

SCHOOL BOARD MEETING  
OCTOBER 21, 2014  
SCHOOL ADMINISTRATION OFFICE

TRUSTEES PRESENT: Chairman Alexander, Trustee House, Trustee Reynolds, Trustee Checketts, Trustee Donahue

OTHERS PRESENT: Tim McMurtrey, James Gilbert, Cliff Ogborn, Sharon Whitman, Albert Longhurst, Bill Magnusson, Will Goodman, Adrian Carcas, Jeff Johnson, Stehvn Tesar, Jessie Ward, Lyle Bayley, John Clark, Karen Gordon, Anita Straw, Phil McCluskey, Nikki Crusier, Colonel Kubat, Mike Jewell, Trace Giles, Denise Weiss, Marsha Baker, Rich Urquidi, Kevin Hodgerson, Scott Phillips, Rhonda Urquidi, Paul Shrum, Katherine Hudson

At 7:35 p.m., Chairman Alexander convened the regular meeting of the Board of Trustees and called for the first item of business.

I. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF SEPTEMBER 16, 2014.** Chairman Alexander called for a motion to approve the minutes of the regular board meeting of September 16, 2014. There being no comment, Trustee Donahue moved to approve the minutes of the regular board meeting of September 16, 2014, with a second from Trustee Reynolds. Motion approved.

II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for September 30, 2014. The statements for September reflected a balance of \$840,119. Investments in the State Pool are \$4,764,864. The Income Statement reflected revenue through September as \$10,589,171. Expenses show salaries are at \$3,108,926 of original budget, and benefits are \$1,012,742. We have a net margin of revenue in excess of expenses of \$5,822,938. Trustee House moved to approve the financial report as presented by Mr. Ogborn. Motion seconded by Trustee Checketts. Motion passed.

III. **CONSIDERATION OF BILLS** – Cliff Ogborn. Mr. Ogborn presented the district bills for approval. Trustee Checketts moved to authorize payment of the district's bills as presented, with a second from Trustee Donahue. Motion carried. (A full and complete listing of the District's bills may be reviewed at the District Office, Accounts Payable.)

IV. **DELEGATION** – None

V. **PUBLIC INPUT** – None

VI. **REPORTS** –

A. **MOUNTAIN HOME AFB UPDATE** – MHAFFB Liaison. Colonel Kuback/LTC Henry. Colonel Kubat reported that an exploratory committee recently met at MHAFFB to regarding P4 partnerships. He then explained the P4 organization. He added that the P4 would like to capitalize on the Secretary of Air Force program that facilitates developing partnerships. He explained that the partnerships are typically low cost to organizations and agencies, but benefit all involved. He then gave examples of the different partnership.

Colonel Kubat recently met with the MHSD school superintendent, representatives from BSU, and representatives from the Chamber, etc., to have round table discussion regarding P4 to see if there was any interest in certain items. He explained the process of facilitating P4.

Colonel Kubat reported on the school data project being worked on by the airbase. He said that they have a lot of data that has been compiled and now they need to determine what the accurate information is. He added that this information would be given to all inbound airmen so that they can make an educated

decision of whether to live locally or elsewhere, and for safety reasons. Colonel Kubat's goal is to try to get as many military families to live in the local community or on the base.

Colonel Kubat informed the Board that the base reviewed the airbase snow removal procedure. He said that the airbase is responsible for plowing the entryway leading to the school, but not the school parking lot, that is the district's responsibility, but that the base will continue to plow the school parking lot.

Colonel Kubat explained that the base is going to try to coordinate snow closures of the base and the school district. He explained how the base determines whether to close or not and that he would like to see a more rigorous analysis to determine the right thing to do and in a more timely manner so that there won't be negative ripples that affect the school district and the base. He would like to have a mutually agreed upon decision on snow closures. He added that his kids have never had a snow day and that included their assignment in Alaska.

The Board thanked him.

**B. BUILDING HIGHLIGHTS SHOWCASE** – Stephensen Elementary – Phil McCluskey. Mr. McCluskey reported on the demographics of Stephensen. He then reported on Stephensen's goals to increase communication with parents, close the reading gaps, and increase the student math computation proficiency.

Mr. McCluskey stated that as part of the means of improving communication with parents is that all Stephensen teachers would utilize Class Dojo, a program to track classroom behaviors and communicate non-academic activities to parents, along with maintaining their teacher school webpage. He added that 87% of his students have parents connected to Dojo. Mr. McCluskey then explained how Dojo worked and then informed the Board that because parents opt to create an account with Class Dojo, thus abiding by the Student Data & Privacy Security requirements. Mr. McCluskey said that all Stephensen teachers currently have a class webpage that generally highlight class activities, keeps parents informed on what is going on in the classroom, and informs students and parents of assignments, due dates, etc.

