

**NOTICE OF BOARD TRAINING MEETING OF THE BOARD OF TRUSTEES
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331
RUPERT, MINIDOKA COUNTY, IDAHO**

NOTICE IS HEREBY GIVEN that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, August 29, 2022 at 4:30 PM** at the **District Service Center 310 10th Street** **Rupert, ID 83350** at which meeting the following business will be conducted:

CALL TO ORDER & ROLL CALL:

Bonnie Heins, Chair	Dr. Kenneth Cox, Superintendent
Rick Stimpson, Vice Chair	Kerri Tibbitts, Board Clerk
Russ Suchan, Trustee	Reed Cotten, School Counsel
Jeff Gibson, Trustee	
Mary Andersen, Trustee	

1. CALL TO ORDER & ROLL CALL	
2. EXECUTIVE SESSION: Idaho Code 74-206 (1) (a) personnel; (b) student appeal	
3. BUSINESS	
A. Credit Appeal on Student 8-29-22-1	
B. Approval of Re-opening Plan	2
C. Approval of Personnel	
D. Approval of Travel Requests	9
4. BOARD TRAINING	12
5. ADJOURNMENT	

#boldsubject#

** Robert's Rules of Order will govern all meetings

*** Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10th St., Rupert, Id. (208) 436-4727

Minidoka County School District

In-Person Learning Plan for Families

2022-2023

The most recent changes, dated 8/15/22, are reflected in red.

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INTRODUCTION

The procedures and protocols contained in this plan are designed to facilitate the reopening of schools while reducing the potential impact of **infectious diseases and** the COVID-19 virus on the health and welfare of MCSD students and employees. The guidelines are based on recommendations from the Centers for Disease Control and Prevention (CDC), the Idaho State Department of Education, the American Academy of Pediatrics (AAP), and state and local health agencies. **Regular adjustments will be made to this plan based on updated information provided by these organizations as well as local factors which may arise after the resumption of school operations. Minidoka County School District will work closely with South Central Health District and local health care providers at Minidoka Memorial Hospital when making decisions regarding the health and safety of students and staff.**

The goal has been to create effective, flexible, and developmentally appropriate practices that will align with recent guidance provided by the American Academy of Pediatrics: “*All policy considerations for the coming school year will start with a goal of having students physically present in school.*” ([LINK to full AAP Guidance](#))

Review of this plan will occur no less than every 6 months until September 30, 2023. The process for gathering input from parents, educators, and community members includes presenting and discussing any recommended changes to the plan with the Parent/Patron Advisory Team (*the PPAT consists of parents and MCSD staff representatives from all schools, as well as community members*), adjusting the plan to include any recommendations from the PPAT, and discussion of all proposed changes with the Board of Trustees in an open board meeting. Final adjustments to the plan are made based on recommended changes from the Board. The revised plan is then submitted to the Board for final approval, and the approved plan is posted to the website.

MITIGATION PROTOCOLS

DAILY WELLNESS SCREENINGS

COVID-19 is a highly contagious and potentially life-threatening virus. To be able to keep our schools open while protecting the health and welfare of students and staff, it is critically important that **ALL families** exercise strong discretion before sending a possibly ill child to school. Staff will be asked to self-screen for COVID-19 symptoms prior to reporting to work each day.

RESPONSE TO POSSIBLE SYMPTOMS

While many children with COVID-19 will present with fever initially, many will not. Other symptoms that may develop initially include the following: chills, cough, headache, loss of taste or smell, sore throat, congestion, runny nose, nausea, vomiting and diarrhea. Any of these are cause for keeping a child home. During the school day, teachers will actively monitor students and refer to the nurse if symptoms are present.

HYGIENE

Handwashing is one of the best means of protection against infection. Students will be reminded to wash their hands often with soap and water for at least 20 seconds, especially after blowing their noses, coughing, or sneezing; going to the bathroom; and before eating. They will also have access to an alcohol-based hand sanitizer throughout the school building and school transportation when hand-washing opportunities are not readily available.

SOCIAL DISTANCING

While it will be difficult to maintain distance between the students at school, each site will be devising plans to provide for this precaution in the common areas of hallways, classrooms, restrooms, cafeterias, and gyms.

FACE COVERINGS

Evidence strongly supports the role and importance of face coverings in interrupting the spread of COVID-19. The latest indication is that the use of face coverings protects both the wearers and those with whom they come in contact. It is recommended staff wear a face covering (mask or face shield) when social distancing or other **mitigating** measures are not possible. Students are encouraged to wear a mask, especially when physical distancing is not possible.

