October 26, 2016
7:00 p.m.

AGENDA

I. Call to Order

II. Pledge of Allegiance

III. Procedural Matters
   A. Action Items:
      1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address The Board)

V. Consent Calendar
   A. Approval of Certified Release of Contracts
   B. Approval of Certified Employees
   C. Approval of New Classified Employees
   D. Approval of Classified Resignations
   E. Approval of Extra Curricular Employees
   F. Approval of Extra Curricular Resignations
   G. Approval of Alternative Authorizations
   H. Approval of Student Teachers

VI. Budget and Finance
   A. Information Item:
      1. 2015-2016 Annual Audit Report
   B. Action Item:
      1. 2015-2016 Annual Audit Report

VII. Federal Programs Update Report

VIII. Personnel
     A. Information Items:
        1. Superintendent Search Planning-Job Description/Salary Range/Survey Questions
        2. Job Description – Public Relations Director/District Organizational Chart
     B. Action Items:
        1. Superintendent Job Description/Salary Range Approval

IX. Trustee Babayan to Share Guest Teaching Experience

X. Future Agenda Items
   A. Legislative Tour – December 1, 2016

XI. Adjournment
WORKING WITH YOUR SCHOOL BOARD

WELCOME to another Twin Falls School District Board of Trustees Meeting. You are encouraged to attend all regular board meetings.

We are proud of our school system and the board members are dedicated to the continued improvement of the Twin Falls Schools.

We understand that from time to time patrons of school districts have concerns and feel a need to bring those concerns to the attention of the school or teachers. In order to maintain continuity and best resolve these concerns, we recommend to our patrons the following procedures:

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.

2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.

3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.

4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.

5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.

6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.

A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.

B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.

C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.

D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

We are eager to have our patrons and school staff working together for the improvement of education in the Twin Falls Schools.

Thank you for coming. Please come again.

Your Board of Trustees
Date: October 20, 2016

To: Dr. Wiley Dobbs, Superintendent of Schools
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Certified Release of Contract

The following certified employee has submitted a resignation letter requesting to be released from her contract for the 2016-2017 school year.

- Molly Breland, Language Arts at O'Leary Middle School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that this individual be released from her contract.
Date: October 20, 2016

To: Dr. Wiley Dobbs, Superintendent of Schools
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Certified Release of Contract

The following certified employee has submitted a resignation letter requesting to be released from her contract on December 31, 2016.

- Jennifer Salinas, Resource at Oregon Trail Elementary

The Human Resource Department recommends to the Superintendent and the Board of Trustees that these individuals be released from their contract if a suitable replacement can be secured.
# NEW TEACHERS - 2016-2017

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>School</th>
<th>Position Hired For</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarke</td>
<td>Jamie O'Leary Middle School</td>
<td>Language Arts</td>
<td>0</td>
</tr>
</tbody>
</table>
Date: October 20, 2016

To: Dr. Wiley J. Dobbs, Superintendent of Schools  
Twin Falls School District Board of Trustees  

From: Sonia DeLeon, Human Resources Manager  

Re: New Classified Employees –2016-2017  

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below are approved for hiring for the 2016-2017 school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aleisha Moore</td>
<td>Paraeducator - Resource at Canyon Ridge High</td>
</tr>
<tr>
<td>Brenda Ulrich</td>
<td>Advanced Opportunity Coordinator at Twin Falls</td>
</tr>
<tr>
<td>Lynnette Tubbs</td>
<td>Playground Aide at Pillar Falls Elementary</td>
</tr>
<tr>
<td>Cassandra Ferguson</td>
<td>Kindergarten Instructional Aide at Morningside</td>
</tr>
<tr>
<td>Cheryl Cummings</td>
<td>Paraeducator -- Title at Robert Stuart Middle</td>
</tr>
<tr>
<td>Diane Cannon</td>
<td>Playground Aide at Oregon Trail Elementary</td>
</tr>
<tr>
<td>Destiny Romans</td>
<td>Instructional Aide at Perrine Elementary School</td>
</tr>
<tr>
<td>Hannah Meyerhoeffer</td>
<td>Paraeducator -- Behavior at Twin Falls</td>
</tr>
<tr>
<td>Danielle Novak</td>
<td>Paraeducator -- Resource at Canyon Ridge High</td>
</tr>
<tr>
<td>Madison Folkman</td>
<td>Paraeducator -- ELL at Canyon Ridge High School</td>
</tr>
</tbody>
</table>

The individuals listed below are current employee that have been accepted for a transfer within the district for the 2016-2017 school year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Shaffer</td>
<td>Maintenance I – District Wide</td>
</tr>
<tr>
<td>Maciey Canoy</td>
<td>Computer Lab at Canyon Ridge High School</td>
</tr>
</tbody>
</table>

All are in the process of completing the necessary consent, I-9’s, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

If you have any questions or concerns, please do not hesitate to contact me.

