

IRON COUNTY SCHOOL DISTRICT
BOARD OF EDUCATION HANDBOOK



IRON COUNTY SCHOOLS
CREATING A BETTER TOMORROW FOR ALL

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This document is to be reviewed annually in August and updated as needed to reflect the current practices and character of the Iron County Board of Education.

Section One: Purpose of the School Board

The School Board balances the needs of the schools with the desires of the community.

The School Board positively influences student achievement by facilitating conditions for learning to occur.

The School Board serves as trustee over district resources. The Board ensures that taxpayer dollars and district resources are managed appropriately.

The School Board advocates for public schools and the welfare of the students.

Section Two: Responsibilities

ALL BOARD MEMBERS

Attend monthly board meetings, including school tours, study sessions and regular meetings.

Prepare for meetings by reviewing materials in the packet and studying related issues.

Attend and report on committee meetings or community boards as assigned by the Board President.

Build trust and transparency with other board members, the superintendent, and all stakeholders.

Reach out to the school community and develop relationships with community organizations, leaders, and other constituents.

Encourage patrons to resolve concerns through the district-established process, working all the way to the Superintendent if necessary.

Follow the Code of Conduct as outlined in this handbook.

Honor Board processes established by policy and law.

Check district-assigned email regularly.

Participate in Board trainings and professional development.

Attend district graduation ceremonies.

Collaborate to hire the Superintendent and Business Administrator.

Collectively evaluate the Superintendent and Business Administrator.

Oversee policy development and review.

Review budgets and financial matters.

BOARD PRESIDENT

Coordinates and prepares meeting agendas with the superintendent.

Appoints special committees and makes assignments to individual board members.

Directs the search and interview process for the appointment of the Superintendent and Business Administrator.

Facilitates the evaluation, compensation, and reappointment process for the Business Administrator and Superintendent.

Represents the Board of Education.

Presides at all Board meetings to facilitate and protect Board processes.

Conducts meetings of the Board unless delegated to the Vice President or other Board Member.

Facilitates resolution of Board member's issues and concerns.

Ensures every Board member has the opportunity to share thoughts.

Orients new Board members.

BOARD VICE PRESIDENT

Assists in preparing meeting agendas as invited by the Board President.

Presides at and conducts Board meetings in the absence of the President.

Assumes all duties of the Board President in the absence of the President.

* Every two years (on even-numbered years), during the December Board meeting, nominations are proffered for Board President and Vice President, and a vote is taken by the Board to elect these officers.

SUPERINTENDENT

Is responsible for the daily operations of the District, including allocation of District resources such as staff time, talent and energy, as well as financial resources.

Promotes, endorses, and implements the mission, vision, strategic plan, goals, and policies of the Board.

Attends all meetings of the Board.

Makes recommendations to the Board.

Hires and directs the work of the Staff.

Prepares agendas in consultation with the Board President.

Works closely with the Board President.

Presents a united front with the ICSD Board of Education.

BUSINESS ADMINISTRATOR

Responsible for all business services in the District.

Works under the direction of the Superintendent.

Participates in Board planning and discussion at study sessions, regular meetings, Board trainings, etc.

Section Three: Code of Conduct

The Board Code of Conduct protects each Board member and their representative voice as well as supports personal and system integrity. The structure is intended to give the greatest freedom of expression while protecting the rights, responsibilities and legal requirements of the District and Board. Trust is essential. It is through our integrity to the Code of Conduct that trust is built and strengthened. It is this trust that allows for the greatest diversity of opinion to be discussed and deliberated for the best decision making.

As a member of the Iron County School District Board of Education, I will:

Represent the Board with dignity and respect by displaying ethical conduct at all times.

Be prepared for and on time to all regularly scheduled Board meetings.

Make data-informed decisions based upon my independent judgement after a full discussion of the Board.

Serve all constituents equally and not yield that responsibility to partisan or special-interest groups.

Avoid conflicts of interest and not use my Board seat for personal gain or for promoting a personal agenda.

Understand that individual Board members have no legal authority except when convening as a full Board.

Respect the rights and views of all Board members and participate in Board discussion in an open, honest, and respectful manner.

Strive for a positive working relationship with the Superintendent by respecting the Superintendent's authority to advise the Board, implement policy, and manage the day-to-day operations of the District.

Engage in ongoing professional development to stay informed on local, state, national, and global education issues.

Abide by Board decisions and support the will of the majority, while retaining the right to seek change only through ethical and constructive channels.

Protect the confidentiality of information given to the Board and take no private action that may adversely impact the Board.

