

**MINUTES OF THE REGULAR
MEETING OF THE
BOARD OF DIRECTORS
IDAHO VIRTUAL ACADEMY**

OCTOBER 8TH AND OCTOBER 9TH

OCTOBER 8, 2012

A dinner event was held at P.F. Chang's in Boise, Idaho. The dinner commenced at 6:30 p.m.

No business was discussed, no deliberations held and no actions taken by the Board at this dinner meeting. In attendance were the following:

Dave and Lori Malnes
Allen Wenger
Monica and Tom Eckert
Kerry Heninger
Desi Laughlin
Kelly Edginton
Heidi Higgins
Mike Groshong

OCTOBER 9, 2012

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order at 8:32 a.m.

B. ESTABLISH QUORUM

Quorum was established at 8:32 a.m.

C. TRUANCY HEARINGS AS NEEDED

No truancy hearings scheduled or held.

D. ROLL CALL

	Present	Absent
Dave Malnes	X	
Monica Robinson-Eckert	X	

Nathan Vore (excused)		X
Kerry Heninger	X	
Kimber Tower	X	

E. OTHERS IN ATTENDANCE

Desi Laughlin	Amy Chadez	Monti Pittman
Mike Groshong	Heidi Curtis	Amy White
Allen Wenger	Andrea Hampton	Seven teachers, all via telephone
Kelly Edginton	Heidi Higgins	

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS:

No member of the public signed up to provide any public input and none was received.

B. DIRECTOR’S REPORT

The Chairman welcomed everyone to the meeting.

The Chairman addressed the Directors about the recent professional development for the staff as well as teacher follow up communications he had received. He will be addressing some of the details of these matters later in the meeting.

Chairman Malnes detailed his goals and what he hopes to accomplish in the meeting, including addressing the open enrollment concern, invitations to teachers, teacher surveys as well as other issues.

The Chairman asked Ms. Laughlin to provide details to the Directors regarding the Open Enrollment Policy of the School. She detailed that this policy existed when she came to be the Head of School and how the current practice works at the school in the K-8 and High School levels. She detailed the changes in the process over the last few years with regard to K-8 and cohort groups. At the High School level this is more complex. In past had not allowed late enrollment but rather opened for each semester. She detailed how this impacted student enrollment figures and how those student figures impacted funding and staffing levels. The School does have some High School attrition, but not to the same level as in the past. High School now starts at or near 1,000, and there is a trend for the school attracting upper grade levels. Approximately three years ago, enrollment for High School was open for the first month of the year, with a late start processes in place.

Ms. Laughlin responded to questions, with a number of such questions to

be addressed during the later portions of this agenda.

Chairman Malnes advised that Mr. Konanz, from K12, was invited to the meeting. He was unable to attend on this date. Arrangements will be made to have him invited to a meeting later in the school year. Clarification was addressed with the Directors as to employer status for various individuals who serve the school.

The Directors discussed the need to schedule a special meeting for next Wednesday at 7:30 to review the Auditor's report.

Chairman Malnes indicated to the Directors that he has asked the Business Manager to review the school's salary schedule in relation to that of similarly sized schools throughout the state.

The Chairman rose for issue and the Directors discussed re moving II.E of standard agenda format up to II.A, moving the rest of the standard format down one.

1. Educational Meetings and/or Trainings attended by the Directors since last regular meeting.

No new training events were disclosed as occurring subsequent to the last meeting of the Directors.

C. BOARD/STAFF DISCUSSIONS

1. HEAD OF SCHOOL REPORT TO THE BOARD

Ms. Laughlin disclosed that since the last meeting of the Directors, there has been a significant increase in student enrollment. Details of that increase will be addressed later in the meeting.