Wiley J. Dobbs, Ph.D.  
Superintendent of Schools
Date: August 4, 2016

To: Dr. Wiley Dobbs, Superintendent of Schools  
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

The following classified employees have submitted their resignation letter resigning their position for the 2016-2017 school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Walker</td>
<td>Paraeducator ~ Preschool</td>
<td>Pillar Falls Elementary School</td>
</tr>
<tr>
<td>Ron Gaus</td>
<td>Head Custodian</td>
<td>Lincoln Elementary School</td>
</tr>
<tr>
<td>Kelly Jeroue</td>
<td>Custodian</td>
<td>Canyon Ridge High School</td>
</tr>
</tbody>
</table>

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
Date: October 20, 2016

To: Dr. Wiley J. Dobbs, Superintendent of Schools
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below are approved for hiring and a supplementary contract or employment letter be issued for the 2016-2017 school year.

If you have any questions or concerns, please do not hesitate to contact me.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Graham</td>
<td>Freshman Basketball Coach (Girls)</td>
<td>Twin Falls High School</td>
</tr>
<tr>
<td>Chris Givens</td>
<td>JV Assistant Wrestling Coach</td>
<td>Canyon Ridge High School</td>
</tr>
<tr>
<td>Tasha Chadaz</td>
<td>Varsity Assistant Softball Coach</td>
<td>Canyon Ridge High School</td>
</tr>
<tr>
<td>Jared Dalton</td>
<td>JV Assistant Wrestling Coach</td>
<td>Twin Falls High School</td>
</tr>
<tr>
<td>Greg Gutierrez</td>
<td>Soccer Coach (Boys)</td>
<td>O'Leary Middle School</td>
</tr>
<tr>
<td>Hector Maldonado</td>
<td>Basketball Coach (Girls)</td>
<td>Robert Stuart Middle School</td>
</tr>
</tbody>
</table>
Date: October 20, 2016

To: Dr. Wiley J. Dobbs, Superintendent of Schools
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignations

The following employees have submitted their resignation letter resigning their position for the 2016-2017 school year:

- Cristy Shirley- Track Coach at Robert Stuart Middle School
- Jacoby Fox- JV Basketball Coach (Girls) at Canyon Ridge High School

The following employees have submitted their resignation letter resigning their position for the 2017-2018 school year:

- Angela VanHofwegen- JV Volleyball Coach at Canyon Ridge High School
- Stacy Boer- Head Volleyball Coach at Canyon Ridge High School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept these resignations.
October 20, 2016

To: Wiley Dobbs, Superintendent
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Alternative Authorization- Content Specialist from the Professional Standards Commission for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Clarke</td>
<td>Language Arts</td>
<td>O'Leary Middle School</td>
</tr>
</tbody>
</table>

The above individual has been hired as a Language Arts teacher for the 2016-17 school year. Ms. Clarke has completed all required coursework and is currently completing her student teaching requirement. She is scheduled to graduate in December 2016 and will be eligible to obtain her standard secondary certificate with an English endorsement. In order for this employee to be employed as a Language Arts teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
October 21, 2016

To: Wiley Dobbs, Superintendent
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Request for Renewal of Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of Renewal of Alternative Authorization- Content Specialist from the Professional Standards Commission for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Woodland</td>
<td>Special Education Teacher</td>
<td>Perrine Elementary</td>
</tr>
</tbody>
</table>

The above individual has been rehired as an elementary special education teacher for the 2016-17 school year. Ms. Woodland is currently enrolled in the education program at Western Governors University and is completing her student teaching and is scheduled to graduate January 2017. Ms. Woodland in conjunction with the Western Governors University have developed a plan of appropriate pathway to obtain an exceptional child – generalist endorsement in Idaho. In order for this employee to be employed as a special education teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
October 21, 2016

To: Wiley Dobbs, Superintendent
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Emergency Provisional Certificate from the State Board of Education for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tona Casella</td>
<td>Economics Teacher</td>
<td>Canyon Ridge High School</td>
</tr>
</tbody>
</table>

The above individual has been hired as a Business and Economics Teacher for the 2016-17 school year. Ms. Casella currently holds a Master of Business Administration in Marketing. In order for this employee to be employed as an Economics teacher, the board will need to declare an "area of need." To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they "declare an area of need" for the individual listed above.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
Date: October 20, 2016

To: Wiley J. Dobbs, Superintendent
   Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resource Manager

Re: Student Teacher Requests

The Human Resource Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the following college/university students be allowed to participate as Intern/Teacher within the Twin Falls School District. The proposed assignments are listed below.