Demonstrate respect for other Board members and district personnel by avoiding surprises at meetings. Communicate questions and concerns in advance so the Superintendent and staff can be prepared.

Refrain from speaking negatively to patrons about staff, personnel, other board members, or procedures.

When appropriate, inform stakeholders about proper protocol for handling concerns by following the established chain of command (e.g. teachers, school administration, district administration, Board).

Section Four: Meetings

ICSD Board meetings are public meetings held in accordance with Utah Open and Public Meetings Act and ICSD Board policy. They are generally held on the fourth Tuesday of each month. The Board usually holds a work session beginning at 1:00 pm and convenes the regular meeting at 4:00 pm. When school is in session, the Board conducts a school tour prior to the work session.

Special meetings may be scheduled at the discretion of the Board president.

All meetings of the Board are public meetings and are subject to open meetings laws.

Meetings of the Board will be conducted in accordance with the general guidelines of Robert's Rules of Order.

A Board packet, including meeting agenda and supporting materials, will be distributed to Board members by the Superintendent's office in advance of each Board meeting to allow for careful review and consideration of agenda items.

All Board members will have equal opportunity to participate in discussion and action items. The President ensures all members have equal opportunity to speak.

All Board members may request for items to be placed on the agenda. This should be done by contacting the Superintendent or Board President. Every effort will be made to accommodate Board member agenda requests. Board leadership has the discretion to determine the appropriateness and logical timing for an agenda item request. If you feel the item merits more immediate consideration, you may make a motion and request a specific date. If the majority of the Board approves, the agenda item will be placed according to the motion.

There is danger of litigation for the district and a personal liability for the Board member if closed session information is disclosed outside of meetings. Closed session and personnel matters are strictly confidential.

Board members will abide by the Code of Conduct before, during, and after meetings.

Section Five: Roles and Relationships

SCHOOL BOARD/SUPERINTENDENT RELATIONSHIP

The School Board and the Superintendent form a shared system of governance, working in partnership with each other in their respective roles—the Board as the community’s representative, and the Superintendent as the professional educator.

The Board collectively governs by setting policy (What? Why?), while the Superintendent directs the day-to-day operations of the district by administering policy (How? When? Where? By Whom?).

The Board’s role is to provide support and oversight for the Superintendent. Board members should not get involved in the administration of district affairs. Issues raised by patrons should be handled at the most local level, working through the system to the Superintendent if necessary.

Individual Board Members have no authority over the Superintendent. Board members should ask questions, not make demands.

Any Board member may call the Superintendent, Business Administrator, or Board President with issues, questions, or concerns. The Superintendent and Board President will share information with each other so they know the needs of individual Board members, unless they have been asked to keep an issue confidential.

The Superintendent will keep the Board informed about operational matters through frequent and open communication in meetings, over email, or in more urgent matters, via telephone or text message.

COMMUNICATING WITH THE BOARD

Follow the Code of Conduct in all communication with other Board members by being open, honest, and respectful.

Be conscientious when communicating with other Board members to abide by the Utah Public and Open Meeting Act. Do not discuss business matters or agenda items with a quorum of Board members verbally or electronically over email, texts, or social media.

COMMUNICATING WITH STAFF

Follow the Code of Conduct in all communication with district staff by being open, honest, and respectful.

Individual Board Members have no authority over staff. Board members should ask questions, not make demands.

Be respectful of individual staff member's time.

COMMUNICATING WITH THE MEDIA

In order to be effective, it is important for the Board to present a united message.

The Board President has the responsibility to represent the Board. As such, the President is the only Board member who should speak or release statements on behalf of the Board.

Individual Board members may express personal opinions but should make it clear they are not representing the Board.

COMMUNICATING WITH THE PUBLIC

As elected officials, Board members must be accessible and responsible to community stakeholders.

When patrons or community members approach individual Board members with a question or concern (in person, on the phone, or over email), Board members should consider whether it is a customer concern or an owner concern. Owner concerns are broad and deal with collective issues, such as, "We need a new school." Customer concerns are narrower and deal with "me" issues, such as, "My daughter's math class..." Owner concerns should be addressed by the governance team. They may be passed on to the Superintendent and, if necessary, placed on a future agenda for Board discussion. Customer concerns should be referred to the appropriate district staff.

If Board members choose to participate in a public forum, they should make it clear they are not representing the Board.

The Board will follow policy for responding to public comment at Board meetings.

Section Six: Important Information

MISSION, VISION, AND STRATEGIC PLAN

The ICSD Board, district administration, and district leadership team are committed to the education and well-being of each student and educator. As members of a professional learning community, we have identified the following school improvement framework that is supported by our collective mission, vision, shared values, and goals that will guide the policies, procedures, processes, priorities, and day-to-day decisions of the district. We will acknowledge and address behaviors that are inconsistent with the district's mission, vision, values and goals.

