Mountain Home School District No. 193

SCHOOL BOARD MEETING
APRIL 18, 2017
SCHOOL ADMINISTRATION OFFICE

I. **CALL MEETING TO ORDER** – Chairperson/Vice-chairperson. Vice Chair Binion convened the regular meeting of the Board of Trustees at 7:30 p.m.

Trustees Present: Vice Chair Binion, Trustee Knox, Trustee Monasterio, Trustee Donahue, Chairman Abrego (Chairman Abrego showed at 8:38 p.m.)

   A.   PLEDGE OF ALLEGIANCE

II. **DECLARATION OF CANDIDATE ELECTED** – Chairman Abrego/Vice Chair Binion. Vice Chair Binion stated that in accordance with Idaho Code, 33-502(B) and 34-1407, the Board of Trustees found that the time for declaration of candidacy had expired and only one qualified candidate had been nominated for the position of trustee from Zone 2, and one qualified candidate had been nominated for the position of Zone 4, there would not be an election for those two seats.

Vice Chair Binion also stated that the Board declared Frank Monasterio as the elected trustee in Zone 2, and declared Connie Donahue as the elected trustee in Zone 4. Vice Chair Binion directed Clerk Whitman to provide the candidates a certificate of election.

III. **APPROVAL OF AGENDA OR ADDENDUMS** – Chairman/Vice-chairman. Vice Chair Binion called for a motion to approve or amend the agenda. Trustee Donahue moved to approve the agenda as published, with a second from Trustee Monasterio. Agenda approved.

IV. **CONSENT AGENDA ITEMS** – Board of Trustees. Vice Chair Binion called for a motion to approve the consent agenda items. Trustee Donahue moved to approve the consent agenda, with a second from Trustee Monasterio. Motion carried.

   A.   APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF MARCH 21, 2017.
   B.   FINANCIAL REPORTS
   C.   CONSIDERATION OF BILLS
   D.   PRINCIPAL'S DATA REPORT
   E.   TRAVEL REQUESTS
   1. Football Team – MHHS – Football Camp – University of Montana, Dillon, Montana, June 12-16, 2017 – Jim Clark
   F.   POLICY ADOPTION – 3rd and Final Reading
   1. English Language Learners Policy
   2. Time & Effort Reporting Requirements Policy
   G.   POLICY REVISION -– 3rd and Final Reading
   1. Special Education Policy – 504 Extracurricular Activities & Parental Rights

V. **DELEGATION** –
   Any group wishing to be a delegation must submit a letter to the Administrative Secretary/Clerk of the Board no later than the Tuesday prior to the next regular board meeting; the letter must include the reason for asking to be a delegation.

   A. Fifth Grade Presentation – Project Based Learning – Kristopher "Topher" Walleart. Mr. Walleart had some of his and Mr. Young's 5th grade students present their Project Based Learning (PBL) project to the board.

   The students gave their reasons why they preferred PBL to textbooks. They explained that with PBL, students had to work harder because they needed to collaborate with other students and work as a team; textbooks didn't really allow collaboration or teamwork. They felt that they were more engaged using PBL and were able to retain information, while textbooks, being boring and non-engaging made it hard to retain information. They also felt they learned and retained more information because PBL allowed them the creativity, individuality, collaboration/teamwork, and the ability to continually question and try different things until they reached the correct conclusion. They explained that textbooks only allowed students to read the chapter without input or ideas from other students, the inability to immediately ask
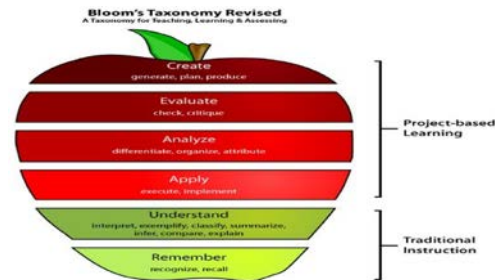
questions of the teacher, and the probability of not being able to retain the information. They felt that PBL prepared them to take risks and teach them life skills such as speaking in public, working as a team; don't give up should they be unsuccessful at first; textbooks don't teach students those skills.

