

POCATELLO/CHUBBUCK SCHOOL DISTRICT NO. 25
BOARD/SUPERINTENDENT/CABINET RETREAT
AGENDA

Monday, October 13, 2014
4:30 p.m. – 8:30 p.m.
Board Room at the Education Center
3115 Pole Line Road
Pocatello, ID 83201

Facilitated by Susan Scherz

- 1. Welcome and Statement of Purpose – *Janie Gebhardt***
- 2. Warm up activity – *Susan Scherz***
- 3. District Vision, Mission, Beliefs, Learner Goals Drives the Work of the Board**
 - Do our individual visions, missions, beliefs and learner goals align with the District's?
 - Review Actualization of Beliefs for 2012-13. Based on the Beliefs the Board selected to emphasize for 2013-14, what are the evidences of actualizing the Beliefs? Review and add to evidences.
 - Select Board Beliefs and identify New Stretch for actualization for 2014-15.
 - Who does a Board member represent?
 - Who are our clients?
 - What does the community expect of the Board?
 - Define the work of the Board
 - Idaho Code requirements of School Boards/Code of Ethics
 - When can the Board conduct business?
 - Various types of Board meetings and motions; Special Meeting/Work Sessions – No Motions, Regular Meetings with action – Motions; Special Meeting/Executive Sessions – Motions/Roll Call Vote
 - Review of Board's Annual Attendance for 2013-14
 - Board policies are posted on the website. Does this meet the needs of the Board?
 - Other
- 4. Review Board of Trustees Operating Principles**
 - Note: As the Board reviews the Operating Principles, the following items should be covered:
 - What do Board members want to know and how do you want to know it?
 - What are your expectations of yourselves and each other?
 - How will you communicate with each other and with the Superintendent?
 - Attendance at meetings and other school functions?
 - Attendance at student hearings
 - Protocols for Executive Sessions
 - Use of speaker phone for meetings
 - Dress Code
 - Does the format in which you receive your meeting schedules meet your needs?

- Do agenda formats meet your needs?
- Review protocols for interaction with the public, receiving public comment and receiving delegations during meetings and work sessions
- Are you getting your packets timely to be prepared for meetings?
- What do you need from administration to do your work?
- As Board members communicate with various constituents, how do you bring that input into the decision making process?
- What are the protocols that Board members should follow when hearing concerns or complaints from constituents?
- Can a Board member separate him/herself from being a Board member in the eyes of the staff and public?
- Who speaks for the Board and how does the Board desire to respond to contacts from the press?
- What about abstaining from voting?
- Does the Board want to do anything different with review of policies?
- How does the Board move forward as a whole once decisions are made?
- Surprises
- End runs
- Other
- Should any changes be made to the Operating Principles?
- Is Board in agreement to reaffirm the Operating Principles at the next regular meeting?
- Other

5. Brainstorm Challenges for 2014 – 2018

- 2015 Supplemental Levy
- Depletion of Reserves
- Depletion of Candidate Pools
- Advocacy for School Employee Salaries and Operational Funding
-
-

6. Review Follow-Up Items from Superintendent’s Evaluations / Conduct Board Self-Evaluation

- Consider Other Superintendent’s Evaluation Form
- To Facilitate Informal Communication with Staff:
 - Start School Visits at 7:30 or 8:00 depending on Bell Schedule
 - Board Visit Operational Departments of the Organization

7. Discussion of the Roles and Responsibilities of the Board of Trustees and the Superintendent and Continued Growth as an Effective Leadership Team

- Is there a need to set some communication protocols?
- What is the relationship between the Board, the Superintendent, the Cabinet, the administrative team and staff?
- What are the expectations the Board has for the Superintendent and the relationship?
- What are the expectations the Superintendent has for the Board and the relationship?
- Discuss the differences in the roles and responsibilities
- How does the work of the District get done?
- Evaluation of Superintendent
- Other

8. ISBA Board Training Options for 2015-16

9. Summary Agreements and any Direction; Set Follow-up Retreat Date and Time if Needed

10. Adjourn – *Janie Gebhardt*



**Pocatello
Chubbuck**
School District 25

**Maximizing Learning For All Students
Through Rigor, Relevancy and Relationships**

Whatever It Takes!

VISION: The Pocatello/Chubbuck School District empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation for the arts and acquire the skills necessary to live a healthy lifestyle.

Mission

The Pocatello/Chubbuck
School District will:

- **Create** and sustain a culture of learning embedded with high expectations and accountability for students, staff, parents and the community;
- **Value** the uniqueness of each student;
- **Foster** caring relationships among students and adults through mutual trust and respect;
- **Provide** a safe, supportive and orderly learning environment for all to learn and work;
- **Engage** students through use of varied learning strategies;
- **Ensure** adequate time for students to demonstrate proficiencies;
- **Incorporate** relevancy into rigorous academic learning experiences;
- **Prepare** students to respect and celebrate diversity;
- **Engage** all students to develop character, social/emotional assets and a positive work ethic;
- **Provide** and maintain facilities that meet the future academic needs of students;
- **Support** staff members in their commitment to meeting the needs of all learners.

Belief Statement

We Believe:

- **A safe**, supportive, caring and respectful environment is critical to student learning;
- **High** expectations promote high levels of student achievement;
- **Students** have a right to learn and are responsible for learning;
- **Students** may not opt out of learning;
- **Students** learn in different ways and at different rates;
- **Students** must be challenged to think critically, problem solve and work in teams;
- **Students** learn best through active engagement in their learning with highly qualified, professional staff;
- **Parents** and the community play a critical role in a student's educational success;
- **Education** is a means to quality of life.

Learning Goals

Learners will:

- **Exhibit** appropriate interpersonal skills, self-discipline and self-confidence when working in individual, small group and large group settings;
- **Exhibit** respect for others and property;
- **Demonstrate** language literacy in a variety of settings as a reader, writer, listener, observer and speaker;
- **Demonstrate** competency in mathematical and scientific reasoning and apply critical thinking to solve problems in and out of school;
- **Demonstrate** an understanding and an appreciation of the humanities and the creative and performing arts;
- **Exhibit** a commitment to health and wellness;
- **Demonstrate** understanding of the principles of democracy and develop skills to become responsible citizens;
- **Demonstrate** an awareness of career opportunities connecting personal strengths to various career clusters and develop a post-secondary plan.



Maximizing Learning For All Students Through Rigor, Relevancy, and Relationships

Pocatello/Chubbuck School District 25

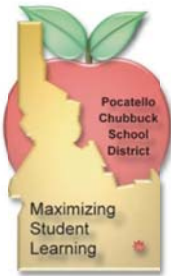


POCATELLO/CHUBBUCK SCHOOL DISTRICT STRATEGIC GOALS

1. Pocatello/Chubbuck School District students/staff will learn and work in a safe, supportive and caring environment.
2. Pocatello/Chubbuck School District will engage with the community to meet the District's vision/mission.
3. Pocatello/Chubbuck School District will work in partnership with parents and the community to assure that all students meet or exceed state standards.
4. Pocatello/Chubbuck School District will ensure that the work force is highly qualified and well trained.
5. Pocatello/Chubbuck School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity.
6. Pocatello/Chubbuck School District will be fiscally accountable to the public and will allocate resources based on Board goals.

Affirmed August 19, 2014

Adopted August 2007



**Pocatello
Chubbuck
School District 25**

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Whatever It Takes!

