change</i> |
|--------------------|---------------------------|-------------------------|--------------------------|
| 1990 - 1991 | 129 | - | - |
| 1991 - 1992 | 119 | -10 | -7.8% |
| 1992 - 1993 | 160 | 41 | 34.5% |
| 1993 - 1994 | 211 | 51 | 31.9% |
| 1994 - 1995 | 274 | 63 | 30.0% |
| 1995 - 1996 | 303 | 29 | 10.6% |

Sources: Intermountain Demographics
Jerome School District # 261

JEROME SCHOOL DISTRICT SPECIFIC PLAN

D. College of Southern Idaho Student Ethnicity

The total number of racial minority students has increased at the College of Southern Idaho from 1990 to 1995 (Table 10). In 1990, there were 177 Alaskan/Native American, Asian/Pacific Islanders, Black and Hispanic students (5.3 percent of all students) at the college. In 1995, minority enrollment had increased to 375 students and was almost nine percent of total student enrollment. The largest numerical gain was in the number of Hispanic students. They more than doubled from 110 students in 1990, to 240 students in 1995.

Table 10: 1990 and 1995 College of Southern Idaho Student Ethnicity

| <i>Student Ethnicity</i> | <i>1990 Number</i> | <i>1990 Percent</i> | <i>1995 Number</i> | <i>1995 Percent</i> |
|--------------------------|--------------------|---------------------|--------------------|---------------------|
| Alaskan/Native American | 6 | 0.7% | 58 | 1.3% |
| Asian/Pacific Islander | 42 | 1.1% | 56 | 1.3% |
| Black | 19 | 0.5% | 21 | 0.5% |
| White | 3,133 | 84.6% | 3,806 | 87.8% |
| Hispanic | 110 | 3.0% | 240 | 5.5% |
| Non-Respondent | 374 | 10.1% | 157 | 3.6% |
| TOTAL | 3,704 | 100.0% | 4,338 | 100.0% |

Sources: Intermountain Demographics
College of Southern Idaho

IV. Classroom Size

A. Elementary School

Classroom size was not tracked by the district from 1980 through 1989. The average number of students per classroom declined from 26.7 in the 1990 school year to 24.0 in the 1995 school year (Table 11). Classroom size decreased in all grades, with the greatest reduction in the third (4.2 students per classroom) and fourth grades (5.0 students per classroom). The greatest classroom size reduction occurred between 1993 and 1994, when a change in the state funding formula allowed the district to hire additional teachers.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 11: 1990 - 1995 Elementary Students Per Classroom

| Year | K | 1st | 2nd | 3rd | 4th | 5th | 6th | Average |
|------|------|------|------|------|------|------|------|---------|
| 1990 | 20.0 | 22.4 | 24.2 | 29.8 | 30.5 | 30.0 | 31.0 | 26.7 |
| 1991 | 18.2 | 19.7 | 24.2 | 24.6 | 30.6 | 31.8 | 30.4 | 25.4 |
| 1992 | 20.7 | 20.1 | 25.7 | 25.1 | 27.1 | 32.5 | 29.3 | 25.8 |
| 1993 | 23.9 | 20.4 | 24.0 | 26.4 | 30.1 | 31.3 | 28.9 | 26.2 |
| 1994 | 19.8 | 19.9 | 22.6 | 25.6 | 25.5 | 27.9 | 29.4 | 24.3 |
| 1995 | 22.1 | 17.7 | 20.5 | 23.7 | 26.5 | 25.5 | 27.3 | 24.0 |

Sources: Intermountain Demographics
Jerome School District # 261

B. Jerome Middle School and Jerome High School

The number of students per classroom also decreased at the middle school. It declined from 26.3 students in 1990, to 24.4 students in 1995. High school classroom size increased from 19.5 students per classroom in 1990, to 22.3 students per classroom in 1995. That gain in size was attributed to an 28.5 percent enrollment increase and a fixed number of classrooms.

V. 1995 Student Overcrowding

Overcrowding is the relationship between student enrollment and the number of classrooms available for student education. Overcrowding may be measured by maximum enrollment by grade, minimum square footage per student in a classroom, modern classroom standards, and classrooms needed to teach the required curriculum.