VACCINATIONS

In addition to the mitigation strategies listed above, MCSD offered vaccination clinics to all staff wishing to be vaccinated in the spring of 2021. MCSD offered another vaccination clinic to all staff and their families in December 2021. Any staff member or members of their family received their initial or booster vaccinations free of charge at the clinic. **MCSD will continue to encourage vaccinations for both students and staff as well as provide information about available vaccination sites.**

PROTOCOLS & PROCEDURES

ABSENCES

Absences due to COVID will only be excused if they meet the criteria for an excused absence, as outlined in [Attendance policy 320.00](#). Excused COVID absences require a doctor’s note, including confirmation of a positive test result. All notes verifying absences must be emailed or faxed from the doctor’s office or delivered to the school by a parent within 5 school days of returning to school.

ACADEMICS & DISTANCE LEARNING PLANNING

The District will focus on student and staff health and safety while also providing a positive learning environment. The District understands the importance of in-person learning, not just to support students **moving forward** academically, but also for the social and emotional benefits it provides for children. Therefore, our goal is for school to be held in person. If we need to move to a distance learning model, we want parents to be confident that our teachers and their children are equipped with the resources and knowledge to conduct and participate in remote instruction through an approved Learning Management System (LMS).

MCSD will no longer have a virtual school option for students. If students or families are uncomfortable with a regular face-to-face instruction, **homeschooling** options **may** be pursued by families.

DISTANCE LEARNING

If we are successful in mitigating the transmission of COVID-19, any disruptions to the regular instructional calendar will be minimal. However, if levels rise to the point where it is difficult to continue to preserve the health of students and staff, the District will be prepared to implement a longer-term distance learning model. Students will mirror a typical instructional day at home and be expected to progress academically. Students’ teachers will likely remain in the classroom to prepare and record lessons for students. Grades will be kept and participation tracked as part of student attendance. Students will be at home working remotely on their District provided device. To receive credit and attendance for the courses for this school year students are expected to complete the assignments.

COMMUNICATION PROTOCOLS

We encourage families to stay updated on the most up-to-date information:

1. Visit the MCSD Website: minidokaschools.org
2. Follow our Facebook Page: @minidokaschools

What	When	How
Confirmed Staff Case of COVID-19	Parents will be notified of a confirmed STAFF case, IF their child has had possible contact with the affected staff member.	MCSD will contact families
Confirmed Student Case of COVID-19	Parents will be notified if their child has been in close contact with a student with COVID-19.	MCSD will contact families
School Closure / Change in COVID-19 Level	Based on the number of confirmed cases of COVID-19 among students and/or staff, MCSD may need to close schools and/or conduct instruction virtually.	MCSD will contact families: Website Phone System

COVID-19 SYMPTOMS AT SCHOOL

If a teacher suspects that a student may have COVID-19 symptoms (fever, cough, shortness of breath, or two or more of the following: fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, diarrhea), he/she will notify the office that the student is coming to the office. The student will be evaluated, wait in the health room, and will be sent home. We will consider the child's health history and consult with a parent/guardian about other conditions that may have similar symptoms, such as allergies. *Student will need to stay home from school until they are fever-free and symptom-free for 24 hours, without the use of medications.*

EXPOSURES, DIAGNOSES, & RETURN TO SCHOOL AFTER COVID-19

As you know, this pandemic is a fluid situation. We get new information daily and have to adapt. We will update our guidelines to reflect the CDC's most current recommendations for schools every 6 months. Please click [here](#) for the **Minidoka Schools Guidance for Parents**. **The following resources are also available for additional information:**

- **South Central Public Health District's COVID-19 hotline: 208-737-1138**
- Click [here](#) to access the most up-to-date guidance from the **CDC** on isolation.

FACILITIES SANITARY PROTOCOLS

The safety of our employees and students is our top priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting.

GENERAL DISINFECTION PROTOCOLS

Hand sanitizer stations will be available at every entrance.

Workspace	Classrooms, Offices	At the end of each use/day using disinfecting wipes/sprays on frequently touched surfaces.
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day. Other measures, such as keeping classroom doors open, may reduce the frequency of cleaning.
Buses	Bus seats, handles/railing, belts, window controls	Between routes as possible using disinfecting wipes/sprays. Transportation employees will perform a full disinfecting of each bus at the end of each school day.
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups if possible

STAFF SOCIAL, EMOTIONAL, & MENTAL HEALTH

MCSD recognizes the tremendous strain that COVID-19 has placed on the social, emotional and mental well-being of staff. MCSD works closely with their current health insurance provider to ensure access to mental health counseling and other support services through the employee assistance program.

STUDENT SOCIAL, EMOTIONAL, & MENTAL HEALTH

The social and emotional well-being of our students is as important as their academic learning. The District has developed plans to implement instruction and services to ensure the needs of our students are met. In addition to classroom teachers, our site counselors will be prepared and available to help our students and families.

STUDENTS WITH DISABILITIES PROTOCOLS

Individual distance learning plans are in place for all students with disabilities. Should levels rise to the point where it is difficult to continue to preserve the health of students and staff, the MCSD is prepared to implement a distance learning model. Should it be necessary to move to a distance learning model, individual distance learning plans will be implemented to ensure appropriate accommodations are provided to students with disabilities with respect to health and safety policies.