Board of Trustees Actualization of Beliefs 2012-13

- 1) High expectations promote high levels of student achievement;**
 - a. Students have a right to learn and are responsible for learning
 - b. Students must be challenged to think critically, problem solve and work in teams
 - c. Students learn in different ways and at different rates
 - The Board sets the standard for high expectations and conducts its business to promote and recognize students being responsible for their own learning
 - The Board expects the administration and staff to take their responsibilities seriously and it holds the system accountable to deliver results
 - Actions at Board meetings are demonstrative of supporting and promoting this belief that all children will learn at high levels as evidenced in the minutes
 - The Board minutes of work sessions and regular meetings document the many discussions and actions taken that actualize the system to challenge students to think critically, problem solve and work in teams
 - The Board sees evidences of these beliefs as it engages in school visits, when it meets with staff , engages with the community and attends school functions
 - The Board directly sees the evidences of differentiation for all children
 - The Board directly sees the diminishing of D and F grades in the secondary schools
 - The Board believes that a safe, supportive, caring and respectful environment supports students being responsible for their learning
 - Board members make decisions about student safety to ensure that students must be challenged to think critically, problem solve and work in teams

- Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community
- Board members adopted a strategic plan which identifies strategies to actualize this belief
- The Board directly sees district and building personnel working as collaborative teams to effect change in student learning
- Board members are mindful of sustaining this belief through budget development and adoption
- District assessment and graduation rate data are representative of high expectations promote high levels of student achievement
- District evidences are institutional practices and not person dependent
- Board members increased the supplemental levy for 2013-14
- Board members actualized the expansion of space for children K-8 by completing the opening of Alameda Middle School and moving the remainder of the sixth graders to the middle schools
- Board members participate in the District's Committee work

2) Parents and the community play a vital role in a student's educational success;

a. Education is a means to quality of life

- Actions at the Board meetings are demonstrative of supporting and promoting parental and community involvement in the educational process and the value of a quality of life that is dependent upon a solid educational system
- Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community
- Board members seek evidences of actualizing this while on school visits, in meeting with staff and students and while attending school functions
- Board members adopted a strategic plan which identifies strategies to actualize this belief
- Board members are mindful of sustaining this belief through budget development and adoption
- Board members increased the supplemental levy for 2013-14
- Parent involvement is evidenced in the following: attendance at back to school nights, parent teacher conferences, parent participation in school organizations such as boosters or PTA; calls to parents; email communication with parents; use of the features in Infinite Campus to communicate with parents

- Staff contact parents frequently about the progress of their children
- Community engagement is evidenced by Judge Murray's meetings, the Festival of Trees, and Key Communicators
- School staffs reach out to the community by holding meetings at Ft. Hall
- The Tyhee awards for 2010-11 and 2011-12 are evidence of reaching out to parents and the community
- Gate City's award is evidence of reaching out to parent community
- After school programs are evidence of engagement with the community
- Home room and advisories are evidence of education is a means to quality of life
- The push in the high schools to go on to college is evidence that Education is a Means to a Quality of Life
- Board members support the Chamber's Education Committee's scholarship luncheon to raise money for dual enrollment scholarships
- Board members participate in the District's Committee work



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Board of Trustees Actualization of Beliefs 2013-14

- 1) **A safe, supportive, caring and respectful environment is critical to student learning;**
 - a. Support staff members in their commitment to meeting the needs of all learners;
 - Board members make decisions about student safety to ensure that students must be challenged to think critically, problem solve and work in teams
 - Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community
 - Board members adopted a strategic plan which identifies strategies to actualize this belief
 - Board members are mindful of sustaining this belief through budget development and adoption
 - Board members are responsible to ensure programs are in place which promote these beliefs including the Virtues Project, Rachel's Challenge, Cultural Perspectives Training, Too Great for Hate, Steve Wessler Training, SPAN Idaho Partnership, Idaho Drug Free Youth (IDFY) and Restorative Practices.
- 2) **Students must be challenged to think critically, problem solve and work in teams;**
 - The Board sets the standard for high expectations and conducts its business to promote and recognize students being responsible for their own learning
 - Actions at Board meetings are demonstrative of supporting and promoting this belief that all children will learn at high levels as evidenced in the minutes
 - The Board minutes of work sessions and regular meetings document the many discussions and actions taken that actualize the system to challenge students to think critically, problem solve and work in teams

- The Board directly sees the evidences of differentiation for all children
- Board members make decisions about student safety to ensure that students must be challenged to think critically, problem solve and work in teams
- Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community
- Board members adopted a strategic plan which identifies strategies to actualize this belief
- Board members are mindful of sustaining this belief through budget development and adoption
- District evidences are institutional practices and not person dependent

3) Students learn best through active engagement in their learning with highly qualified, professional staff;

- The Board expects the administration and staff to take their responsibilities seriously and it holds the system accountable to deliver results
- Actions at Board meetings are demonstrative of supporting and promoting this belief that all children will learn at high levels as evidenced in the minutes
- The Board sees evidences of these beliefs as it engages in school visits, when it meets with staff , engages with the community and attends school functions
- The Board directly sees the evidences of differentiation for all children
- The Board directly sees the diminishing of D and F grades in the secondary schools
- Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community
- Board members adopted a strategic plan which identifies strategies to actualize this belief
- The Board directly sees district and building personnel working as collaborative teams to effect change in student learning
- District assessment and graduation rate data are evidence of this belief

4) Education is a means to quality of life.

- Board members discuss how the District is actualizing this belief in work sessions, meetings, trainings, with parents and the community

- Board members seek evidences of actualizing this while on school visits, in meeting with staff and students and while attending school functions
- Board members adopted a strategic plan which identifies strategies to actualize this belief
- Board members are mindful of sustaining this belief through budget development and adoption
- Home room, advisories and after school programs are evidence of education is a means to quality of life
- The push in the high schools to go on to college is evidence that Education is a Means to a Quality of Life
- Board members support the Chamber's Education Committee's scholarship luncheon to raise money for dual enrollment scholarships
- Board members participate in the District's Committee work



Code of Ethics for School Board Members

As a member of my local board of trustees, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent or administrator of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or to a board meeting;
15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken; and
16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

**Pocatello/Chubbuck Board of Trustees
Attendance Record 2013-14**

Meeting Dates	Meeting Type	<i>BOARD MEMBERS</i>				
		<i>Ms. Gebhardt</i> Board Chair	<i>Ms. Cranor</i> Vice Chair	<i>Mr. Vitale</i> Clerk	<i>Mr. Facer</i> Asst. Treasurer	<i>Mr. Mattson</i> Member
8/20/2013	<i>Regular Session</i>	Present	Excused	Present	Present	Present
9/17/2013	<i>Regular Session</i>	Present	Present	Present	Present	Present
10/15/2013	<i>Regular Session</i>	Excused	Present	Present	Present	Present
11/19/2013	<i>Regular Session</i>	Present	Present	Present	Present	Excused
12/17/2013	<i>Regular Session</i>	Present	Present	Present	Present	Excused
1/21/2014	<i>Regular Session</i>	Present	Present	Present	Present	Present
2/18/2014	<i>Regular Session</i>	Present	Present	Present	Present	Present
3/18/2014	<i>Regular Session</i>	Present	Present	Present	Present	Present
4/15/2014	<i>Regular Session</i>	Present	Present	Present	Excused	Partial
5/20/2014	<i>Regular Session</i>	Present	Present	Present	Present	Present
6/17/2014	<i>Regular Session</i>	Present	Present	Present	Present	Present
7/15/2014	<i>Regular Session</i>	Present	Present	Present	Excused	Present
9/10/2013	<i>Work Session</i>	Present	Present	Present	Present	Present
10/8/2013	<i>Work Session</i>	Present	Present	Present	Present	Present
11/12/2013	<i>Work Session</i>	Present	Present	Present	Present	Present
12/10/2013	<i>Work Session</i>	<i>Cancelled!</i>				
1/14/2014	<i>Work Session</i>	Present	Present	Present	Present	Present
2/11/2014	<i>Work Session</i>	Present	Present	Present	Present	Present
3/11/2014	<i>Work Session</i>	Present	Present	Present	Excused	Present
4/8/2014	<i>Work Session</i>	Present	Present	Present	Excused	Present
5/13/2014	<i>Work Session</i>	Present	Present	Present	Present	Present
8/21/2013	<i>Reinstatements</i>	Present	Excused	Present	Present	Present
10/2/2013	<i>Student Discipline</i>	Present	Present	Present	Present	Present
10/16/2013	<i>Student Discipline</i>	Excused	Present	Present	Present	Present
10/30/2013	<i>Student Discipline</i>	Excused	Excused	Present	Present	Present
11/13/2013	<i>Student Discipline</i>	Present	Present	Present	Present	Present
1/15/2014	<i>Student Discipline</i>	Present	Present	Present	Present	Present
1/29/2014	<i>Student Discipline</i>	Present	Present	Present	Present	Present
2/12/2014	<i>Student Discipline</i>	Present	Excused	Present	Present	Present
2/26/2014	<i>Student Discipline</i>	Present	Present	Present	Present	Present
3/12/2014	<i>Student Discipline</i>	Present	Present	Present	Present	Present
4/2/2014	<i>Student Discipline</i>	Present	Present	Present	Excused	Present
4/16/2014	<i>Student Discipline</i>	Present	Present	Excused	Excused	Present
5/7/2014	<i>Student Discipline</i>	Present	Present	Present	Present	Present
5/28/2014	<i>Student Discipline</i>	Present	Present	Present	Excused	Excused