The students went on to explain all the things they learned from PBL, the different collaboration projects, examples of engagement, examples of risks, etc. They also informed the boards that textbooks make them feel boxed in; it was a waste time with textbook worksheets versus hands on experience, lack of creativity, and boredom.

PROJECT BASED LEARNING

"OUR LIVES START TO END THE MOMENT WE BECOME SILENT ABOUT THE THINGS THAT MATTER." MARTIN LUTHER KING JR.

Cherished by Mr. Young's and Mr. Wallaert's class.

Bloom's Taxonomy Revised
A Taxonomy for Teaching, Learning & Assessing

Create — generate, plan, produce
Evaluate — check, critique
Analyze — differentiate, organize, attribute
Apply — execute, implement

Project-based Learning

Understand — interpret, exemplify, classify, summarize, infer, compare, explain
Remember — recognize, recall

Traditional Instruction

P.B.L.

- Working Hard
- Trying
- Risks
- Questions
- Life Skills
- Prepared
- Engagement

Textbook Learning

- Textbooks
- Projects
- Homework
- Boredom
- Forget
- Standardized Testing

Projects

- Newton's Cradle
- Respect Skits
- Planter Boxes
- Pay it Forward
- Biomes
- Cooking with Fractions
- Native American Narrative
- Article

THE PEOPLE VS THE SCHOOL SYSTEM

Quotes

"Education is the most powerful weapon which you can use to change the world."-Nelson Mandela

"Tell me and I forget, teach me and I remember, involve me and I learn." -Benjamin Franklin

"It's not about what you know it's about what you do with what you know." -Mr. Wallaert and Mr. Young.

QUOTES BY US

"Education is supposed to be a preparation for life, but the things you apply are life!" -Avarie

"It's not about what you can copy, it's about what you can create." -Layney

"We may not be big and loud, but we stand up for PBL small and proud!" -Natalie

"If you know how to apply, you've proven you have learned." - KyaLee

"Project Based learning isn't copying something down it's creating something new." -Rachael

WORKS CITED

Clark, Donald. Blooms Taxonomy of Learning Domains. January 12, 2015. N/A. N/A. April 5, 2017.
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

N/A. What is Project Based Learning. 2017. N/A. Buck Institution April 5, 2017.
<https://www.bie.org/about/what_pbl>

N/A. Lakeside School. 2017. N/A. N/A. April 5, 2017.
<http://www.privateschoolreview.com/lakeside-school-profile/98125>

THANK YOU FOR YOUR TIME.

The board applauded the students and thanked them for their presentation. The trustees expressed how proud they were of the class, the fact that at their young age, they were able to present in public was very impressive,

and that the students proved themselves by taking a risk of presenting to a room full of strangers.

The following students created their 5th grade Project Based Learning.

Verlayne Hawkinson*	Annakay Winnings
KyaLee Duvall*	Chloe Davis
Avarie Knight*	Eliana Pitts
Rachael Bush	Natalie Bernal
Anastasia Postelnick	Brooklynn Park
Ana Ibarra	Daniel McCallum
Emma Mashburn	Josiah McCall
Alanna Lastar	Jeri Lynn Corbett
Coral Ytuarte	*student presenter*

VI.   **PUBLIC INPUT** –
*Those wishing to speak on any topic of their interest should complete and submit to the chairperson the **MHSD Request to Address Board of Trustees Form** located at the Board Materials table. The   Individuals will be allowed a maximum of three minutes to present their views. The board will not hear complaints against school district employees by name or against students by name in open session. If you have a complaint against personnel or students by name, you need to schedule an appointment with the Superintendent. There will be no action taken at this time, but action on a problem area could be scheduled for a subsequent meeting of the board.*

   A. Karen Bird – retired French teacher – briefly described her background in education and informed the board of her disappointment at their decision to get rid of the French class at the high school. The board thanked her for her input.