TRANSPORTATION PROTOCOLS

Transportation will be following all state recommendations and mandates.

- Provide and recommend hand sanitizer for students and bus drivers
- Recommend drivers wear face masks
- **Recommend** that students wear masks while on the bus
- Watch for sick students and inform the school and parents if we believe we have sick children
- Buses will be disinfected every day after morning and afternoon routes

Additional stops to in-town routes **and extra shuttles will be used when possible** to spread out the high number of students at stops, limit exposure, and limit the high number of students on the buses. Please be aware, this may not **always** be possible due to time restraints **and limited personnel**.

WATER FOUNTAINS & RESTROOMS

Some schools have water bottle filling stations; these will remain connected and available to students and faculty. Students and staff are encouraged to bring filled water bottles or other non-breakable clear water containers to school with them. Student restrooms will be cleaned multiple times throughout the day. Staff restrooms will also be disinfected periodically throughout the school day.

Roles & Responsibilities of School Boards and Superintendents

"What is the role of the board and what is the role of the superintendent in the operation of the school district?" This is a question often asked and misunderstood by board members and superintendents.

The longstanding statement that the board sets policy and the superintendent administers that policy would seem to indicate a clear dividing line between the respective roles. That distinction, however, is not always clear nor is it one upon which everyone involved agrees.

Board members are usually "doers"; they operate businesses, they run homes, they buy supplies. "Doers" often find it hard to look at the big picture and make decisions so that other people can "do" the job. Many times, they are tempted to get in and "do" the job themselves. Conflicts arise when the board and the superintendent have not defined their specific roles within the district.

Because the needs of a district vary and leadership and management styles vary, the real need in each district is for the board and superintendent to decide what each is to decide the scope of work for each and establish proper policies and procedures that will lead to the performance of those duties.

As board members make decisions and find themselves involved in the business of the district, they should ask themselves: *"Am I providing leadership to the superintendent and staff, and establishing policy for the district or have I stepped into the role of administrator?"*

Superintendents should ask themselves: *"Am I providing leadership to the board, in pointing out areas where policy is needed, or am I veering into administrative matters? Worse yet, am I forcing the board to make administrative decisions?"*

Keeping roles clear and communication open is the key to good board and superintendent relationships

The following pages include examples of the accepted Roles and Responsibilities of School Board Members and Superintendents in eight areas:

1. Future Planning and Growth
2. Policy
3. Meetings
4. Budget/Finance
5. Student Achievement
6. Personnel
7. Community Relations
8. Contract and Negotiations

Eight Role and Responsibility Areas

The table below is a summary for the eight areas of Roles & Responsibilities of School Board Members and Superintendents

Role and Responsibility Area	School Board	Superintendent
1. Future Planning and Growth	Approves and monitors progress	Executes and identifies needs
2. Policy	Adopts Policies	Recommends, creates procedures, and implements
3. Meetings	In charge of	Serves as a resource
4. Budget/Finance	Adopts and monitors	Prepares, administers, monitors, details
5. Student Achievement	Establishes criteria, approves, and monitors	Recommends, oversees staffs' efforts
6. Personnel	Establishes criteria, approves, or rejects	Interviews, recommends, hires, directs, evaluates, promotes, trains
7. Community Relations	Creates a positive image for district	Creates a positive image for district, directs communications
8. Contract and Negotiations	Provides guidelines, ratifies contracts	Monitors process within guidelines

1 – FUTURE PLANNING AND GROWTH

SCHOOL BOARD

1. Approves a planning process to include stakeholders in developing a Strategic Plan.
2. Approves Continuous Improvement Plan for student achievement.
3. Monitors progress on Strategic and Continuous Improvement Plan.
4. Participates in educational conferences, workshops, training, and professional organizations.
5. Requires professional leadership from the superintendent.

SUPERINTENDENT

1. Recommends a comprehensive Continuous Improvement Plan for student achievement.
2. Provides educational leadership to the board, staff, students, and community.
3. Identifies needs of the district and reports them to the board.
4. Keeps the board aware of statewide and national educational developments and changes.
5. Continually upgrades their professional knowledge and qualifications through membership and participation in professional associations, conferences, and workshops.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

2 – POLICY



SCHOOL BOARD

1. Establishes rules and policies for the governance of the school district.
2. Clarifies for the superintendent the intent of the board regarding board policy.
3. Reviews, evaluates, and adopts board policies on an ongoing basis.
4. Authorizes the superintendent with those powers and duties in accordance with board policy and state and federal laws.