Mission:

Reaching Higher: Creating a Better Tomorrow for ALL

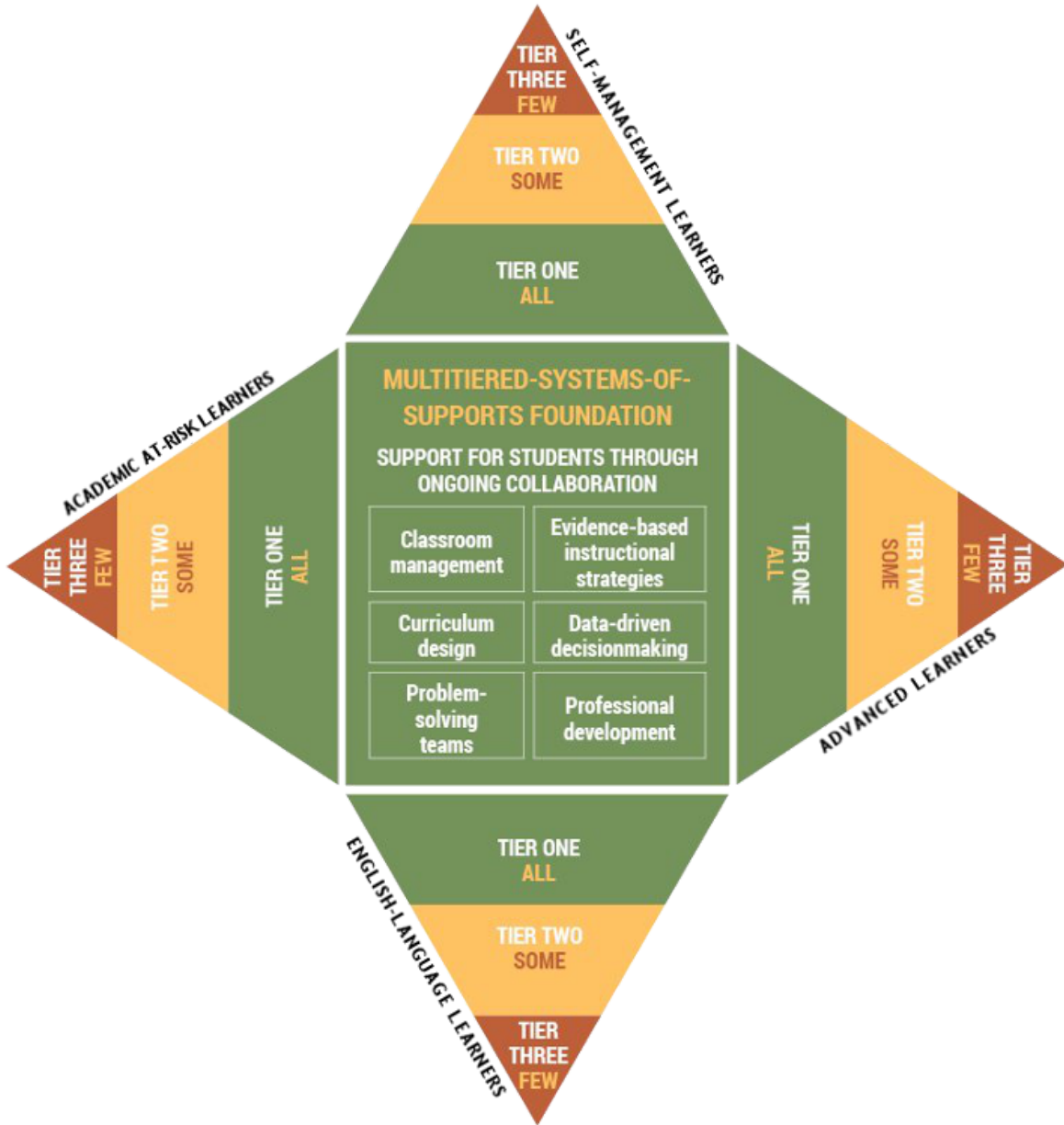
Vision:

Empowering ALL to learn at high-levels through systematic district and school-wide support.

