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Dr. Charles J. Shackett, Superintendent

Marjean McConnell, Deputy Superintendent

Scott Woolstenhulme, Assistant Superintendent

Board Retreat

July 18, 2018

8:30 AM

Stockman's Restaurant - 1175 Pier View Dr, Idaho Falls, ID

I. Continental Breakfast at Stockman's Restaurant was served at 8:30 a.m.

II. Welcome - Chairman Paul Jenkins called the meeting to order at 8:52 a.m., welcomed those in attendance and acknowledged Attorney Doug Nelson from Nelson Hall Perry Tucker, PLLC in attendance. He then turned the time over to Attorney Doug Nelson.

III. Board Training - Attorney Doug Nelson

Board stewardship and concepts, fed, state and district policy and procedures relates to accountability and governance of the board, review of responsibility, list board members and admin issues facing the district, and walk through the planning process as it relates to the district policy for the issues listed. Who is responsible of fixing the problem? Committee members, admin, board, patron surveys???

A. Board & Administrative Roles

Mr. Nelson reviewed the Board's responsibilities:

- Oath of Office: Board members have the duty to the U.S. rules and regulations, the Constitution of the State of Idaho, and district policy in interest of the children.
- Board Member Commitment: Idaho Code 33-506 states Board members shall attend all meetings and to write board policy consistent with Idaho code and regulations of State Department of Education.
- Fiduciary: Trustee relationship in behalf of others; duty of care, loyalty, and obedience.
- Characteristics: Accountability, adherence to law and policies, strategic planning, and training.
- Conflict of Interest: Any official action or decision of Board member that would have pecuniary benefit for the member or family member or business. Disclose conflict per Idaho Code 59-704 and seek independent counsel is important.
- Chain of Command: Resolution of complaints from patrons, parents, and staff, with clear communication and refer to proper administration or policy. See policies 4112 Uniform Grievance or 4110 Public Complaint.
- Entity concept: Powers and duties of the Board are bound by the majority, a duly convened entity, not as individual board members.
- Trustee: A position of trust or responsibility for the benefit of another. Decisions are based on what is best for students, keeping in mind the District strategic plan, policies and budget.
- Policy: Required by law, provides direction, accountability, provides quick response. Open Meeting Law: Idaho Code 74-201 thorough 74-208 applies to any meeting of a public agency/entity when deliberating towards a decision. Polling of board members is in violation of the law.

B. Board Ethics

Ethical norms for conduct for Board members can be found in District policy 1600 Code of Conduct for School Board Members, Idaho School Board Association (ISBA) and the National School Board Association (NSBA); also the Code of Ethics for Idaho Professional Educators.

1. Executive Sessions – Respect the confidentiality of privileged information. Any and all conversation and information discussed in an Executive Session is confidential and is not to be discussed or disclosed outside of the meeting; it is a violation of state law.

IV. Break

V. Board Training Continued

A. Board Position Responsibilities

Board of Trustees ♦ Paul Jenkins ♦ Amy Landers ♦ Chad Dance ♦ Greg Calder ♦ Scott Lynch

Bonneville Joint School District No. 93 is an Equal Opportunity Employer

Mr. Nelson reviewed these policies with the Board and Administration. Many are under revisions due to changes in the Open Meeting Law:

- 1200 Annual Organizational Meeting
- 1205 School Board Powers and Duties
- 1220 Duties of Board Chairman
- 1221 Duties of Board Vice-Chairman
- 1222 Duties of the Treasurer
- 1223 Duties of the Clerk
- 1240 Duties of Individual Trustees
- 1250 Committees
- 1430 and 6120 Board and Superintendent Relationship

The superintendent is the professional advisor for the Board. The Board adopts policy; the superintendent develops plans, programs, and procedures. The relationship between the superintendent and Board is a cooperative effort with open communication.

- 1430P and 6120P Board-Superintendent Relations Procedure

Authority of represent the Board to the media falls under the board chair. Superintendent is the spokesman for the District to support the Board decisions.

- 1465 Board Use of Electronic Mail and Social Media
- 1500 Board Meetings
- 1510 Board Agenda Items

Items not listed on the Board agenda are not to be addressed in any board meeting.

- 1600 Code of Conduct for School Board Members
- 1610 Conflict of Interest
- 1630 Evaluation of the Board

Mr. Nelson engaged the Board and Administration in an exercise of how to form a resolution to issues facing the district. Brainstorming tactics include creating a list, grouping and prioritizing the items, list who is responsible, what needs addressed, and time table required. The planning process follows as how it relates to the district policy.

List of items of concern:

- | | |
|-----------------------------------|--|
| • What's the next bond for? | • Employee compensation and benefits |
| • SPED facility | • Classified salaries |
| • Growth | • Supplemental levy |
| • Boundaries | • Plant facility levy |
| • Superintendent contract | • Hiring and recruitment |
| • Change of leadership/transition | • Safety and school security |
| • Student achievement | • Board ethical and conduct |
| • Effective collaboration | • Building trust in the board, public and internal |
| • Committees | • Social media |
| • Finances | |

Sample Process: What is the next bond for?