SUPERINTENDENT

1. As the chief executive officer of the board, the superintendent is responsible for implementing board policies and directives.
2. Acts as advisor to the board on areas needing policy development or revision.
3. Drafts written policy and provides the board with necessary data and information for policy adoption.
4. Maintains a current, up-to-date manual of adopted policies.
5. Develops rules and procedures necessary to implement the board's policies.
6. Identifies policy areas that the board should revise, rewrite, or repeal as needs of the district or laws and rules change.
7. Coordinates and manages the operation of the schools.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

3 – MEETINGS

SCHOOL BOARD

1. All duties delegated to the board are performed at a public board meeting.
2. The board refrains from misuse of the executive session provisions as defined in Open Meeting Law.
3. The board establishes the operational guidelines or practices for meetings (norms and protocols).
4. The board chair, in consultation with the superintendent, develops the meeting agenda.
5. The board identifies, for the superintendent, the information needed for decision making.
6. Board members receive their agenda materials in adequate time for study before scheduled board meetings.
7. Sets policy or protocols for public input or comment if applicable.

SUPERINTENDENT

1. Serves as an advisor to the board during meetings.
2. Assures compliance with all legal requirements relative to the posting of notices and maintenance of meeting records.
3. Identifies areas of business which the board should address at meetings.
4. Prior to meetings, provides board members with sufficient information for decision making.
5. Implements board decisions and instructions developed at meetings.
6. Assures that board meetings, including executive sessions, meet the requirements of the law.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

4 – BUDGET/FINANCE

SCHOOL BOARD

1. Establishes priorities for the financial management of the district.
2. Provides the superintendent with the board's priorities in the development of the budget.
3. Explores with the district auditor the internal controls of the district.
4. Reviews the budget on a monthly basis and makes adjustments as needed.
5. Reviews and approves the monthly bills.
6. Approves the decision to ask voters to pass a supplemental levy.
7. Approves the decision to ask voters for a bond and/or levy for facility needs.
8. Prioritizes construction and/or building renovation needs of the district.

SUPERINTENDENT

1. Prepares a detailed budget based on the board's priorities and parameters.
2. Presents a budget to the board and/or budget committee for consideration and approval.
3. Administers the budget assuring that the expenditures of district funds are within the legal requirements of the budget.
4. Acts as a resource to the board within the framework of the district audits.
5. Makes a recommendation to the board about the need for and the amount of a supplemental levy.
6. Makes a recommendation to the board about the need for, and the amount of a bond and/or levy for facility needs.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

5 – STUDENT ACHIEVEMENT

SCHOOL BOARD

1. Establishes educational philosophy, goals, and objectives for the instructional program of the district.
2. Adopts policies for provision of student services including admission, attendance, activities, rights & responsibilities, discipline, and welfare.
3. Adopts and/or revises standards and instructional programs as necessary or as recommended by the superintendent.
4. Regularly reviews student achievement data.
5. Reports to the community the status of education in the district.
6. Identifies and adopts graduation requirements.
7. Approves curricular materials.
8. Periodically requests reports from professional staff related to assessments and instructional programs.

SUPERINTENDENT

1. Provides leadership to the board and staff in the ongoing development, implementation, supervision, and evaluation of the instructional program.
2. Recommends and implements policies and rules to maintain adequate services and control of students.
3. Recommends appropriate graduation standards and methods to measure student attainment.
4. Present data regularly to board concerning student achievement and progress towards academic goals
5. Assigns staff to instructional areas and informs the board.
6. Recommends and implements policy on selection of curricular materials.
7. Provides for the direction and supervision of student activities.
8. Regularly schedules presentations and reports by staff on various segments of assessments and instructional programs as requested by the board.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

6 – PERSONNEL

SCHOOL BOARD

1. Establishes job description of superintendent
2. Supervises and conducts annual evaluation of superintendent
3. Employs certificated and classified staff members based on the recommendation of the superintendent.
4. Promotes good working relations with staff through the district's chain of command.
5. Adopts policy on evaluation of personnel.
6. Receives and acts on personnel recommendations from the superintendent.

SUPERINTENDENT

1. Recommends to the board the employment or dismissal of all certificated and classified staff.
2. Establishes job descriptions for all positions.
3. Responsible for the supervision and management of all employees of the district.
4. Serves as the board's liaison with staff.
5. Fosters good working relationships with staff members.
6. Develops a systematic plan for evaluating the performance of all district personnel based on policy.
7. Delegates authority to staff members, as appropriate.
8. Conducts evaluations of staff under their supervision.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

7 – COMMUNITY RELATIONS

SCHOOL BOARD

1. Represents public education serving as a liaison between the school district and the community.
2. Maintains an awareness of community values, concerns, and interests.
3. Actively participates in programs that build good community relations.
4. Appoints advisory committees when necessary and outlines their responsibilities.
5. Appoints the district's spokesperson(s) to deal with the news media.
6. Channels complaints or grievances through the established channels (chain of command)

SUPERINTENDENT

1. Informs and clarifies school programs and activities to the community.
2. Serves as the board's liaison with appointed advisory committees.
3. Establishes a working relationship with the news media.
4. Makes recommendations to the board for resolution of complaints that cannot be resolved at the administrative level.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