**Pocatello/Chubbuck Board of Trustees
Attendance Record 2013-14**

Meeting Dates	Meeting Type	<i>BOARD MEMBERS</i>				
		<i>Ms. Gebhardt</i> Board Chair	<i>Ms. Cranor</i> Vice Chair	<i>Mr. Vitale</i> Clerk	<i>Mr. Facer</i> Asst. Treasurer	<i>Mr. Mattson</i> Member
8/27/2013	<i>Special Meeting</i> <i>(Ratify the Negotiated Agreement/Executive Session/Personnel)</i>	Present	Present	Present	Present	Excused
9/4/2013	<i>Special Meeting</i> <i>(Emergency Levy)</i>	Present	Present	Present	Present	Present
9/24/2013	<i>Special Meeting</i> <i>(Board/Superintendent/Cabinet Retreat)</i>	Present	Present	Present	Present	Present
10/15/2013	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Excused	Present	Present	Present	Present
12/2/2013	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Excused	Present	Present
12/2/2013	<i>Special Meeting</i> <i>(Legislative Meeting)</i>	Present	Present	Excused	Present	Present
12/17/2013	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
1/17/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
1/20/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
1/21/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
1/29/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
2/11/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
4/30/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel/Legal Counsel)</i>	Present	Present	Present	Present	Present
6/17/2014	<i>Special Meeting</i> <i>(Executive Session/Personnel)</i>	Present	Present	Present	Present	Present
7/14/2014	<i>Special Meeting</i> <i>(Food Service Accounts/Cell Tower/ISU Gun Safety)</i>	Present	Present	Present	Excused	Present



Pocatello Chubbuck School District 25

**Maximizing Learning For All Students
Through Rigor, Relevancy and Relationships**

Whatever It Takes!

BOARD OF TRUSTEES OPERATING PRINCIPLES

The Pocatello/Chubbuck School District Board of Trustees Mission is: Maximizing Learning for all Students Through Rigor, Relevancy, and Relationships – Whatever it Takes!

The Vision is:

- The Pocatello/Chubbuck School District empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation of the arts and acquire the skills necessary to live a healthy lifestyle.

For the purpose of promoting, maintaining and enhancing teamwork and collaboration among the members of the Board of Trustees and between the Board and Administration, we the members of the Pocatello/Chubbuck School District Board of Trustees publicly commit ourselves collectively and individually to an adopted set of Operating Principles. We also believe that the manner in which we conduct our business sets a professional example and a standard for the staff, students, parents and community. Thus, we commit to model the practices outlined in the Operating Principles:

1. The Board of Trustees will represent the needs and interests of ALL the children of our district. Their educational welfare is the Board's greatest concern;
2. The Board will represent the needs and interests of ALL the patrons of our school district and will be a good steward of tax dollars;
3. The Board values the public's right to be informed about Board decisions and school operations;
4. The Superintendent is the Chief Executive Officer of the District. He/she is to advise the Board, provide recommendations, and propose options on matters pending before the Board. The Superintendent shall be present at all meetings;
5. The Board will establish the vision, adopt and revise policy, and assume accountability. The Superintendent will administer Board policy and manage the schools. In doing so, the Board will demonstrate its understanding of its role and responsibilities;
6. The Board, with input of the Superintendent, will set clear goals for the School District;
7. The Board Chair or designee is the Board spokesperson;
8. The Board Chair and Superintendent jointly set meeting agendas;
9. Full participation is expected for all Board members at meetings. Less than full participation of Board members impacts the ability of the Board to function effectively and efficiently;
10. Board members will do their homework, be informed, be on time, present a professional appearance, attend all regularly scheduled sessions and committee meetings, give notice if members have a need to be absent, and participate in all local and State Board training opportunities;
11. In preparation for Board meetings, Board members shall ask questions of administration in advance of meetings;
12. Board members understand that there are many other time commitments beyond the regular work session and meeting schedules. Thus, Board members agree that all are responsible to commit to additional obligations but do so by sharing these responsibilities;
13. Board members will keep abreast of educational trends, research, and best practices through individual study, and participate in programs which provide educational information;
14. Board members understand that individual members do not have authority. Only the Board as a whole has authority, and only in a publicly noticed, convened meeting. We agree that individual Board members cannot take unilateral action;
15. The Board will conduct its business in accordance with the Open Meeting Law and will deliberate on various agenda items inclusive of the election of officers. It is preferred that Board members be physically present at meetings so as to be highly visible to the public;
16. The Board recognizes that decisions are made by a majority vote. Once a decision is made, all Board members will support that decision;
17. The Board will conduct a yearly self-evaluation and promptly address individual problems which limit teamwork, thus being in conflict with the Operating Principles;
18. Board members will respect the staff, support the employment of those best qualified, and expect that all staff are evaluated fairly and regularly;

19. The Board will lead by example. We agree to avoid words and actions that impact people negatively and personally. Prior to making decisions, we expect to debate and have a full discussion of differing points of view in a safe, open, honest, and respectful environment;
20. Communication between staff and the Board is encouraged. However, requests made of individual Board members or of the Board as a whole that require extensive study or may have political implications are to be directed to the Superintendent;
21. All staff and student personnel complaints and criticisms received by the Board, as a whole or the individual members, will be directed to the Superintendent;
22. The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues;
23. Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board;
24. The Board will consider available facts, research, best practices, cost implications, input from administration, staff and the public, and individual judgment in its decision making process;
25. Prior to making a decision that the Board identifies as having major impact on students, staff and/or patrons, the Board will use a public hearing process to gather input;
26. Board members are to refrain from using the Board position for personal or family gain or prestige. We agree that any Board member having any conflict of interest with an agenda item must declare that conflict prior to Board action;
27. When Board members are assigned to serve on various school committees, their role shall be defined by the Board as a whole, as either a silent observer or an active participant;
28. Surprises to the Board or the Superintendent will be the exception, not the rule. We agree to ask the Board Chair or the Superintendent to place an item on a future agenda rather than bringing an item up unexpectedly at a meeting. Board members having personal criticism of district operations are to present that criticism to the Superintendent at a time other than a Board meeting;
29. To be efficient and effective as a Board of Trustees, long Board meetings shall be avoided. If a Board member needs more information, either the Superintendent or Board Chair is to be contacted before the meeting. Public comment will be encouraged as a component of Board meetings under public comment. Appropriate protocol for public comment will be consistently practiced;
30. The Board will debate or speak only to the issues noticed on the agenda. Facts and information needed from the administration will be referred to the Superintendent;
31. Executive sessions will be held only when specific needs arise. Board members must adhere to confidentiality in regard to executive sessions realizing the legal ramifications of outside communication from these sessions;
32. Work sessions will be scheduled for in-depth discussion on one or more topics.
33. The Board will affirm these Operating Principles annually.

Date Approved: October 21, 2014

Janie Gebhardt, Board Chair

Mary M. Vagner, Superintendent of Schools

Jackie Cranor, Board Vice Chair

Dave Mattson, Board Clerk

Adopted – October 17, 2006

Affirmed – October 11, 2007

Affirmed – April 15, 2008

Affirmed – October 28, 2008

Affirmed – October 20, 2009

Affirmed – October 28, 2010

Affirmed – October 18, 2011

Affirmed – November 20, 2012

Affirmed – October 15, 2013

Affirmed – October 21, 2014

Jim Facer, Board Assistant Treasurer

Paul Vitale, Board Member

Pocatello/Chubbuck School District No. 25

Superintendent's Evaluation Form

“MAXIMIZING LEARNING FOR ALL STUDENTS THROUGH RIGOR, RELEVANCY AND RELATIONSHIPS” Whatever It Takes!

VISION

The Pocatello/Chubbuck School District empowers all students to attain high levels of learning and become responsible, contributing citizens in a democratic society. Each student will demonstrate academic and technological competency, develop an appreciation for the arts, and acquire the skills necessary to live a healthy lifestyle.

