

SCHOOL BOARD MEETING
SEPTEMBER 16, 2014
SCHOOL ADMINISTRATION OFFICE

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

OTHERS PRESENT: Tim McMurtrey, James Gilbert, Cliff Ogborn, Sharon Whitman, Albert Longhurst, Sherri Ybarra, Will Goodman, Bill Magnusson, Adrian Carcas, Colonel Kubat, Mike Jewell, Jeff Johnson, Mark Cotton, Stehvn Tesar, Sam Gunderson, Jessie Ward, Lyle Bayley, Karen Gordon, Anita Straw, Nikki Crusier, Phil McCluskey, Robert M., Rosemary Ash, Denise Weiss, Wayne Shepherd, Russ Lodge, Marilyn Kellerman, Marsha Baker, Rich & Rhonda Urquidi

At 7:30 p.m., Chairman Alexander convened the regular meeting of the Board of Trustees and called for the first item of business.

Prior to the first agenda item, Chairman Alexander stated there was an addendum to the agenda to add a name to Personnel under New Business in accordance with Idaho Code, Sections 67-2343(4)(c). Trustee House called for a motioned to approve the addendum to personnel, with a second from Trustee Donahue. Chairman Alexander called for a roll call vote:

Roll Call Vote as follows:

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

and no less than two-thirds (2/3) of the membership in favor thereof, motion approved.

I. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF AUGUST 19, 2014.**
Chairman Alexander called for a motion to approve the minutes of the regular board meeting of August 19, 2014. There being no comment, Trustee Donahue moved to approve the minutes of the regular board meeting of August 19, 2014, with a second from Trustee House. Motion approved.

II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for August 2014. The statements for August reflected a balance of \$464,784. Investments in the State Pool are \$6,564,479. The Income Statement reflected revenue through August as \$10,283,394. We received a State Foundation payment in August. Expenses show salaries are at \$2,050,313 of original budget, and benefits are \$657,305. Trustee Checketts moved to approve the financial report as presented by Mr. Ogborn. Motion seconded by Trustee Donahue. Motion passed.

III. **CONSIDERATION OF BILLS** – Cliff Ogborn. Mr. Ogborn presented the district bills for approval. Trustee House 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 –**

1. Denise Weis – MHEA (teachers union) President. She stated that their union members passed out over

7,450 erasers during the AFAD parade. She also said that an IEA (Idaho teachers union) representative came down and gave a workshop regarding evaluation of teachers using the Danielson model. The Danielson model is how teachers are evaluated.

VI. REPORTS –

- A. MOUNTAIN HOME AFB UPDATE – MHAFB Liaison.** Colonel Kubat informed the Board that the airbase is attempting to make Mountain Home a community of choice for military families to move to rather than move to Boise and other towns. He stated that the base is in the process of uncovering why military families are choosing to live elsewhere instead of living in Mountain Home. He added there is a significant amount of people who mention their concerns about living in Mountain Home, and the schools are one of their concerns.

Colonel Kubat explained that when a military member has orders to move, they have to make quick decisions based on what little information they can find and often that information is corrupted because it is based on word of mouth, perceptions, and rumors. He said that he has asked Mike Jewell to put together some information and communication on what the MHSD has to offer versus what they [military families] are used to having. He then gave examples of some schools back east and everything those schools have to offer versus what MHSD offers. Colonel Kubat also stated that MHSD does offer things like dual credits, which aren't necessarily offered elsewhere.

Colonel Kubat said that he wants to get an extensive list of comparisons of MHSD versus other school districts throughout the country and that he would like to highlight the good things that Mountain Home and the school district has to offer. He added that MHSD may be lacking a bit compared to the rest of the country and we should ask what we could do about improving. Colonel Kubat said that unless we admit that there are issues and unless something is done to improve the issues and perceptions, parents will recognize what is lacking and opt to move elsewhere.

Colonel Kubat notified the Board that before they [MHAFB] go public [with the information they have gathered], they would like to meet with the School Board to ensure the facts that they publish are correct. He said that the base and school district are partners. He added that the base is making some progress and trying to alleviate some misconceptions.

Chairman Alexander stated that we absolutely are partners. He then gave an example of one of his employees who at that time was a high school student and taking dual-credit courses and that when she graduated from high school, she had already completed her first year of college.