<table>
<thead>
<tr>
<th>Name of Cooperating Student</th>
<th>Subject</th>
<th>Cooperating Teacher</th>
<th>School</th>
<th>Dates</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corissa Johns</td>
<td>5th Grade</td>
<td>Amy Jones</td>
<td>Pillar Falls Elementary</td>
<td>Spring 2017</td>
<td>Idaho State University</td>
</tr>
<tr>
<td>Cynthia Lincoln</td>
<td>English</td>
<td>Jerry Forster</td>
<td>Twin Falls High School</td>
<td>Spring 2017</td>
<td>Lewis-Clark State College</td>
</tr>
<tr>
<td>Brandon Glauner</td>
<td>History</td>
<td>Vicci Archer</td>
<td>Robert Stuart Middle School</td>
<td>Spring 2017</td>
<td>Idaho State University</td>
</tr>
</tbody>
</table>
Federal Programs 2016-2017

Every Student Succeeds Act (ESSA), Migrant, English Language Acquisition, Homeless, Neglected, Teacher Quality

- **Title IA: POVERTY**: Funds to provide help for kids and schools in poverty. TFSD uses the funds for teachers, para-pros, summer school, parent involvement, and some supplies. All schools receive funding except Rock Creek, Pillar Falls, TFHS and CRHS. The percentage of students on Free and Reduced Lunch in each school (on March 15, 2016) is as follows:

  - Bickel Elementary: 90.4%
  - Lincoln Elementary: 92.9%
  - Oregon Trail Elementary: 79.6%
  - Sawtooth Elementary: 43%
  - Rock Creek - New
  - Bridge Academy: 81%
  - Robert Stuart MS: 66.8%
  - Magic Valley High (Alternative): 66%

  *Schools that are CEP schools (receive free lunch for all students in the school.)

  Every student in the TFSD receives a free breakfast.

- **Title IC: MIGRANT**: Funds to provide help for migrant students. TFSD uses the funds for three Family Liaisons: Abby Montano, Lucy Padilla, and Carmen Castillo; para-pros, summer school, 3-4-year-old migrant preschool, and a few supplies. Current number of migrant students: Approximately 200, mostly at Oregon Trail Elementary.

- **Title III: LIMITED ENGLISH PROFICIENT**: Funds to help students who are English Language Learners. TFSD uses the funds (by federal regulations) for professional development and supplies. This money cannot be used to pay salaries except for extended day services.

- **Title IIA: TEACHER QUALITY**: Funds to ensure that teachers are certified by state of Idaho definition. TFSD uses the funds for instructional coaches, stipends, and professional development.

- **McKinney-Vento: HOMELESS**: Funds to meet the needs of homeless children and families. JoAnn Gemar is our coordinator.
Neglected and Delinquent: INCARCERATED STUDENTS: Funds to provide educational services to kids in JD and their transition when released. Roger Keller is the contact person for this program.

Things to Remember

All Federal Programs funds provide “toppings on the salad.”

The use of the funds must supplement, not supplant general funds.

The use of the funds must follow strict guidelines with extensive reporting to the State Department of Education.

The Twin Falls School District is 100% Compliant in all Areas

Last Federal Audit: 2007          Last State Audit: February 2013

Next State Audit: 2017-18

Whom do I call with questions?

General Questions about Federal Programs: Bill Brulotte at 733-6900
Title I (Poverty), Title III (LEP): Bill Brulotte
Title IC (Migrant): Abby Montano at Oregon Trail, 737-5208 ext. 3814;
Carmen Castillo at Robert Stuart, 733-4875; or Lucy Padilla at CRHS, 732-7555 ext. 4390
Title IIA (Teacher Quality): Bill Brulotte
Homeless: JoAnn Gemar at 732-7507
Neglected/Delinquent: Roger Keller at Magic Valley H.S., 733-8823
Twin Falls School District #411
Job Description

Job Title: Superintendent
Department: Administration
Reports To: Board of Trustees
FLSA Status: Exempt, 12 month year (salary as per administrator’s salary schedule, 20 vacation days, one sick day per month, and three personal leave days/year).

Salary Range: Prepared By: Human Resources Department
Prepared: Revised
Approved By:
Approval Date:

Supervises: Directly or indirectly, all employees of the district.

JOB GOAL
To inspire, lead, guide and direct members of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each student enrolled in the district may be provided with a complete, valuable, meaningful, and personally rewarding education. Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency and an overriding awareness of and concern for their impact upon each individual student’s education.

QUALIFICATIONS (minimum)
- Meet state certification requirement.
- Evidence of successful experience in school management involving both elementary and secondary.
- Meet state certification requirement.
- Such alternatives as the board may find appropriate and acceptable.

Desired
- Doctorate degree.
- Experience as a superintendent or assistant superintendent in a district of 3,000 or more students.

