

# Idaho Digital Learning Alliance

Virtual Meeting of the Board of Directors  
3324 S. Milwaukee Lane, Suite 120, Boise ID 83709  
January 16, 2024

*Tuesday, January 16, 2024 @ 11:00 AM*

Board Members Present

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Board Members Absent

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Staff Members Present

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Others Present

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Call to Order, Introductions, and Welcome @ 11:00 AM

## *I. Agenda*

## *II. Consent Agenda*

1. Approval of the Minutes
2. Expenditures
3. Personnel

## *III. Action Items*

1. Intellectual Property Policy - First Reading

## *IV. Updates*

1. Round Robin Update - All
2. Clarity Outside Sales Proposal- Mr. Ryan Gravette & Mr. Jeff Simmons
3. Superintendent Evaluation Process - Mr. Jeff Simmons
4. Emergency Response Plan Model Policy - Mr. Jeff Simmons
5. Legislation Update - Mr. Jeff Simmons
6. Student Enrollment - Mr. Jeff Simmons
7. Student Achievement - Mr. Jeff Simmons

## *2024 Board Meeting Dates*

- Tuesday, February 6, 2024 – Face to Face, Boise, 3:00 p.m. MST
- Tuesday, April 9, 2024 – Virtual, 11:00 a.m. MST
- Tuesday, May 14, 2024 – Virtual 10:00 a.m. MST
- Tuesday, June 11, 2024 – Face to Face, Boise, Noon

# Idaho Digital Learning Alliance

Meeting of the Board of Directors

Hawley Troxell, 877 W. Main Street, 2nd Floor, Boise ID 83702

November 14, 2023

*Tuesday November 14, 2023 @ 4:00 PM*

## Board Members Present

- Lance Hansen
- Randy Jensen
- Brian Lee
- Ryan Cantrell
- Jeff Schutte
- John Stiffler
- Norm Stewart
- Anthony Butler

## Board Members Absent

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## Staff Members Present

- Jeff Simmons
- Jeff Farden
- Kristin Binder
- Ryan Gravette
- Kim Caldrony
- Brian Smith
- Cynthia Lee
- Jolene Montoya

## Others Present

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Call to Order, Introductions, and Welcome @ 4:00 PM

## *I. Agenda*

The meeting began at 4:00 p.m..

A motion made to approve the agenda was made by Mr. Norm Stewart and seconded by Mr. John Stiffler. The motion is unanimous.

## *II. Consent Agenda*

1. Approval of the Minutes
2. Expenditures
3. Personnel

A motion to approve the consent agenda was made by Mr. Brian Lee and seconded by Mr. John Stiffler. The motion is unanimous.

### *III. Action Items*

1. FY 2023 Fiscal Audit

A motion to approve the FY 2023 Fiscal Audit as presented was made by Mr. Brian Lee and seconded by Mr. John Stiffler.

### *IV. Updates*

1. Round Robin Update - All

Board members and IDLA staff provided updates both personal and professional pertaining to their regions, districts, and industries. The challenges and opportunities in districts are ever-changing. Industry partners reported that both companies are doing well with growth and financially.

2. Legislative Update - Mr. Jeff Simmons

Mr. Simmons spoke about the upcoming session around the corner. IDLA is leaning very strongly towards running legislation based on the conversations already had and what is coming. A new funding formula will be proposed by IDLA to allow for the growth of the organization. Agencies will not present to JFAC, the Legislative Services Office will present on our behalf. IDLA will be able to answer questions. OSBE approved 5 different rule updates, one of which was for IDLA that has passed. It ultimately states that the IDLA Board will make decisions for IDLA.

3. Student Enrollment - Mrs. Kristin Binder

Mrs. Kristin Binder talked about custom session offerings. A minimum of 12 students are required and it is available for everything except the flex courses. Launchpad is only available as a custom session.

4. Student Achievement - Mr. Jeff Simmons

Mr. Jeff Simmons provided background and an overview of the grant from Apple and the Everyone Can Create program. Students use their iPads to express things they see in the outside world. There is a camp in the summer that is one week long for middle school students at MOSS (McCall Outdoor Science School). This is open to any middle school student who completed one of the Everyone Can Create Classes.

A motion to adjourn was made at 4:59 p.m. by Mr. Anthony Butler and seconded by Mr. John Stiffler. The motion is unanimous.

### *2023-2024 Board Meeting Dates*

- Tuesday, January 16, 2024 – Virtual 11:00 a.m. MST
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**EXPENDITURES FOR BOARD APPROVAL**