The Idaho Administrative Code for the Department of Education states that maximum enrollment per classroom for kindergarten and first grades is 23 students. The maximum for second and third grades is 26 students, while the maximum for grades four through eight is 32 students. The code also states that "a classroom shall not have less than 26 square feet of usable space per student." Modern classroom standards require 900 square feet for elementary, middle, and high schools.

A. Jerome Elementary Schools

Elementary school student overcrowding has been eased with the addition of 26 regular classrooms at Horizon Elementary in 1994. However, indications of overcrowding are present at the elementary schools due to increased levels of enrollment.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

At Central Elementary School, seven (35.0%) of twenty classrooms contain less than 900 square feet. The number of students per classroom does not exceed state standards for any grade. Three middle school classrooms also are housed at Central Elementary.

All regular classrooms at Horizon Elementary contain 900 square feet. None of the classrooms exceed state student enrollment standards. However, four of the six third grade classrooms have reached maximum enrollment. Another concern is that one of the school's resource rooms is a converted storage room with 475 square feet for 21 students in the 1995-1996 school year.

At Jefferson Elementary, three-fourths of the classrooms (15 of 20) are smaller than 900 square feet. Two kindergarten classes exceed state maximum enrollment standards.

B. Jerome Middle School

One of the major concerns for middle school students is that enrollment is split between the Jerome Middle School and the "tin building" classrooms at Central Elementary School. Nearly 20 percent of the middle school enrollment (95 students) is located off-campus in the three classrooms at Central Elementary.

Two of the eighth grade classrooms in the "tin building" exceed state students per classroom standards. Additionally, 18 out of 22 classrooms (82 %) contain less than 900 square feet. All three of the "tin building" classrooms are undersized. Eliminating the "tin building" classrooms, without providing additional classrooms would result in an average class size of more than 43 students for eighth graders.

C. Jerome High School

The high school is the most crowded facility. Thirty-six classes per day contain more students than the state maximum number of students per classroom. Two-thirds of the classrooms (22 of 33) contain less than 900 square feet.

To offer all required core curriculum courses, and still meet student per classroom guidelines, the district would need to construct an additional 22 classrooms at the high school for the 1995-1996 school year. Those classrooms also are needed for teacher preparation, special use constraints, scheduling and program constraints, student interest, and graduation requirements. A new cafeteria also should be constructed.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

VI. Student Enrollment Forecast

A. Jerome School District

In this portion of the strategic plan, student enrollment is forecast for school years beginning in 1996, 1997, 1998, 1999, and 2000. Forecasts are made for each grade and aggregated to districts totals.

Forecasting changes in student enrollment is straightforward for the first through twelfth grades. Student enrollment in each grade (i.e., 221 first graders) for each school year (1995-1996, for example) is multiplied by a "survival" factor (1.017) to determine the number of students in the next highest grade (225 second graders) for the upcoming school year (1996-1997). That process is repeated for each grade for each forecast year.

The "survival" factors for each grade are based on five year historical information maintained by the school district. (It can be a positive number indicating a net gain in enrollment from grade to grade, or a negative number showing a decrease in enrollment from grade to grade.)

Predicting the number of kindergarten students entering the system for the first time is a more complex procedure. Alternative strategies to determine kindergarten enrollment, such as birth rate ratios, population ratios, past trends, and average annual increases were evaluated. The method selected to forecast kindergarten enrollment consists of the following steps:

- 1) Determining the number of under five year-olds, by one year age groups, from the 1990 census,
- 2) Forecasting the number of five year-olds in Jerome County for the forecast period, using infant survival rates,
- 3) Adding in the number of in-migrants under five years of age, by one year age groups, from county population forecasts and national migration survey data,
- 4) Calculating the Jerome School District kindergarten enrollment to Jerome County five year-old population ratio for the previous five years,
- 5) Applying that kindergarten enrollment ratio to the number of five-year-olds for each year in the forecast period,
- 6) Adjusting the number of 1990 persons under five years old for revised census data,
- 7) Calibrating 1996 to 2000 kindergarten forecasts, based on birth rates, by the 1995 kindergarten forecast to actual enrollment ratio, and

JEROME SCHOOL DISTRICT SPECIFIC PLAN

- 8) Verifying the 2000 kindergarten enrollment forecast to previous kindergarten to population ratios and kindergarten to age cohort ratios.