Mr. McCluskey reported on how Stephensen plans to achieve their academic goals. He stated that they have used and would continue to use technology to support learning and provide the time to intervene and meet individual student needs. He added that they created a morning, afternoon, and special education intervention, thus adding 15-minutes to their school day; they use collaboration time to discuss individual students, and they group students according to their needs and comprehension levels, as well as provide remediation. Mr. McCluskey stated that each classroom has at least two student computers, there are 40 computers in the computer lab, and they have three iPad carts with 30 iPads each.

Mr. McCluskey addressed closing the reading gap. He said that students would use technology appropriate to the areas of the student's individual needs; they're working towards having 90% of the student, grades 2 and 3, score a 3 on the spring IRI. He continued to say that Stephensen has purchased various apps and have chosen some websites to use with students to provide remediation, enrichment, and challenges in reading. He added that teachers could easily create interactive work centers.

Mr. McCluskey reported on increasing the math computation proficiency by using technology appropriate to the areas of the student's individual needs. He said that they are working towards having 80% of the students, grades 2-4, be above the 25 percentile nationally. Mr. McCluskey stated that they have purchased various apps and chosen some websites to use with student to provide remediation, enrichment, and challenges in math, and like the reading intervention, teachers could create interactive work centers.

Mr. McCluskey continued to report that Stephensen established a morning and an afternoon intervention class. He informed the Board that among other curricular ideas, the morning intervention would include special education students going into the intervention classroom to work with other students. He then explained the organization of the afternoon intervention classroom, which included helping students with

coping and organization skills, the benefits to ADHD students, and now it incorporates PE, Choir, and Art.

Mr. McCluskey explained that the Art Program is 100% volunteer-run by their PTP parents, who also purchased the curriculum. He added that Stephensen also began the after school intervention for students needing assistance. He continued to add that the after school intervention is a two-month commitment that includes signed permission slips and that the teaching positions are considered Teacher Leadership positions.

Mr. McCluskey then reported on the full day kindergarten classes, Stephensen's lunchtime activities, and school spirit competitions with prizes and incentives. He continued to report on their "Adopt a Classroom" program that entails personnel from the different squadrons going into the building/classroom to facilitate small group activities, assist in grading papers, assist with playground supervision, etc., which includes the Singaporean squadrons going into the classrooms to inform students about the culture of Singapore.

Mr. McCluskey informed the Board that Stephensen was recently painted and landscaped mainly because they have been fortunate enough to have so many base parents, the different squadrons including the RSAF, and the airmen volunteers who are willing to donate their time and help with most everything that is requested. He continued to say that his parents provided the paint and painting supplies, landscaping materials, and many hours of volunteering.

The Board thanked him for his report.

- C. REPORT ON THE CONDITION OF DISTRICT BUILDINGS** – Tim McMurtrey/Bill Magnusson. Mr. McMurtrey reported that the last Plant Facility Election (2011) failed and in that time, our buildings are reflecting the lack of repairs. He informed the Board that he went back through the 10-year plan that had to be abandoned upon the failure of the 2011 Plant Facility election and explained that roofing repair projects were at the top of the list. Mr. McMurtrey identified what needed the most attention such as the roof at HMS, classrooms renovations, windows replacements, security upgrades and implementation, playground repairs, asphalt repairs, painting projects, and asbestos abatement. He then asked the Board for direction on how they want him to proceed to pay for the maintenance and repairs because with the failure of the Plant Facility election, there isn't any money for repairs.

Chairman Alexander asked Mr. Magnusson if anything could be done to put some more "Band-Aids" on the buildings and roofs. Mr. Magnusson responded that he just purchased some different material to patch the leaks. He said that the white roof on the other part of HMS was the roof that was on the old Stephensen building; the warranty has run out and the company won't accept our calls. Mr. Magnusson informed the Board that he is trying to find a material to put on the seams of the roofs, because the seams are all failing. Chairman Alexander asked how long ago the membrane was put on the roof; Mr. Magnusson responded that the membrane was installed about 15-years ago.

Chairman Alexander said that the district gets the 20-year projects that never last 20-years. He said his recommendation would be to form a committee outside of the Board, with a diverse group of people that would make an assessment and recommend that they think the community would approve. Chairman Alexander informed everyone that the roof project at HMS would cost more than \$500,000, but we have to do something now or we will lose these buildings. He added that the committee would have to go out to the public and ask either for a Plant Facility approval or for a Bond approval. Chairman Alexander continued to say that if the committee opts for a Bond, we could overlay that Bond with our existing Bond (Mountain Home Junior High School Building) in which we only have about a year left to pay. He also added that he expects the costs for the roofs repairs would be about \$20 million. He added that it doesn't make sense to bond for 20-years and only get a 10-year roof versus a 20-year roof. The Board directed Superintendent McMurtrey to form a committee to determine how to best make repairs, replacements, and upgrades to the facilities of the district.