11/9/2023 THGROUGH 01/11/2024

	Opening Bal 1/11/2024	11/09/2023 thru 1/11/2024	FY2324 Ending	FY2324 Approved Budget (June 2023)	FY2324 Remaining
<b>SUPERVISION &amp; INSTRUCTION</b>					
100.500.300.000.000	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
100.500.313.100.000	\$0.00	\$0.00	\$0.00	\$100,000.00	\$100,000.00
100.500.381.000.000	\$15,205.50	\$5,779.36	\$20,984.86	\$25,000.00	\$4,015.14
100.500.440.000.000	\$85.00	\$0.00	\$85.00	\$10,000.00	\$9,915.00
100.500.410.000.000	\$356.81	\$138.66	\$495.47	\$2,500.00	\$2,004.53
100.640.312.000.000	\$208,887.82	\$3,799.50	\$212,687.32	\$850,000.00	\$637,312.68
100.640.381.000.000	\$5,380.40	\$1,063.84	\$6,444.24	\$25,000.00	\$18,555.76
100.640.410.000.000	\$19.81	\$0.00	\$19.81	\$2,500.00	\$2,480.19
<b>TOTAL:</b>	<b>\$229,935.34</b>	<b>\$10,781.36</b>	<b>\$240,716.70</b>	<b>\$1,025,000.00</b>	<b>\$784,283.30</b>
<b>CURRICULUM PROGRAMS</b>					
100.510.312.000.000	\$54,527.00	\$28,670.00	\$83,197.00	\$225,000.00	\$141,803.00
100.510.381.000.000	\$18,086.54	\$12,473.91	\$30,560.45	\$45,000.00	\$14,439.55
100.510.440.000.000	\$136,528.79	\$0.00	\$136,528.79	\$325,000.00	\$188,471.21
100.510.410.000.000	\$2,619.45	\$82.06	\$2,701.51	\$5,000.00	\$2,298.49
<b>TOTAL:</b>	<b>\$211,761.78</b>	<b>\$41,225.97</b>	<b>\$252,987.75</b>	<b>\$600,000.00</b>	<b>\$344,713.76</b>
<b>ELEMENTARY PROGRAMS</b>					
100.512.312.000.000	\$30,868.00	\$18,825.20	\$49,693.20	\$100,000.00	\$50,306.80
100.512.381.000.000	\$2,698.26	\$5,510.96	\$8,209.22	\$20,000.00	\$11,790.78
100.512.410.000.000	\$781.78	\$1,718.17	\$2,499.95	\$5,000.00	\$2,500.05
100.512.440.000.000	\$1,039.50	\$0.00	\$1,039.50	\$30,000.00	\$28,960.50
100.512.555.000.000	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
<b>TOTAL:</b>	<b>\$35,387.54</b>	<b>\$26,054.33</b>	<b>\$61,441.87</b>	<b>\$156,000.00</b>	<b>\$94,558.13</b>
<b>DISTRICT PROGRAMS</b>					
100.600.312.000.000	\$19,596.58	\$0.00	\$19,596.58	\$35,000.00	\$15,403.42
100.600.381.000.000	\$32,992.62	\$16,330.89	\$49,323.51	\$90,000.00	\$40,676.49
100.600.410.000.000	\$2,233.53	\$1,613.18	\$3,846.71	\$5,000.00	\$1,153.29
<b>TOTAL:</b>	<b>\$54,822.73</b>	<b>\$17,944.07</b>	<b>\$72,766.80</b>	<b>\$130,000.00</b>	<b>\$57,233.20</b>
<b>INFORMATION AND TECHNOLOGY</b>					
100.623.312.100.000	\$138,469.03	\$50,285.48	\$188,754.51	\$250,000.00	\$61,245.49
100.623.312.200.000	\$35,849.25	\$17,028.73	\$52,877.98	\$100,000.00	\$47,122.02
100.623.312.201.000	\$313,830.08	\$80,381.34	\$394,211.42	\$646,934.00	\$252,722.58
100.623.350.000.000	\$33,879.90	\$88,800.38	\$122,680.28	\$250,000.00	\$127,319.72
100.623.381.000.000	\$15,155.71	\$6,247.77	\$21,403.48	\$40,000.00	\$18,596.52
100.623.410.000.000	\$336.22	\$189.73	\$525.95	\$5,000.00	\$4,474.05
100.623.460.100.000	\$91,533.05	\$11,345.75	\$102,878.80	\$135,000.00	\$32,121.20
100.623.460.200.000	\$151,078.47	\$41,400.00	\$192,478.47	\$220,000.00	\$27,521.53
100.623.555.000.000	\$21,604.79	\$4,045.73	\$25,650.52	\$150,000.00	\$124,349.48
100.623.556.000.000	\$3,415.55	\$0.00	\$3,415.55	\$40,000.00	\$36,584.45
100.623.557.000.000	\$53,917.73	\$25,841.48	\$79,759.21	\$175,000.00	\$95,240.79
<b>TOTAL:</b>	<b>\$859,069.78</b>	<b>\$325,566.39</b>	<b>\$1,184,636.17</b>	<b>\$2,011,934.00</b>	<b>\$827,297.83</b>
<b>BUSINESS OPERATIONS</b>					
100.651.312.000.000	\$13,171.80	\$7,055.50	\$20,227.30	\$35,000.00	\$14,772.70
100.651.315.000.000	\$10,323.44	\$11,116.39	\$21,439.83	\$50,000.00	\$28,560.17
100.651.321.000.000	\$84,396.75	\$2,000.00	\$86,396.75	\$95,000.00	\$8,603.25
100.651.335.000.000	\$5,873.34	\$0.00	\$5,873.34	\$2,500.00	<b>-\$3,373.34</b>
100.651.350.000.000	\$58,164.18	\$9,394.73	\$67,558.91	\$100,000.00	\$32,441.09
100.651.355.000.000	\$12,369.40	\$0.00	\$12,369.40	\$15,000.00	\$2,630.60
100.651.381.000.000	\$21,218.93	\$5,796.53	\$27,015.46	\$40,000.00	\$12,984.54
100.651.382.000.000	\$1,999.12	\$1,462.44	\$3,461.56	\$10,000.00	\$6,538.44
100.651.410.000.000	\$12,602.19	\$10,068.37	\$22,670.56	\$60,000.00	\$37,329.44
100.651.415.000.000	\$599.38	\$53.92	\$653.30	\$0.00	<b>-\$653.30</b>
<b>TOTAL:</b>	<b>\$220,718.53</b>	<b>\$46,947.88</b>	<b>\$267,666.41</b>	<b>\$407,500.00</b>	<b>\$140,486.89</b>



Idaho Digital Learning  
 P.O. Box 10017, Boise, ID 83707  
 IdahoDigitalLearning.org

Board of Directors  
 January 16, 2024

Recommendations for Hire:

Name	Full-Time /Part-Time	Position	Hire Date
Erandy Lopez-Martinez	FT	Operations Support Specialist	January 8, 2024
Justin Hooper	FT	Technical Support Specialist	January 1, 2024

Resignations/Terminations/Non-Contract Renewals:

Name	Full-Time /Part-Time	Position	Years of Service	Last Day
Gennifer Taylor	PT	Online Instructor	3	October 2, 2023
LT Erickson	PT	Online Principal	8.3	November 11, 2023
Lucas Fitzpatrick	PT	Online Instructor	.25	October 19, 2023
Sue Nelson	PT	Online Instructor	9.25	November 24, 2023
Joel Wilson	PT	Online Principal	.5	December 18, 2023
Rick Berrett	PT	Online instructor	15.5	December 29, 2023

# IDLA Board Meeting

January 16, 2024



# Action Items





# Intellectual Property Policy - First Reading



# Updates



# Round Robin Updates



# Clarity Outside Sales Proposal



# Channel Partnership

## Proposal

- LearningMate will be the exclusive Channel partner for Clarity
- LearningMate will be responsible for marketing, identifying potential customers, sales and support for Clarity customers outside of Idaho
- IDLA will receive royalties from all Clarity sales
- IDLA will follow the Intellectual Property Policy for expending funds generated through Clarity revenue
- IDLA will retain IP ownership of Clarity



# IDLA Superintendent Evaluation Process



# Proposed Timeline and Procedure

## Superintendent Evaluation Form (Teacher Vitae)

### Annual Evaluation

- IDLA Superintendent Self-Evaluation (no later than March 31)
- IDLA Board Chair will complete an evaluation reflective of all Board member input
- Presentation of the IDLA Superintendent evaluation (May Board meeting)



# VLLA Emergency Response Plan Model Policy





# Model Policies

## Proposal to VLLA Executive Director Group

- Develop model policies appropriate for virtual schools
- Consider a subscription service (similar to ISBA)

## ISBA Model Policies

- Utilize to create IDLA policy manual?