A nearly 12 percent increase in total student enrollment is forecast for the Jerome School District (Table 12). Enrollment is estimated to increase from the September 30, 1995 actual enrollment of 3,095 to 3,464 students in the 2000 school year, an increase of 369 students.

Table 12: 1996 - 2000 Jerome School District Enrollment Forecast

| Grade | 1995- 1996 | 1996- 1997 | 1997- 1998 | 1998- 1999 | 1999- 2000 | 2000- 2001 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Kindergarten | 243 | 246 | 257 | 273 | 267 | 258 |
| First | 221 | 260 | 263 | 274 | 292 | 285 |
| Second | 225 | 225 | 264 | 267 | 279 | 297 |
| Third | 237 | 234 | 234 | 274 | 278 | 290 |
| Fourth | 212 | 247 | 244 | 243 | 286 | 289 |
| Fifth | 255 | 219 | 255 | 251 | 251 | 295 |
| Sixth | 273 | 259 | 222 | 259 | 255 | 255 |
| Seventh | 269 | 275 | 261 | 224 | 260 | 257 |
| Eighth | 268 | 269 | 275 | 261 | 224 | 260 |
| Ninth | 277 | 286 | 287 | 293 | 278 | 239 |
| Tenth | 238 | 260 | 268 | 269 | 275 | 261 |
| Eleventh | 201 | 217 | 236 | 244 | 245 | 250 |
| Twelfth | 176 | 187 | 202 | 220 | 227 | 228 |
| Total | 3,095 | 3,182 | 3,267 | 3,352 | 3,417 | 3,464 |

Sources: Intermountain Demographics
Jerome School District # 261

A relatively small gain is forecast for kindergarten enrollment. It is expected to increase by about 15 students, or slightly more than a six percent gain. Enrollment is greatest in the 1998 to 1999 school year, with 273 students.

Overall enrollment in elementary grades is predicted to increase by 341 students from 1995 to 2000, a 24 percent gain. However, enrollment changes are forecast to vary by grade. Enrollment

JEROME SCHOOL DISTRICT SPECIFIC PLAN

is forecast to decrease slightly in the sixth grade. It is forecast to increase in the remaining elementary grades. The largest enrollment gains are predicted for the second and fourth grades.

Middle school enrollment is forecast to decrease slightly (3.7%), from 537 students at the beginning of the forecast period to 517 in 2000. However, enrollment will fluctuate over time. It is forecast to peak in 1997, at 536 students and decline, by more than 10 percent, to a low of 485 students the following school year. Enrollment is forecast to decrease slightly in the both the seventh and eighth grades.

High school enrollment is predicted to increase from 892 students in 1995, to 978 students in the 2000 to 2001 school year, a nine percent gain. High school student enrollment patterns are not consistent by grade. Ninth grade enrollment declines from 277 students in 1995, to 239 students in 2000, a 14 percent decline. It will be at its highest at 293 students in 1998.

Enrollment in all other senior high grades is forecast to increase. The largest enrollment gain is predicted for the twelfth grade, increasing by more than 50 students, a gain of 30 percent. The next largest enrollment increase is forecast for the eleventh grade. It is predicted to gain almost 50 students, an increase of 24 percent. Enrollment in the 10th grade is predicted to increase by 23 students, a gain of 10 percent.

B. Middle School or Junior High School Grade Configuration

Some discussion has taken place within the community about restructuring the grade configuration of the existing middle and high schools. The potential new alignment would be a new middle school with grades seven through nine, and a senior high school with tenth, eleventh, and twelfth grades.

Under the current configuration, with the middle school containing seventh and eighth grades, middle school enrollment would decrease slightly from 544 in 1996 to 517 in 2000 (Table 13). High school enrollment would increase by three percent from 950 students in 1996 to 978 in the 2000 school year.