VII. **UNFINISHED BUSINESS –**

**A. POLICY ADOPTION – 2<sup>nd</sup> Reading – James Gilbert**

1. **Student Alternative Placement Policy – BMHS** - Mr. Gilbert presented the 2<sup>nd</sup> reading of the Mountain Home School District No. 193 Student Alternative Placement Policy and explained that the district drafted this policy to address BMHS student placement. He added that a statement was added that read, “Students desiring to enroll in BMHS must do so within the first three days of each new block, or must wait until the next block begins.” Trustee Donahue motioned to approve the 2<sup>nd</sup> reading of the adoption of the MHSD Student Alternative Placement Policy with the addition, as presented by Mr. Gilbert, received a second from Trustee Checketts. Motion approved.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
MOUNTAIN HOME, IDAHO 83647  
P O L I C Y  
STUDENT ALTERNATIVE PLACEMENT - BMHS**

MHSD193 has elected to provide alternative instructional courses and services to eligible at-risk youth to enable them to earn a high school diploma via an alternative secondary program through Bennett Mountain High School (BMHS). The districts alternative program will utilize course offerings, teacher/student ratios, and teaching strategies that are specially designed to serve the educational needs of at-risk youth.

**PURPOSE**

Bennett Mountain High School offers credits that lead to a high school diploma. Bennett Mountain High School is not a GED program, remedial program, or special education program. We are committed to helping students earn a high school diploma.

**ENROLLMENT**

**Students desiring to enroll in Bennett Mountain High School must do so within the first three days of each new block, or must wait until the next block begins.** Every student must go through the school’s induction process prior to enrollment at Bennett Mountain High School. The induction process is a meeting between the school’s Academic Council and the interested student and their parents/guardians. Enrollment will be determined by the Academic Council.

**ACADEMIC COUNCIL/RTI**

The Council is comprised of staff members of which the principal and counselor will be included. The Bennett Mountain High School Academic Council is responsible for overseeing the student induction/enrollment process and also meets as needed to review and evaluate interventions/actions that need to be taken in regard to student discipline, conduct, attendance, and credit completion.

**QUALIFICATIONS FOR PARTICIPATION IN THE ALTERNATIVE PROGRAM**

For the purpose of this policy, a student may be considered “at-risk” and qualify for participation in the alternative program if (s)he meets the following criteria:

1. The student is a resident of the district and eligible to attend grades nine (9) through twelve (12).
2. The student meets three (3) of the following criteria:
  - a. Has repeated at least one (1) grade.
  - b. Was absent more than 10% during the preceding semester.
  - c. Has an overall grade point average (GPA) that is less than 1.5 on a 4.0 scale.
  - d. Has failed one (1) or more academic subjects.
  - e. Is two (2) or more semester credits per year behind the rate required to graduate.

Or

3. The student meets one (1) of the following criteria:
  - a. Has substance abuse behavior.
  - b. Is pregnant or a parent;
  - c. Is an emancipated youth.
  - d. Is a previous dropout.
  - e. Has a serious personal, emotional, or medical problem.
  - f. Is referred to the alternative program by a court or the MHSD School Board of Trustees.
  - g. Meets the criteria for a disruptive student.
    - A disruptive student is a student whose behavior poses a threat to the physical or emotional safety of the student, other students, or school personnel; is a consistently disruptive or inappropriate in the regular school environment; has a history of multiple suspensions or a history of expulsion.

Students will be placed in the BMHS alternative school/program by the MHSD Board of Trustees as a result of the findings of the District Review Committee and/or a Response to Intervention (RTI) team if there is availability at BMHS.

Disruptive students may be placed in BMHS alternative school/program upon determination that such placement is in the best interest of the student. The evaluation and determination to place a student in an alternative school or placement will be made to the MHSD Board of Trustees by the District Review Committee's proceeding and finding. The principal will initiate the District Review process within 30-days after the principal determines the student may meet the definition of a disruptive student.

In addition to the student's behavior, the District Review Committee will consider the student's academic progress, his/her student learning plan, personal and social development, treatment plans, and other appropriate issues. If the District Review Committee finding determines that placement at BMHS or program is appropriate, such placement will be submitted to the MHSD Board of Trustees. The Board of Trustees will hear the student matter, in executive session, during a regular or special board meeting, and will make a determination in the open session of that board meeting.

All students will follow all the requirements, policies, and procedures of the MHSD, including, but not limited to the BMHS Student Code of Conduct, Attendance requirements, Dress Code, Policies and Guidelines, and the BMHS Student Handbook. All students will cooperate with law enforcement, Health & Welfare officials, and District administrators.

### SCHEDULE

There will be four blocks of four periods daily for eight-week blocks. The four blocks of study provide the possibility of earning four credits per block. Credits are earned each block and each class offered is worth one credit. BMHS follows the same academic calendar as the Mountain Home School District with the exceptions that BMHS begins the school year roughly one week after the other schools in the district and BMHS students will have multiple days off between blocks one-two and three-four.

The elective options at BMHS are limited; however, if a student can provide their own transportation to and from Mountain Home High School (MHHS), they may dual enroll. Teacher and administrative approval is required to dual enroll at Mountain Home High School.