Collective Commitments:

1. We will actively promote and support the District's mission, vision, values and goals.
2. We will contribute to the success and productivity of high-functioning professional learning communities at every level of the district system.
3. We will hold high standards and expectations for student and educator success through self-reflection and collective inquiry regarding best practices.
4. We will focus our efforts on student and educator learning to promote and realize increased student achievement as identified in the six foundational components of the school improvement framework and strategic plan.
5. We will commit to a high level of mutual support and trust among all members of the learning community at all levels of the district system.
6. We will manage the district's resources in a manner that addresses the needs of the community, establishes community partnerships, and builds community support.
7. We will recognize and celebrate the individual and collective efforts and achievements of the Iron County School District community.

A Dynamic Multi-tiered System of Supports (MTSS)





MISSION
Reaching Higher.
Creating a Better
Tomorrow for ALL

VISION
Empowering ALL to learn
at high-levels through
systematic district and
school-wide support.



2019-2024 STRATEGIC PLAN



CULTURE OF COLLABORATION

We will work together for the learning of everyone in our school community.

- STUDENT VOICE**
We will increase student voice and involvement in the school community by establishing a student leadership team in every school.
- COLLABORATION FOR GROWTH**
We will continue to use the PLC framework to improve instruction, increase student voice and foster student and educator growth.
- STANDARDS BASED**
We will focus our efforts on the process of standards and competency-based learning.



SOCIAL EMOTIONAL LEARNING

We will balance the social, emotional, physical, academic needs of our students by ensuring a safe, caring and equitable environment for learning.

- STUDENT EMOTIONAL LEARNING COMMITTEE**
These committees will be established at each school.
- NEEDS ASSESSMENT and TRAINING**
Identify needs for ongoing social and emotional training and education for ALL school personnel via Needs Assessment Checklist (NAC). Available resources accessible to every school and train each school representative who will train colleagues.
- COMMUNITY EMOTIONAL LEARNING COMMITTEE**
The district will establish this committee (representative of various community partners) to implement goals established by SELC.



FUTURE READY EDUCATION

We will ensure ALL students are aware of and experience a variety of careers, have curricular opportunities to acquire both hard and soft skills, and have resources and facilities available to support their learning and future success.

- WORK BASED LEARNING**
We will enhance our Work Based Learning program to give more opportunities for more businesses and students to be involved.
- ESSENTIAL SKILLS**
We will integrate our 8 essential skills in all core content K-12 and create spaces for collaboration and innovation at pilot schools by remodeling select classrooms or libraries.
- CAREER AWARENESS + OFFERINGS**
We will expand our CTE offerings by providing more classes in construction, coding and education in our high schools and expose students to local opportunities by providing video bank of careers.



COMMUNITY CONNECTIONS

We will engage community, students, families and district staff in meaningful partnerships.

- HIRE A COMMUNITY ENGAGEMENT SPECIALIST**
Create a Community Engagement Position on a full-time basis to identify, coordinate and disseminate information available through community partners. Information will then be shared to schools, families and community.
- STANDARDIZE COMMUNICATION SYSTEMS**
Standardizing communication systems throughout the district through websites, email alerts, text alerts, social media, etc.
- SERVE WITH COMMUNITY PARTNERS**
Develop a curriculum-based service opportunity standard and reflection protocol to connect students to their community.

FUTURE READY EDUCATION

CULTURE OF COLLABORATION

- STUDENT VOICE:** Schools develop an action plan for increasing student voice
- DEVELOP COMMON UNDERSTANDING:** Develop common understanding of the purpose of student leadership teams
- HIGH FUNCTIONING TEAMS:** High functioning student leadership teams
- STANDARDS BASED:** All staff educated regarding proficiency-based learning and reporting
- COLLABORATION FOR GROWTH:** All teams meeting weekly, and using PLC practices
- CONTINUED DEVELOPMENT:** Continued professional development
- HIGH FUNCTIONING PLCs:** High Functioning PLCs and Effective Teaching in all classrooms
- IMPLEMENTATION:** Pilot schools implement Standards Referenced Reporting
- DISTRICT-WIDE:** District-wide implementation of Standards Referenced Reporting

SOCIAL EMOTIONAL LEARNING

- STUDENT COMMITTEE:** Implement goals of Strategic Planning Committee at the student level
- SAFE AND HEALTHY ENVIRONMENT:** Provide input as to their school's safe and healthy environmental essential needs (NAEC)
- ACCESS FOR ALL:** List of school and community supports available to the students
- NEEDS ASSESSMENT and TRAINING:** Determine SEL needs and Provide district-level training to school representative
- SEL PROCESS:** Establish school-wide PBIS process and training schedule
- COMMUNITY PARTICIPATION:** Ensure access for all students to mental health supports and implement SEL goals
- COMMUNITY COMMITTEE:** Ensure that diverse community partners are represented on CELC
- COMMUNITY DEVELOPMENT:** Enable community partners to participate in the development of SEL goals
- COMMUNITY EXPERTISE:** Enable community partners to lend their expertise as district goals are implemented