Ms. Laughlin detailed for the Directors the two day professional development held last month for faculty and staff. Roughly 100 attended. This session had to be timed to use certain funds by a certain deadline. Teaching and learning with technology was the focus of the session. Detail was provided as to what was addressed during the various sessions. Micron and INEEL both attended as guests to the PD session regarding teacher and student resources for STEM. A number of the sessions were teachers presenting to other teachers regarding their particular areas of interest or expertise, including such things as school net, study island and cloud technology. A number of breakout sessions occurred for specific issues as well as time for the teachers to collaborate together as teams.

Ms. Laughlin responded to Directors questions as to meetings with the full staff and professional development activities. The entirety of the school staff meets at least once per year for PD. During other times during the year smaller subgroups may meet to address particular issues (Special Education or Math). Teachers also participate widely in state professional development programs that are provided.

2. BOARD DISCUSSION REGARDING OPEN ENROLLMENT AT IDVA

Chairman Malnes introduced the subject matter to the Directors and those in attendance via telecommunications. The school's teachers were invited to attend and were specifically noted the time in the Agenda that this session would be held.

Chairman Malnes addressed his initial concerns and hesitancy when this policy originally went into place as well as the underlying reasons the open enrollment was put into place. He addressed the general issue of increasing student enrollment.

Discussion commenced regarding the overall student enrollment increase which has been coupled with the increase in cohort numbers. While too many students and continuing of enrollment of students is a nice problem, it is a practical problem in regard not only to funding and deadline dates but also a problem with class sizes and student/teacher loads.

The Chairman indicated that the discussion session today is not intended to result in a decision today but rather is to ask the questions, identify other questions and identify what information the Board would like to review in order to ultimately reach a decision on this policy and this issue. The Chairman also desired to seek staff input, if they desired.

The Chairman broke the discussion into four main headings and discussion ensued on each of these headings individually.

How does open enrollment, as a school of choice:

1. Impact upon academics
2. Impact on experience of students and families
3. Impact on teachers
4. Impact on the business model

The Chairman also indicated that the desired survey to teachers,

that had been previously discussed, is also going to touch upon this issue and seek input from the teaching staff.

After the Board has received the information sought during this discussion as well as the input of the teaching staff from the survey, the Board can then continue the dialogue and work towards a decision on the issue of open enrollment and the related school policy.

Ms. Laughlin reiterated that cohorts for K-8 grade levels start every two weeks for onboarding. In the High School there is one late start in the fall. Last year there was one also done for a late start in the spring but the Administration would not recommend doing this next year.

Impact upon Academics

The Chairman introduced his first identified subtopic, addressing what he intended by the title of this topic and opened up the discussion to the Directors as to what information they wanted and what their initial thoughts were.

Looking at statistics and data, discussion was held as to what information would be helpful in review of open enrollment and cohort students. The Directors wanted information and data as to:

- How many students this involves, broken down by starting cohort group.
- Success measurement data for those students who start after the initial school start date, including such data as testing outcomes, passing rates, ISAT success.
- High School data on pass rates broken down by initial start date and cohort groups.
- K-8 would have to address progress data rather than pass rate.
- Progress data for High School students starting in later cohort groups.
- Retention/attrition and re-registration for students who start in cohort groups, after the initial school start date.
- ISAT data.
- If start after 56 calendar days after school year starts – counts for participation but not proficiency levels.
- Are late starting cohort group students coming to

the school during the school year due to an underlying reason or problem elsewhere.

- The impact of staffing fluctuations on the academic program.
 - What amount of time is being invested by the teachers in “catching up” late start students and what impact does that have on the overall educational program for all students.
- What is the percentage of late entries and late cohorts use of interventions.
- AYP with and AYP without late start cohorts.
 - Same analysis of star rating, if can be figured out.