Bringing ninth grade into the middle school would increase enrollment to 830 students in 1996, and to 756 in 2000. (The number of ninth grade students will decrease by 28 under either grade configuration.) High school enrollment would decrease to 664 in 1996 and to 739 students in 2000.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 13: Jerome School District Grade Configuration

| <i>School Year</i> | <i>Middle School(7,8)</i> | <i>High School (9-12)</i> | <i>Junior High School(7-9)</i> | <i>High School (10-12)</i> |
|--------------------|---------------------------|---------------------------|--------------------------------|----------------------------|
| 1996 | 544 | 950 | 830 | 664 |
| 1997 | 536 | 993 | 823 | 706 |
| 1998 | 485 | 1,026 | 778 | 733 |
| 1999 | 484 | 1,025 | 762 | 747 |
| 2000 | 517 | 978 | 756 | 739 |

Source: Intermountain Demographics

C. College of Southern Idaho

Enrollment forecasts prepared by the College of Southern Idaho show that the number of Jerome County residents attending the college will increase from 495 students in 1996, to 762 students in 2000 (Table 14). That represents about an 11 percent average annual increase.

Table 14: 1996 - 2000 Jerome County Enrollment Forecasts at the College of Southern Idaho

| <i>School Year</i> | <i>Jerome County Enrollment</i> |
|--------------------|---------------------------------|
| 1996 | 495 |
| 1997 | 551 |
| 1998 | 614 |
| 1999 | 684 |
| 2000 | 762 |

Sources: Intermountain Demographics
College of Southern Idaho

JEROME SCHOOL DISTRICT SPECIFIC PLAN

VII. Funding, Budget, and Expenditures

A. Funding

1. Jerome School District

Funding for the Jerome School District primarily comes from the State of Idaho and the local property tax. State funding accounted for slightly more than 80 percent of the total school district's budget from 1990 to 1994.

While the amount of state funding represents a large portion of the school district's total budget, the percentage of total students educated by the district is greater than the percentage of state education funds received by the district. For the 1995 to 1996 school year, it was estimated that the district would educate 1.99 percent of all state students, but would receive 1.27 percent of all state education funding. That percentage of students educated to percentage of state funding imbalance occurred in five of the last six school years.

Most of the remaining 20 percent of the budget, or about 1.1 million to 1.7 million dollars from 1990 to 1994, was funded from the local property tax. The mill levy, or amount of market value accruing to the school district increased from 0.00430400 in 1990 to about 0.00496733 in 1994. The owner of a \$50,000 house paid about \$230 in taxes to the school district in the 1994 to 1995 school year. The district ranked 89 out of 113 districts for local tax levy.

2. College of Southern Idaho

The major sources of income for the college's general fund are tuition and fees, county tuition, county property taxes, and the state appropriation. The trend for the last three years has been positive. Increased enrollment, a rising tax base, and state appropriations in excess of inflation have provided a stable revenue base. The college also has been successful in obtaining funds for special projects from a number of granting sources including federal, state, and private foundations or individuals.

Capital funding for buildings is provided by the state through recommendations to the Permanent Building Fund Council from the Idaho Board of Education. The legislature appropriates funds to the Permanent Building Fund Council through the division of public works. Another source of revenue is endowment funds which are managed by the executive director of the college's foundation. Those funds are not used for operational expenses for the college.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

B. Budget

1. Jerome School District

The district's budget reached slightly more than \$10 million in school year 1995 to 1996, an increase of slightly greater than 50 percent since the 1990 - 1991 school year (Table 15).

Table 15: 1990 - 1995 Jerome School District Budget

| <i>School Year</i> | <i>Budget</i> |
|--------------------|---------------|
| 1990 - 1991 | \$6,804,604 |
| 1991 - 1992 | \$6,837,603 |
| 1992 - 1993 | \$7,264,858 |
| 1993 - 1994 | \$7,609,271 |
| 1994 - 1995 | \$10,438,123 |
| 1995 - 1996 | \$10,482,925 |

Sources: Intermountain Demographics
Jerome School District # 261

Jerome School District's budget increased by nearly one-third in the 1994-1995 school year, due to an influx of state funds. The Idaho legislature changed the state funding formula to bring the school district up to minimum standards for staffing requirements. Additional state funding allowed the district to hire an additional 15 teachers. Another factor contributing to the larger budget was a change in accounting methods so that local school districts reported retirement contributions instead of the state.

2. College of Southern Idaho

The college's budget for the year ending June 30, 1995 was \$19,226,965. Its fund balance was \$3,093,775 at that same time.