8 – CONTRACTS AND NEGOTIATIONS

SCHOOL BOARD

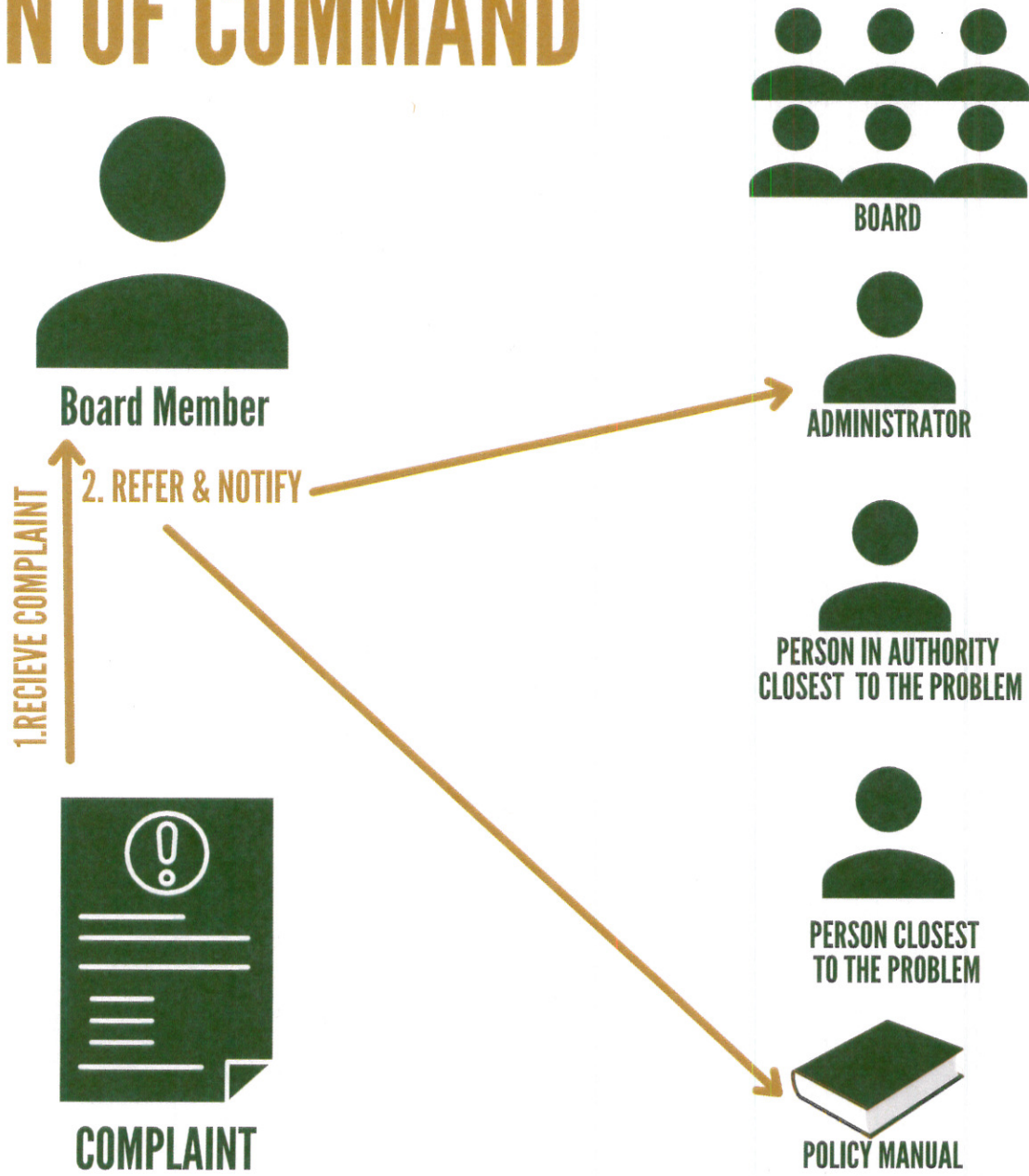
1. Establishes guidelines and criteria for the salary and benefit discussions process for certified personnel.
2. Reviews offers submitted by the local education association and makes counter offers.
3. Ratifies the final Master Agreement

SUPERINTENDENT

1. Provides factual data to the board about the implications of salary and benefit increases and staffing considerations.
2. Assists with negotiations by sitting at the negotiating table.
3. Provides the board with all offers being presented by the local education association.
4. Administers contracts and the Master Agreements as appropriate.

Individual districts may want to make changes to the above roles and responsibilities according to the differences and needs of the district.

CHAIN OF COMMAND



Speaking with Community Members/Patrons/Parents

Allowable Discussion Topics

Topics that fall within the following areas are appropriate to discuss with patrons as long they are general and not specific to individual staff members or students.