ESSENTIAL DUTIES include the following (or other duties assigned by Superintendent or Board)
- Attend all meetings of the Board to act as a liaison in interpreting and classifying the purposes and needs of the school system to the board, staff, students and public.
- Supervise, either directly or through delegation, all activities of the school system according to the policies of the board.
- Formulate school objectives, policies, plans and programs; and prepares facts and explanations necessary to assist the board in its duty of legislation for the district.
- Recommend for appointment or employment all employees of the district.
- Serve as the board’s chief executive officer and assume the power to act for the board as delegated.
- Direct the preparation of the annual budget for adoption by the board, and administer the budget once approved.
- Maintain directly or through delegation, such personnel records, public accounting records, business records and other records which are required by law and board policy.
- Represent the district before the public, and maintain through cooperative leadership, both within and outside of the schools, a program of publicity and public relations as may keep the public informed as to the activities, needs and successes of the district.
- Direct staff negotiations to insure the best interests of the district are represented in a meaningful and positive manner.
- Represent the district in its interactions with other school systems, institutions and agencies, community organizations and the general public.
- Direct studies and planning related to school organization, attendance area boundaries, and school plan requirements.
• Responsible for the assignments, alteration of assignments, transfers, suspensions, and recommendations for promotions or dismissal of employees.
• Recommend to the board, sales of all property no longer required by the district, and supervise the proper execution of such sales.
• Make recommendations to the board concerning the transportation of students in accordance with the law and the requirements of safety.
• Assume authority to consolidate classes, assign students to buildings and classes, transfer students from one attendance area to another, and may, for cause, with the principal, suspend students from school.
• Perform other tasks as assigned by the board.

**PHYSICAL DEMANDS**

• The physical demands and work environment indicated below are examples of the physical aspects this position classification must perform in carrying out essential job functions (reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions).
• Persons performing service in this position classification will regularly exert 10 to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
• This type of work involves sitting most of the time, but will involve walking or standing for extended periods of time. Occasionally, physical requirements include the ability to navigate multi-story buildings during an emergency situation.
• Perceiving the nature of sound, near and far vision, depth perception, providing oral information, manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.

**EVALUATION**

• Evaluation of personnel conducted in accordance with district evaluation policy.

**OTHER**

**Condition of Employment**

Board approval and successful completion of federal background check and pre-employment drug free workplace screen.

**License Requirement**

• Possession of a valid Idaho Motor Vehicle Operator’s License.
• Insurability by the District’s liability carrier

**Insurance Recommendation**

On regular occasions, this job classification requires the employee to use his/her personal vehicle to conduct district business; therefore, personal auto insurance coverage of $300,000 is recommended.

Job description received: ____________________________

__________________  _______________________
Date/year          Employee signature
TITLE: SUPERINTENDENT

QUALIFICATIONS:
1. Idaho Administrator Certificate endorsed for superintendent
2. Central office, school administration, and teaching experience as determined by the Board of Trustees, previous successful superintendent experience preferred
3. Strong background in curriculum, supervision, human relations skills, team building, and technology
4. Demonstrated ability in personnel management; strategic planning; business practices; budgeting; research-based educational programs; and federal and state law, administrative rules, and Board policy pertaining to schools
5. Demonstrated leadership and communication ability in working with students, staff, parents, and the public
6. Capacity for maintaining the respect of the community and educational leaders in Idaho
7. Ability to work under pressure and deadlines
8. Excellent public relations and organizational skills
9. Maintain confidentiality of staff and students

PRIMARY RESPONSIBILITY TO:
Board of Trustees

JOB SUMMARY
To inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in achieving the highest standard of excellence. To oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency so that each student enrolled in the district may be provided with an appropriate and effective education.

MAJOR DUTIES AND RESPONSIBILITIES:

Instructional Leadership
1. Ensure that a system of thorough and efficient education is available to all students, in accordance with federal and state law, administrative rules, and Board policy
2. Ensure that the goals of the school system are reflected in its educational program and operations
3. Monitor and make recommendations for the annual revision of the Strategic Plan
4. Be responsible for recommending to the Board of Trustees, for its adoption, all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools
5. Ensure the implementation and evaluation of all Board-approved written curriculum for all subjects, and ensure the inclusion of mandated programs and state core curriculum content standards
6. Provide leadership and guidance in the processes of curriculum planning, coordination, and evaluation. Provide for curriculum articulation among grades and schools in the district
7. Encourage staffs to develop programs, services, and projects that provide instructional alternatives and flexibility while assuring a consistent education for all students
8. Ensure the effectiveness of the instructional program by measuring student achievement against state and local standards
9. Initiate program changes as necessary
10. Review with staff all curriculum guides and courses of study as directed by the Board
11. Seek out available sources for grant funding to support programs and projects
12. Develop and oversee the delivery of the district's intervention services for pupils who are experiencing difficulties in their classes
13. Implement a Board-approved program of guidance and counseling services