MISSION

The Pocatello/Chubbuck School District will:

- Create and sustain a culture of learning embedded with high expectations and accountability for students, staff, parents and the community;
- Value the uniqueness of each student;
- Foster caring relationships among students and adults through mutual trust and respect;
- Provide a safe, supportive and orderly learning environment for all to learn and work;
- Engage students through use of varied learning strategies;
- Ensure adequate time for students to demonstrate proficiencies;
- Incorporate relevancy into rigorous academic learning experiences;
- Prepare students to respect and celebrate diversity;
- Engage all students to develop character, social/emotional assets and a positive work ethic;
- Provide and maintain facilities that meet the future academic needs of students.
- Support staff members in their commitment to meeting the needs of all learners.

BELIEF STATEMENTS

We believe:

- A safe, supportive, caring and respectful environment is critical to student learning;
- High expectations promote high levels of student achievement;
- Students have a right to learn and are responsible for learning;
- Students may not opt out of learning;
- Students learn in different ways and at different rates;
- Students must be challenged to think critically, problem-solve, and work in teams;
- Students learn best through active engagement in their learning with highly qualified, professional staff;
- Parents and the community play a vital role in a student's educational success;
- Education is a means to quality of life.

LEARNING GOALS

Learners will:

- Exhibit appropriate interpersonal skills, self-discipline and self-confidence when working in individual, small group and large group settings;
- Exhibit respect for others and property;
- Demonstrate language literacy in a variety of settings as a reader, writer, listener, observer and speaker;
- Demonstrate competency in mathematical and scientific reasoning and apply critical thinking skills to solve problems in and out of school;

- Demonstrate an understanding and an appreciation of the humanities and the creative and performing arts;
- Exhibit a commitment to health and wellness;
- Demonstrate technological literacy by accessing and processing information utilizing a variety of resources;
- Demonstrate understanding of the principles of democracy and develop skills to become responsible citizens;
- Demonstrate an awareness of career opportunities connecting personal strengths to various career clusters and develop a post-secondary plan.

BOARD GOALS

Pocatello/Chubbuck School District students/staff will learn and work in a safe, supportive and caring environment.

Pocatello/Chubbuck School District will engage with the community to meet the District’s vision/mission.

Pocatello/Chubbuck School District will work in partnership with parents and the community to assure that all students meet or exceed state standards.

Pocatello/Chubbuck School District will ensure that the work force is highly qualified and well trained.

Pocatello/Chubbuck School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity.

Pocatello/Chubbuck School District will be fiscally accountable to the public and will allocate resources based on Board goals.

Part 1.

Comments on progress toward achieving the Board Strategic Plan:

Part 2.

1. Board/Superintendent Relationships:		Exceeds Expectations	Meets Expectations	Needs Improvement
a.	Keeps the Board informed on issues, needs, and operation of the Pocatello/Chubbuck School District.			
b.	Develops and provides professional recommendations to the Board on items requiring Board action.			
c.	Recommends, interprets, administers and supports the intent of Board policy.			
d.	Seeks and accepts constructive criticism of performance.			
e.	Promotes a harmonious impartial working relationship with the Board.			
f.	Maintains liaison between the Board and personnel working toward a high degree of understanding and respect between the staff and the Board.			

Comments:

2. Goal Setting and Academic Achievement:		Exceeds Expectations	Meets Expectations	Needs Improvement
a.	Assists the Board in the formation of District operational priorities and goals for the coming year.			
b.	Assures that interim reports are submitted to the Board on Goal achievement progress.			
c.	Assures that end of the year reports are submitted to the Board in achievement of goals.			
d.	Develops and works to achieve operational goals that reflect the Board/District goals.			

Comments:

3. Personnel Relationships:		Exceeds Expectations	Meets Expectations	Needs Improvement
a.	Assists the Board in the formation of District operational priorities and goals for the coming year.			
b.	Promotes good staff morale and loyalty to the organization.			
c.	Insists on high performance of all personnel.			
d.	Encourages participation of staff in regular discussion of the operation and issues of the District.			
e.	Keeps the Board informed of overall departmental strengths and weaknesses.			

Comments:

4. Business and Finance:		Exceeds Expectations	Meets Expectations	Needs Improvement
a.	Supervises operations, insisting on competent and efficient performance.			
b.	Monitors the expenditure of all funds through adequate control and accepted accounting procedures and provides meaningful reports to the Board.			
c.	Evaluates financial needs and makes recommendations to the Board.			
d.	Recommends budgets within projected revenue that considers the needs of the District.			
e.	Provides leadership in planning and maintenance of facilities and equipment that assure a safe and effective environment.			
f.	Informs the Board of financial or management implications involved with collective bargaining/negotiations with District employees.			

Comments:

5. Personal and Professional Qualities:		Exceeds Expectations	Meets Expectations	Needs Improvement
a.	Maintains high standard of ethics, honesty, and integrity.			
b.	Devotes time and energy effectively to the job.			
c.	Demonstrates ability to work well with individuals and groups.			
d.	Communicates clearly and concisely with individuals and groups.			
e.	Exercises good judgment.			
f.	Maintains professional proficiency and development.			

Comments:

Superintendent

Date

BOARD OF TRUSTEES:

Chair

Member

Member

Member

Member

SUPERINTENDENT EVALUATION
 AMERICAN FALLS SCHOOL DISTRICT NO. 381
 AMERICAN FALLS, IDAHO

Name of Superintendent: Dr. Ronald R. Bolinger

Year: 2012-2013

Directions: Indicate the response that best reflects your opinion to each of the following items.

- 9- Distinguished
- 8- Exceptional
- 7- Outstanding
- 6- Very Good
- 5- Good
- 4- Average
- 3- Below Average
- 2- Poor
- 1- Unsatisfactory, does not meet standard

I. LEADERSHIP AND DISTRICT CULTURE	
1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement	
1.2 Promotes academic rigor that focuses on learning and excellence for schools	
1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision	
1.4 Models learning for staff and students	
1.5 Promotes understanding and celebrating school/community cultures	
1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility	
1.7 Develops, implements, promotes and monitors continuous improvement processes	
Section Total	
2. POLICY AND GOVERNANCE	
2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles	
2.2 Establishes procedures for superintendent/board interpersonal and working relationships	
2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools	
2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities	
Section Total	
3. COMMUNICATIONS AND COMMUNITY RELATIONS	
3.1 Develops formal and informal techniques to gain internal and external perceptions of district	
3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups	

and one-on-one environments)	
3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling	
3.4 Establishes effective school/community relations, school/business partnerships and public service	
3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media	
Section Total	
4. ORGANIZATIONAL MANAGEMENT	
4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring	
4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs	
4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues	
4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma	
Section Total	
5. CURRICULUM PLANNING/DEVELOPMENT	
5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices	
5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation	
5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction	
5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming	
5.5 Assesses student progress using a variety of appropriate techniques	
5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment	
Section Total	
6. INSTRUCTIONAL LEADERSHIP	
6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning	
6.2 Implements appropriate safety and security practices in schools	
6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners	
6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes	
6.5 Establishes instructional strategies that include cultural diversity and	

differences in learning styles	
6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process	
6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes	
Section Total	
7. HUMAN RESOURCES MANAGEMENT	
7.1. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development	
7.2. Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and evaluation of personnel	
Section Total	
8. VALUES AND ETHICS OF LEADERSHIP	
8.1 Exhibits multicultural and ethnic understanding and sensitivity	
8.2 Describes role of schooling in a democratic society	
8.3 Manifests a professional code of ethics and demonstrates personal integrity	
8.4 Models accepted moral and ethical standards in all interactions	
8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues	
8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district	
Section Total	
9.LABOR RELATIONS	
9.1 Develops bargaining strategies based upon collective bargaining laws and processes	
9.2. Identifies contract language issues and proposes modifications	
9.3. Participates in the collective bargaining processes as determined by the board	
9.4. Establishes productive relationships with bargaining groups while managing contracts effectively	
Section Total	
TOTAL OF SECTIONS	

**Pocatello/Chubbuck School District No. 25
Board of Trustees
Self-Appraisal/Board Evaluation**

Directions:

For each item, please rate your own performance in the section marked Self Rating, and rate your assessment of the Board's performance as a whole in the section marked Board Rating. When the evaluations are compiled, the Board Average will be calculated by District Office.