Impact on Experience of Student/Family Experience

The Board recognizes that there is some overlap of the items identified above and this sub-topic, as well as the others. Addressed and sought for inquiry in this section were the following:

- How much time are the cohort students taking away from students who are already enrolled.
- Student-Teacher Ratio and the impact of such upon those already enrolled and/or timely enrolled.
- Is this policy giving students/family the last chance to get the education they need during the school year in question.
 - Are the late starting students leaving a bad schooling situation for the student/family and this is one of the only options for education for the student – once the school year is underway.
- Any way to quantify service for a certain population of students who don’t “fit” into the traditional setting.
- Possible interest of parent or student survey of late start students.
 - Get the good reason as to why.
 - Any impact that they notice with student levels.
- Withdraw data of students who are late start under this policy.
- Scantron tool data and information.
 - Gives baseline of when enroll and growth measures with spring test.
 - Normative tests with good data.
 - Very important data for students even though the families don’t like the process.

- Individual student family data.

Impact on Teachers

- Have a core group of teachers that are hired for the year.
 - Transition Teacher pool/Long Term Subs have had to carry a lot of weight for this program.
 - Is there a way to quantify this.
- Staffing – Data regarding projecting teacher numbers with fluctuations in student numbers at the start of the year and for the cohorts. Is there a way to quantify or qualify that impact.
- With this year’s high enrollment, the number of very good teachers to hire from any pool is not there – how is that impacting the program and the teachers who are in place.
- Increased high school requirements for science and math - harder to find now with these increased standards.
- Training is heavier with bring a teacher onboard in this type of setting.
- What is the impact of bringing students up to the level of the rest of the class – catch up.
- What is the impact on the Student Teacher Ratio – with detailed discussions of this ratio figure in the various grades.

Impact on Business Model

- On what date can a student count as full-time ADA, what is the fiscal impact of late starting students both in regard to cost as well as revenue and what is the last possible day for start of a student and to not have a negative impact upon revenue.
- Best 28 weeks entitlement only – how does a late start impact this.
- Student who starts after the first Friday in November can at best generate a reduced ADA – what is this amount of reduction.
- What percentage of cohort students were able to maximize full funding.
 - How many students did we receive beyond November date did we receive the maximum 20%.
- Can give scenarios of costs and revenues.
- Discussed why changed from mastery in funding

application and what impact this will have with regard to the late starts and cohort groups.

D. APPROVAL OF THE PREVIOUS BOARD MEETING MINUTES.

a. Approval of the Minutes from the regular monthly meeting of September 18, 2012

Motion was made by Director Heninger as follows:

Motion to approve the minutes for the regular meeting held on September 19, 2012, as presented.

Director Robinson-Eckert seconded the motion.
Motion approved by unanimous vote.

E. PROCEDURAL NOTES FOR ANY ADDITIONS, CORRECTIONS OR SUBSTITUTIONS TO THE AGENDA.

Mr. Groshong indicated that there were no additions, corrections or substitutions for the Agenda for the Board to consider.

III. CONSENT AGENDA ITEMS

No matters were scheduled or addressed.

IV. SCHEDULED FOR ACTION

A. BUSINESS

1. School Audit Report School Audit Report

The board tabled this subject matter until the special meeting to be held on Wednesday, October 17th at 7:30 p.m. for the purpose of review of the audit.

Motion was made by Director Malnes as follows:

Motion to schedule and hold a special meeting of the Directors of the IDVA Board to be held on October 17, 2012, at 7:30 p.m. at the usual location and through the usual telecommunication means.

Director Heninger seconded the motion.

Motion approved by unanimous vote.

2. September Invoices

The invoices presented for September are usual and customary in nature. All were reviewed by and approved by Director Vore and were reviewed and approved by an IDVA employee, as per the school's policies.

Mr. Wegner stood for any questions by the Directors.

Motion was made by Chairman Malnes as follows:

Motion to approve the September invoices for IDVA, as presented.

Director Tower seconded the motion.
Motion approved by unanimous vote.

A second motion was made by Chairman Malnes as follows:

Motion to approve payment to k12, for the presented invoices and to approve transfer of funds to k12 in the amount of \$1,403,201.50.

Director Tower seconded the motion.
Motion approved by unanimous vote.