# Legislation Update



# IDLA Rule Update

## ZBR language update

- Includes a “comprehensive final project” as an option for the comprehensive assessment at the district’s discretion
- Any additional strikethroughs retain governance of the IDLA Board
  - Ex: 102.02.d

Will be carried by the Idaho State Board of Education

House Ed hearing scheduled for 1/17



# IDLA Funding

“Modernizing” the IDLA funding formula

- “Adjusted annually by” updated to “compounded annually by” (highlighted sentence)

Will be carried by Rep. James Petzke

Introducing first through House Education Committee

Senate co-sponsor TBD



# JFAC Hearing

IDLA JFAC Hearing scheduled for March 6th

LSO (Jared Tatro) will provide the presentation

IDLA will be able to address questions from the committee

Infographic finalizing IDLA talking points will be distributed to legislators prior to the presentation

IDLA funding legislation should be well down the road prior to this presentation, as well



# Student Enrollment Update



# Spring 2024 Enrollment to Date

## Spring 2024 Enrollment (as of 1/10)

- 1/10/24 - 14,768
- 1/10/23 - 10,488

## Reasons for Growth

- Custom Sessions - 8th Grade Career Exploration
- Credit Recovery
- New courses (eSports, Ukulele)

## \*February Board Meeting

- Fall 2023 Pass Rate
- FY24 Budget adjustments



# Student Achievement Update









**08.04.01 – RULES OF THE IDAHO DIGITAL LEARNING ACADEMY**

**000. LEGAL AUTHORITY.**

~~In accordance with Sections 33-5504, 33-5505, and 33-5507, Idaho Code, the Board is authorized to promulgate rules implementing the provisions of Title 33, Chapter 55, Idaho Code.~~ (3-15-22)( )

**001. SCOPE.**

These rules provide the requirements for the governance and administration of the Idaho Digital Learning Academy's Board of Directors. (3-15-22)

**002. -- 009. (RESERVED)**

**010. DEFINITIONS.**

**01. Acceptable Use Policy (AUP).** An Acceptable Use Policy ~~is a policy that~~ governs behavior in a ~~computer or online~~ virtual environment. ~~An Acceptable Use Policy by outlines establishing guidelines for~~ appropriate and inappropriate behavior, ~~including specific examples of inappropriate behavior as well as the and establishing~~ consequences of ~~policy violating violation~~ the policy. Acceptable use AUP guidelines include, ~~but are not limited to, guidelines those~~ pertaining to the use of profanity or threatening language, copyright violations, revealing personal information (~~either their one's~~ own or someone else's), disrupting the ~~use of a~~ school network, or importation of sexually explicit, drug-related, ~~or~~ and other offensive materials into the ~~course~~ virtual environment. (3-15-22)( )

**011. -- 100. (RESERVED)**

**101. ACCREDITATION.**

IDLA must maintain accreditation by an organization recognized by the State Board of Education. (3-15-22)

**102. ACCOUNTABILITY.**

**01. Exams.** Each IDLA course will require the student to ~~take complete, at the discretion of the LEA, either~~ a comprehensive final exam at an approved site under proctored conditions ~~or a comprehensive final project.~~ (3-15-22)( )

**02. Student Work and Ethical Conduct.** (3-15-22)

~~a. IDLAs board of directors will adopt an acceptable use policy. ( )~~

~~ba.~~ IDLA will ~~inform provide~~ students and parents a copy of the IDLA AUP ~~in writing of the consequences of plagiarism prior to beginning each class. The consequences for plagiarism are set out in the IDLA student handbook which is made available online at all times and is communicated to each student and parent prior to the beginning of each class.~~ IDLA will investigate suspected ~~cases of plagiarism~~ policy violations and inform parents, students, and the local school district when a suspected case arises. (3-15-22)( )

~~cb.~~ Acceptable use and behavior in a ~~distance learning~~ virtual environment is determined by local school district's policies and supplemented by the IDLA AUP. ~~IDLA students and parents will be informed by the IDLA AUP specifically governing behavior in an online school.~~ IDLA will provide a copy of the IDLA AUP to the Idaho State Board of Education in the IDLA Annual Report. (3-15-22)( )

~~de.~~ In a case of violation of the ~~acceptable use policy~~ AUP or other disciplinary issues, IDLA will notify the local school district. The local school district is responsible for the appropriate disciplinary action. IDLA should be notified by the local school district of any disciplinary action resulting from a student's participation in an IDLA course. (3-15-22)( )

~~d.~~ ~~The IDLA Director or designee reserves the right to deny disruptive students access to IDLA courses in the future or remove them from participating in an existing course. Appeals to the denial or removal from~~

~~a course may be made in writing to the IDLA Board of Directors discussing the circumstances for removal or denial. The IDLA Board of Directors will review the appeal and hold a special board meeting to allow the student an opportunity to speak to the issue. The IDLA Board of Directors will issue a final decision within ten (10) days of the board meeting. (3-15-22)~~

**03. Academic Reporting**~~Teacher Interaction.~~ IDLA faculty are required to contact students within the first twenty four (24) hours of class. Contact includes phone, e mail, web conferencing, or other technological means. IDLA is required to submit periodic progress reports and final course percentages for individual students' grades for each student~~which are then reported~~ to the local school district for transcription to the student's academic record. ~~(3-15-22)( )~~

**103. FEES.**

The IDLA fee schedule will be provided to the Idaho State Board of Education in the IDLA Annual Report to the State Board of Education. (3-15-22)

**104. -- 999. (RESERVED)**

# Superintendent Evaluation (Template v2) - Kristina Brinkerhoff

Evaluator: Kristina Brinkerhoff

Date: 11/27/2023

## General Information

Evaluation Date:

## 1. VISION AND STRATEGIC LEADERSHIP

### 1.1 Develop and Articulate a Vision: \*

*Quality Indicator 1: Promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning for the school district and keeps informed on issues regarding all aspects of the educational program.*

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p><input type="checkbox"/></p> <p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p><input type="checkbox"/></p> <p>1B1) The basic Superintendent ... Applies an existing vision of learning aligned to district goals. Collaboratively revises a vision of learning that promotes success of all students based on relevant knowledge, and current theories.</p> <p>Evidence of Commitment: An official process exists to revise the district's vision with input from key stakeholders</p> <p>Evidence of Practice: Engages staff, students, and families in a collaborative process of reviewing the vision, mission, and goals</p>	<p><input type="checkbox"/></p> <p>1P1) The proficient Superintendent also... Consistently and effectively communicates to all stakeholders and the school board the district's vision of learning.</p> <p>Evidence of Commitment: A plan exists for the consistent and effective communication of the vision to the school board and all stakeholders</p> <p>Evidence of Practice: Employs strategies to clearly articulate the vision, mission, and goals to board members and all key stakeholders</p>	<p><input type="checkbox"/></p> <p>1D1) The distinguished Superintendent also... Collaboratively evaluates and modifies as necessary the district's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.</p> <p>Evidence of Commitment: A plan/process exists for the regular evaluation and, as necessary, modification of the district vision</p> <p>Evidence of Practice: Uses ongoing evaluation strategies to determine if the vision, mission, and goals continue to meet the needs of the district</p>	<p><input type="checkbox"/></p>