### ACADEMICS

BMHS is an alternative school of choice and for students serious about their academic wellbeing, willingness to learn, and the expectation of receiving a high school diploma. Students are encouraged to earn C's and higher in all classes.

Students must show continued academic achievement by earning at least three (3) credits for each block they attend at BMHS. Students not on track to earn a minimum of three credits in a block will be placed on academic probation.

and be required to attend all assigned academic interventions. Students failing to comply with the assigned academic interventions and/or fail to earn the three necessary credits by the end of the block will be withdrawn from BMHS.

Withdrawn students may put their name on the school's waitlist and reapply for entry into BMHS the following block; however, they will be required to continue with the academic intervention process until they achieve the minimum completion of three credits per block.

### ATTENDANCE

Regular attendance is a vital requirement for all students in order to make certain that educational opportunities and experiences are maximized. The State of Idaho and the Mountain Home School District require a minimum of 90% attendance to receive academic credit and make progress in grade level; 90% attendance is defined as being in class 90% of the time each class. Therefore, every effort should be made by students, parents, and administration to ensure that students are in attendance and punctual every day. Absence from class for any reason, all excused absences, including family convenience, will be counted.

Except in extraordinary cases, students are expected to be present at school and in their assigned class. Extraordinary circumstances may include, but are not limited to, verified illness or medical treatment, death in the family, or death of close friends, and medical, dental, or professional appointments. Documentation of attendance at appointments may be required.

2. **Evaluation of Principals Policy** - Mr. Gilbert presented the 2<sup>nd</sup> reading of the Mountain Home School District No. 193 Evaluation of Principals Policy and stated that this policy was drafted using the suggested language of EMT and Idaho Code. He added that this addresses principal evaluations, and said that there has been no staff or patron input. Trustee House motioned to approve the 2<sup>nd</sup> reading of the adoption of the MHSD Evaluation of Principals Policy, as presented by Mr. Gilbert, received a second from Trustee Checketts. Motion approved.

## MOUNTAIN HOME SCHOOL DISTRICT NO. 193 MOUNTAIN HOME, IDAHO 83647 P O L I C Y PRINCIPAL EVALUATIONS

A Principal's primary responsibility is to supervise the operation and management of their assigned school(s) and shall be under the direct supervision of the Superintendent. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attend the school, management of the school's budget, and communication between the school and the community. Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff, and establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Mountain Home School District No. 193 adopts this policy for principal performance evaluations. Multiple measures are utilized in which the evaluation criteria and procedures are research based and aligned to the minimum applicable state adopted standards.

### **DEFINITIONS**

"Principal" is an employee assigned to administrative duties as a principal or vice principal, has met all of the school principal endorsement requirements for Pre-K-12, and has been issued an administrator certificate with a principal endorsement.

### **PURPOSE OF EVALUATIONS**

The purpose for conducting administrative evaluations is to assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

## EVALUATION MODEL

This district's principal evaluation model is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

## EVALUATOR

The superintendent or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for appraising, observing, or evaluating certificated personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.

## EVALUATION CRITERIA

Principal evaluations will be based upon the following domains and components:

### 1. Domain 1: School Climate

- An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.
  - a. School Culture: Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
  - b. Communication: Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.
  - c. Advocacy: Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

### 2. Domain 2: Collaborative Leadership

- An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program
  - a. Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
  - b. Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
  - c. Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.
  - d. Leadership Renewal: Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.
  - e. Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.

### 3. Domain 3: Instructional Leadership

- An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.
  - a. Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
  - b. Instructional Vision: Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
  - c. High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

- d. Continuous Improvement of Instruction: Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- e. Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- f. Recruitment and Retention: Principal recruits and maintains a high quality staff.

## **SOURCES OF DATA**

Each principal will be required to demonstrate proficiency in conducting observations and evaluating effective teacher performance as part of his or her evaluation in addition to the following components:

### **67% of Evaluation Results**

At least sixty-seven percent (67%) of the evaluation results will be based on Professional Practice Standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition. A minimum of two (2) documented observations will occur annually, with at least one observation being completed by January 1 of each year. At least one of the following will be included as a measure to inform the Professional Practice portion of all principal evaluations:

1. Parent/guardian input; and/or
2. Teacher input; and/or
3. Student input; and/or
4. Portfolios

### **33% of Evaluation Results**

At least thirty-three percent (33%) of the evaluation results in the evaluation for all administrators will consist of evaluation results based on multiple objective measures of growth in student achievement, as determined by the Board of Trustees and based upon research. Growth in student achievement as measured by Idaho's statewide student achievement test will be included.

## **EVALUATION PROCEDURES**

To ensure that all principals are evaluated on a fair and consistent basis, each principal will be evaluated at least once annually no later than May 1 of each year. The evaluation will include a minimum of two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.