Use the following rating scale by placing a check mark in the appropriate box:

- 5 = Always
- 4 = Frequently
- 3 = Sometimes
- 2 = Occasionally
- 1 = Never

For any item rated 1, 2, 4, or 5, specific written comments are required. Please add your comment(s) in the space available or on an attached sheet.

A. Community Leadership

<p>1. The Board has adopted a comprehensive school-community relations policy which authorizes an official spokesman for the Board. School personnel are assigned to release information and to communicate school activities, programs, and items of interest to the public.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">5</th> <th style="width: 12.5%;">4</th> <th style="width: 12.5%;">3</th> <th style="width: 12.5%;">2</th> <th style="width: 12.5%;">1</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </tbody> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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<p>2. Board members base decisions on what is best for the entire community and do not represent special districts or special interest groups. The Board serves as an advocate in the community for public education.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">5</th> <th style="width: 12.5%;">4</th> <th style="width: 12.5%;">3</th> <th style="width: 12.5%;">2</th> <th style="width: 12.5%;">1</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </tbody> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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<p>3. The Board provides forums for community discussion of educational issues. Citizen participation in the schools is encouraged and citizen advisory committees are utilized, when appropriate.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">5</th> <th style="width: 12.5%;">4</th> <th style="width: 12.5%;">3</th> <th style="width: 12.5%;">2</th> <th style="width: 12.5%;">1</th> <th style="width: 12.5%;"></th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </tbody> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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4. The Board has a proactive strategy for securing public support for levies, budget, and other education initiatives. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
5. The Board provides leadership to communicate the importance of public education to the community's economic development. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
6. The Board directs all concerns, complaints, and criticisms at the district to the Superintendent for study expecting him/her to report back to the Board. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
7. Board members participate in school affairs and community activities as they are able. Board members accept speaking dates and attend meetings where they can officially communicate the Board's position and interest in public affairs. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
8. The Board provides support and is involved with the P.T.A., various community groups, and other elected officials. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

What are our greatest successes in this area from this past year?
What are the most important challenges we face in this area for the next several years?

B. Policy Making

1. The Board regards policy making as an ongoing responsibility. Comments:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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2. The Board follows specified procedure for developing Board policy, which includes involving staff, students and the community in the development of policy. Comments:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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3. The Board develops an understanding of problems and issues before considering policy options. Comments:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

4. The Board assesses policy proposals in terms of how well they meet student needs. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
5. The Board reviews and updates policy manual on a regular basis for need and effectiveness. Additions/deletions are made to conform to current laws, trends and issues. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
6. The Board has a system to ensure timely and well-organized information on policy implementation. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?
What are the most important challenges we face in this area for the next several years?

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

C. Planning and Setting Goals

1. The Board is an active participant in the school district's planning process. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
2. The Board considers new educational policies and practices in planning for change. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
3. The Board reviews measures of school district performance as part of its planning process. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
4. The Board ensures that the Superintendent and staff develop and implement objectives and action plans to accomplish district goals. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
5. The Board reviews community and student needs, including demographic data, as part of the district's planning process. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

What are our greatest successes in this area from this past year?
What are the most important challenges we face in this area for the next several years?

D. Finance

1. The Board authorizes the administration to prepare the annual budget and monitors the process. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
2. The Board regularly monitors the status of budget and fiscal issues of the district. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
3. The Board provides a salary and benefits package for staff that allows the district to attract and retain qualified employees. Comments:	5	4	3	2	1	
						Board Rating
						Board Average

Ratings Codes: 5 = Always 2 = Occasionally
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 3 = Sometimes

4. The Board holds the administration accountable for the spending of funds in terms of the quality of education that should be provided and the ability of the community to support such a program. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
5. Long-range financial planning considers building site, functional uses of school buildings, and equipment, furniture and plant maintenance. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
6. The Board has policies which insure efficient methods for purchasing of supplies and equipment for proper bookkeeping procedures, for adequate insurance coverage, and for investing of school funds. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?

What are the most important challenges we face in this area for the next several years?

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

E. Personnel

1. The Board communicates Board policies to district staff. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
2. The Board exercises appropriate Board oversight of collective bargaining process and agreement. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
3. The Board develops sound personnel policies with the Superintendent that ensures fair and equitable implementation. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
4. The Board encourages the staff to grow professionally by providing adequate funds for in-service education. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

What are the most important challenges we face in this area for the next several years?

F. Working With The Superintendent

<p>1. The Board works with the Superintendent in a manner that promotes trust and mutual respect with frequent open and honest communication.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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<p>2. The Board keeps the Superintendent informed of community issues and concerns.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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<p>3. Board members recognize the Board's responsibility to make policy and hold the Superintendent/administration responsible for running the schools.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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<p>4. The Board has established processes for managing conflicts between the Board and the Superintendent.</p> <p>Comments:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Self Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Rating</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Board Average</td> </tr> </table>	5	4	3	2	1							Self Rating						Board Rating						Board Average
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Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

5. The Board annually evaluates the Superintendent providing useful feedback and encourages and provides opportunities for professional growth. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?

What are the most important challenges we face in this area for the next several years?

G. Board Meetings

1. Board meetings are conducted in an efficient, businesslike manner, following accepted parliamentary procedures and rules. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

2. Board members receive the agenda and background material in sufficient time. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

3. Appropriate district personnel are present at the Board meetings to supply information Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
4. The public is encouraged to attend Board meetings, and specific time is set aside on the Board agenda for public input Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
5. Board members are prepared for meetings, display good listening skills, and abide by and respect the decisions of the majority of the Board. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?

What are the most important challenges we face in this area for the next several years?

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

H. Legislative / Political

1. The Board is recognized as an effective partner in state/political legislative dialogue affecting public education. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
2. Board members are actively involved in trying to influence the educational decisions at the federal level. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
3. The Board has systematic communications with policy makers in support of schools. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average
4. The Board stays knowledgeable and current on educational issues facing the legislature and other statewide policy-making groups such as the State Board of Education. Comments:	5	4	3	2	1	
						Self Rating
						Board Rating
						Board Average

What are our greatest successes in this area from this past year?

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

What are the most important challenges we face in this area for the next several years?

School Board Evaluation (Note: This section will be completed by District Office)

Once the evaluation ratings are compiled, the total average scores will be calculated for each major category and will be presented at the Board self-evaluation meeting.

A. Community Leadership	
B. Policy Making	
C. Planning and Setting Goals	
D. Finance	
E. Personnel	
F. Working With The Superintendent	
G. Board Meetings	
H. Legislative / Political	
Total Board Score =	

Compare your school board's total score with this percentage ranking:

36-40	Outstanding
32-35	Good
28-31	Average
24-27	Below Average
23 and Below	Unsatisfactory

Ratings Codes: 5 = Always 2 = Occasionally
 4 = Frequently 1 = Never
 3 = Sometimes

SCHOOL BOARD STANDARDS SELF-EVALUATION

This evaluation is based on the Six Standards of Idaho School Board Association. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

Notes in BLUE reflect the section of the Board’s current Self Evaluation Form that covers the standards.