### 1.2 Implement and Steward a Vision : \*

*Quality Indicator 2: The district vision, mission, goals, and implementation plans are regularly monitored, evaluated and revised.*

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p><input type="checkbox"/></p> <p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p><input type="checkbox"/></p> <p>1B2) The basic Superintendent... Operationalizes initiatives to motivate staff, students, and families.</p> <p>Evidence of Commitment: Has an implementation strategy in place to implement the plan for motivating staff, students, and families</p> <p>Evidence of Practice: Understands and communicates the existing vision of learning, how it was created, and how it guides the district</p> <p>Evidence of Impact: Staff, students, and families are motivated and work to achieve the district's vision, mission, and goals</p>	<p><input type="checkbox"/></p> <p>1P2) The proficient Superintendent also... Analyzes the effectiveness of initiatives designed to motivate staff, students, and families.</p> <p>Evidence of Commitment: Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</p> <p>Evidence of Practice: Regularly assesses how motivated stakeholders are to achieve mission, vision, and goals</p> <p>Evidence of Impact: Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</p>	<p><input type="checkbox"/></p> <p>1D2) The distinguished Superintendent also... Evaluates and modifies as necessary initiatives as well as the overall impact of the vision.</p> <p>Evidence of Commitment: Has a process for evaluating and modifying the vision as necessary</p> <p>Evidence of Practice: Uses evaluation data to guide changes in motivation strategies and monitors whether changes made have impact</p> <p>Evidence of Impact: Vision positively impacts the district in helping to achieve its overall objectives</p>	<p><input type="checkbox"/></p>

## 2. INSTRUCTIONAL LEADERSHIP

2.1 Promote Positive School Culture: \*

Quality Indicator 1: Identifies and implements context-appropriate strategies for promoting educational excellence and equity for student achievement to staff, parents, and public.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>2B1) The basic Superintendent ... Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.</p> <p>Evidence of Commitment:  <input type="checkbox"/> Works collaboratively to identify and implement context-appropriate strategies</p> <p>Evidence of Practice:            Conducts building visits and analyzes rituals and routines in the district and community  <input type="checkbox"/> to determine overall culture. Uses context appropriate strategies to promote excellence in the district and community culture</p> <p>Evidence of Impact: Strategies are implemented for promoting excellence and equity for all students.  <input type="checkbox"/> Leadership, staff, and key stakeholders work collaboratively to identify and implement context-appropriate strategies.</p>	<p>2P1) The proficient Superintendent also... Identifies implements and evaluates context-appropriate strategies.</p> <p>Evidence of Commitment:            Has appropriate strategies for  <input type="checkbox"/> promoting excellence and equity for all students and a positive culture in the district</p> <p>Evidence of Practice: Uses strategies for clarifying context and works to determine the effectiveness of strategies  <input type="checkbox"/></p> <p>Evidence of Impact: Context-appropriate strategies positively impact the learning objectives of the district  <input type="checkbox"/></p>	<p>2D1) The distinguished Superintendent also... Evaluates and modifies as necessary context-appropriate strategies as a part of a continuous process of improvement in the district.</p> <p>Evidence of Commitment: A process is in place to evaluate and modify as necessary context-appropriate strategies  <input type="checkbox"/></p> <p>Evidence of Practice: Evaluates data gathering strategies in regard to culture and context and makes necessary adjustments and modifies their impact  <input type="checkbox"/></p> <p>Evidence of Impact: Modified context-appropriate strategies positively impact the learning objectives of the district  <input type="checkbox"/></p>	

2.2 Provide Effective Instructional Programs: \*

Quality Indicator 2: Ensures that efforts are consistent in implementing standards and assessment and leads a culture of high expectations for self, student, and staff performance.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>2B1) The basic Superintendent ... Collaboratively, with district leadership, monitors and promotes the collective implementation of effective instructional and assessment practices.</p> <p>Evidence of Commitment:            Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices.  <input type="checkbox"/></p> <p>Evidence of Practice: Ensures curricular materials and how materials and practices are used to meet diverse needs are consistently reviewed.  <input type="checkbox"/> Participates in teacher and leader planning sessions on instruction and assessment.</p> <p>Evidence of Impact:  <input type="checkbox"/> Instructional and assessment practices are effective at accommodating diverse needs of all students</p>	<p>2P1) The proficient Superintendent also... Collaboratively, with district leadership, evaluates and institutes changes necessary to ensure effective instructional and assessment practices for high expectations.</p> <p>Evidence of Commitment:            Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices  <input type="checkbox"/></p> <p>Evidence of Practice: Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices  <input type="checkbox"/></p> <p>Evidence of Impact: Revisions and modifications to effective instructional and assessment practices are effective  <input type="checkbox"/></p>	<p>2D1) The distinguished Superintendent also... Collaboratively, with district leadership, continuously monitors and evaluates for sustained improvement and growth of all students with increased expectations.</p> <p>Evidence of Commitment: A process is in place to continuously monitor and evaluate instructional and assessment practices  <input type="checkbox"/></p> <p>Evidence of Practice: Uses systems to regularly assess effectiveness of practice and documents sustained improvement and growth of staff and students  <input type="checkbox"/></p> <p>Evidence of Impact: Students experience sustained improvement and growth  <input type="checkbox"/></p>	

2.3 Ensure Comprehensive Professional Growth Plans: \*

Quality Indicator 3: Works with staff to maximize student achievement with comprehensive professional growth plans.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>2B3) The basic Superintendent ... Promotes annual collaborative development of professional growth plans</p> <p>Evidence of Commitment: Professional growth plans are collaboratively developed and aligned to school and district improvement plans</p> <p>Evidence of Practice: Engages in collaborative meetings regarding professional growth and has established processes and strategies for review of said plans</p> <p>Evidence of Impact: Leadership and staff collaboratively develop annual professional growth plans</p>	<p>2P3) The proficient Superintendent also... Promotes alignment and application of all applied professional learning.</p> <p>Evidence of Commitment: Professional learning is aligned and applied</p> <p>Evidence of Practice: Uses strategies to determine that new learning is shared and applied in buildings and classrooms</p> <p>Evidence of Impact: Leadership and staff align and apply all professional learning</p>	<p>2D3) The distinguished Superintendent also... Ensures ongoing evaluation on the impact of applied professional learning</p> <p>Evidence of Commitment: Applied professional learning is evaluated</p> <p>Evidence of Practice: Cultivates a system of evaluation to determine that best practices are shared among staff</p> <p>Evidence of Impact: Leadership and staff conduct ongoing evaluation on the impact of applied professional learning</p>	