- Board Agendas
- Governance
- Policy
- Finance
- Facilities
- Student Handbooks
- Strategic Plan
- Continuous Improvement Plan
- Successes
- Programs
- Extracurricular Activities

Prohibited Discussion Topics

Topics that should not be discussed with patrons because they may lead to recusing yourself from decision, violations of confidentiality, and/or open the district or yourself to liability are:

- Student Matters and Confidentiality
 - Specific Student Issues/Concerns
 - Family Educational Rights and Privacy Act – FERPA
 - Individuals with Disabilities in Education Act – IDEA
 - Confidentiality of Student Data – Idaho Code §33-133
 - Student Hearings: expulsion and/or exemption from a district policy
 - Student Educational Records
- Personnel Matters and Confidentiality
 - Specific Personnel Issues/Concerns
 - Hearing Rights and Due Process: termination, non-renewal, probation determination, or informal review of possible grievance matter – Idaho Code §33-513(5), §33-514 and §33-515
 - Employee Personnel Files – Idaho Code §33-518
- Any information obtained in executive session

The next three pages provide suggested answers to tough situations.


Situation	Suggested Response
<p>Complaint by parent or guardian of student.</p>	<p>Option 1 – <i>“As a single board member, I don’t have the ability to address this concern for you however the superintendent/principal/teacher will be able to address this concern on a much faster basis and consistent with our policies.”</i></p> <p>Option 2 – <i>“As a single board member, I do not have the ability to address this concern. However, our board policies outline a complaint policy that you can follow. This is policy #_____.”</i></p>
<p>Complaint about the performance of an employee.</p>	<p>Option 1 – <i>“Please speak with the Superintendent/principal about your concern. If I continue to hear about your specific issues I may not be able to sit on this as a board when any recommendation comes to us regarding employment. I am sure you want me to be able to do that.”</i></p> <p>Option 2 – <i>“As a single board member, I do not have the ability to address this concern. However, our board policies outline a complaint policy that you can follow. This is policy #_____.”</i></p>
<p>A staff member approaches you and requests something.</p>	<p><i>“As a single board member I have no authority to address your request. The board conducts all business with the staff through the superintendent, please make this request to the principal, and if you are not satisfied, please contact the superintendent.”</i></p>
<p>Request for a decision or commitment by one board member.</p>	<p><i>“I am a single board member and accordingly I have no power to direct that anything occurs. This may be a matter for the whole board to discuss at a meeting, but I personally cannot make a commitment for myself or the board.”</i></p> <p>Then redirect to the superintendent and/or follow the policy you have that allows for someone to request an item be included on a board agenda.</p>

Situation	Suggested Response
<p>A person scheduled for a hearing calls or emails information to the board (or someone on their behalf or in support of or opposition to them calls or emails information).</p>	<p><i>“To be fair and impartial to all parties concerned with this case, I cannot hear/receive any information from you about this case. I would have to withdraw myself from it entirely.”</i></p> <p>Do not open and read the email. Advise the administration so that they can notify other trustees to not open and/or read such as well.</p> <p>Do not listen to any such voicemails.</p>
<p>The same person calls and stops you every time you see them. You tire of the same complaint and because you want to help them, you want to say, “I’ll take care of that!”</p>	<p>Option 1 – <i>“I appreciate your concerns. I understand that this is a very important issue to you. I have advised you previously to communicate with the superintendent/principal. I do not know if you have done such and/or what the status of that is but I will get in touch with the superintendent and forward your concerns to the superintendent.”</i></p> <p>Option 2 – <i>“As a single board member, I do not have the ability to address this concern. However, our board policies outline a complaint policy that you can follow. This is policy #_____.”</i></p>
<p>A person complains and wants you to sympathize with them.</p>	<p>Option 1 – <i>“As a trustee I can appreciate when a patron raises a concern/issue. Have you spoken with the teacher/principal/superintendent about this?”</i></p> <p>Option 2 – <i>“As a single board member, I do not have the ability to address this concern. However, our board policies outline a complaint policy that you can follow. This is policy #_____. If you do not get satisfaction through the earlier stages of this policy the matter eventually does reach the entirety of the Board for consideration and final decision.”</i></p>

Situation	Suggested Response
<p>Your child is approached by an adult who did not like the way you voted at the last meeting. What do you say to your child?</p>	<p><i>"You have my permission to tell them that your mother/father is the elected board member, not you. That person needs to speak to your parent directly and that you will be notifying the parent/board member of the conversation had with this individual."</i></p>
<p>Someone texts you a question or a concern</p>	<p><i>"Please do not text me about school board work. Because of the open meeting law I need correspondence to be on my school board email at schoolboard@emaildomain.org."</i></p> <p>If possible and if you know this individual's email address, send the above message to them via your school email, rather than a text response.</p>



Board/Superintendent Roles – Personnel & Community
 A Workshop by the Idaho School Boards Association




Minidoka County School District
 August 29, 2022

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Idaho School Boards Association www.isba.org