VII.   **REPORTS** –

   A. **MOUNTAIN HOME AFB UPDATE** – MHAFB Liaison. Allen Niksich reported on the return of some of their deployed personnel. He reminded everyone of the 2-day MCEC coalition training. Mr. Niksich thanked the retired DOD teacher from the Treasure Valley for the donation to send Mr. Holland to Washington, D.C., as one of the SAC Educators of the year. He added that Mrs. Holland was presented with the Educator of the Quarter award; the deadline to nominate an educator for the last quarterly award is June 1.

   Mr. Niksich informed the board that Gunfighters were still putting in many volunteer hours at the different schools in such areas as STEAM Night, athletic activities, school events, and senior celebration. He thanked the spouses of the SAC for the baked goods for the deployment training with MHHS and MHJH.

   Mr. Niksich ended by thanking East Elementary students for the cards the students made for the deployed personnel; it was appreciated by all. He also thanked the spouses club for the numerous scholarships that were given to students. The board thanked him.

   B. **BUILDING HIGHLIGHTS** – BMHS – Stehvn Tesar
   (A full recording and the presentation can be found on the website, under the tab Parent and Students.)

Support from MHSD #193 Schools

Bennett-Hacker Student Projects

Community Support

Mountain Home News

Fieldtrips & Guest Speakers

20-25 Fieldtrips

20-25 Guest Speakers

The Blessed Group

Healthy Relationships Presentation

Student Support Fund

Student Support Fund

$500 $200 $100

Student Closet

Student Pantry

Operations Group Key Leadership Spouses

School Supply Drive

$1,500-$2,000

Parent-teacher Conferences

Attendance: 71%
- 48 Parents Attended—60%
- 9 Students Attended Without Parents—11%

Nonattendance: 29%
- 23 Did Not Attend—29%
  - 13 No Show's—16%
  - 4 Independent Students—5%
  - 6 Contacted School Prior—8%

Bennett Mountain High School
Parent-Teacher Conferences
&
Chili Feed
September 15th
4:00-6:00

Bennett Mountain High School would like to invite parents/guardians & students to parent-teacher conferences on September 15th. This is a great opportunity to meet the Bennett Mountain staff, visit your student's classrooms & teachers, & enjoy some complementary chili & cornbread.

Please RSVP prior to September 15th by calling the school at 208-587-3837.

Parents/guardians who attend will earn their student open campus lunch on September 16th.

Parent-teacher Conferences

Attendance: 47%
- 45 Parents/Students Attended

Nonattendance: 54%
- 100% of Non-attenders received phone calls or emails from a staff member
- 12 Communicated w/School—13%

60% of Parents or Students were conferenced or made communication on February 21st.

Bennett Mountain High School
Parent-Teacher Conferences
&
Spaghetti Feed
February 16th
5:00pm-8:00pm

Bennett Mountain High School would like to invite parents/guardians & students to parent-teacher conferences on February 16th. This is a great opportunity to meet the Bennett Mountain staff, visit your student's teachers, & enjoy some complementary spaghetti, salad, bread, and dessert.

Parents/guardians who attend will earn their student open campus lunch on February 21st.

BENNETT MOUNTAIN TURKEY BOWL!
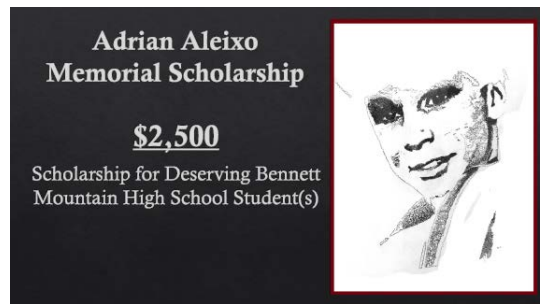
The board thanked him for his presentation and expressed how impressed they were of the BMHS staff recognition the relationships of their students in school and out of school and the resourcefulness to meeting some of the needs of their students.

C. **STATE SAFETY INSPECTION REPORT** – James Gilbert/Bill Magnusson. Mr. Gilbert informed the board that the safety inspection went well overall, but there were some critical safety violations and he has already spoken to those administrators. He then asked Mr. Magnusson to come forward and present the Safety Inspection summary.