Trustee House asked where and how the information would be published. Colonel Kubat replied that he didn't know what the format would be because they [MHAFB] need to determine exactly what information needs to be published. Colonel Kubat said that as it stood right now, they have looked at some key aspects of school districts around the country, and they spoke with a few military families moving to Mountain Home and asked them what they are looking for in their new assignment. He stated that military members are exposed to many different communities and some equal to or smaller than Mountain Home. Colonel Kubat said that they are gathering information from many different schools around the nation. He then gave an example of a high school in Maryland, in a town of about 5,000 people, and the high school is rated the number one high school in the state of Maryland. Colonel Kubat then asked how they did that, what is it that led to that rating, and what do we need to do here [Mountain Home] to get a similar affect, and be recognized for the outstanding work that is being done in our schools.

Trustee House said regarding partnerships, that he and the airbase should also approach the City of Mountain Home and the Chamber [of Commerce] to see what they need to do to improve the perception of Mountain Home so that families would want to live here.

Discussion continued regarding improving the perception of the city of Mountain Home and the school

district. The Board thanked Colonel Kubat.

B. CITY OF MOUNTAIN HOME EXPANSION OF 18TH EAST STREET & MULTI-USER WALKING – HDR Engineering – Rich Kinder. Wayne Sheppard, City of Mountain Home, introduced Russ Lodge from HDR Engineering.

Mr. Lodge was contracted with the City of Mountain Home to improve South 18th East Street by the junior high school. He explained that they [HDR and the City of Mountain Home] plan to take the two-lane road of South 18th East Street, between American Legion Blvd. and East 6th South Street and make it into a four-lane street. Mr. Lodge said that their proposed plan included a multiuse path being placed on the school property and that what they [City of Mountain Home] are asking for is a permanent easement so that they can build that path. He continued to say that the path is approximately ½ mile from East 6th South Street and goes almost all the way to American Legion Blvd. Mr. Lodge notified the Board that he would need approval of the easement within the next few months.

Chairman Alexander asked if the multiuse path included a concrete sidewalk and Mr. Lodge replied yes, asphalt. Chairman Alexander questioned the width of South 18th East by the intersection on American Legion Blvd, to construct a four-lane road. Mr. Lodge said that as the road gets nearer the intersection, the lanes would lessen in width. He added that a secondary project would be to install a regular signal at the intersection of American Legion Blvd. and South 18th East Street.

Mr. Lodge informed the Board that for the City and HDR to minimize the impact of the athletic fields, they propose to install a 2 to 3 foot high architectural retaining wall with the same type of fencing on top of the retaining wall. He also mentioned that as stipulation to building the project, HDR Engineering is not allowed to impact the Western Elmore County Recreation District (WECRD) properties/facilities.

Trustee House asked that should the Board approve the easement, perhaps the City of Mountain Home would fix the District Office's sidewalk out front of the District, especially since Councilman Urquidi reminded her that there was a cost-sharing project involved. Mr. Shepard replied that the City of Mountain Home does have a program to share costs on these kinds of projects. He said he would have to get a cost estimate to the Superintendent and then he needs to get city council to approve the project.

Discussion regarding the easement project continued.

Trustee Donahue asked for clarification of the easement and the multiuser path. Mr. Lodge explained that the easement is a permanent easement stating that they (city) could build something for the long-term and maintain. Trustee Donahue then asked how long would the easement be. Mr. Lodge responded that the path would have cut & fill lines outside of the path, which would be temporary, but the actual easement can be right at the edge of the path and the property would remain that of the school district. Trustee Donahue stated that in regards to the easement project, how it would affect East 6th South Street. She clarified by asking if the easement only ran alongside of South 18th East Street or would it affect East 6th South Street; she wanted to know exactly what the Board would be signing off on from the City. Mr. Shepard explained that the city has utilities on South 18th East and that the city did not plan to run utilities under the path. Discussion began on what would be constructed on South 18th East Street and how or would it affect East 6th South Street.

Trustee Donahue then asked about the narrowness of the intersection of South 18th East and American Legion Blvd. Mr. Lodge replied that the path would transition from the edge of the [athletic] fields down to a more standard sidewalk and that there would be curb and gutter all along the road.

The Board thanked him for the information.