At the beginning of each school year, and no later than September 15, principals will identify and create three (3) SMART Goals for themselves and submit it to the Superintendent or designee assigned to evaluations. These SMART Goals will be evaluated as part of the Principal Evaluations. Along with the SMART Goals, and prior to January 21 of each school year, principals will also complete the Self-Assessment Form given to them by the Superintendent or designee. Principal self-assessments should be centered around their SMART Goals, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and including but not limited to parent/guardian input. The evaluator will notify the principal of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the principal's performance for the year thus far. The evaluator will also review and discuss progress toward the principal's SMART Goals, expected student growth measures for the upcoming year, current student achievement data, and including, but not limited to parent/guardian input, and work with the principal to make adjustments accordingly.

At the end of the year, the evaluator and principal will review and discuss the principal's SMART Goals and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the principal's performance for the year and assign a final effectiveness rating.

## **COMMUNICATION OF RESULTS**

A copy of each written evaluation will be submitted to the principal within five (5) school days following the formal evaluation. The principal will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Administrator personnel evaluations will be considered permanent records and will be maintained in each administrator's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to the SDE as required for state and federal reporting purposes.

## **PERSONNEL ACTIONS**

The following actions may result from the evaluation process:

1. Renewal of employment contract;
2. Improvement Plan;
3. Renewal of the employment contract under a continued probationary status;
4. A period of probation;
5. Reassignment;
6. Immediate discharge;
7. Non-renewal of employment contract; and/or
8. A letter of reprimand

A letter of reprimand may be issued at any time, with or without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the Board of Trustees.

Nothing in this policy shall be read to affect the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory service.

When any principal's work is found to be unsatisfactory, a defined period of probation may be imposed for not less than eight (8) weeks as determined by the Board.

The Board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the principal's renewable contract status.

Notwithstanding the open meeting law, the Board will make decisions regarding placing a principal on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the Board will provide written notice to the principal, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the principal's performance during the probationary period.

After the probationary period, action will be taken by the Board as to whether the principal is to be retained, immediately discharged, discharged upon termination of the current contract, or reemployed at the end of the contract term under a continued probationary status.

## **REMEDATION**

Principals placed on probation will receive remediation designed to provide direction and support for improved

employee performance. Additionally, principals who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the principal to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

### **APPEAL**

When disagreement exists regarding the results of the evaluation, the affected principal is entitled to attach a rebuttal to his or her evaluation within twenty-one (21) calendar days. A principal who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as outlined in Idaho Code Sections 33-513 through 33-515.

### **MONITORING AND EVALUATION**

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the Board of Trustees and submitted to the SDE for approval.

### **PROFESSIONAL DEVELOPMENT AND TRAINING**

The district will provide ongoing training for evaluators/administrators regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide principals with the tools necessary to be effective administrators.

### **COLLECTING AND USING DATA**

Aggregate data will be considered part of this district and its individual schools' needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

### **INDIVIDUALIZED PRINCIPAL EVALUATION RATING SYSTEM**

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

1. Unsatisfactory = U
2. Basic = B
3. Proficient = P
4. Distinguished = D

### **B. POLICY REVISION – 2<sup>nd</sup> Reading – James Gilbert**

1. **Evaluation of Certified Employees Policy** - Mr. Gilbert presented the 2<sup>nd</sup> reading of the proposed revision of Mountain Home School District No. 193 Evaluation of Certified Employees Policy. He

stated that this policy was revised to add language in accordance with Idaho Code that addresses certified evaluations using the Danielson model, and that there has been no additional staff or patron input. Trustee Donahue motioned to approve the 2<sup>nd</sup> reading of the proposed revision of Evaluation of Certified Employees Policy, as presented by Mr. Gilbert. Trustee Reynolds seconded the motion. Motion approved.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193**  
**MOUNTAIN HOME, IDAHO 83647**  
**P O L I C Y**  
**EVALUATION OF CERTIFIED EMPLOYEES**

Effective evaluation systems recognize, promote, and help develop effective and successful educators. Therefore, Mountain Home School District No. 193 adopts this policy for certificated staff performance evaluations to ensure that all certificated personnel are evaluated on a fair and consistent basis. Multiple measures are utilized in which the evaluation criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction.

The evaluation of professional staff is to improve learning for students through effective management, teaching techniques, and strategies that facilitate intellectual growth and to meet the requirements of the Idaho Code Sections 33-513 and 33-515.

The superintendent, building principals, district coordinators, directors, and supervisors shall evaluate the services of the professional staff.

**EVALUATION OF TEACHERS**

Evaluation is a process, which involves steps and operations. An effective program is continuous and involves observations, conferences, written reports, and recommendations. Evidence on teaching performance is considered in the light of value standards and in terms of the particular situation in which the person being evaluated operates.

The evaluation does not consist merely in collecting evidence or data. Doing so is only one-step in the process. The evidence must itself be evaluated to increase the teacher's competence.

In arriving at a judgment of the value of a teacher's performance, the evaluator considers the objectives of the school system and the teacher's immediate goals aimed at helping to attain those objectives.

Evaluations will include parent/guardian/student input. Teachers will be required to show measurable student achievement data. Examples may include, but are not limited to portfolio presentations, test data, student grades, or other suitable measures.