C. Expenditure Per Student

Total district expenditures increased by more than 15 percent from the 1990 school year to the 1994 school year (Table 16). However, due to an 11 percent increase in enrollment, expenditure per student remained nearly the same. The national consumer price index increased by nearly 14 percent from 1990 to 1994.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Expenditure per student increased by nearly 20 percent from the 1993-1994 to the 1994-1995 school year. That increase also was due to receipt of additional state income to bring the Jerome School District up to minimum staffing requirements and the employers share of the contribution for state retirement is now reported in the district's budget.

Table 16: 1990 - 1995 Jerome School District Expenditure Per Student

| <i>School Year</i> | <i>Total Expenditures</i> | <i>Expenditure Per Student</i> |
|--------------------|---------------------------|--------------------------------|
| 1990 - 1991 | \$6,784,962 | \$2,451 |
| 1991 - 1992 | \$7,035,629 | \$2,626 |
| 1992 - 1993 | \$7,567,533 | \$2,613 |
| 1993 - 1994 | \$7,975,403 | \$2,783 |
| 1994 - 1995 | \$10,324,074 | \$3,354 |

Sources: Intermountain Demographics
Jerome School District # 261

In the 1993 school year, the district's expenditure per student of \$2,783 was 86 percent of the statewide average expenditure of \$3,234. The district ranked 100 out of 113 districts in student expenditure, and was classified as a low income or poor district.

VIII. School Facilities Needs Assessment

In 1992, the Idaho State Legislature authorized a needs assessment survey of every school district in the State. That assessment included structural condition inspections and facility capacity analysis. Cost estimates also were prepared to modernize facilities in each district. At that time, nearly five million dollars was needed to renovate existing facilities in the Jerome School District (Table 17).

Nearly two million dollars was needed for improvements at Jerome High School. Central Elementary School would require more than 1.2 million dollars for improvements in the main structure, its library, and the annex.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Table 17: 1993 Jerome School District Renovation Cost Estimate

| <i>School</i> | <i>Cost Estimate</i> |
|-----------------------|----------------------|
| Central Elementary | \$1,226,957 |
| Jefferson Elementary | \$369,302 |
| Washington Elementary | \$364,568 |
| Jerome Middle | \$936,617 |
| Jerome High | \$1,982,127 |
| TOTAL | \$4,879,571 |

Sources: Intermountain Demographics
Statewide School Facilities Need Assessment Committee

IX. Issue Identification

Issues facing the school district and college were compiled as part of the overall planning process used for the City of Jerome, Jerome County, and the Jerome Recreation District. Citizens groups were formed to identify issues facing the community.

Citizens interested in education were divided into three smaller groups for education programs, education facilities, and higher education. They listed the following issues as the most important ones facing the school district:

A. Education Programs

- Any new programs would require new facilities, or better use of existing facilities.
- Vocational education programs must be expanded.
- Programs should be initiated for talented and gifted students. Those programs could include offering college credit courses to high school students by using the telecommunications network at the College of Southern Idaho.
- The feasibility of an alternative school should be examined.
- The school district will have to comply with the federal school mandate programs.
- The College of Southern Idaho should accept credits for similar courses offered by other colleges.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

- Improved access should be provided to educational technology.
- More parents should be involved in providing education to students.
- Partnerships should be developed between students and parents, and between teachers and the business community.

B. Education Facilities

- The physical and functional adequacy of current facilities should be assessed.
- Re-configuration of the current middle school alignment (seventh and eighth grades) to a junior high school alignment (including ninth grade) should be analyzed.
- A new facility would be needed if the junior high concept is adopted. The district currently does not have the funds to construct any new schools.
- Current facilities must be upgraded to offer courses in high technology.
- Current facilities also should be expanded to offer more courses for talented and gifted students.
- Facilities should be designed for student safety, with special emphasis on safety regarding drug use.
- Facilities for special programs may be shared at the high school level or with the College of Southern Idaho.
- Classrooms must be added to maintain or improve current student to teacher ratios.
- The timing of proposed bond issues and tax levies should be co-ordinated with other taxing entities.
- A property tax assessment to the College of Southern Idaho should be examined.
- A feeling of community concern for school district issues must be generated.