1

Agenda




Introductions and Expectations


- Introduction of Presenter
- Introductions & Expectations for Today



Excel in Your Role




Roles & Responsibilities



Wrap-up

Idaho School Boards Association www.isba.org

2



Lisa Colon Durham
lisa@isba.org
 Mobile: (208) 781-5183
 Office: (208) 854-1476

Presenter Introduction

Current

- Professional Development Director, ISBA

Previous

- Director of Certification & Professional Standards, Idaho State Department of Education
- Elementary School Principal
- Middle School Math Teacher

Idaho School Boards Association www.isba.org

3


Introductions and Expectations

- Introduce yourself
 - Name
 - Position/Role (Trustee, Superintendent, Board Clerk, etc.)
 - How long have you been in your role?
 - Share *what you like to get out of this workshop today?*


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Agenda




Introductions and Expectations




Excel in Your Role

- Excel in Your Role
- Definition of Governance
- Governance Roles
- Board as the Conduit
- Superintendent as the Conduit



Roles & Responsibilities




Wrap-up

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Excel in Your Role

Roles & Responsibilities



"Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work"

~Vince Lombardi

Image from [Rob Schmitt](#) via Flickr

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Excel in Your Role

Definition of Governance

The exercise of authority, direction, and control of an organization in order to ensure that its purpose is achieved.

OR

A process of providing strategic leadership by setting direction, making policy and strategic decisions; overseeing and monitoring organizational performance; ensuring overall accountability.

Taken from *Governing for Results* by Mel Gill (2005)


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Excel in Your Role

Governance Roles

School Board Authority



Superintendent Authority

→ Evaluation Outcomes

→ Adopt Visions and Goals

→ Adopt Policies

← Oversee Student Programs

← Implement Operations

← Develop Plans and Regulations

Taken from *Governing for Results* by Mel Gill (2005)

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Excel in Your Role

Board as the Conduit

Community Patrons

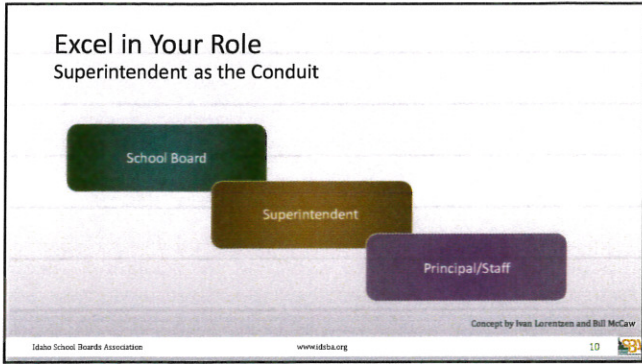
School Board

Superintendent

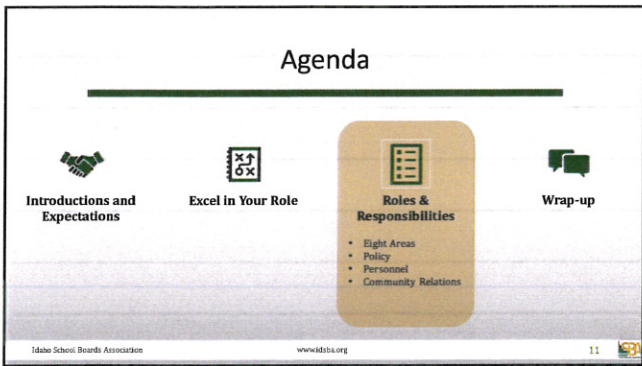
Concept by Ivan Lorenzen and Bill McCarr

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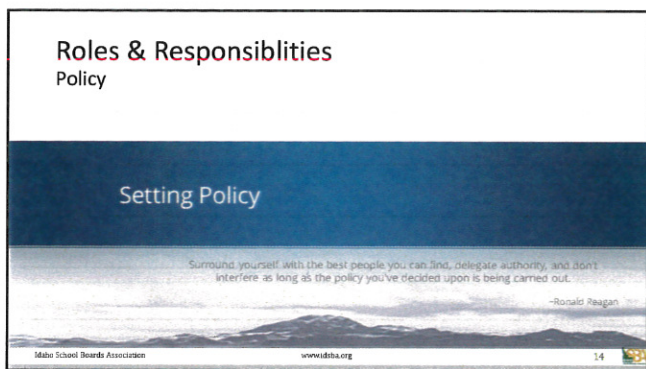
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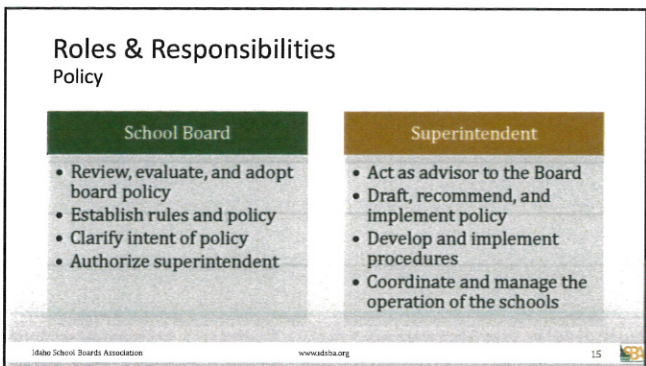
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Roles & Responsibilities
Policy

How might some of these roles overlap and create conflict?