**PURPOSE OF EVALUATION**

The purpose for conducting employee evaluations is to improve student achievement by supporting teacher development. Evaluations assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

**EVALUATION CRITERIA**

The professional practice standards used in the evaluation model are based on Charlotte Danielson Framework for Teaching Second Edition and include:

1. Domain 1: Planning and Preparation
  - a. Demonstrating knowledge of content and pedagogy.

- b. Demonstrating knowledge of students.
  - c. Setting instructional outcomes.
  - d. Demonstrating knowledge of resources.
  - e. Designing coherent instruction.
  - f. Designing student assessments.
2. **Domain 2: The Classroom Environment**
- a. Creating an environment of respect and rapport.
  - b. Establishing a culture for learning.
  - c. Managing classroom procedures.
  - d. Managing student behavior.
  - e. Organizing physical space.
3. **Domain 3: Instruction and Use of Assessment**
- a. Communicating with students.
  - b. Using questions and discussion techniques.
  - c. Engaging students in learning.
  - d. Using assessment in instruction.
  - e. Demonstrating flexibility and responsiveness.
4. **Domain 4: Professional Responsibilities**
- a. Reflecting on teaching.
  - b. Maintaining accurate records.
  - c. Communicating with families.
  - d. Participating in a professional community.
  - e. Growing and developing professionally.
  - f. Showing professionalism.

### **EVALUATOR**

The building principal or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.

### **SOURCES OF DATA**

#### **Professional Practice – 67% of the Evaluation Results**

1. At least sixty-seven percent (67%) of the evaluation results in the evaluation for all certificated instructional employees will consist of evaluation results based on Professional Practice standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition.
2. The measures included within the Professional Practice portion of the evaluation will include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year.
3. At least one of the following will also be included as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:
  - a. Parent/guardian input;
  - b. Student input; and/or
  - c. Portfolios.

#### **Student Achievement – 33% of the Evaluation Results**

1. At least thirty-three percent (33%) of the evaluation results in the evaluation for all certificated instructional employees will consist of evaluation results based on multiple objective measures of growth in student achievement, using current and/or past years' data, and based upon research.

2. Growth in student achievement as measured by Idaho's statewide student achievement test will be included.

### EVALUATION PROCEDURES

Prior to the start of the school year, the certificated instructional employee will submit a self-assessment and create a professional growth plan. The self-assessment and professional growth plan will be submitted to the evaluator prior to beginning of the year conference. At the beginning of the year conference, the evaluator will review and discuss the employee's self-assessment and professional growth plan, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and parent/guardian/student input. The evaluator will notify the employee of factors that will be utilized in measuring effectiveness.

At the end of the year, the evaluator and employee will review and discuss the employee's professional growth plan and the achievement of set goals, student achievement data, and parent/guardian/student input. The evaluator will provide feedback on the employee's performance for the year and assign a final effectiveness rating.

### FREQUENCY OF EVALUATION

1. Category 1, Category 2, and Non-Renewable Contract Employees –
  - a. There will be a minimum of two (2) documented formal Danielson's Framework performance-based written evaluations during each of the annual contract years of employment completed by the evaluator on or before May 1, one (1) of which will be completed by January 1 of each year. There will also be a minimum of two (2) documented observations, one (1) of which will also be completed by January 1 of each year.
2. Category 3 and Renewable Contract Employees –
  - a. There will be a minimum of one (1) documented formal Danielson's Framework performance-based written evaluation conducted annually for each certificated instructional employee on a Category 3/Renewable contract, which will be completed by the evaluator on or before May 1 of each year. At a minimum, the evaluation will include two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.
  - b. The requirement to provide at least one (1) written evaluation does not exclude additional evaluations that may be performed.
3. Certificated Non-Instructional Employees –
  - a. Evaluations will be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible.

### EVALUATION RESULTS

A copy of each written evaluation will be submitted to the certified employee within five (5) school days following the formal evaluation. The certified employee will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Certificated personnel evaluations will be considered permanent records and will be maintained in each employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). The rankings of individual certificated personnel evaluations will be reported annually to SDE as required for state and federal reporting purposes.

### PERSONNEL ACTIONS

The following actions may result from the evaluation process if determined to be appropriate:

1. Renewal of employment contract;

2. **Improvement Plan;**
3. **Renewal of the employment contract under a continued probationary status;**
4. **A period of probation;**
5. **A letter of reprimand;**
6. **Reassignment;**
7. **Non-renewal of employment contract; and/or**
8. **Immediate discharge.**

**A letter of reprimand may be issued at any time, with or without a formal evaluation. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the board of trustees.**

**Nothing in this policy shall be read to affect the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory performance.**

#### VIII. NEW BUSINESS –

- A. ANNUAL AUDIT - 2014 Eide Bailly – Cliff Ogborn/Scott Phillips.** Mr. Ogborn informed the Board that the audit went well and he then introduced Kevin Smith from Eide Bailly. He added that the district did lose funds again this year with Impact Aid coming in less than what was budgeted and due to the substantial increase in special education expenses, thus ending the fiscal year with a loss.