**Personnel Administration**
1. Nominate for employment the best qualified and most competent personnel, and ensure that the operation of the schools is conducted in accordance with district policy
2. Develop recruitment and retention procedures to assure qualified applicants for certificated and non-certificated positions
3. Direct and supervise the administrative staff and through them all district staff
4. Recommend to the Board the contract renewal, promotion, assignment, transfer, demotion, or discharge of all school employees
5. Mentor staff and demand high performance from staff
6. Be responsible for the evaluation of all certified and non-certified employees
7. Represent the district as an active member of the negotiating team if requested by the Board of Trustees
8. Supervise the administration of collective bargaining agreements if requested by the Board of Trustees
9. Recommend and implement district staff professional development
10. Ensure that all teaching staff members receive continuing professional development and training required by federal and state law, administrative rules, and Board policy
11. Act as a liaison between the Board and the school employees and transmit communications between the two

**Financial and Facilities Management**
1. Ensure that the budget implements the district's goals
2. Oversee the financial planning of the district
3. Initiate and supervise development of the annual budget, providing opportunity for staff input
4. Recommend budget and budget priorities for Board approval and communicate the educational and monetary impact of the budget to the community
5. Oversee the implementation of the Board-approved budget
6. Ensure funds are spent prudently by providing adequate control and accounting of the district's financial and physical resources
7. Ensure the maintenance of adequate records for the schools including financial records, business and property records, personnel records, and scholastic records
8. Administration of the instructional accounts of the school budget
9. Ensure implementation of Board financial policies and district procedures
10. Provide direction to, and supervision, of school business functions
11. Encourage development and implementation of sound business practices.

SUPERINTENDENT
12. Oversee school facility management to provide safe, efficient, and attractive buildings with strong emphasis on preventative maintenance and custodial care.
13. Ensure annual inspections of all school buildings for adherence to federal and state law, administrative rules, and Board policy pertaining to health and safety.
14. Be responsible for buildings, grounds, inventory, food service, transportation, insurance, and driver education, and for the management of supervisors in these areas.
15. Continually assess business management practices to achieve efficiency.

**School/Community Relations**

1. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
2. Promote community support of the schools.
3. Identify available community resources and linkages to social service agencies that support education and healthy child development.
4. Interpret and clarify the purpose and needs of the school system, as well as district programs and services, reports plans, events, and activities of interest to the Board, staff, students, and the general public.
5. Establish necessary procedures for referral and cooperative planning with other children's services agencies.
6. Maintain contact and good relations with local media.
7. Represent the district at local, state, and national professional meetings.
8. Liaise with professional, civic, volunteer, and other community agencies and groups having an interest in the schools.
9. Solicit community opinions regarding school and education issues.
10. Provide for the timely completion of annual district and school-level reporting and planning requirements including school report cards, pupil performance objectives and a quality assurance report to the public.

**Board Responsibilities**

1. Provide leadership in the implementation of the district's vision, mission, and goals.
2. Serve as executive officer of the Board with such powers and duties as the Board prescribes.
3. Act as the authorized representative of the district as required.
4. Prepare and recommend short- and long-range plans for Board approval and implement those plans when approved.
5. Be responsible for the annual calendar for adoption by the Board.
6. Attend all regular and special meetings of the Board, and participate in a professional leadership role.
7. Designate an administrative staff member to serve in his or her absence at Board meetings when appropriate.
8. Know Board policy and respect the policymaking authority and responsibility of the Board.
9. Be responsible for their dissemination to school employees and the general public.
10. Keep the Board informed of activities and any issues that may arise.
11. Keep the Board informed regarding developments in other districts or at state and...
national levels that would be helpful to the district

12. Advise the Board on federal and state law, administrative rules, and Board policy pertaining to schools

13. Prepare, in conjunction with the Board Chair, agenda recommendations relative to all matters requiring Board action, including all facts, information, options, and reports needed to assure informed decisions

14. Provide advice and counsel to the Board on matters before it

15. Recommend the adoption of policies and procedures regarding appropriate training for Board members

Policy Development

1. Create rules, procedures, and forms and give such instructions to school employees and students to implement Board policy

2. Advise the Board on the need for new and revised policies

3. Supervise the effective implementation of all federal and state law, administrative rules, and Board policy

4. Supervise the efficient maintenance and dissemination of all Department of Education policy documents

5. Act on his or her own discretion as needed in any matter not covered by Board policy, report such action to the Board as soon as practicable, and prepare a draft policy to address the issue for the Board to review, modify, and adopt

Other

1. Ensure that all local, state, and federal standards for the health and safety of students and staff are maintained and that required reports are maintained

2. Be responsible for all federal programs

3. Assume responsibility for his or her continuing professional growth and development by such efforts as attendance of professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications

4. Seek assistance should emergencies arise

5. Represent the school district in a positive manner

6. Know and follow school district policy and chain of command

7. Perform other duties as assigned

EVALUATION:
Performance of this position will be evaluated annually by the Board of Trustees in conformance with district policy and Section 33-513, Idaho Code.