3. September Check Register

Mr. Wegner presented the Directors with the school's check register for September of 2012. This information is the same information as the Invoices Report but in a different format as is necessary for the publication on the school's Internet Based Expenditure Website.

Motion was made by Director Heninger as follows:

Motion to approve the September Check Register Report as presented and direct posting of the same on the school's website as required by Idaho Code.

Director Robinson-Eckert seconded the motion.
Motion approved by unanimous vote.

4. Policy Section 400's

Ms. White presented the proposed amendments to the entirety of the 400's section of the Board's Policy Manual for review and possible approval. She detailed a number of the specific minor modifications as well as those that were actually substantive in nature.

The Board has already seen this language in the Employee Handbook that was reviewed and approved at a recent Board Meeting. This process is simply bringing the Policy Manual to the same level as the updated comments in the Employee Manual.

Motion was made by Director Tower as follows:

Motion to approve all the changes to the Board's policies as presented in relation to Section 400's of the Board Policy Manual.

Director Heninger seconded the motion.
Motion approved by unanimous vote.

5. Section 900's Policy Manual

This matter was tabled until the November Regular Board meeting to allow the Administration to work on a specific policy in this subsection of the Board Policy Manual.

6. Graduation Policy

Heidi Curtis presented to the Directors proposed amendment to Board's Policy relating to graduation. Specifically, she raised issue with amendment of the Alternative Route for graduation in the policy. She indicated that the contents of this policy are now out of date and that many of the items that were previously identified as optional are now mandatory. She reviewed the details of the draft of the proposed changes.

Numerous questions were addressed between the Directors and the Administration. Ms. Curtis will bring amendments to the draft policy back to the Board for review and possible approval at the November meeting. She would like to have this in place at that time as there are 32 students scheduled for graduating mid-year, with a number of these students seeking to graduate under the alternative route.

B. INSTRUCTION AND CURRICULUM

1. Academic Report – Kelly Edginton

Ms. Edginton presented the Directors with a number of charts and graphs relating to the school's current operations. She addressed historical data on enrollment, detailing how such figures have stabilized in the lower grade levels, with a significant historical increase in middle and high school students. The Administration is looking to figure out what brought about this change and what brought this change to this degree.

Additional presentation topics included students who leave the program, students who choose to drop out and information on student "pass rates" as has been previously defined with the Board. The current pass rate for this year is starting out better than compared to this time last year and remains higher than the overall k12 affiliated school's pass rate. Ninth grade is always the lowest grade level in pass rate. Improvements that have occurred are believed to be in part the result of the changes in the 8th grade program where they taking the High School math and English courses last year.

Question was raised regarding information about 8th grade retention from last year to this year and what impact that has on the High School program as well as questions as to why English marks are lower in general than in Math.

Ms. Edginton provided the Directors with data as to grade level activities, AP and concurrent courses as well as data relating to different intervention programs of the school.

Ms. Laughlin participated in the discussion and provided the Directors with a detailed address regarding the school's testing, specifically the use of Scantron. The state's mandated testing has decreased over the last year but the school itself has continued to engage in its usual testing loads. Given that AYP is such high stakes this is the best method to identify those students in need of additional assistance and/or interventions as well as provides invaluable information as to meeting targets and goals for individual students and for various programs.

2. **K-7 Report – Amy Chadez**

Ms. Chadez presented the Directors with her state of the K-7 program report as she was unable to present the report to the Directors at the Annual Meeting.

She detailed the activities and changes with the use of with Study

Island that have been implemented. The teachers have a good plan in place for this program. She has received some feedback from families with proficient and advanced students regarding their participation and this will be reviewed. She is currently interested in making sure the process is reinforcing the core of the educational program and is not simply extra work on top of the educational program itself.

Each month she holds a meeting for the K-7 personnel and students in the virtual form of a school assembly. At that time there is recognition of students and teachers for special events. This is giving a “school” feeling. She is also trying to increase the communications with parents and families in the program.