3. MANAGEMENT OF ORGANIZATIONAL LEADERSHIP















3.1 Manage The Organizational Structure: \*

Quality Indicator 1: The Superintendent keeps informed on the needs of the school programs, facilities, equipment, and supplies and uses sound educational and managerial judgment in making decisions and recommendations regarding these needs. When recommendations are made for board consideration ample information is provided to enable the board to make good decision.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>3B1) The basic Superintendent ... Monitors and analyzes the effectiveness of structures, policies, and procedures. Is aware of immediate need of programs, facilities, equipment, and supplies. Provides basic information to board.</p> <p>Evidence of Commitment: Structures, policies, and procedures are monitored and analyzed</p> <p>Evidence of Practice: Regularly reviews structures, policies, and procedures with staff, student representatives, and parents. Ensures a method for communicating policies and procedures are in place</p> <p>Evidence of Impact: Effectively implemented structures, policies and procedures support key issues like district safety, retention, etc.</p>	<p>3P1) The proficient Superintendent also... Evaluates and modifies appropriate structures, policies, and procedures. Has long term plan in place for needs of programs, facilities, equipment, and supplies.</p> <p>Evidence of Commitment: Structures, policies and procedures are evaluated and modified as appropriate</p> <p>Evidence of Practice: With collaborative input, makes determinations on effectiveness and modifies as necessary</p> <p>Evidence of Impact: Improved structures, policies, and procedures support key issues like district safety, retention, etc</p>	<p>3D1) The distinguished Superintendent also... Has a systemic process for ongoing improvement of facilities, equipment, supplies. Structures, policies, and procedures to ensure the district's vision, mission, and goals are achieved. Engages board in information needed for good decision making.</p> <p>Evidence of Commitment: Structures, policies and procedures are improved using a systemic process</p> <p>Evidence of Practice: Creates a process across the system to conduct ongoing evaluation and improvement</p> <p>Evidence of Impact: Continuously improved structures, policies, and procedures support key issues like district safety, retention, etc.</p>	















3.2 Lead Personnel: \*

Quality Indicator 2: Maintains good oversight on all district employees ensuring that compliance with hiring policies, evaluations, and ongoing development are in place and support district vision, mission, and goals to increase educational excellence and educational equity.

Unsatisfactory 	Basic 	Proficient 	Distinguished 	Not Rated 
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>3B2) The basic Superintendent ... Evaluates and develops district leaders and staff in their collective commitment to the district's priorities and educational equity</p> <p>Evidence of Commitment: Promotes an effective  evaluation process to confirm appropriate credentials, improve practice, and build collective commitment</p> <p>Evidence of Practice: Accurately collects data on performance and provides constructive feedback that builds collective commitment  around improvement of student learning Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback</p> <p>Evidence of Impact: Leadership and staff  participate in the evaluation process and are collectively committed to priorities and educational equity</p>	<p>3P2) The proficient Superintendent also... Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity.</p> <p>Evidence of Commitment: Ensures a collaborative  process is in place that builds consensus around district priorities</p> <p>Evidence of Practice: Collaboratively engages with district leadership and staff in  setting priorities based on student learning needs and uses constructive feedback to promote educational equity.</p> <p>Evidence of Impact: Leadership and staff  collaborate to set priorities and promote educational equity</p>	<p>3D2) The distinguished Superintendent also... Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity.</p> <p>Evidence of Commitment: Ensures an effective  evaluation process to continuously improve performance and build collective commitment</p> <p>Evidence of Practice: Engages in intentional strategies to  formatively develop leadership in staff, using leadership teams, and other distributive leadership structures</p> <p>Evidence of Impact: Leadership and staff improve practice and increase their  shared leadership and collective commitment to priorities and educational equity</p>	

3.3 Manage Resources: \*

Quality Indicator 3: The Superintendent develops and administers a fiscally responsible budget and educates the board on the district's budget, tax, levies, and other financial matters that affect the district. The Superintendent also assures adequate fiscal controls are in place and accounting procedures are followed that comply with annual audit recommendations.

Unsatisfactory 	Basic 	Proficient 	Distinguished 	Not Rated 
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>3B3) The basic Superintendent ... Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.</p> <p>Evidence of Commitment:  Policies and procedures are implemented for equitable use of resources</p> <p>Evidence of Practice: Maintains accurate budget and expenditure data and  bases decisions on personnel hiring and fiscal expenditures on priorities of the district</p> <p>Evidence of Impact: Policies and procedures on the use of  resources support student learning</p>	<p>3P3) The proficient Superintendent also... Has long range plan for fiscal management of the district's vision, mission, and long range goals.</p> <p>Evidence of Commitment:  Policies and procedures are monitored and analyzed</p> <p>Evidence of Practice: Establishes structures and methods for careful analysis  of resource use and determines equitable use of resources</p> <p>Evidence of Impact:  Resources are effectively used to support student learning</p>	<p>3D3) The distinguished Superintendent also... Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.</p> <p>Evidence of Commitment: Policies and procedures are  continuously developed and improved to ensure equitable use of resources</p> <p>Evidence of Practice: Monitors and evaluates effectiveness  regularly, using a collaborative process to continually ensure resources are allocated effectively</p> <p>Evidence of Impact: Improvement on the use of  resources is continuously monitored to ensure the support of student learning</p>	



# 4. COLLABORATION WITH FAMILIES AND STAKEHOLDERS

## 4.1 Collaborate with Families and Other Community Members: \*

Quality Indicator 1: The Superintendent keeps the public informed of issues, needs, and operations of the school district.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>4B1) The basic Superintendent... Creates opportunities to bring together family and community, available resources, research, and public information.</p> <p>Evidence of Practice: Reviews relevant research and public information and becomes familiar with current strategies for bringing together family and community. Establishes calendar to regularly gather key stakeholders, ensuring the purpose, and objective has been identified and communicated clearly.</p> <p>Evidence of Impact: Family and community come together to support education in the district and have the necessary information to do so</p>	<p>4P1) The proficient Superintendent also... Monitors and analyzes strategies for bringing together family and community, available resources, research, and public information.</p> <p>Evidence of Practice: Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary</p> <p>Evidence of Impact: Family and community assist in analyzing the support of education</p>	<p>4D1) The distinguished Superintendent also... Evaluates and modifies as needed strategies for bringing together family and community, available resources, research, and public information.</p> <p>Evidence of Practice: Evaluates the effectiveness of strategies used to bring together community, resources and information and modifies strategies as necessary to increase effectiveness</p> <p>Evidence of Impact: Family and community, available resources, research and public information improves in its impact on education in the district.</p>	