C. Higher Education

- Communication about the availability of current courses needs to be improved.
- Support must be continued for the College of Southern Idaho to broker with four-year institutions to bring bachelors and graduate level courses and degrees into the valley.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

- Higher education mentorship to disadvantaged students should be encouraged.
- Articulation with alternative schools should be continued.
- Articulation with private schools should be explored.
- Telecommunications classes and courses should be offered, especially for higher education level courses.
- An expanded middle school or junior high school would be needed to make room for college level courses in high school.
- Higher education level courses also should be offered in the evening.
- College level courses taught in high school should be articulated with the College of Southern Idaho for college credit, to assist the talented and gifted student program.
- Vocational and technical programs should be articulated with the College of Southern Idaho, so that students do not have to start over in college.
- Vocational and technical education programs are needed at the high school level.

X. Mission Statement, Goals, Objectives, and Actions

Jerome education citizen's committee Mission Statement:

Provide excellent educational opportunities for all county citizens to allow them to be self-sufficient and contributing participants in society

Jerome School District Mission Statement:

We will effectively

- *Deal with at-risk students*
- *Prepare students for the world of technology*
- *Provide self-reliance skills*
- *Prepare students for global issues*

JEROME SCHOOL DISTRICT SPECIFIC PLAN

College of Southern Idaho Mission Statement:

The College of Southern Idaho, a comprehensive community college, educates the diverse students primarily of south central Idaho and encourages them to lead full, effective lives in a changing world.

Education Programs

| |
|---|
| Goal: Increase parental involvement |
| Objective: Develop incentives to increase parental involvement |
| Actions: Solicit feedback from parents and community on school issues Educate educators about benefits of parental involvement Increase personal contact between parents and educators Expand community relations Recognition of teacher excellence Recognition of student excellence Recognition of program excellence Publicity of special activities Recognition of parental involvement |
| Goal: Increase business and community involvement |
| Objective: Make education relevant |
| Actions: Involve community and businesses in the development of curriculum Solicit input on workforce needs from the business community Facilitate student to business dialog Develop worksite opportunities for students (examples: internships, co-op, job shadowing, and school to work) Recognize business involvement Provide career exploration at all levels |
| Objective: Make all students employable |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Goal: Accommodate individual differences

Objective:

Provide developmental opportunities for all students

Actions:

Provide enrichment opportunities
Increase program to all levels - TAG (talented and gifted)
Provide advanced placement courses
Accurately assess of student ability and achievement levels
Allow flexibility in curriculum
Allow flexibility in delivery options (i.e., Alternative School)
Allow flexibility in hours of operation
Expand professional development opportunities for educators

Facilities

Goal: Provide facilities that will meet present and future educational standards of excellence desired by the community

Objective:

Assess facilities to determine adequacy for 1995-96 student population

Actions:

Determine the number of programs that do not have adequate facilities
Review current pupil/teacher ratios
Determine adequacy of space for staff
Determine structural stability of existing facilities
Evaluate state and federal building requirements to determine degree of compliance
Review state accreditation standards
Educate public on true impact and use of buildings
Determine alternative methods of delivery to maximize facilities, i.e., year-round schools

JEROME SCHOOL DISTRICT SPECIFIC PLAN

| |
|---|
| <p>Goal: Provide facilities that will meet educational excellence desired by parents and community (continued)</p> |
| <p>Objective: Assess current facilities for additional desired programs</p> |
| <p>Actions: Inventory existing programs Determine if there is enough room for additional programs Is funding adequate for new as well as existing programs? Project population growth for 5 years Analyze demographics of population Incorporate economic data into projections Include in the evaluation the higher education needs of the community which could be met if CSI could use facilities to telecommunicate advanced coursework to Jerome</p> |
| <p>Objective: Examine ways to finance new buildings and to finance improvements in existing buildings</p> |
| <p>Actions: Analyze local options State options/lobbying Coordinate with other taxing entities Best possible structure for the money</p> |
| <p>Objective: Determine the need for additional facilities</p> |
| <p>Action: Dependent on first three goals</p> |

Higher Education

| |
|---|
| <p>Goal: Increase opportunities for high school students to take advanced course work through tech-prep and advanced placement</p> |
| <p>Objectives: Coordinate with CSI to implement the tech-prep program Implement plan already in place Determine advanced placement needs Survey faculty and counselors to determine potential number of students who could benefit from advanced placement Request cooperation from CSI V.P. of Instruction to offer advanced placement</p> |