The professional learning communities are working. The staff is trying to identify students at the earliest time for intervention and it has been a task as to how to define such in a K-2 process. Grades 3-5 are working on guided instruction to target what they are teaching to specifically identified concerns. Middle school grade students are standards based classes and for a while, integrating Study Island and working on the middle school credit requirements required by law.

The Staff goals were addressed with the Directors. Student achievement is the biggest priority, obtaining growth on all levels. This group is looking to increasing student interaction and looking for ways to streamline non-teaching responsibilities of teachers and to find better ways to handle these issues and still accomplish the necessary work. She is working on getting teachers to collaborate better with their individual strengths and expertise.

Ms. Chadez received a question on her experience in the transition from teacher to administrator by Chairman Malnes. She addressed how she has learned that every staff member approaches things differently and that she has had to learn how to deal with each in approach.

Director Robinson-Eckert raised question with family feedback and how communication is occurring regarding problems. Ms. Chadez indicated that most parents still go through the teacher first to address a problem. If it is a problem that repeats or a problem that is coming up with multiple families then it does get channeled up the chain of command to address and/or fix.

She concluded by reporting the outcome of Back to School Night and the larger participation this year than in the past.

3. Alternative HS Report – Monti Pittman

Mr. Pittman, being new to the school, introduced himself to the Directors and then provided the Directors with a rundown of the status of this new school program.

He detailed that the first day of school was on October 1st, which was not an issued in relation to late starts or cohorts as the alternative school program is going to operate on the block system rather than semesters or trimesters. Each student can take three classes per block, concentrate and complete those courses and then move on for the next block to three new classes to concentrate upon.

This system addresses shorter student attention spans as well as those who are easily distracted. This system changes the mechanism for due dates from the traditional school setting, providing a bit more flexibility.

Mr. Pittman indicated that many of the enrolled students have a weakness in math and are going to need to complete remedial courses in math to even get to the knowledge level to take the courses in math needed for graduation. This setting better allows for this option.

Mr. Pittman indicated that the program has been set up so that an individual student could be permitted to take more than three courses per quarter. However, the student has to demonstrate that they are capable of performing in the setting first. So, if they get one of their three courses done early, they can add on another course during the block. This is great when there is a credit recovery issue and motivated students.

Local study labs have been and continue to be set up. Teachers have set the locations and the schedule and this allows the students to attend a face-to-face session on particular subject matters and to have a contact person for overall problems and student interaction. The teacher can then also direct the student to the appropriate individual if there is an issue or question they cannot address. For the alternative school student it is important to have buy-in and to have the adults work more closely with the student.

As of October 1st there were 153 students enrolled in the program. As of today there are 163 students. These students must all fall within the “At-Risk” definition as is set per law.

In efforts to publicize this new program, Mr. Pittman indicated that he went to the recent two day counselor program. He met with various individuals at the Idaho Falls Behavioral Center, Boys and Girls Club

representatives, Power County Juvenile authorities as well as the North Idaho Juvenile Detention Officers. These meetings included interesting ideas such as including the juvenile's officers (probation or parole) as part of the learning coach process so that they have as much information as the parent and can help influence the student's success. He will continue to arrange for these meetings and Ms. Higgins has been aiding in this regard.

He indicated that there is still a lot to be done for the program but that an amazing amount has been successfully completed from the date of inception through today. The size of the program at its start clearly demonstrates to the school that there is a need out there for these students that is not being met. The projected enrollment for Spring blocks is hoped to reach a 300 student figure.

The Directors indicated that they would be interested in knowing data as to the parent/learning coach involvement level as well as the student retention rates, especially in the situation where the student has something different from the traditional learning coach setting.

4. Emergency Hiring Request – Monti Pittman

Mr. Pittman detailed to the Directors the need for an emergency hire situation for the alternative program. The process and alternative route was detailed for the directors.

Mr. Pittman detailed the information regarding the individual he wants to utilize in this situation and how her retention would be a benefit to the school. She is certified and endorsed in a number of areas but she does not currently yet have her PE endorsement. Currently he cannot otherwise fill this position.