## 4.2 Respond to Community Interests and Needs: \*

Quality Indicator 2: The Superintendent fosters relationships and partnerships with media, business, political and service agencies, and organizations.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>4B2) The Basic Superintendent.... Maintains high visibility and active involvement across the district</p> <p>Evidence of Practice: Establishes a process and maintains high visibility and active involvement, building relationships with key stakeholders in the community</p> <p>Evidence of Impact: Relationship with community is positive and supports the accommodation of diverse needs</p>	<p>4P2) The proficient Superintendent also... Monitors and analyzes the impact of their visibility and active involvement.</p> <p>Evidence of Practice: Monitors the effectiveness of strategies for high visibility and active involvement to determine their overall impact</p> <p>Evidence of Impact: Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs</p>	<p>4D2) The distinguished Superintendent also... Consistently determines and uses areas for visibility and active involvement that yield the highest impact.</p> <p>Evidence of Practice: Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs</p> <p>Evidence of Impact: High impact areas are used to expand the support of education in the district</p>	

### 4.3 Mobilize Community Resources: \*

Quality Indicator 3: Sets the example of accepting diversity in: multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>4B3) The basic Superintendent ... Develops a sustained approach to improve and maintain a positive district culture for learning for all.</p> <p>Evidence of Commitment:</p> <ul style="list-style-type: none"> <li>Maintains plans and documentation on the use of existing community resources</li> </ul> <p>Evidence of Practice:</p> <p>Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas</p> <p>Evidence of Impact: Student achievement is positively impacted by the use of resources</p>	<p>4P3) The proficient Superintendent also... Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation that capitalize on multiple aspects of diversity to meet the learning needs of all students</p> <p>Evidence of Commitment: A process exists to monitor and analyze the issues of multicultural awareness, gender sensitivity, and racial and ethnic appreciation</p> <p>Evidence of Practice:</p> <p>Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems</p> <p>Evidence of Impact: Student achievement is positively impacted by the monitoring and analysis of the use of resources</p>	<p>4D3) The distinguished Superintendent also... Consistently promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation. And demonstrates this through consistent actions with all</p> <p>Evidence of Commitment: A plan is maintained for teaching multicultural awareness, gender sensitivity, and racial and ethnic appreciation</p> <p>Evidence of Practice: Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain these resources</p> <p>Evidence of Impact: Student achievement improves based on the use of high impact community resources</p>	

## 5. ETHICS AND INTEGRITY

### 5.1 Code of Ethics: \*

Quality Indicator 1: A personal and professional code of ethics is demonstrated consistently

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<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>5B1) The basic Superintendent... Maintains consistent respect for others, honors confidentiality, and engages in honest interactions.</p> <p>Evidence of Commitment:</p> <p>Maintains district records and a code of conduct in an honest and ethical manner.</p> <ul style="list-style-type: none"> <li>Understands ethical principles as they apply to district records, policies, procedures, etc.</li> </ul> <p>Evidence of Practice:</p> <p>Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism</p> <p>Evidence of Impact:</p> <p>Leadership, teachers, parents, and staff routinely experience honest interactions based on ethical and legal principles</p>	<p>5P1) The proficient Superintendent also... Analyzes their own effectiveness with regard to demonstrating respect for others, honoring confidentiality, and engaging in honest interactions.</p> <p>Evidence of Commitment:</p> <p>Documents own progress regarding ethical and honest practice</p> <p>Evidence of Practice:</p> <p>Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning</p> <p>Evidence of Impact:</p> <p>Leadership, teachers, parents, and staff offer feedback regarding honest interactions based on ethical and legal principles</p>	<p>5D1) The distinguished Superintendent also... Models behavior to ensure respect for others, the honoring of confidentiality, and engaging in honest interactions.</p> <p>Evidence of Commitment:</p> <ul style="list-style-type: none"> <li>Maintains a district code of conduct that encourages honest and ethical practice</li> </ul> <p>Evidence of Practice: Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students</p> <p>Evidence of Impact:</p> <ul style="list-style-type: none"> <li>Leadership and staff engage in honest interactions based on ethical and legal principles</li> </ul>	

5.2 Personal and Professional Responsibility: \*

Quality Indicator 2: The Superintendent accepts responsibility for the operation of the district and devotes the time and energy to do the job effectively

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<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>5B1) The basic Superintendent... Uses effective tools such as time management, problem-solving skills, and knowledge of strategic, long-range, and operational planning to improve the operational system.</p> <p>Evidence of Commitment:  <input type="checkbox"/> Conducts operational reviews on a regular basis</p> <p>Evidence of Practice:  <input type="checkbox"/> Conducts reviews of the tools to improve the operational system</p> <p>Evidence of Impact:  <input type="checkbox"/> Leadership is more effective in use of time to continuously improve operation of the district</p>	<p>5P1) The proficient Superintendent... also Improves the operational system on a continuous basis by using appropriate tools in effective ways.</p> <p>Evidence of Commitment:            Documents own progress  <input type="checkbox"/> regarding use of time management and problem solving skills</p> <p>Evidence of Practice:            Evaluates and reflects on their own effective use of time  <input type="checkbox"/> management, problem-solving skills, and knowledge of strategic, long-range, and operational planning</p> <p>Evidence of Impact:  <input type="checkbox"/> Leadership, teachers, parents and staff offer feedback regarding operation of district</p>	<p>5D1) The distinguished Superintendent also... Encourages others to apply tools effectively to improve the operational systems in their areas of responsibility and for the district.</p> <p>Evidence of Commitment:  <input type="checkbox"/> Maintains a district code of conduct that encourages honest and ethical practice</p> <p>Evidence of Practice: Is a model of best practices that promotes a culture of  <input type="checkbox"/> professionalism among all staff ensuring that the learning environment is continually improving</p> <p>Evidence of Impact:  <input type="checkbox"/> Leadership and staff engage in honest interactions and plan together for more efficiencies in operational improvement</p>	

