

**1000 SERIES—BOARD**

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## **Idaho Virtual High School**

### **Board/Superintendent Relationship**

**1050**

The Board/Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board hires, evaluates, and seeks the recommendations of the Superintendent as the District chief executive officer. The Board adopts policies necessary to provide the general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's day-to-day operations.

The Superintendent shall be employed for a term not to exceed three years and shall be the executive officer of the Board with such powers and duties as the Board prescribes. The Superintendent shall act as the authorized representative of the District whenever such is required.

The Board shall conduct an annual, written formal evaluation of the work of the Superintendent.

Cross Reference: 6100 Superintendent

Legal Reference: I.C. § 33-513 Professional Personnel

#### Policy History:

Adopted on: November 11, 2018

Revised on:

Charter School Policy

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board.

All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho State Board of Education and Idaho Department of Education and the school's approved Charter.

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Administration for detailed study as needed prior to Board action on the proposal. The Board encourages the Administration to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of one (1) reading in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the first reading of the particular policy.

All new or amended policies shall become effective upon adoption unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed at least every five (5) years from the date of adoption or revision by the Board.

The Administrator or designee will be responsible for initiating policy review, which will be carried out administratively, with suggestions for substantial revisions presented to the Board for consideration. Board-approved organizational changes and/or other actions of substance will authorize editorial changes in existing policies. Policies amended in this manner will be presented to the Board where comments will be invited. Editorial changes will then be reviewed by the Board and either accepted or rejected.

### Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Administrator shall have the power to act.

Further, and specifically in conformance with Section 33-513(7), Idaho Code, the Board, through this policy, delegates to the school's Administrator or designee of the Administrator the ongoing authority to place any employee on a period of involuntary leave of absence should the Administrator, or designee, believe such action is in the best interest of the school. Any such action by the Administrator or designee to place an individual on a period of involuntary leave of absence shall be ratified by the Board and shall conform to the parameters established in Section 33- 513(7), Idaho Code.

His or her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Administrator to inform the Board of such action and the need for policy.

The Administrator shall develop such administrative procedures as are necessary to ensure consistent implementation of Board Policy. When written procedure is developed, the Administrator shall submit such to the Board as an informational item. Such procedures need not be approved by the Board but the Board may revise such administrative procedures if the procedure does not appear to be consistent with the Board's intention and the Board's policy.

### Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the Board members present. In order to suspend a policy, all Board members must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of the entire Board.

### Policy Manual

The Administrator shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall at any time.

Legal References:    I.C. § 33-506                      Organization and government of board of trustees  
                              I.C. § 33-512                      Governance of schools

### Policy History:

Adopted on: November 11, 2018

Revised on:

Continuous Improvement Planning

Each year, the Board of Directors shall create a collaborative continuous improvement plan designed to improve student achievement in the Charter School, assess and prioritize needs, and measure outcomes.

The Board shall work with the Administrator to engage students, parents, teachers, and community members as appropriate in the planning process.

The plan shall:

- Be data driven, specifically in student outcomes, and shall include, but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- Set clear and measurable targets based on student outcomes;
- Include a clearly developed and articulated vision and mission; and
- Include key indicators for monitoring performance; and
- Include a report of progress toward the previous year's improvement goals.

Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:

1. **Career and College Readiness:** The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college readiness benchmark.
2. **High School Readiness:** The number and percentage of students meeting proficient or advanced on the 8<sup>th</sup> grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.
3. **7<sup>th</sup> Grade Readiness:** The number and percentage of students meeting proficient or advanced on the 6<sup>th</sup> grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.
4. **4<sup>th</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 3<sup>rd</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

5. **3<sup>rd</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 2<sup>nd</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
6. **2<sup>nd</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 1<sup>st</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
7. **1<sup>st</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in Idaho State Board of Education rule.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Administrator.