COMMUNITY CONNECTIONS

- SERVE WITH COMMUNITY:** Identify Potential Partners
- FORMALIZE PARTNERSHIP:** Formalize Partnership Agreements
- CULTIVATE AND EXPAND PARTNERSHIPS:** Cultivate and Expand Partnerships
- STANDARDIZED COMMUNICATION:** Conduct Needs Assessment with all Partners
- IDENTIFY AND OBTAIN FUNDING:** Identify and Obtain Funding for Systems
- LAUNCH SYSTEM NETWORK:** Launch System Network
- HIRE A SPECIALIST:** Secure Board Funding
- DEFINE JOB AND INTERVIEWS:** Define Job Conduct Interviews Hire Best Candidate
- PROVIDE TRAINING:** Provide Training and Development for Specialist

CAREER AWARENESS OFFERINGS

- CREATE A LIBRARY:** Create a Library of Videos to Highlight Careers
- OTHER CLASSES:** Offer Classes in Education, Coding, and Construction
- CONCURRENT ENROLLMENT:** Concurrent Enrollment expanded with SUU and SW Tech
- ESSENTIAL SKILLS:** Find Curricular Connections
- CREATE RUBRICS:** Create Rubrics to Assess
- CREATE SPACES:** Create spaces for Practicing these Skills
- WORK BASED LEARNING:** Hire a Coordinator
- BUILD WEBSITE:** Build Website of Opportunities and Resources
- WBL COORDINATORS:** WBL Coordinators at each high school

ANNUAL CALENDAR OVERVIEW

January	Utah School Board Association Convention - Salt Lake City (second weekend) Swearing in of New Board Members (odd years) Lunch with Parowan City Council
February	USBA Board Leadership Workshop Educators Day on the Hill
March	National School Board Association Convention (last weekend) Lunch with Cedar City Council
April	USBA Regional Meeting (ICSD offices)
May	Graduations
June	Budget Hearing Superintendent or Business Administrator Appointment
July	Retreat
August	USBA Delegate Assembly ICSD Opening Institute
September	USBA Leadership Academy (odd years)
October	USBA Regional Meeting
November	Lunch with Enoch City Council
December	Board Holiday Dinner Southwest Behavioral Health Legislative Luncheon - St. George

COMMON EDUCATIONAL TERMS AND ACRONYMS

AP - Advanced Placement

APT - Alternate Path to Teaching

ARC - Annual Required Contribution

CACTUS - Computer Aided Credentials of Teachers in Utah Schools

CAFR - Comprehensive Annual Financial Report

Cluster - All feeder schools connected to a high school

CTE - Career and Technical Education

Cone - An individual high school and the elementary/middle schools that feed it

CTL - Collaborative Team Leader

DRA - Direct Reading Assessment

DWA - Direct Writing Assessment

EdNet - Education Network (UEN - Utah Education Network)

ELL - English Language Learner

Equalization - Funding formula (WPU)

ESEA - Elementary and Secondary Education Act

FERPA - Federal Education Right to Privacy Act

FTE - Full-Time Employee

GASB - Governmental Accounting Standards Board

GED - General Education Development

GRAMA - Governmental Records Access Management

Guided Reading - Direct reading instruction in small groups

IDEA - Individuals with Disabilities Act

IEP - Individual Education Plan for Special Education

JLC - Joint Legislative Committee (USBA)

LEA - Local Education Agency

LEP - Limited English Proficiency

MTC - Management Team Council

MTSS - Multi-Tiered Systems of Supports

NAEP - National Assessment of Educational Progress

NSBA - National School Board Association

Paraprofessional - Aide

PBIS - Positive Behavior Interventions and Supports

PDC - Professional Development Center

PLC - Professional Learning Community

Restorative Practices -

RTI - Response to Intervention

SEP/SEOP - Student Education Plan/Student Education Occupation Plan

SIP - School Improvement Plan

Title I - Federal dollars provided to schools with “at risk” populations

Title II - Federal dollars earmarked for teacher and principal professional development

Title VI - Civil Rights Act of 1964, issues of discrimination

Title IX - Bans gender discrimination in schools receiving federal funds

Trauma-Informed Care

Trust Lands - School Trust Land Program

U-PASS - Utah Performance Assessment System for Students

UCA - Utah Core Assessment

URS - Utah Retirement System

USBA - Utah School Boards Association

UTPS - Utahns for Public Schools

Wellness Rooms -

WPU - Weighted Pupil Unit (State funding formula)

YIC - Youth in Care