6. GOVERNANCE AND LEGAL LEADERSHIP

6.1 Demonstrates Communication and Policy: \*

Quality Indicator 1: Demonstrates, develops, and manages lines of communications with decision makers inside and outside the local school community to facilitate effective shaping of public policy to provide quality education for all students.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>6B1) The basic Superintendent... Analyzes the influence of larger political, social, economic, legal, and cultural issues and can apply appropriate research methods to impact the school and district context.</p> <p>Evidence of Commitment:            Maintains appropriate  <input type="checkbox"/> research on political, social, economic, legal, and cultural issues</p> <p>Evidence of Practice: Is knowledgeable about state and federal rules and guidelines as they apply to learning in their community.  <input type="checkbox"/> Creates general awareness among district leadership staff and Board members on the impact of political issues in the community.</p>	<p>6P1) The proficient Superintendent also... Synthesizes the influence of larger political, social, economic, legal, and cultural issues.</p> <p>Evidence of Commitment:            Has updated and synthesized  <input type="checkbox"/> information or research on political, social, economic, legal, and cultural issues</p> <p>Evidence of Practice: Brings together various research and  <input type="checkbox"/> new learning to create better learning conditions throughout the district</p>	<p>6D1) The distinguished Superintendent also... Evaluates the influence of larger political, social, economic, legal, and cultural issues.</p> <p>Evidence of Commitment:            Provides continuous  <input type="checkbox"/> information, research and evaluation on the political, social, economic, legal, and cultural issues</p> <p>Evidence of Practice:            Continually conducts  <input type="checkbox"/> evaluation and monitoring to determine how broader state and federal guidelines apply to learning in their community</p>	

## 6.2 Keeps Board Informed: \*

Quality Indicator 2: Regularly keeps the Board well informed within a relevant time frame and communicates significant concerns/issues to the Board immediately.

Unsatisfactory	Basic	Proficient	Distinguished	Not Rated
<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>6B2) The basic Superintendent... Communicates with members of the School Board and community concerning potential trends, issues, and changes in a timely fashion.</p> <p>Evidence of Commitment: Gathers relevant information for consistent Board communication and correspondence</p> <p>Evidence of Practice: Conducts effective updates to Board members by communicating in ways that non-educators can understand</p> <p>Evidence of Impact: School board members receive relevant information about trends, issues, and changes</p>	<p>6P2) The proficient Superintendent also... Consistently communicates with members of the School Board and community concerning trends, issues, and changes. Knows what urgent issues need to be communicated immediately and does so consistently.</p> <p>Evidence of Commitment: Maintains information for Board communication and correspondence</p> <p>Evidence of Practice: Conducts regular sessions with Board members on relevant issues and trends as they impact education in the community</p> <p>Evidence of Impact: School board members receive effective communication and information on a regular and ongoing basis</p>	<p>6D2) The distinguished Superintendent also... Evaluates and modifies as needed communication with members of the School Board and the community.</p> <p>Evidence of Commitment: Evaluates and documents any changes in communicating information and Board correspondence</p> <p>Evidence of Practice: Conducts surveys and focus groups with Board members and community stakeholders to determine the effectiveness of their communication</p> <p>Evidence of Impact: School board members receive improved communication on a regular and ongoing basis</p>	

## 6.3 Follows Procedures and Practices: \*

Quality Indicator 3: Develops and executes sound personnel and contractual procedures and practices, following Idaho Code and Board policy.

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<p>A rating of Unsatisfactory indicates the Superintendent does not exhibit the minimum basic requirements for this standard. A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.</p>	<p>6B3) The basic Superintendent... Is aware of policies and resources a local, state, and federal levels that would help ensure equity of the educational experience for each student in the district. Designs policies and identifies resources at local, state, and federal levels.</p> <p>Evidence of Commitment: Maintains policies and identifies resources at the local, state and federal level</p> <p>Evidence of Practice: Compares policies with existing inequities in the education system in their district. Holds regular trainings for Board and district personnel on new Idaho laws, rules or Board policy</p> <p>Evidence of Impact: Resources at local, state, and federal levels ensure equity of the educational experience for each student in the district</p>	<p>6P3) The proficient Superintendent also... Advocates for policies and the application of resources at local, state, and federal levels.</p> <p>Evidence of Commitment: Maintains documentation on the Application of resources at the local, state, and federal level</p> <p>Evidence of Practice: Effectively communicates and advocates for policies to address inequities in the education system</p> <p>Evidence of Impact: Application of resources at local, State, and federal levels ensure equity of the educational experience for each student in the district</p>	<p>6D3) The distinguished Superintendent also... Evaluates and modifies as necessary strategies used to advocate for policies and apply resources at local, state, and federal levels.</p> <p>Evidence of Commitment: Evaluates and recommends to the Board policies and strategies for use of resources at the local, state, and federal level</p> <p>Evidence of Practice: Studies the impact of policies and the application of resources and adjusts as needed to increase their impact</p> <p>Evidence of Impact: Policies and resources improve the equity of the educational experience for each student in the district</p>	

## Evaluation Score Summary

Domain	Questions Answered		Raw	Average	Weight
	Required	Optional			

# Finalize Document

Complete and Share

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## **Purpose**

To ensure proper governance and leadership of the Idaho Digital Learning Alliance (IDLA), the IDLA Board of Directors will conduct an annual evaluation of the IDLA Superintendent. Evaluation of the IDLA Superintendent will occur on the schedule below using the form below.

## **Timeline**

No later than **March 31st** of each year, the IDLA Superintendent will complete a self-evaluation using the form below. The self-evaluation will be sent to the Board Chair.

The IDLA Board Chair will lead the IDLA Board of Directors on a review of the self-evaluation. The Board Chair will complete an evaluation of the Superintendent reflective of the feedback of all board members.

No later than the **May meeting** of the IDLA Board of Directors, the IDLA Board Chair will present the evaluation to the Superintendent. Once the Board Chair and Superintendent have had an opportunity to discuss the evaluation, the form will be signed by both the Chair and the Superintendent and sent to the Director of Supervision and Instruction and the Director of Operations.

## **Form**

The following form will be used for the Superintendent self-evaluation and the IDLA Board of Directors Superintendent evaluation:

[Superintendent Evaluation \(Template v2\).pdf](#)

**IDAHO DIGITAL LEARNING ACADEMY**  
Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Governmental Funds  
Year Ended June 30, 2023

	<b>General Fund</b>
<b>Revenues</b>	
Local Revenue	\$3,492,957
State Revenue	16,827,201
<b>Total Revenues</b>	<b>20,320,158</b>
<b>Expenditures</b>	
Supervision and Instruction	10,541,025
Elementary	968,923
Curriculum	1,536,962
District Programs	1,684,261
Technology	3,021,660
Operations	1,378,093
<b>Total Expenditures</b>	<b>19,130,924</b>
<b>Net Change in Fund Balances</b>	1,189,234
<b>Fund Balances - Beginning</b>	3,887,586
<b>Fund Balances - Ending</b>	<b>\$5,076,820</b>



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# IDLA Fund Balance Policy

Updated July 21, 2023

Effective Date: July 1, 2023

## Policy Statement:

This policy establishes guidelines for maintaining a prudent fund balance for the Idaho Digital Learning Alliance (IDLA). The policy is designed to encourage consideration of unanticipated events that could adversely affect the organization's financial condition and jeopardize the continuation of necessary public services. IDLA should maintain adequate fund balances and reserves in order to:

1. Provide sufficient cash flow for daily financial needs;
2. Offset significant economic downturns or revenue shortfalls; and
3. Provide funds for unforeseen expenditures related to emergencies.