The plan shall be made available to the public by being posted on the Charter School's website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

Cross Reference:      1645                      Board Development Opportunities  
                                  4130                      Public Access to Charter School Website

Legal Reference:      I.C. § 33-320 Continuous Improvement Plans and Training  
                                  IDAPA 08.02.01.801 Planning and Training

Policy History:

Adopted on: November 11, 2018

Revised on:

Board of Directors Use of Electronic Mail and Social Media

Use of electronic mail (e-mail) by Board Members will conform to the same standards of judgment, propriety, and ethics as other forms of board-related communication. The Board will comply with the following guidelines when using e-mail in the conduct of school responsibilities:

1. Board Members will not use e-mail, social media or any other form of electronic communication as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings.
2. Board members will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business may be regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.
3. Board members will avoid reference to confidential information about employees, students, or other matters in e-mail communications or in other social media postings, because of the risk of improper disclosure or unsecure websites. Board members will comply with the same standards as school employees, with regard to confidential information. Board members will comply with the standards of FERPA and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014.
4. The Board respects the private lives of its individual members and understands that such privacy may include participation in social media endeavors. Individual board member's postings are those of an individual and not an act of the Board. Board members shall not individually post to social media sights making representations for the Board unless the Board specifically authorizes the Director to make such a posting on behalf of the Board during a Board meeting. Board Members, as with other school personnel, shall exercise care such that individual postings do not reflect upon the Board and the school.

Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.

No deliberation shall occur outside of an appropriate meeting setting or through the use of e-mail, social media or other electronic communications.

Legal Reference:            I.C. § 9-337            Public Writings *et. seq.*

I.C. § 67-2341(2)      Open Public Meetings – Definitions  
Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners  
144 Idaho 259 (2007).

Policy History:

Adopted on: November 11, 2018

Revised on:

## **Idaho Virtual High School**

### **THE BOARD OF DIRECTORS**

**1600**

#### Code of Ethics for Directors

*As a member of a Charter School Board of Directors, I will strive to improve student achievement in public education, and to that end I will:*

Attend all regularly scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meetings;

Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings;

Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

Understand that the Board makes decisions as a team. Individual Directors may not commit the Board to any action unless so authorized by official Board action;

Recognize that decisions are made by a majority vote and the outcome should be supported by all Directors;

Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Administrator;

Be open, fair and honest – no hidden agendas, and respect the right of other Directors to have opinions and ideas which differ from mine;

Recognize that the Administrator is the Board's advisor and should be present at all meetings, except when the Board is considering the Administrator's evaluation, contract, or salary;

Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a Charter School concern ever rise to the attention of the Board as a hearings panel;

Keep abreast of important developments in educational trends, research, and practices by individual study and through participation in programs providing such information;

Respect the right of the public to be informed about Charter School decisions and school operations;

Understand that I will receive information that is confidential and cannot be shared;

Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as Charter School staff, while insisting on regular and impartial evaluation of all staff;

Present personal criticism of Charter School operations to the Administrator, not to Charter School staff or to a Board meeting;

Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken; and

Remember always that my first and greatest concern must be the educational welfare of the students attending the Charter School.

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Policy History:

Adopted on: November 11, 2018

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Board Development Opportunities

The Charter School Board of Directors realizes that proper board training is important. Decisions about school policy, personnel, finance, curriculum, and communications can be overwhelming and may require training. Training Directors to be effective leaders and decision makers is an educational investment that benefits the entire community. The Board believes that with proper training, it can create a positive and productive atmosphere for decision-making. There needs to be strong leadership among Directors demonstrated by teamwork, effective communication, problem-solving skills and positive relationships between the Board and the Administrator.

The Board places a high priority on the importance of a planned and continuing program of in-service education for its Directors. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of the Charter School; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may be budgeted annually to support the program. Qualified training in continuous improvement planning, finance, administrator evaluation, ethics, and governance may be reimbursable by the State through the process outlined in Idaho State Board of Education rule. Individual Directors may be reimbursed for out-of-pocket expenses incurred through participation in approved training activities.

The Board, as a whole, shall retain the authority to approve or disapprove the participation of Directors in planned activities. The public shall be kept informed through the news media about the Board's continuing in-service education and about the programs anticipated for short-and long-range benefits to our schools.

The Board regards the following as examples of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations;
2. District-sponsored training sessions for Board members; and
3. Subscriptions to publications addressed to the concerns of Directors.

In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the Administrator. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the Charter School;
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting;
3. When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Directors are encouraged to attend workshops presented by the state and national school boards associations.

Cross Reference:      1315              District Planning

Legal Reference:      I.C. § 33-320    Continuous Improvement Plans and  
                                 Training  
                                 IDAPA 08.02.01.801              Planning and Training

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