VII. UNFINISHED BUSINESS – None

VIII. NEW BUSINESS –

- A. **FORMAL APPROVAL OF STRATEGIC PLAN** – Tim McMurtrey. Mr. McMurtrey explained that he had presented the Strategic Plan during the June 18, 2013, board meeting, but now HB521 requires school districts to adopt the Strategic Plan by September, and each school year thereafter by August 1. Trustee Donahue motioned to approve the Strategic Plan 2013-2016 as presented by Mr. McMurtrey, with a second from Trustee House. Motion carried.
- B. **POLICY ADOPTION** – 1st Reading – James Gilbert. Mr. Gilbert informed the Board that the next four policy adoptions are divided into two groups. He said that the first group of policies, the Strategic Plan Policy and the Computer & Network Services Acceptable Use Policy – Student Data Privacy & Security are required by the SDE for immediate approval. He added that both policies were drafted from the suggested language of EMT and Idaho Code. Mr. Gilbert also asked for just one reading of the policies. Trustee House motioned to suspend the rules of having three readings of a policy and immediately adopt the MHSD Strategic Plan Policy and Computer & Network Services Acceptable Use Policy – Student Data Privacy & Security in one reading, as presented by Mr. Gilbert, received a second from Trustee Checketts. Motion approved.

1. Strategic Plan Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
POLICY
STRATEGIC PLAN

The Mountain Home School District developed and will continually maintain a strategic plan that focuses on improving student performance through continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes. The Board and the Superintendent will collaborate on the plan and engage students, parents, educators, and the community as appropriate.

For the 2014-2015 school year, the MHSD Board of Trustees formally adopted the Strategic Plan during the regular board meeting of September 16, 2014, which had been previously approved by the Board during the regular meeting of October 15, 2013. The strategic plan will be reviewed and updated annually no later than August 1 every year thereafter.

STRATEGIC PLAN REQUIREMENTS

The strategic plan will:

1. Be data driven, specifically in student outcomes, and include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission; and
4. Include key indicators for monitoring performance.

The Board will continuously monitor progress toward the goals by utilizing relevant data to measure growth.

TRAINING

This district will seek reimbursement for actual expenditures related to training delivered by state-approved trainers from the Idaho State Department of Education (SDE) to the extent money is appropriated. To be eligible for reimbursement, the training will cover one (1) or more the follow subjects:

1. Strategic planning including, but not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes;
2. School finance;

3. Administrator evaluations including, but not limited to, specifics on the Idaho state evaluation requirements and framework;
4. Ethics; and/or
5. Governance.

Training records will be kept by the district for reimbursement purposes showing the following:

1. The length of the training in hours;
2. The subject(s) covered by the training;
3. The participants included in the training or validation of attendance of specific participants as applicable; and
4. The curriculum, agenda, or other documentation detailing the content of the training.

Strategic planning training sessions for which reimbursement is sought will include a majority of the Board and the Superintendent. All training will include students, parents, educators, and the community as applicable to the training subject and format. The training facilitator will be physically present or have the ability to interact directly with all training participants. Time will be included to give participants the opportunity to discuss issues specific to the district.

NOTICE

The strategic plan will be made available to the public and posted on the school district website.

2. Computer & Network Services Acceptable Use Policy – Student Data Privacy & Security

MOUNTAIN HOME SCHOOL DISTRICT NO. 193 MOUNTAIN HOME, IDAHO 83647

P O L I C Y

COMPUTER AND NETWORK SERVICES ACCEPTABLE USE POLICY – STUDENT DATA PRIVACY & SECURITY

Drafted by the Data Management Council (DMC) and adopted by the Idaho State Board of Education - Effective August 14, 2014

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage, and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor¹.

This policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district shall adopt, implement, and electronically post this policy. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with all FERPA regulations and with DMC's policies regarding the access, security, and use of data maintained within the SLDS². Violation of the Idaho Data Accountability Act may result in civil penalties³.

¹ [Data Management Council](#)

² [Data Management Council Policies and Procedures](#)

³ [Idaho Code Title 33, Section 133](#)

Defined Terms

Administrative Security consists of policies, procedures, and controls including security, training, areas of responsibility, and user access control. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort, or institutional level and does not contain PII (Personally Identifiable Information).

Data Breach is the unauthorized acquisition of PII

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth, or mother's maiden name, and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection

- School districts shall follow applicable state and federal laws related to student privacy in the collection of student data.

Access

- Unless prohibited by law or court order, school districts shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.
- The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.
- Access to PII maintained by the school district shall be restricted to: (1) the authorized staff of the school district who require access to perform their assigned duties; (2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and (3) vendors who require access to perform their assigned duties.

Security

- School districts shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.
- School districts shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Unauthorized Data Disclosure.
- School districts shall notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Use

- Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.