Mr. Phillips said in the opinion of Eide Bailly, the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2014, and the respective changes in financial position for the year ended in accordance with accounting principles generally accepted in the United States. He added that this means a “clean bill of health” and the financial statements accurately reflect the District’s financial position.

Mr. Phillips stated that the discussion and analysis of the MHSD’s financial performance provides an overall review of financial activities, with the focus on the District’s financial activities for the 2013-2014 fiscal year, ending on June 30, 2014. He then reviewed the narrative.

Mr. Phillips reviewed the financial statements stating that the net position is all accruals such as school buildings, long-term debt, etc. He continued to say that the net investment in capital assets (schools, buildings, facilities, equipment, less the bonds) is \$10,752,791. Mr. Phillips added that the restricted for debt services and special purposes (special education, Title I, etc.) is \$1,295,633, and the unrestricted leftover balance is a negative - (\$887,370). He informed the Board that under liabilities, the other post-employment benefits obligation is basically for retirement obligations that have to be paid. He continued to say the number would probably be worse next year because of PERSI changes; in case something happened to PERSI, the District would have to fund the same amount.

Mr. Phillips reviewed the governmental funds. He said that the district has a non-spendable \$82,979, which is inventories, prepays, things that don’t represent cash. He said the restrict balance is \$1,295,633, leaving a negative fund balance of negative - (\$154,852) in terms of available unrestricted spending.

Mr. Phillips reviewed the income statement and informed the Board that the changes in the fund balance is overall a negative - (\$826,453), due to the substantial decrease in Impact Aid. He added that the decrease for this year alone was \$600,000. Mr. Phillips continued to explain that the District made up for some of the loss with the property values increases. He also explained that the stimulus package tried to bridge the gap between property tax and Impact Aid, but property taxes haven’t returned to what they were a few years ago and Impact Aid has been substantially reduced.

Mr. Phillips stated the General Bond Obligations and informed the Board that the current bond will be paid off in 2016.

Mr. Phillips reviewed Eide Bailly's independent auditor's report on the internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with the government auditing standards. Eide Bailly didn't have any significant findings.

Mr. Phillips reviewed their independent auditor's report on the compliance for each major federal program and on internal control over compliance required by OMB Circular A-133. He stated that in Eide Bailly's opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect of each of its major Federal programs for the year ended June 30, 2014, and Eide Bailly gave the District a "clean bill of health;" the District used the monies accordingly. He added that there was one area that there was a repeat finding, but the finding wasn't significant enough to change their opinion, but felt it was significant enough to bring to the Board's attention. Mr. Phillips informed the Board that the finding was in the food service grant for Free or Reduced Meals and find that one student was found to be receiving a free lunch that was not eligible and one student received a free lunch, but should have received a reduced lunch.

Chairman Alexander said that the budgeting process for Impact Aid has been dicey at best, and there is no good way to find out how much Impact Aid we are supposed to receive. He continued to say that as the years have passed, the District has budgeted less and less for Impact Aid, and apparently we didn't budget low enough for Impact Aid; that's not a human error because there is no one we can call to find out how much we could expect to receive...no one. Chairman Alexander said that we plan to budget less than \$1 million for next year's budget, because Impact Aid has become such an unreliable source of revenue. He continued to say that the Special Education expenses came as a surprise at the end of the year, and we now have a new Special Education Director that is trying his best to rectifying the overspending that happened last year. Trustee House added that Federal Forrest Funding is probably going to stop very soon. Chairman Alexander replied that it seems that all of those funding programs seem to be going away.

Mr. Phillips said that the district should have a fund balance of no less than 5%-7% of expenditures for the year, so on \$25 million, the district should have a \$1-\$2 million fund balance, and that's not a huge amount, just 5%-7%. The Board thanked Mr. Phillips.

Trustee House made a motion to accept the annual audit for FY 2014 as presented by the firm of Eide Bailly, with a second from Trustee Reynolds. Motion passed. (A full and complete copy of the District's audit may be reviewed at the District Office.)

- B. RESOLUTION 15-03 - EMERGENCY CLOSURE OF MHHS - POWER OUTAGE** – Tim McMurtrey. Mr. McMurtrey presented Resolution 15-03 that called for the District to close the MHHS due to a power outage on September 24, 2014. Trustee House motioned for the adoption of Resolution 15-03 – Calling for an Emergency Closure of MHHS – Power Outage. Trustee Checketts seconded the motion. Roll call followed.

**RESOLUTION 15-03**  
**EMERGENCY CLOSURE OF MHHS – POWER OUTAGE**

BE IT SO RESOLVED that the Board of Trustees of Mountain Home School District No. 193 takes the needs of the safety and well-being of the district's students in the highest regards, declared an emergency closure of Mountain Home High School on September 24, 2014, due to a power outage.

Authorized this 21<sup>st</sup> day of October 2014.