Mr. Magnusson reported on the recent state inspection report. He stated that in general, the inspection went well, but there were some critical safety violations in the buildings, especially in the some of the classrooms and storage closets. Some of the classrooms had materials stored in a manner that was considered a fire danger, unsafe extension cords that needed to be removed, combustible materials placed on windows and over heaters that are considered flammable and toxic, equipment blocking breaker boxes, TV carts not properly strapped down, glue guns that were left on, dissected materials left out in the open over spring break, housekeeping under teachers' desks, etc. West Elementary and the District Office had zero write-ups. He added that some teachers were upset with maintenance for removing their items that violated safety requirements.

Trustee Donahue clarified that she thought the fire extinguishers were contracted with a company and checked every year. Mr. Magnusson replied yes, but a couple of them were missed. Trustee Binion asked about the monthly emergency lights check, the response was that this was on the preventive maintenance forms, which weren't put out, but the forms would now be sent out every month. Trustee Donahue commended Mr. Magnusson and his staff for their patience concerning all of the repeat write-ups regarding the teachers' classrooms and that it is frustrating that they are repeat write-ups. She added a job well done with trying to maintain our aged facilities.

D. K-12 TECHNOLOGY CURRICULUM REALIGNMENT REPORT – Will Goodman.
(A full recording and the presentation can be found on the website, under the tab Parent and Students.)

Mr. Goodman started by explaining that there were several documents and a document map to help explain some of the changes going on in the state and how Mountain Home would like to address those changes locally.

TECHNOLOGY CURRICULUM PRESENTATION DOCUMENTS

1. Technology Curriculum Presentation Documents – This document.
2. Information-Communication-Technology-Table-Grades-K-12 – Current Idaho technology standards
3. Mountain Home Elementary Lab Curriculum – Current Mountain Home lab curriculum sequence.
4. Current Mountain Home High School IT Course Offerings – Current courses available for students to take at Mountain Home High School.
   a. Additional Courses that Could be offered with suggested changes:
      i. Packet Tracer Know How
      ii. CCNA Routing and Switching
      iii. Mobility Fundamentals
      iv. CCNP Routing and Switching
      v. Introduction to Cybersecurity
      vi. Cybersecurity Essentials
      vii. CCNA Security
      viii. Introduction to IoT
      ix. NDG Linux Unhatched
      x. NDG Linux Essentials
      xi. NDG Linux I & II
      xii. CLA: Programming Essentials in C
      xiii. CPA: Programming Essentials in C++
      xiv. Entrepreneurship
      xv. Intro to Computer Science in JavaScript
      xvi. Intro to Computer Science in Python
      xvii. AP Computer Science Principles
      xviii. AP Computer Science in Java
5. Draft - Idaho Information and Communication Technology Standards – New Idaho standards that will likely be adopted this summer. Based on the 2016 ISTE Student Standards.

6. Draft - Idaho Information and Communication Technology Scope and Sequence – 2016 ISTE Student Standards Scope and Sequence to accompany the new Idaho standards.

7. Coeur d'Alene School District - Technology Requirements - Coeur d'Alene School District's new technology graduation requirements.

8. Draft - Mountain Home Technology Curriculum Plan 2017 - Plan to align Mountain Home with the new state standards, and improve technology offerings in the school district.

9. Draft - Mountain Home Technology DODEA Plan 2017 – Plan to align Mountain Home with the new state standards, and improve technology offerings in the school district. Bring the district one-to-one K-12. Get more teachers certified to offer computer science courses at all grade levels. Bring in BSU technology trainers, and hire a technology integration specialist to assist teachers in integrating technology into their classrooms.