Motion was made by Director Heninger as follows.

Motion to approve the Emergency Hiring Request for the Alternative School Program and directing the Administration to take all necessary steps relating to allowance of alternative certification authorization process for Employee 13-A and this hire to move forward.

Director Robinson-Eckert seconded the motion.

Motion approved by unanimous vote.

Chairman Malnes sought clarification as to the financial impact of the alternative school program and how the funding for alternative school programs differs from traditional school programs. Discussion ensued

as to the higher funding rate for alternative programs based upon the recognition that these students are in need of more resources. Otherwise, the counts, deadlines and other reporting issues are the same as in the traditional program.

Given that the program did not start until the second block, missing the first block entirely, discussion addressed how there will be a likely negative fiscal impact of the school program's operation during its first year. K12 has already agreed to fund the program operational loss for the first year, with the understanding of the late start and the November student count issue.

The administration has already learned that the program is needed and it should grow and be sustainable.

The program needed 150 enrolled students by November to be staffing budget neutral. It is as it increases throughout the rest of the year with increased student numbers that the negative financial impact could develop for the first year.

C. **PUPIL SERVICES**

1. **Enrollment Report – Desi Laughlin**

Ms. Laughlin provided the Directors with the enrollment data that was updated this morning. The goal was to enroll 2950 students for this school year. There are currently 3203 students actively enrolled and attending. She provided the Directors with a breakdown of the student enrollment figure by class and special services participation.

Ms. Laughlin provided the Directors with a detailed breakdown of the enrolled students in the Alternative High School, by grade level and special services participation. Figures for the Alternative High School enrollment comprise a new section of the standard enrollment report.

Ms. Laughlin detailed the number of new students and the number of retuning students, broken down by grade level and program.

There are 109 additional students that are in some level of "pending" enrollment status for the school. If these students complete the enrollment process, they would start with the next cohort group.

2. **Marketing Report – Heidi Higgins**

Ms. Higgins detailed how her work this year is focused both retention as well as marketing to add new students to the school. Socialization for students is one of the issues for retention. She indicated that the

scheduled activities are well attended and supported by the staff.

Discussion with the school's Administration and Directors addressed state-wide school events targeted for retention. Discussion also included that these events do still address new families and provide information for new families if they are in attendance.

Ms. Higgins detailed both the academic and social events that are planned for the next few months and that planning has started for spring events.

Given the rapid expansion of the middle and high school student levels, there will be a heavy emphasis and focus on these students for retention.

Ms. Higgins addressed some of the school club activities as well as the Parenting Network and how such can individualize the school's activities and be personalized to the school.

Ms. Higgins addressed the On-Boarding method used this year to educate new families by experienced families. She addressed clubs and opportunities for families and the work of the Mechams –A IDVA family invited to share K12 wide skills on the experience on the educational experience - Schooling Effectively at Home. 78 families logged in during the last session and recordings held for a number of weeks for each session. She addressed that many parent network sessions on the site such as use of network applications and writing training as well as other course supporting items.

Ms. Higgins detailed the activities of the Booster program and the various clubs and organizations created by parents. This year there has been great parental interest, often parents who have been in the program for a while. Information is provided to them as to how to create organizations/activities. These families are building their own social networks.

Ms. Higgins addressed the school's Facebook page and other sub-facebook pages that have popped up. The Learning Coaches own developed site is ending up as the largest site, bigger than the official site for the school by approximately a factor of three.

She is currently starting to plan events for spring, including marketing activities to attract new families. If she were to opine as to some of the causes of the increased enrollment this year she would address three factors: there was more money than ever spent on advertising and there was a lot of TV intensive advertising, it appears that there

are more student directed decisions with regard to schooling choices than in the past, and she is noticing improved number as well as improved quality of the messaging of positive experiences between students.