JEROME SCHOOL DISTRICT SPECIFIC PLAN

Goal: Continue to work with 4-year institutions to bring bachelors and graduate level degree programs to the Magic Valley

Objective:

Communicate with 4-year institutions community needs for advanced degrees

Policies:

Survey community

Send petitions/survey results

Write letters to institutions and legislators

Goal: Increase student awareness of higher education opportunities and access

Objectives:

Encourage mentorship between higher education and at-risk students

Cooperate with CSI on a "bridge" program for minority students

Contact BSU regarding (trio) programs for Hispanic students

Promote career awareness/exploration at the junior high level to prepare students for post-secondary training/placement

Utilize CSI resources and staff to assist

Offer short course in "how to go to college" (orientation)

XI. Recommendations

A. Jerome School District

1. The Jerome School District facilities, their condition, their financing, and their long term adequacy are a concern. The Jerome Education Citizens Committee supports the research findings of the Statewide School Facility Needs Assessment Committee. Funding to implement those recommendations should be the shared responsibility of local school districts and the State of Idaho. This would enable Jerome School District to provide adequate, safe classrooms for its students.
2. The Jerome Education Citizens Committee recommends that the Jerome School District be aware of long range building needs and develop appropriate plans to increase school facilities to accommodate enrollment and program changes.
3. The Jerome Education Citizens Committee recommends that the Jerome School District encourage public involvement and continue creating public support for the school district through two-way communication and a positive school/community/business relations program.

JEROME SCHOOL DISTRICT SPECIFIC PLAN

4. The Jerome Education Citizens Committee encourages the Jerome School District to continue its comprehensive approach to technology and complete the long term support infrastructure. The committee also recommends that the Jerome School District continue staff professional development opportunities and implement technologically driven curriculum and curriculum enhancement materials that improve student achievement.
 5. The Jerome Education Citizens Committee recommends that the Jerome School District continue to work toward an increase in the high school graduation rate over the next five years. The committee suggests that the dropout rate be reduced by promoting involvement and success for all students.
 6. The Jerome Education Citizens Committee recommends that the Jerome School District evaluate the actual physical condition of all existing buildings' structural and mechanical systems, and their compliance with safety/building code requirements and perform needed improvements.
- B. College of Southern Idaho**
1. The Jerome Education Citizens Committee supports the development of a plan to reduce the property tax burden of the College of Southern Idaho on Jerome County residents.

This draft Jerome Education Specific Plan was prepared as part of the Jerome Joint Agency Comprehensive Planning Process by Science Applications International Corporation (SAIC). Personnel involved in this plan included: Sheri Freemuth, Program Manager, SAIC; Dale Rosebrock, Project Manager, Intermountain Demographics; Kristi Korfanta-Harris, SAIC; and Linda Brennan-Sniffen, SAIC. Digitized mapping services were provided by SCIENTECH, Inc.

Photographs from Front Cover

From Top to Bottom:

Washington Elementary - Built 1937. Source: Jubilee Supplement of the North Side News, June 20, 1957.

Lincoln School. Source: Jubilee Supplement of the North Side News, June 20, 1957.

First high school built in Jerome School District, now Central Elementary School (courtesy: Rex Davis Collection). Source: Northside News 75th Anniversary Edition, August 5, 1982.



COLLEGE OF
SOUTHERN
IDAHO
BUSINESS OFFICE

COLLEGE OF SOUTHERN IDAHO

BOARD OF TRUSTEES

EXECUTIVE SESSION

SATURDAY

FEBRUARY 17, 1996

TAYLOR ADMINISTRATION BUILDING
PRESIDENT'S BOARDROOM
315 FALLS AVENUE
TWIN FALLS, IDAHO 83301

THERE WILL BE AN EXECUTIVE SESSION HELD IN ACCORDANCE WITH IDAHO CODE 67-2345 (b) FOR THE PURPOSE OF DISCUSSING PERSONNEL MATTERS. THE MEETING WILL BE HELD IN THE BOARDROOM IN THE TAYLOR ADMINISTRATION BUILDING ON SATURDAY, FEBRUARY 17TH AT 8:00 A.M.

A handwritten signature in black ink, appearing to read 'John M. Mason', is written over the typed name and title.

JOHN M. MASON
SECRETARY TREASURER

Posted in the Taylor Building west entrance and the Shields Building south entrance.