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Roles & Responsibilities
Personnel

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Roles & Responsibilities
Personnel

School Board	Superintendent
<ul style="list-style-type: none"> Adopt policy on personnel evaluation Act on personnel recommendations Establish job description of superintendent Oversee superintendent Conduct annual evaluation of superintendent 	<ul style="list-style-type: none"> Recommend hiring/firing Establish job descriptions Supervise district employees Serve as the Board's liaison Develop performance evaluation Conduct evaluations Oversee district leadership

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Roles & Responsibilities
Personnel

How is the "Superintendent as the Conduit" important when it comes to personnel?

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Roles & Responsibilities
Community Relations

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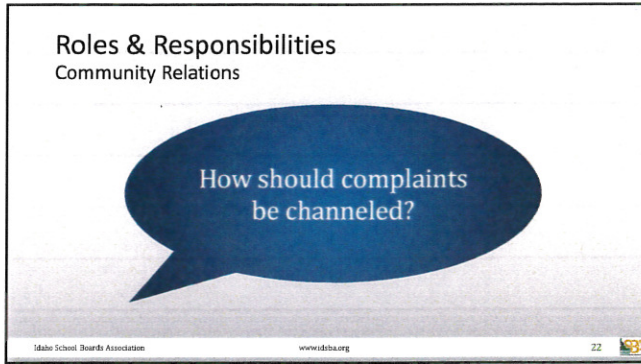
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Roles & Responsibilities
Community Relations

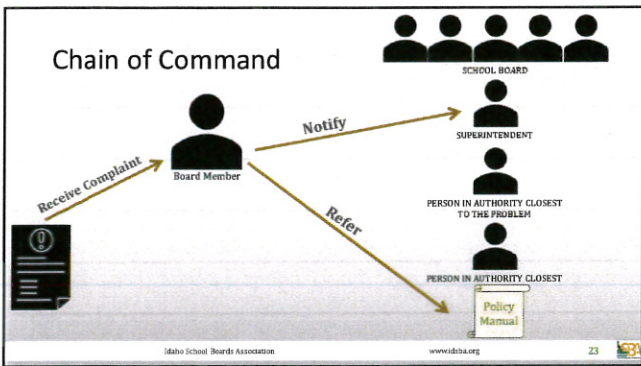
School Board	Superintendent
<ul style="list-style-type: none"> • Appoint advisory committees • Channel complaints • Facilitate community conversations 	<ul style="list-style-type: none"> • Inform the community of programs & activities • Recommend resolution of complaints to board • Ensure positive communication

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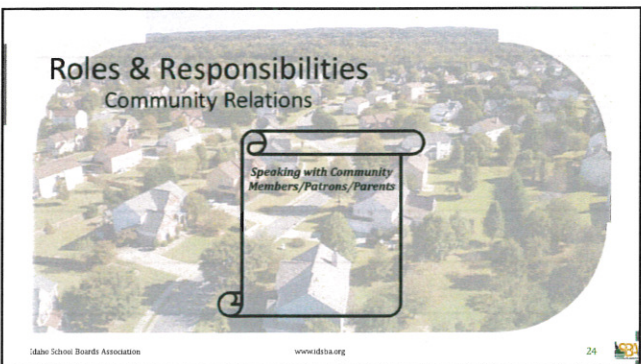
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Agenda




Introductions and Expectations



Excel in Your Role



Roles & Responsibilities

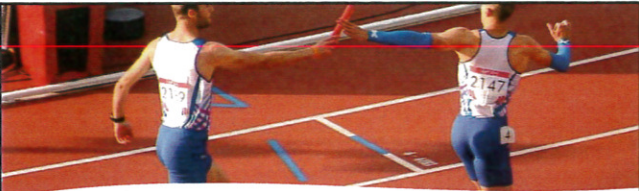



Wrap-up

- Discussion Question
- Other ISBA Workshops
- ISBA Contact Information

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Wrap up

Explain how this image relates to Board and Superintendent roles & responsibilities?

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Other ISBA Trainings

- Board Basics
- Continuous Improvement Plan
- Strategic Planning
- Superintendent Evaluation
- Basic School Finance

- Board Norms & Protocols
- Setting Policy
- Open Meeting Laws
- Ethics
- Accountability & CI - Literacy

These materials are intended solely for ISBA member use and are not intended for use for any other purpose or use. Such materials shall not be used by any agent or employee of the District/Charter for any other purpose, personal, private or proprietary.

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