In order to ensure financial stability and fiscal responsibility, IDLA shall maintain a minimum fund balance of 8% of the current year's state appropriation received.

## Policy Guidelines:

1. Minimum Fund Balance Requirement:
  - a. IDLA shall maintain a minimum fund balance of 8% of the current year's state appropriation received. However, the organization aims to hold reserves equivalent to at least three months' operating expenses.
2. Minimum Fund Balance Deficiencies:
  - a. IDLA will replenish the shortage or deficiency using the following timeframes when the fund balance falls below the minimum range.



- i. Deficiency resulting in a minimum fund balance between (6.5 percent) and (8 percent) shall be replenished over a period not to exceed one year;
  - ii. Deficiency resulting in a minimum fund balance between (5 percent) and (6.5 percent) shall be replenished over a period not to exceed three years; and
  - iii. Deficiency resulting in a minimum fund balance of less than (5 percent) shall be replenished over a period not to exceed five years.
3. Monitoring and Reporting:
  - a. The Superintendent shall regularly monitor the fund balance to ensure compliance with the minimum requirement.
  - b. Financial reports, including the status of the fund balance, shall be presented to the IDLA Board of Directors on an annual basis.
  - c. The report should indicate the current fund balance, state appropriation, and any necessary adjustments to maintain compliance with the policy.
4. Use of Surplus Funds:
  - a. If the unassigned fund balance exceeds the prescribed range, the Superintendent will thoroughly assess the surplus. The primary objective will be to allocate these funds towards one-time expenditures that align with IDLA's strategic goals and do not result in additional future expenses for maintenance, staffing, or other recurring outlays.
  - b. Decisions regarding the allocation or investment of excess funds shall rest with the IDLA Board of Directors. Their focus will be on enhancing IDLA's programs and services while considering the organization's long-term financial goals and objectives, as outlined in IDLA's Strategic Plan.
5. Review and Amendment:
  - a. The IDLA Board of Directors, in consultation with the Superintendent, shall periodically review this policy to ensure its continued relevance and effectiveness.
  - b. Any proposed amendments or changes to the policy shall be discussed and approved by the IDLA Board of Directors in accordance with IDLA's bylaws and governance processes.

This policy shall be effective as of the date of approval by the IDLA Board of Directors. This policy acknowledges that the Board is the ultimate decision-making authority with regard to committing balances upon recommendation of the Superintendent or designee. It serves as a guiding principle to maintain a prudent fund balance,

safeguarding the financial stability and sustainability of the Idaho Digital Learning Alliance (IDLA).

Approved by: Randy Jensen & Lance Hansen  
[IDLA Board Chair and Vice Chair]  
[October 9, 2023]

## Draft: Intellectual Property Policy

- All Intellectual Property (IP) developed by Idaho Digital Learning Alliance (IDLA) employees and contractors belong to IDLA.
- As per [Idaho Code 33-5504](#), it is the duty of the IDLA Board of Directors to “To enter into contracts with any other governmental or public agency whereby the board agrees to render services to or for such agency in exchange for a charge reasonably calculated to cover the costs of rendering such service,” and “Manage the moneys disbursed to the academy board from the superintendent.” Any monetization of IDLA Intellectual Property (IP) must be approved by the IDLA Board of Directors.

The IDLA Board of Directors approves the following directive regarding the distribution of generated revenue. All revenue-generating IP for IDLA must be provided to Idaho public school districts for free or within approved course-cost fees previously established by the IDLA Board of Directors. Revenue may be generated through the sale or licensing of IP to entities outside of Idaho or to non-public schools in Idaho. Funds received as revenue will first be directed to the cost of development and maintenance of said IP. Any additional revenue will be allocated to scholarships. These scholarships will subsidize fees for Idaho Public Schools enrolling students in courses or utilizing services offered by IDLA.

The IDLA Superintendent will include information on any revenue generated through the sale or licensing of IP in the annual budget update to the IDLA Board of Directors.

## STATEMENT OF PURPOSE

The purpose of this bill is to modernize the funding formula of the Idaho Digital Learning Academy (IDLA), simplifying it to maintain transparency and public trust. It ensures that dollars appropriated to IDLA only go towards the program and those appropriated for public schools go to public schools. By aligning the per-enrollment allocation for IDLA to the Career Ladder, IDLA will grow at the same overall rate as state instructional costs, producing future savings over the current funding formula. Additionally, this change guarantees funding solely for students served by IDLA, providing long-term financial stability and retaining the program's agility in responding to the needs of Idaho public schools.

## FISCAL NOTE

**The amendment to the Idaho Digital Learning Alliance's (IDLA) funding formula is projected to result in taxpayer savings of approximately \$250,000 to \$300,000 in Fiscal Year 2025.**

TITLE 33

EDUCATION

CHAPTER 10

FOUNDATION PROGRAM — STATE AID — APPORTIONMENT

33-1020. IDAHO DIGITAL LEARNING ACADEMY FUNDING. Of the moneys appropriated for the educational support program, an amount shall be distributed to support the Idaho digital learning academy, created pursuant to [chapter 55, title 33](#), Idaho Code. For the purposes of this section, an "enrollment" shall be counted each time an Idaho school age child enrolls in an Idaho digital learning academy class. A single child enrolled in multiple classes shall count as multiple enrollments. Summer enrollments shall be included in the fiscal year that begins that summer. The amount distributed shall be calculated as follows:

(1) A base amount ~~no less than two million (\$2,000,000)~~ shall be distributed. ~~equal to the current fiscal year's statewide average salary-based apportionment funding per midterm support unit, multiplied by twenty-six (26).~~

(2) A variable amount shall be distributed, equal to the number of enrollments multiplied by **an initial amount of four hundred (\$400), compounded annually by the State Department of Education's percentage increase for Career Ladder salaries.**

~~the current fiscal year's appropriation of state funds for the educational support program per student reported in attendance for the first reporting period, divided by twenty-three (23).~~

The state department of education shall make an estimated distribution of funds to the Idaho digital learning academy by no later than July 31 of each fiscal year, consisting of eighty percent (80%) of

the estimated funding for the fiscal year. The balance of all remaining funds to be distributed, pursuant to the calculations in this section, shall be distributed by no later than May 15 of the same fiscal year.

History:

[33-1020, added 2007, ch. 353, sec. 12, p. 1049; am. 2011, ch. 247, sec. 11, p. 683; am. 2011, ch. 300, sec. 5, p. 862; am. 2013, ch. 154, sec. 2, p. 364.]