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Chairman Alexander

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Vice Chairman Reynolds

Trustee House

Trustee Checketts

Trustee Donahue

Clerk Whitman

Vote being had on the above and foregoing resolution, and the same having been counted and found to be as follows:

NAME OF TRUSTEES

Chairman Alexander.....	Aye
Vice-Chair Reynolds .....	Aye
Trustee House.....	Aye
Trustee Checketts .....	Aye
Trustee Donahue.....	Aye

And no less than two-thirds (2/3) of the membership in favor thereof, the chairman had declared said resolution adopted

- C. **PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items and correction. Trustee Donahue motioned to approve the personnel items and correction, as presented by Mr. Gilbert, with a second from Trustee Reynolds. Motion carried.

**APPOINTMENTS**

Bundy, Matthew; Head Varsity Baseball Coach, MHHS  
 Coffey, Shantell; Special Education Paraeducator, **East Elementary School HMS**  
 Floyd, Todd; Head Sophomore/Varsity Assistant Girls’ Basketball Coach, MHHS  
 James, Bailey; Part Time Title I Paraeducator, East Elementary School  
 Pfenning Ashley; Special Education Paraeducator, MHHS  
 Rayfield, Benjamin; Head JV/Varsity Assistant Girls’ Basketball Coach, MHHS  
 Yulis, Ursula, Special Education Paraeducator, HMS

**ADMINISTRATIVE INTERNSHIP**

Smith, Lonni M. – University of Idaho – Administrative Internship  
 Co-operating Administrator – Jeff Johnson

**RESIGNATIONS**

Johns, Edward; Varsity Assistant Softball Coach, MHHS; effective: September 17, 2014  
 Rodney, Aaron; Varsity Football Coach, MHHS; effective: October 14, 2014

**TERMINATIONS**

Miller, Jessica, Head Varsity Cheerleading Coach, MHHS

- IX. **EXECUTIVE SESSION** – Student Matters, Negotiations, and Personnel Matters. Chairman Alexander called for a motion for the purpose of allowing the Board to retire into executive session in order to discuss student matters regarding three early graduation requests, the status of negotiation proceedings, and personnel issues as authorized by Title 33, Sections 33-510 through 33-513, 33-1623, and Title 67, Sections 67-2341 through 67-2345(1)(b)(c). After a full and complete discussion and upon motion duly made by Trustee House and seconded by Trustee Reynolds, the following resolution was presented:

RESOLUTION TO ADJOURN INTO EXECUTIVE SESSION

BE IT SO RESOLVED That the Board of Trustees of School District No. 193 recess from an open meeting into the following executive session(s) pursuant to Section 67-2345, Idaho Code, in order to discuss student matters regarding three early graduation requests, the status of negotiation proceedings, and personnel issues as authorized by Title 33, Sections 33-510 through 33-513, 33-1623, and Title 67, Sections 67-2341 through 67-2345(1)(b)(c), Idaho Code.

Vote being had on the above and foregoing resolution, and the same having been counted and found to be as follows:

NAME OF TRUSTEES

Chairman Alexander.....	Aye
Trustee House .....	Aye
Trustee Reynolds .....	Aye
Trustee Checketts.....	Aye
Trustee Donahue.....	Aye

And no less than two-thirds (2/3) of the membership in favor thereof, the chairman had declared said resolution adopted, and the Board recessed into executive session at 8:45 p.m. to discuss student matters regarding three early graduation requests. Others present: The attending board members, Superintendent McMurtrey, Assistant Superintendent Gilbert, Clerk Whitman, Cliff Ogborn, Albert Longhurst, and Principal Johnson. Following a full and complete discussion of the student matter, the Board reconvened into open session at 8:53 p.m. A motion by Trustee House to grant an early graduation request to (Name on File), (Name on File), and (Name on File) received a second from Trustee Reynolds. Motion granted.

The Board reconvened into executive session at 8:54 p.m., to discuss the status of negotiations and personnel. Others present: The attending board members, Superintendent McMurtrey, Assistant Superintendent Gilbert, Clerk Whitman, Cliff Ogborn, Albert Longhurst, and Principal Johnson. At 9:17 p.m., Superintendent McMurtrey asked Clerk Whitman, Cliff Ogborn, and Albert Longhurst to leave so he could converse with the Board. Clerk Whitman returned to the executive session at 10:00 p.m. Following a full and complete discussion of the negotiations status and personnel, the Board reconvened into open session at 10:00 p.m. A motion by Trustee Reynolds to accept the retirement resignation letter of Superintendent McMurtrey effective 1 July 2015, received a second from Trustee Donahue. Motion approved.

A motion by Trustee Checketts to appoint James Gilbert as the new Superintendent of MHSD193, effective 1 July 2015, received a second from Trustee Donahue. Motion granted

- X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Alexander called for a motion to adjourn. A motion from Trustee Reynolds to adjourn was seconded by Trustee Donahue. Motion carried. Meeting adjourned at 10:02 p.m.

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Chairman Alexander

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Clerk Whitman