TERMS OF EMPLOYMENT:
[Required for districts other than elementary districts] Employment contract not to exceed three years.
NOTE:
All certificated and non-certificated employees and other individuals are required to undergo a criminal history check and submit to fingerprinting. Any applicant convicted of any of the felony crimes enumerated in Section 33-1208, Idaho Code may not be hired, and any applicant convicted of any felony offense listed in Section 33-1208(2), Idaho Code shall not be hired.

Legal Reference:
- I.C. § 33-512 Governance of Schools
- I.C. § 33-513 Professional Personnel
- I.C. § 33-515 Issuance of Renewable Contracts
- I.C. § 33-1201 Certificate Required
- I.C. § 33-1210 Information on Past Job Performance
- IDAPA 08.02.02.026 Administrator Certificate
# TFSD #411 ADMINISTRATOR SALARY SCHEDULE 2016-17

## BASE SALARY

<table>
<thead>
<tr>
<th>Position</th>
<th>Contract Days</th>
<th>Daily Rate</th>
<th>Base Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary VP</td>
<td>201</td>
<td>295.61</td>
<td>$59,418.00</td>
</tr>
<tr>
<td>Middle School VP</td>
<td>201</td>
<td>297.67</td>
<td>$59,832.00</td>
</tr>
<tr>
<td>High School VP, MVHS &amp; Bridge Principal</td>
<td>211</td>
<td>299.73</td>
<td>$63,243.00</td>
</tr>
<tr>
<td>High School AD, 218 (188 1/2 Days, 28 Full Days)</td>
<td>$299.73 ($149.87 for 1/2 Day)</td>
<td>$36,568.00</td>
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<tr>
<td>High School AD</td>
<td>211</td>
<td>299.73</td>
<td>$63,243.00</td>
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<tr>
<td>Elementary Principal</td>
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<tr>
<td>Middle School Principal</td>
<td>221</td>
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<td>High School Principal</td>
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<td>327.54</td>
<td>$75,662.00</td>
</tr>
<tr>
<td>DO Administrator</td>
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<td>335.78</td>
<td>$84,281.00</td>
</tr>
<tr>
<td>Superintendent</td>
<td>251</td>
<td>379.04</td>
<td>$95,140.00</td>
</tr>
</tbody>
</table>

## SUPERVISION FACTOR

- 1-18 Certified: 2%
- 19-30 Certified: 3%
- 31-50 Certified: 4%
- 51+ Certified: 5%
- Directors: 3%
- Associate Superintendent: 8%
- Superintendent: 12%

$11,416.80

## EDUCATION FACTOR

- BA: -
- MA: 2%
- MA+30: 3%
- MA+60: 4%
- EDS: 6%
- PHD/EDD: 8%

$5,708.40

## COMBINED FACTOR

- Elementary VP: 45%
- Middle School VP: 65%
- High School VP & AD's: 85%

$113,692.30 - $134,147.40

For the 2016-17 school year, two (2) Professional Development Days will be paid as a separate stipend.

Furlough of 4 days

$19,979.40
Twin Falls School District #411
Job Description

Job Title:  Director, Public Relations
Department:  Public Relations
Reports To:  Superintendent
FLSA Status:  Exempt, 12-month year (salary as per administrator’s salary schedule, 20 vacation days, one sick day per month, and three personal leave days/year.
Prepared By:  Per district administrative salary schedule
Prepared:  Human Resources Department
Approved By:  Approval
Approval Date:  
Supervises:  Directly supervise community relations programs in accordance with the district’s policies and applicable laws

JOB GOAL  Under the direction of the Superintendent, oversee internal/external communication initiatives designed to promote/enhance the image of the district, and promote open communication between the district and its audiences.

QUALIFICATIONS (minimum)

- Master’s degree (M.A.) or equivalent; or four to ten year’s related experience and/or training; or equivalent combination of education and experience deemed acceptable by the Superintendent and Board of Trustees
- Sound decision-making skills, aptitude for problem solving, proficiency in planning and organizing, strong work ethic
- Strong interpersonal and communication (verbal and written) skills
- Ability to value and promote diversity in the workplace
- Ability to read, analyze, and interpret government regulations, write reports, and present information effectively
- Ability to define problems, collect data, establish facts, and draw valid conclusions
- Efficient use of database, spreadsheet, web production, presentation and design software and word processing programs
- Possess strong written and oral communication skills, including appropriate English usage, grammar and punctuation, spelling, editing, and proofreading techniques
- Possess creative and technical skills necessary to design materials used to communicate to diverse audiences
- Possess language skills necessary to read, analyze, and interpret district information, generate reader friendly publications, write copy, and generate reports

ESSENTIAL DUTIES include the following (or other duties assigned by the Superintendent).