STANDARD 1: VISION AND MISSION												
This action occurs:	Frequently			Occasionally			Rarely			Never		
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section A3 and A7 – Ongoing
2. Board discusses and researches events and trends in the larger community that may affect schools.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section B3 and B5 – Ongoing
3. Board reviews district’s mission statement.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section C – Annually
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section F, F1 and F3
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section G; Monthly Recognitions at Board Meetings; Attendance is reviewed by the Board annually at the Retreat.
6. Board communicates its decisions to all affected by them.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section A1
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section B, B5 – Ongoing
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	10	9	8	7	6	5	4	3	2	1	0	Covered in Section B2, B4 and B6 – Ongoing

<p>9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.</p>	<p>10 9 8 7 6 5 4 3 2 1 0</p> <p>Covered in Section C2 and C3 – Ongoing</p>		
<p>10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.</p>	<p>10 9 8 7 6 5 4 3 2 1 0</p> <p>Covered in Section D</p>		
<p>STANDARD 1 SCORE:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>_____ /100</p> <p>_____ %</p> </td> <td style="width: 50%; text-align: center;"> <p>GRADE:</p> </td> </tr> </table>	<p>_____ /100</p> <p>_____ %</p>	<p>GRADE:</p>
<p>_____ /100</p> <p>_____ %</p>	<p>GRADE:</p>		

STANDARD 2: CONTINUOUS IMPROVEMENT

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board's mission.	10 9 8	7 6 5	4 3 2	1 0
	New Members learn while doing			
2. Board requests a decision be postponed until further information can be obtained.	10 9 8	7 6 5	4 3 2	1 0
	The Board has done this in the past when necessary. The normal process is to obtain information and discuss at a Work Session prior to bringing an item for Action at the Regular Meeting.			
3. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	10 9 8	7 6 5	4 3 2	1 0
	The Board annually reviews its self-evaluation at the Retreat and conducts the Superintendent's Evaluation.			
4. At least once every two years, the board has a retreat or special session to examine its performance.	10 9 8	7 6 5	4 3 2	1 0
	Annually			
5. Board is given and reads the agenda and background materials well in advance of meeting.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section G			
6. Board participates in in-service programs at regional, state, and national levels.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section H2, H3 and H4 – Ongoing			
7. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	10 9 8	7 6 5	4 3 2	1 0
	During Board Retreat			
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	10 9 8	7 6 5	4 3 2	1 0
	During Board Retreat			
9. I read through the board's policies, procedures, and employee contracts.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section E			
10. Board has discussions about the effectiveness of its performance.	10 9 8	7 6 5	4 3 2	1 0
	The Board annually reviews its self-evaluation at the Retreat			
STANDARD 2 SCORE:	_____ /100			GRADE:
	_____ %			

STANDARD 3: ADVOCACY

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board’s split decisions do not result in a split board.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section G5			
2. Board members are able to hold confidential items in confidence.	10 9 8	7 6 5	4 3 2	1 0
	Ongoing			
3. Board president and superintendent confer so that differences of opinion are identified.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section F			
4. Board members are able to speak their minds without fear of being ostracized.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section F			
5. I have discussed with fellow members common interests we share outside the boardroom.	10 9 8	7 6 5	4 3 2	1 0
	Ongoing			
6. Once a decision is made, the board works together to see that it is accepted and carried out.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section G5			
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	10 9 8	7 6 5	4 3 2	1 0
	Ongoing			
8. Board has adopted some explicit goals for itself, distinct from district goals.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section C and Board Operating Principles			
9. Board provides biographical information that helps members get to know one another better.	10 9 8	7 6 5	4 3 2	1 0
	During Board Retreat			
10. Board handles conflict openly and constructively.	10 9 8	7 6 5	4 3 2	1 0
	Ongoing			

STANDARD 3 SCORE:	_____ /100 _____ %	GRADE:
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STANDARD 4: ACCOUNTABILITY

This action occurs:	Frequently	Occasionally	Rarely	Never
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	0 1 2 N/A	3 4 5	6 7 8	9 10
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	10 9 8 Ongoing	7 6 5	4 3 2	1 0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	10 9 8 Covered in Section C4 as needed	7 6 5	4 3 2	1 0
4. Board is attentive to how it reaches conclusions.	10 9 8 Covered in Section G5	7 6 5	4 3 2	1 0
5. Decisions of the board on one issue tend to influence how it handles other issues.	10 9 8 Covered in Section G	7 6 5	4 3 2	1 0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	10 9 8 Covered in Section F and G	7 6 5	4 3 2	1 0
7. Board seeks outside assistance from consultants or other districts when considering its work.	10 9 8 As needed	7 6 5	4 3 2	1 0
8. Board does not present new issues of a complex nature for immediate action.	10 9 8 Covered in Section G	7 6 5	4 3 2	1 0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	10 9 8 Ongoing	7 6 5	4 3 2	1 0
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	10 9 8 Covered in Section A, A3 and Section B – as needed	7 6 5	4 3 2	1 0

STANDARD 4 SCORE:	_____ /100 _____ %	GRADE:
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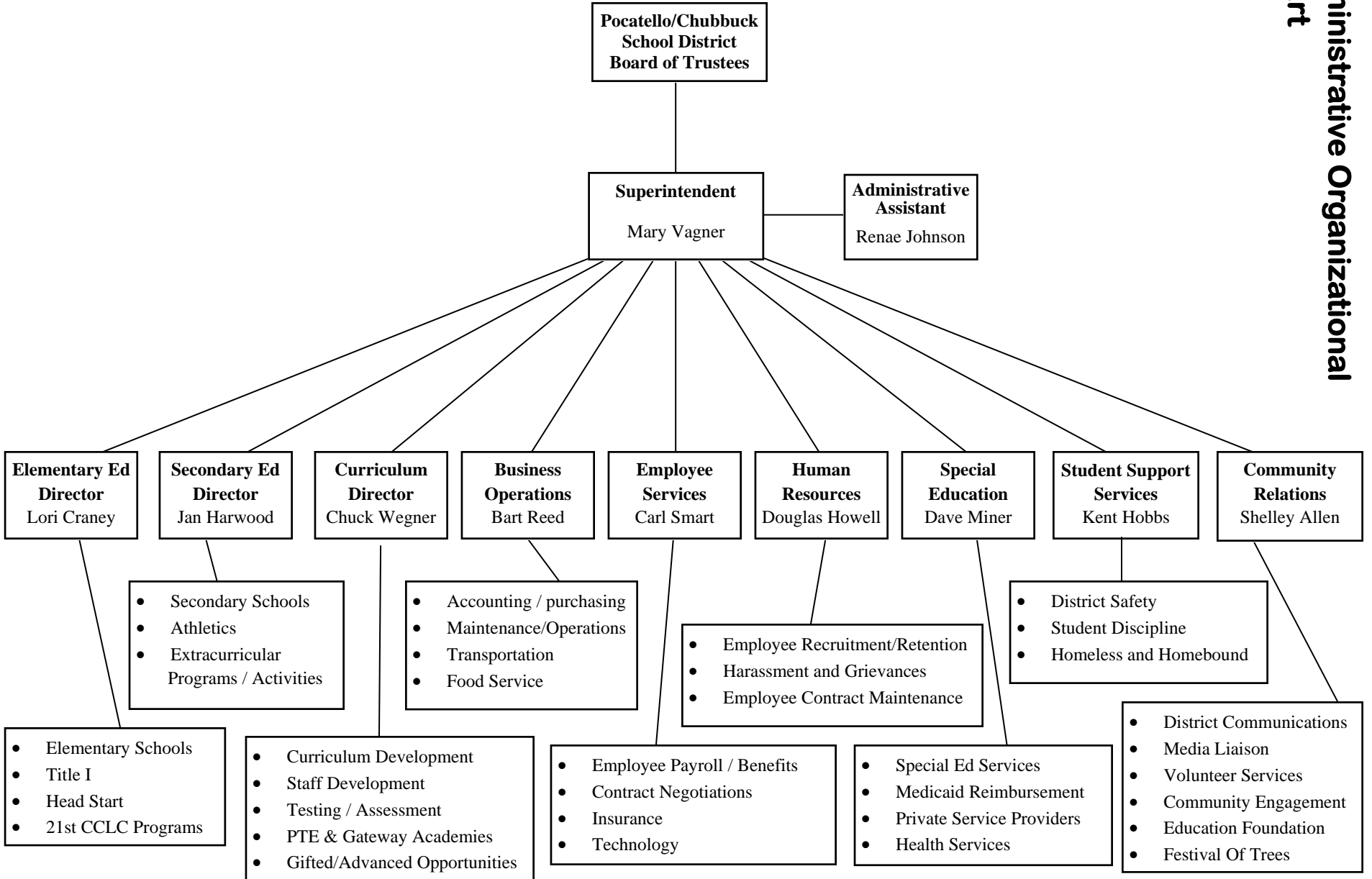
STANDARD 5: COMMUNITY ENGAGEMENT