- School district contracts with outside vendors involving student data, which govern databases, online services, assessments, special education, or instructional supports, shall include the following provisions that are intended to safeguard student privacy and the security of the data:
 - ~ Requirement that the vendor agree to comply with all applicable state and federal law;
 - ~ Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
 - ~ Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
 - ~ Prohibition against the vendor's secondary use of PII including sales, marketing, or advertising;
 - ~ Requirement for data destruction and an associated timeframe; and
 - ~ Penalties for non-compliance with the above provisions.
- School districts shall clearly define what data is determined to be directory information as stated in the annual FERPA Notice published annually in the local newspaper and on the district website.
- If a school district chooses to publish directory information that includes PII, parents must be notified annually via the FERPA Notice published annually in the local newspaper and on the district website and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

Mr. Gilbert informed the Board that the remaining policy adoptions and revisions require three readings.

3. **Student Alternative Placement Policy – BMHS** - Mr. Gilbert presented the 1st 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 the language came from the BMHS Student Handbook and Idaho Code. Trustee Donahue motioned to approve the 1st reading of the adoption of the MHSD Student Alternative Placement 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
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.

4. **Evaluation of Principals Policy** - Mr. Gilbert presented the 1st reading of the Mountain Home School District No. 193 Evaluation of Principals Policy and stated that this policy was drafted using EMT suggested language and Idaho Code. He added that this addresses principal evaluations. Trustee House motioned to approve the 1st reading of the adoption of the MHSD Evaluation of Principals Policy, as presented by Mr. Gilbert, received a second from Trustee Donahue. Motion approved.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
POLICY
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.

REMEDIATION

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

C. POLICY REVISION – 1st Reading – James Gilbert

1. **Evaluation of Certified Employees Policy** - Mr. Gilbert presented the 1st 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. Trustee Donahue motioned to approve the 1st reading of the proposed revision of Evaluation of Certified Employees Policy, as presented by Mr. Gilbert. Trustee House 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.

D. **POLICY REVIEW** – No Changes – James Gilbert

- 1. **Evaluation of Certified Employees - Student Achievement & Parental Input** - Mr. Gilbert informed the Board that the Policy Committee determined that no changes were necessary to the Evaluation of Certified Employees – Student Achievement & Parental Input that we’ve had in effect since 2012-2013 school year. No motion needed.

E. **PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items including the addendum. Trustee Donahue motioned to approve the personnel items and addendum, as presented by Mr. Gilbert, with a second from Trustee House. Motion carried.

APPOINTMENTS

Flaherty, Patrick; Percussion Assistant; MHHS Band
Rayfield, Benjamin; Head JV/Assistant Varsity Girls’ Basketball Coach; MHHS
 Schaufele, Paul; Drivers Education Coordinator; MHSD #193
 Smith, Laura; 7th Grade “A” Volleyball Coach; MHJH
 Webber, Catherine; Psychologist; MHSD#193

RESIGNATIONS

Allies (Cantrell), Sarah; 7th Grade “A” Volleyball Coach; MHJH; Effective: September 2, 2015
 Bunch, Erica; Special Education Paraeducator; HMS; Effective: September 19, 2014
 Holden, Bethany, Part Time Title I Paraeducator; East Elementary; Effective: August 13, 2014
 Young, Wanda; Special Education Paraeducator; MHHS; Effective: September 30, 2014

IX. **EXECUTIVE SESSION** – Negotiations. Chairman Alexander called for a motion for the purpose of allowing the Board to retire into executive session to address negotiations with the MHEA. After a full and complete discussion and upon motion duly made by Trustee House and seconded by Trustee Donahue, 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 pursuant to Section 67-2345, Idaho Code, in order to address negotiations with the MHEA as authorized by Title 33, Sections 33-511-513A, 33-1271-1274, and Sections 67-2341 through 67-2345(1)(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 Absent
 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 8:05 p.m. to discuss negotiations with the MHEA. Others present: The attending board members, Superintendent McMurtrey, Assistant Superintendent Gilbert, Clerk Whitman, Cliff Ogborn, and Albert Longhurst. Following a full and complete discussion of the negotiations, the Board reconvened into open session at 8:35 p.m. No motion needed.

- X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Alexander called for a motion to adjourn. A motion from Trustee House to adjourn was seconded by Trustee Checketts. Motion carried. Meeting adjourned at 8:35 p.m.

Chairman Alexander

Clerk Whitman