Community Relations
- Serve on the District Office Administrative Team and provide sound advice and counsel on critical issues and their impact on the school and community.
- Create and implement individual comprehensive communication plans for school district priorities including the budget, the strategic plan, programs, and critical issues to ensure delivery of accurate and timely information to targeted audiences.
- Plan, coordinate and evaluate the activities of the school district’s communication committee to ensure responsiveness, accuracy and delivery of high quality communications to targeted audiences.
- Use multiple ways of informing and engaging key targeted audiences through various platforms, including print, electronic, social media and traditional media.
- Maintain positive relationships with regional agency communication directors, including city and county government, health department, fire and safety and Sheriff’s Office to ensure effective, coordinated communications on critical issues.
- Provide consultation, advice, training and assistance to TFSD building administrators in formulating communications plans to establish and maintain strong relationships with parents and the local community through a wide range of communication strategies.
- Provide publicity for special events and serve as a liaison with the community and partner groups.
- Plan and coordinate Arrange for and assist with public contact programs (e.g., legislative/civic leader tours, presentations, etc.).
- Oversee and maintain District’s website and social media presence. Supervises all employees working with the district website at each school.
Media Relations
- Serve as the primary spokesperson for the school district to promote knowledge and understanding of the school district and assist in interpreting the district’s academic programs for the media, the public and other interested parties.
- Maintain good working relationships with the media, generate positive media coverage and provide necessary context to balance stories.
- Develop, recommend, and upon approval, implement overarching strategies to effectively and vigorously publicize TFSD programs, initiatives, operations, key decisions and accomplishments.
- Maintain a timely information distribution system for crisis communications and function as the primary contact during emergencies for the media and public.
- Create and disseminate news releases, fact sheets, tip sheets, and photographs to media representatives.

Employee Relations
- Ensure the integrity and consistency of school district branding.
- Assist in the coordination of employee and district-wide events showcasing student and professional staff achievement.
- Coordinate and implement publication/promotional material production including copy writing and design/layout of district newsletters, brochures, and monthly board meeting reports in compliance with policies, regulations, and guidelines concerning public information.
- Coordinate communications research including surveys and focus groups, and provide analysis of findings.
- Perform research on special projects, district-wide initiatives and decisions.
- Assist Superintendent, Directors, Principals, and Board members with correspondence relating to parent and citizen concerns.
- Reflect views and positions of administration through internal communication channels to staff members in various schools and departments.

Other
- Serve as the FERPA Coordinator for the district, ensuring compliance with all aspects of the act and ensuring building staff comply with the requirements.
- Serve as the primary contact for the district for all public records requests.
- Serve as the district custodian for historic information.
- Maintains positive relations with students, principals, parents, school board, staff and community for the purpose of unifying efforts of all concerned.
- Monitors budget allocations, expenditures and related financial activities for the purpose of ensuring that department functions are maintained while complying with all sound accounting practices and district objectives.
- Responds to emergency situations both during and after normal working hours for the purpose of receiving and conveying information needed for effective decision making.
- Maintain a clean and neat appearance, appropriate to position.
- Adhere to guidelines of confidentiality as outlined in federal and state laws and School Board Policies and Procedures.
- Maintain a record of appropriate attendance and punctuality.
- Must work in close harmony with colleagues, supervisors, and co-workers.
- Comply with all district and school policies and regulations.
- Actively pursue professional growth activities.
- Participate on various district committees as assigned.
- Perform other duties as assigned.

PHYSICAL DEMANDS (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.)
- The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.
- Persons performing service in this position classification will exert 10 to 25 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- This type of work involves sitting, walking, standing, climbing stairs, kneeling, bending, and stretching on a frequent basis and the ability to navigate multi-story buildings during an emergency situation.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important job aspects.
- The ability to orally communicate efficiently and effectively in an emergency situation to students of varying ages.

EVALUATION
- Evaluation of personnel conducted in accordance with district evaluation policy.
OTHER
Condition of Employment
Condition of Employment Board approval and successful completion of federal background check and pre-employment drug free workplace screen

License Requirement
- Possession of a valid Idaho Motor Vehicle Operator’s License.
- Insurability by the District’s liability insurance carrier.

Insurance Recommendation
On regular occasions, this job classification requires the employee to use his/her personal vehicle to conduct district business, therefore personal auto insurance coverage of $300,000 or more is recommended.