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board shows an awareness of the impact its decisions will have on the community.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A2			
2. Board encourages the public to attend board meetings.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A5 – Ongoing			
3. Board actively cooperates with the news media to spread information about schools programs.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A – Ongoing			
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A – Ongoing			
5. Board offers committees referenced in #4 opportunities to report at meetings.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A – Ongoing			
6. Board and its members maintain channels of communication with key community leaders.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A – Ongoing			
7. If the board thinks a group of constituents is likely to disagree with an action it’s considering, it makes sure to learn how the public feels before rendering the decision.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section G – Ongoing			
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section B			
9. Board withstands the pressure of special interest groups.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section A2 – Ongoing			
10. Board is actively involved in state and federal education legislation.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section H			
STANDARD 5 SCORE:	_____ /100			GRADE:
	_____ %			

STANDARD 6: BOARD OPERATIONS AND TRAINING

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board devotes more time to putting out fires than it devotes to preparing for the future.	0 1 2	3 4 5	6 7 8	9 10
	N/A			
2. Board sets clear organizational priorities for the year ahead.	10 9 8	7 6 5	4 3 2	1 0
	Annually			
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	10 9 8	7 6 5	4 3 2	1 0
	Annually – Ongoing			
4. Board discusses where the school district will be five years from now.	10 9 8	7 6 5	4 3 2	1 0
	During Board Retreat			
5. Within the past year, board has reviewed school district strategies for attaining long-term goals.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section C – Annually, Ongoing			
6. Board has received board training such as ISBA Convention, Day on the Hill, Summer Leader Institute, in-house training, board retreat, etc.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section C – Ongoing			
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section C – Ongoing			
8. Board compares reports on schools' progress with the district's long-term goals.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section C – Ongoing			
9. Board has a procedure in place for conducting superintendent evaluations.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section F, F5 – Ongoing			
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	10 9 8	7 6 5	4 3 2	1 0
	Covered in Section D – Ongoing			
STANDARD 6 SCORE:	_____ /100			GRADE:
	_____ %			

Administrative Organizational Chart



**Pocatello/Chubbuck
School District
Board of Trustees**

Superintendent
Mary Vagner

**Administrative
Assistant**
Rena Johnson

**Elementary Ed
Director**
Lori Craney

**Secondary Ed
Director**
Jan Harwood

**Curriculum
Director**
Chuck Wegner

**Business
Operations**
Bart Reed

**Employee
Services**
Carl Smart

**Human
Resources**
Douglas Howell

**Special
Education**
Dave Miner

**Student Support
Services**
Kent Hobbs

**Community
Relations**
Shelley Allen

- Elementary Schools
- Title I
- Head Start
- 21st CCLC Programs

- Secondary Schools
- Athletics
- Extracurricular Programs / Activities

- Curriculum Development
- Staff Development
- Testing / Assessment
- PTE & Gateway Academies
- Gifted/Advanced Opportunities

- Accounting / purchasing
- Maintenance/Operations
- Transportation
- Food Service

- Employee Payroll / Benefits
- Contract Negotiations
- Insurance
- Technology

- Employee Recruitment/Retention
- Harassment and Grievances
- Employee Contract Maintenance

- Special Ed Services
- Medicaid Reimbursement
- Private Service Providers
- Health Services

- District Safety
- Student Discipline
- Homeless and Homebound

- District Communications
- Media Liaison
- Volunteer Services
- Community Engagement
- Education Foundation
- Festival Of Trees

Administrative Responsibilities

Board of Trustees

As required by *Idaho Code*, the governance of K-12 school districts is “entrusted” to five-member school boards. Each trustee is elected by the citizens, and represents a regional zone within the district. Generally, Pocatello/Chubbuck’s school board meets on the second and third Tuesdays, with some variations. Meetings are open to the public and are subject to the state’s open meeting laws. Executive sessions are closed to the public and can only be used to consider hiring employees, personnel matters, student discipline, labor negotiations, real estate purchase and sales, and impending litigation. A detailed explanation of board members’ responsibilities may be found at www3.state.id.us under Idaho statutes.

Superintendent of Schools

Superintendent Mary Vagner is hired by the Pocatello/Chubbuck School District Board of Trustees to be the chief executive officer for the district. She delegates duties outlined below and is responsible for the following:

- Advises the school board and provides leadership for the district by developing and overseeing the implementation of the district’s strategic plan, instructional programs and communication/public relations plans;
- Supervises directors, principals, and administrative staff;
- Oversees curriculum and instruction, communication/public relations, finance, human resources, employee services, maintenance and operations, food service, transportation, technology and safe schools programs;
- Consults with legal council and monitors changes in school law;
- Handles grievances and complaints;
- Oversees the negotiations process with employees and provides for contract maintenance; and
- Develops and implements Board policies.

Cabinet

Cabinet are the persons appointed by the superintendent to lead the executive departments within the district and act as advisors to the superintendent. Meetings are held weekly to plan and strategize in a collaborative effort to ensure the efficient operation of the district.

Curriculum Director, Chuck Wegner:

- Directs strategic and school improvement planning;
- Guides development, implementation, and evaluation of curriculum and instructional services and materials, and manages the budget and curricular resource acquisition;
- Ensures access of curriculum documents to staff and school patrons;
- Facilitates curriculum development for newly mandated programs;
- Oversees District Comprehensive Assessment Plan and reviews and evaluates district-wide assessment data and provides for state reporting for school improvement and instructional planning;
- Provides for professional development aligned to the District’s Strategic Plan;
- Oversees Professional Technical Education;
- Oversees Instructional Technology program;
- Provides oversight of K-12 Gifted and Talented Education program and oversees Advanced Opportunities program; and
- Supervises specialists not on permanent assignment to a school building.

Elementary Education Director, Lori Craney:

- Supervises elementary schools, programs, their budgets, and provides support for principals;
- Directs staffing and system of placement for students;
- Support school improvement planning ;
- Consults with principals and staff about meeting the needs of all students;
- Collaborates in the work of the curriculum department;
- Oversees RtI systems and processes;
- Responds to staff, parents and public inquiries on policy and procedural issues and addresses appeals, student discipline issues and parent complaints;
- Coordinates community participation in elementary programs;
- Oversees Title I Program and Services;
- Oversees Head Start Program Liaison Administrator;
- Oversees 21st Century Afterschool program;
- Oversees Montessori Program;
- Oversees ISU K-1 Program;
- Oversees LEP Program;
- Supervises Gifted and Talented Education program;

Administrative Responsibilities, continued

and

- Facilitates Calendar Committee.

Secondary Education Director, Jan Harwood:

- Supervises secondary schools, programs, and their budgets;
- Directs staffing and system of placement for students;
- Supports school improvement planning;
- Consults with principals and staff about meeting the needs of all students;
- Collaborates in the work of the curriculum department;
- Oversees RtI systems and processes;
- Responds to staff, parents and public inquiries on policy and procedural issues and addresses appeals, student discipline issues and parent complaints;
- Coordinates community participation in secondary programs;
- Oversees student activities, athletics, clubs and other student organizations;
- Screens and evaluates outside requests for access to schools and students; and
- Oversees Alternative Education program and Summer School program.

Director of Special Education, Dave Miner:

- Oversees special education program;
- Compiles state and federal reports;
- Develops and maintains department budget;
- Provides professional development and training;
- Recruits, interviews and hires various staff;
- Keeps manual current;
- Handles due process complaints;
- Provides training for IEP software;
- Coordinates Medicaid reimbursement;
- Monitors changes in special education law; and
- Oversees health services.

Director of Student Support Services, Kent Hobbs

- Oversees District Safety Plan
- Oversees instructional safety needs;
- Chairs the District Discipline Review Committee
- Coordinates Safe and Drug Free Schools pro-

gram;

- Oversees Homebound Services
- Oversees Homeless Services
- Oversees 504 Services
- Collaborates with oversight of the Alternative Education program;
- Supervises student discipline, suspension and expulsion;
- Collaborates with oversight of the SRO program;
- Serves as liaison to courts and community agencies and parent concerns; and
- Serves as Title IX Compliance Coordinator for students.

Human Resources Director, Dr. Douglas Howell:

- Oversees the employment process from recruitment to end of employment;
- Oversees evaluation processes for employee groups;
- Oversees record management;
- Conducts salary research;
- Oversees implementation of personnel policies and procedures including employee discipline and preventative measures as outlined in Idaho Code;
- Oversees annual policy review;
- Interprets and provides direction for appropriate contract maintenance of negotiated agreement;
- Manages grievances, conducts employee investigations;
- Processes workers' compensation and unemployment claims;
- Monitors changes in human resource legislation; and
- Serves as Title IX Compliance Coordinator for staff.