I. Information gathering

- A) What information are you seeking? (capacity)
Who gathers the information? (Finance committee)
When will the information be available? (future board meeting)
- B) Needs assessment: a systematic process for determining and addressing needs between current conditions and desired conditions. Methods include studies, surveys, interviews, public input, community meetings, workshops, etc. either collected from internal or external sources.

II. Design options

- A) District advertise for Request for Qualifications (RFQ) to select architect and CM/GC
- B) Timetable outline for Board decision

III. Decision route

- A) Public comment
- B) Recommendation
- C) Deliberation and vote

VI. Lunch

Chairman Jenkins reconvened the meeting at 12:46 p.m. He briefly discussed a date for the upcoming Family BBQ to be held in September.

VII. 2018-2019 Strategic Plan - Scott Woolstenhulme, Guy Wangsgard

Idaho Code 33-320 requires each school district in Idaho to develop an annual plan that is part of a continuous focus on improving the student performance of the district. The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year. This plan is collaboratively developed by board and administration; parents, students, patrons as appropriate.

A. Key Indicators

Mission: Students success by design: Design success for every student

Vision: Create confident learners, who think critically, read thoughtfully, write effectively, solve complex problems accurately, and share talents fearlessly.

1. Student Achievement Metrics

State Indicators include, but not limited to:

- College ready metrics
- Assessment scores
- Improvement student score - year over year improvement is hard to measure since it is not the same students being considered
- School level reports can differ from district reports
- Both number and a percentage is required for each factor
- 176 required state indicators!!

Key indicators:

- Assessing what we are teaching students
- Align assessments, curriculum and instruction together

Strategic Goals by 2025:

Goal #1 – 90% of 3rd graders reading at grade level

Challenges: Kindergarten students are not prepared in beginning reading skills before entering school. There is not any control where/when learning occurs prior to coming to kindergarten. Summer breaks hinder maintaining level of knowledge gained.

Goal #2 – 67% of 6th grade students meeting middle school readiness benchmarks on state math and ELA

assessments. Challenges: Transition year; dependent on if 6th grade students are in an elementary or middle school

Goal #3 – 67% of 8th grade students meeting high school readiness benchmarks, on state math and ELA assessments

Challenges: Receiving meaningful feedback through accurate grading

Goal #4 – 90% of seniors will graduate with some college credit

Challenges: promotion of advanced opportunities/dual credit courses

Goal #5 – 50% of seniors earning at least 9 college credits

Other key indicators

- 11th grade students meeting college reading and writing readiness benchmark
- SAT average scores – strength and weaknesses of test results
- Higher number of graduation credits required, more than the state requires
- Graduation vs. drop-off rates
- College readiness indicators include service hours

Key strategies for goals:

Teacher collaboration PLCs:

- Identify what each student must learn
- Develop assessment
- Instruction based on assessment results
- Time and effort to ensure students have learned essentials.

Ensure grades accurately reflect what students have learned:

- Current grades mask what is actually learned
- Classroom behavior
- Loss of credit (LCAs) hold students accountable for grades

Promote literacy strategies with families

- For all grade levels

Other strategies:

- Continue focus on Algebra II completion
- Promote advanced opportunities
- A one page plan. Board approved. Researched.

2. Finance Metrics:

Why do measurements matter? Audit reports are in compliance with the state requirements and provide comparable historical statistics. When reviewed yearly clearly show what matters to us the most.

Funding variables chart – What drives revenue?

- Classroom units: Enrollment vs. attendance (95%)
- Budget conservative due to growth projection
- Administration FTE determined by education and longevity
- Instructional salary/Pupil Personnel Services
- Career ladder increase funding for certified staff

Revenue and expense fund summaries

- Monitor funds predictable or not
- Historical data
- Reporting expenses per location
- Debt capacity

VIII. Break

Chairman Jenkins expressed his appreciation to the administration for their dedicated service to D93 and excused them at 3:04 p.m.

IX. Review Board Goals

A. Goal Discussion 2018-2019

Chairman Jenkins reconvened the meeting at 3:17 p.m. and opened discussion by reviewing the goals from last year and addressing goals for 2018-2019.

2017-2018 goals were:

1. Students prepared for college or career, ready to compete in a global society.
2. Attract and retain high quality staff, teachers, and administrators.
3. Engage the community.
4. Ensure safe and well maintained environment and facilities.
5. A Board committed to mastering its responsibilities.

Goals for the 2018-2019 school year will remain as they are currently. The Board will consider to review the Board goals throughout the year at work sessions or Board reports. Chairman Jenkins would like the Board goals and District vision and mission to be posted in the Board room.

X. Adjournment

Chairman Jenkins adjourned the meeting at 4:21p.m.

APPROVED: _____
Chairman

ATTESTED: _____
Clerk

Date: _____