D. **PERSONNEL**

No action was scheduled or addressed.

Chairman Malnes asked a follow up question relating to discussion from the last meeting on needing to onboard teachers and at what level those teachers needed to

Discussion ensued with regard to onboarding teachers and what the end result has been on student/teacher ratios with the huge influx of new students.

He expressed his desire to raise and address this concern due to the large ratio figures for teachers. He is very concerned about the number of teachers above the average student teacher ratio and that the budget ratio is high to begin with so that being above it is truly a concern. Ms. Laughlin indicated that she and the High School Principal as well as the HR Director have met and put a plan together to provide support and immediate relief to the teachers above the budgeted ratio and acknowledged that this will need to be revisited again at the semester break.

There is also a concern of the large influx of special education students and the difficulties in obtaining high quality special education teachers in the middle of the fall. Currently, they have arranged to have an individual, who also happens to hold a credential as a general education teacher, working under the supervision of a special education teacher, more akin to a standard special education paraprofessional. This is relieving some of the pains of the increased load. The two individuals involved in this situation are a perfect fit for this temporary solution and it would not be recommended for any other pairing. This too will be revisited at semester break as there may be some December graduates who could fit the needs of the school. The administration recognizes that this is not a long-term solution.

V. ITEMS SCHEDULED FOR INFORMATION

1. Ongoing Board Interest Items – Amy White

Ms. White presented the newest version of this document and explained how it was compiled.

Each of the nine items on the list were addressed in detail, and individually.

2. Board Trip to Herndon – Desi Laughlin

Ms. Laughlin raised the possibility of the Board considering a visit to Herndon and the home office as a precursor for the next round of negotiations of the Services Agreement.

This recommendation was discussed by the Board with no decision being made at this time.

3. Board Training – Amy White

Ms. White provided the Directors with copies of the Idaho Meeting Law Manual from the Idaho Attorney General’s Office as well as the ISBA training module on the Open Meetings Topic.

VI. EXECUTIVE SESSION

Pursuant to section 67-2345(1) (e)... To consider preliminary negotiations involving matters of trade or commerce in which the governing body is in completion with governing bodies in other states or nations;

At 3:08 p.m., Director Tower made the following motion:

I move the Board adjourn to executive session pursuant to Section 67-2345(1)(e), Idaho Code, to engage in and consider preliminary negotiations involving matters of trade or commerce in which IDVA is in competition with other public schools in other states or nations.

Director Heninger Seconded the motion.

A roll call vote was held as follows:

Malnes	Yes
Tower	Yes
Heninger	Yes

Robinson-Eckert Yes

At 3:09 p.m. the Board entered into executive session.

Discussion was held pursuant to the statutory subject matter identified for executive session.

At 4:02 p.m., Director Robinson-Eckert made the following motion:
I hereby move that the Board exit executive session and return to open session.

Director Heninger seconded the motion.
Motion approved by unanimous vote.

VII. ADJOURNMENT

Upon returning to open session, Director Tower made the following motion:

I hereby move to adjourn the meeting of the Directors of IDVA.

Chairman Malnes seconded the motion.
Motion approved by unanimous vote.

The meeting was adjourned at 4:03 p.m.

Dated the 9th day of October , 2012.

 Mike Groshong
Board Clerk

Board of Directors Meeting convened and held pursuant to appropriately provided and received electronic Notice of Annual Board Meeting with posted agenda (IDVA By-Laws, Article V, Section 1).
Meeting held at the Treasure Valley Learning Center.
Additional attendance available via telecommunications.

IDVA BOARD MEMBERS

David Malnes (Chairman)

- Malnes6@usfamily.net
- Term through July 2014

Kerry Heninger (Vice Chairman)

- Heninger5@msn.com
- Term through July 2014

Monica Robinson-Eckert

- Robinmon@isu.edu
- Term through July 2013

Nathan Vore

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- Term through July 2015

Kimber Tower

- ClanTower@gmail.com
- Term through July of 2015