Director of Business Operations, Bart Reed:

- Serves as chief financial officer and district treasurer;
- Coordinates independent audit review;
- Reviews and approves all contracts/leases/agreements;
- Oversees maintenance and operations; food services, and transportation departments;

Administrative Responsibilities, continued

- Oversees purchasing procedures inclusive of bidding process;
- Oversees long-range planning, capital improvement process for the district and school plant facilities levy;
- Oversees risk management;
- Oversees financial reporting of grants.

Director of Employee Services, Carl Smart:

- Oversees payroll, data processing, technology and telephone departments;
- Oversees budget development and hearings;
- Oversees employee benefits;
- Prepares enrollment projections;
- Conducts collective bargaining, interprets collective bargaining agreement and contributes to contract management;
- Manages and performs ISEE submissions; and
- Monitors changes in education funding legislation.

Community Relations/Communications

Specialist, Shelley Allen:

- Plans, develops, directs and evaluates district-wide communications and public relations;
- Coordinates media activities, serves as spokes person for the District, and writes news releases;
- Oversees volunteer services
- Administers District 25 Education Foundation and the Festival of Trees;
- Develops and maintain department budgets;
- Coordinates community engagement program, Key Communicators network, internal/external communications;
- Plans and coordinates special events/activities;
- Manages public information/records requests according to Idaho Public Records law; and
- Coordinates Education Foundation Grant process.



DUES INVOICE

invoice to:

INVOICE NO :
 INVOICE DATE : 5/22/2014

service	dates	amount
ISBA Annual Membership Dues	FY 2014-2015	

please select your training package ¹	amount	amount less State reimbursement
<input type="checkbox"/> A) Events <input type="checkbox"/> B) Pick 12 <input type="checkbox"/> C) Mix -N- Match <input type="checkbox"/> D) Strategic Planning	\$2,000	\$ (-2,000)
ISBA DUES:		

instructions

¹ This past legislative session, the Legislature appropriated \$2,000 per school district or charter school to be used specifically for board, superintendent, and charter school administrator training. ISBA has created four discounted training packages to help you receive the best training value for the appropriated \$2,000. Please select your training package, which is FREE after the State reimbursement! See page 4 to learn more about the training package options.

² You may select any additional training packages at a discounted cost of \$2,000 each. This cost is due at the time you pay your ISBA membership dues.

please select additional training package(s) ²	amount
<input type="checkbox"/> A) Events	\$ 2,000
<input type="checkbox"/> B) Pick 12	\$ 2,000
<input type="checkbox"/> C) Mix -N- Match	\$ 2,000
<input type="checkbox"/> D) Strategic Planning	\$ 2,000
ISBA DUES + ADDITIONAL TRAINING: <i>(write check for this amount)</i>	

Which Training Package is Right for Our Board?

- A) Events:** Ideal for boards that prefer to receive training at ISBA events.
- B) Pick 12:** Ideal for boards that prefer to have customized one-on-one training.
- C) Mix -N-Match:** Ideal for boards that want a combination of training at ISBA events and customized one-on-one training.
- D) Strategic Planning:** Ideal for boards that need assistance in developing a strategic plan.

payment information

After indicating a state reimbursable training package and any additional training packages you would like to add, please send this invoice with a check for the dues amount plus the amount of any additional training to ISBA. Please return this invoice by August 1, 2014 to get the discounted rates. After August 2, 2014, rates will increase. Please make checks payable to the Idaho School Boards Association. We thank you for your continued membership!

need assistance?

We're here to help. Please contact Kristi Toolson at the ISBA Office with any questions. (208) 854-1476 or kristi@idsba.org



TRAINING PACKAGES

CHOOSE A PACKAGE	A EVENTS	B PICK 12	C MIX -N- MATCH	D STRATEGIC PLANNING
VALUE	\$2,100 VALUE	\$2,400 VALUE	\$2,200 VALUE	\$2,500 VALUE
Individual Board Member Registrations	Pick any combination of 9 total registrations for: <ul style="list-style-type: none"> ▪ Early Bird Workshop (Convention) ▪ Night Owl Workshop (Convention) <ul style="list-style-type: none"> ▪ Day on the Hill 	Event registrations are not included in this package. Districts may register as normal.	Pick 6 total registrations for: <ul style="list-style-type: none"> ▪ Early Bird Workshop (Convention) ▪ Night Owl Workshop (Convention) 	From start to finish, ISBA will guide your board through the strategic planning process that will result in a compliant strategic plan. All training plus consultation and development work is included. As a result of the 2014 legislative session, all school districts are required to have a strategic plan in place no later than September 2014. This plan must be posted on the school district website, and be reviewed and updated no later than August every year thereafter.
Hours of Board Training	Pick 4 HOURS of training time from the BIG 5 list Choose any combination of delivery methods: In-District, IEN, and/or Webinar	Pick 12 HOURS of training time from the BIG 5 list Choose any combination of delivery methods: In-District, IEN, and/or Webinar	Pick 8 HOURS of training time from the BIG 5 list Choose any combination of delivery methods: In-District, IEN, and/or Webinar	
Hours of Follow-Up Consultation	6 hours of follow-up consultations with board	6 hours of follow-up consultations with board	4 hours of follow-up consultations with board	
Indicate Training Package Choice BEFORE 8/1/14	Cost to District or Charter School: FREE after State reimbursement	Cost to District or Charter School: FREE after State reimbursement	Cost to District or Charter School: FREE after State reimbursement	
Indicate Training Package Choice AFTER 8/2/14	Cost to District or Charter School: \$100 after State reimbursement	Cost to District or Charter School: \$400 after State reimbursement	Cost to District or Charter School: \$200 after State reimbursement	



THE BIG 5 WORKSHOPS

1 SUPERINTENDENT EVALUATIONS	2 FINANCE	3 ETHICS	4 GOVERNANCE	5 STRATEGIC PLANNING
<p>The Basics of Standards — ISLLC and ISBA</p> <p>How to Conduct a Superintendent Evaluation</p> <p>Using Standards in the Superintendent Evaluation</p> <p>Setting Goals and Measuring Growth</p> <p>Board Superintendent Teamwork</p> <p>The Danielson Model</p>	<p>Basic School Finance</p> <p>Dollars and Sense of School Finance</p> <p>Getting Ready for a Budget Hearing</p> <p>Put Your Money Where Your Vision Is</p> <p>Developing the School Budget: An Overview of the Process</p> <p>Bond/Levy How To's</p> <p>Fiduciary Oversight</p>	<p>Board Retreat</p> <p>Good to Great</p> <p>Advocacy In and Out of the Board Room</p> <p>School Board Authority</p> <p>Focus on Students</p> <p>Code of Conduct: How to Adopt and Use</p> <p>Conflict of Interests</p> <p>Recuse, Refuse, Redo</p>	<p>Basic Governance</p> <p>Roles and Responsibilities</p> <p>Back to Basics Boot Camp</p> <p>Board Meeting Basics</p> <p>Being a Better Board Member</p> <p>Open Meeting Law</p> <p>Parliamentary Procedure</p> <p>Robert's Rules of Order</p> <p>Selecting a Board Chair</p>	<p>Data Use in the Board Room</p> <p>Data Dashboards</p> <p>Sense of Achievement</p> <p>The Wise Tool</p> <p>What Counts</p> <p>Preparing for Strategic Planning</p> <p>Data Gathering And Analysis</p> <p>Using the Plan From Paperwork to Boardwork</p>
<p>The majority of The Big 5 workshops are two hours long. Some workshops may be condensed to one hour, or extended longer, depending on the needs of the board. Please contact ISBA for more information.</p>	<p>Optimizing the Funding Stream</p> <p>Reading Financial Statements</p>	<p>Walking the Talk: Developing a Standard of Trust In and Out of the Board Room</p>	<p>Effective Meetings</p> <p>Power vs. Authority</p> <p>Chairing the Board</p> <p>Policy and Procedures</p> <p>Board Structure</p> <p>Board Self Evaluation</p>	<p>Mission and Vision Redefined</p> <p>The Implementation Dip: How to Move Forward After the Plan</p>