Job description received: ________________________________
Date ____________________ Employee Signature
Twin Falls School District #411
Job Description

Job Code: 4.02.32
Job Title: School Community Relations Specialist
Department: Human Resources
Reports To: Human Resources Director
Supervises: N/A
FLSA Status: Exempt, 12-month year (255 days), salary dependent on background and experience, .83% vacation days/month yrs 1-6; 1.25 vacation days/month 7+ yrs, 1 sick day month, 3 personal days annually
Prepared By: Human Resources Department
Prepared: 12.31.02 – revised 2/27/08
Approved By:
Approval Date:

JOB GOAL
Under general direction of Human Resources Director must possess the ability to interact with the public, students, faculty, and district administrators. Ability to plan, organize, develop, and disseminate information and publicity pertaining to the various district events, functions and activities; to maintain cooperative relationships with news media groups; to assist in the design, layout, and editing of news releases, publications, and promotional materials; provide communication support during crisis situations; and to do other related work as directed.

QUALIFICATIONS
Minimum
• Bachelor’s Degree in journalism, communication, English, public relations, marketing, or related field in which required skills are developed.
• Three years of communication/public relations experience (e.g., writing and reporting for news media, marketing departments/organizations, or related public information departments/organizations), or combination of education and experience deemed acceptable by the Superintendent of Schools and the Board of Trustees.
• Ability to work independently and as an integral member of a team.
• Ability to work on multiple projects at one time while ensuring the quality of each.
• Ability to interpret a variety of instructions furnished in written, oral, chart, or spreadsheet form.
• Possess strong written and oral communication skills, including appropriate English usage, grammar and punctuation, spelling, editing, and proofreading techniques.
• Possess technical skills necessary in the efficient use of design, word processing, spreadsheet, database, Internet, web production, and presentation software.
• Possess creative and technical skills necessary to design materials used to communicate to diverse audiences.
• Possess language skills necessary to read, analyze, and interpret district information, generate reader friendly publications, write copy, and generate reports.
• Possess math skills necessary to estimate project costs, calculate percentages, and generate charts and graphs from collected student achievement data.

ESSENTIAL DUTIES include the following (or other duties as assigned by the Superintendent, Board, or designee).
External/Internal Communication
• Coordinate district-wide communication initiatives to keep the public and district employees informed about district programs, accomplishments, and improvement efforts.
• Arrange for and assist with public contact programs (e.g., legislative/civic leader tours, presentations, etc.).
• Coordinate and implement publication/promotional material production including copy writing and design/layout of district newsletters, brochures, and monthly board meeting reports in compliance with policies, regulations, and guidelines concerning public information.
• Maintain public information and news data files and records for use in the development of news releases and features.
• Guides the creation of a comprehensive communication plan for the district, to include determining how to periodically gather information regarding public sentiments.
• Reflects views and positions of administration through internal communication channels to staff members in various schools and departments.
• Work closely with the district office administrative team in addressing public relations problems, issues, and concerns.
Media Communication

- Serves as coordinator of media relations for School District No. 411 Administration.
- Coordinates news media coverage of school board meetings. Attends all board meetings; distributes new information before and after meetings. Assists media representatives in receiving answers to questions and setting up interviews with school officials.
- Confer with district personnel regarding newsworthy items and other matters related to publicizing district programs, activities, and accomplishments.
- Maintain working relationship with newspaper, radio, and television news media groups by assisting in scheduling interviews and photo opportunities.
- Disseminate news releases, fact sheets, tip sheets, and photographs to media representatives.
- Maintain District’s website

Crisis Communication

- Understand the Incident Command System (ICS) crisis response model. Assist in the production of crisis response publications and materials. Assist with internal and external communication efforts during and after a crisis situation.

PHYSICAL DEMANDS (Reasonable accommodations may be made to enable a person with a disability to perform the essential functions.)
The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service in this position classification will exert 10 to 25 pounds of force frequently to lift, carry, push, pull, or otherwise move objects.
- This type of work involves sitting most of the time, but will involve walking or standing for extended periods.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important job aspects.

EVALUATION
Performance of this position will be evaluated by the Associate Superintendent in accordance with the Board’s policy on evaluation of classified employees.

OTHER

Condition of Employment
Board approval and successful completion of federal background check and pre-employment drug free workplace screen.

This is an “at will” position in that the employer or employee may terminate employment at any time for any reason consistent with applicable state or federal law. The employment “at will” policy cannot be changed verbally or in writing, unless the change is specifically authorized in writing and approved by the Board of Trustees of District 411.

License Requirement
- Possession of a valid Idaho Motor Vehicle Operator's License.
- Insurability by the District's liability insurance carrier.

Insurance Recommendation
On regular occasions, this job classification requires the employee to use his/her personal vehicle to conduct district business, therefore personal auto insurance coverage of $300,000 or more is recommended.

Job description received: ____________________________

Date/year Employee signature