INFORMATION COMMUNICATION TECHNOLOGY TABLE – GRADES K-12 IDAHO CONTENT STANDARDS NETS.S: http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Standard 1: Creativity and Innovation

Goals:	K-2	3-5	6-8	9-12
Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.	K-2. ICT.1.1.1 Use multiple forms of knowledge to create products.	3-5. ICT.1.1.1 Demonstrate different ways to gain knowledge to create products.	6-8. ICT.1.1.1 Apply existing knowledge to generate new ideas, products, or processes.	9-12. ICT.1.1.1 Evaluate and interpret existing knowledge to generate new ideas, products, or processes.
	K-2. ICT.1.1.2 Create original works as a means of personal or group expression.	3-5. ICT.1.1.2 Create original works as a means of personal or group expression incorporating teacher selected resources.	6-8. ICT.1.1.2 Create original works as a means of personal or group expression using student selected resources.	9-12. ICT.1.1.2 Create original works as a means of personal or group expression using multiple resources and formats.
	K-2. ICT.1.1.3 Use models and games to introduce systems.	3-5 ICT.1.1.3 Interpret models and simulations to explore systems and issues.	6-8. ICT.1.1.3 Build models and simulations to explore systems, issues and trends.	9-12. ICT.1.1.3 Create models and simulations to explore complex systems and issues, identify trends and forecast possibilities.

Standard 2: Communication and Collaboration

Goals:	K-2	3-5	6-8	9-12
Goal 2.1: Use digital media and environments to communicate and work collaboratively, to support individual learning, and to contribute to the learning of others.	K-2. ICT.2.1.1 Identify and use digital media and environments to share ideas.	3-5. ICT.2.1.1 Illustrate and present ideas using digital media and environments.	6-8. ICT.2.1.1 Inquire, interact, and communicate ideas, employing a variety of digital media and environments.	9-12. ICT.2.1.1 Inquire, interact and publish with peers, experts, or others employing a variety of digital media and environments.
	K-2. ICT.2.1.2 Identify issues in a group setting using digital tools.	3-5. ICT.2.1.2 Select an issue and use digital tools and media to present solutions collaboratively.	6-8. ICT.2.1.2 Collaborate with others using digital tools and media to identify and research an issue, compare solutions, and make a decision.	9-12. ICT.2.1.2 Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems.

Standard 3: Research Skills and Critical Thinking

Goals	K-2	3-5	6-8	9-12
Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources	K-2. ICT.3.1.1 Identify information needs and questions to solve an information problem or make an informed decision.	3-5. ICT.3.1.1 Categorize and understand information needs and create research questions to solve an information problem or make an informed decision.	6-8. ICT.3.1.1 Organize and analyze information needs to formulate research questions to solve an information problem or make an informed decision.	9-12. ICT.3.1.1 Design research questions and strategies based on information needs to solve an information problem or make an informed decision.
	K-2. ICT.3.1.2 Identify information resources for specific tasks.	3-5. ICT.3.1.2 Select information resources to solve an information problem or make an informed decision.	6-8. ICT.3.1.2 Compare and select information resources to solve an information problem or make an informed decision.	9-12. ICT. 3.1.2 Evaluate and select a variety of resources to solve an information problem or make an informed decision.
	K-2. ICT.3.1.3 Identify navigation skills in accessing resources such as table of contents, index, menu, and search fields.	3-5. ICT.3.1.3 Demonstrate navigation skills in accessing information resources.	6-8.ICT.3.1.3 Demonstrate navigation skills in accessing a variety of information resources and begin using advanced search skills.	9-12.ICT.3.1.3 Formulate specific searches using advanced navigation skills to access a variety of resources.
	K-2. ICT.3.1.4 Collect and analyze data and information to make decisions and draw conclusions.	3-5 ICT.3.1.4 Collect and analyze data and information to make decisions, draw conclusions, and create new understanding.	6-8. ICT.3.1.4 Collect, analyze and organize data and information to make decisions, draw conclusions, and create new understanding.	9-12. ICT.3.1.4 Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.

Standard 4: Digital Citizenship

Goals:	K-2	3-5	6-8	9-12
Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.	K-2.ICT.4.1.1 Identify safe and responsible use of information and technology such as careful disclosure of personal information.	3-5 ICT.4.1.1 Describe safe, ethical, and responsible practices in the use of information and technology.	6-8.ICT.4.1.1 Practice safe, ethical, legal, and responsible use of information and technology.	9-12. ICT.4.1.1 Practice and explain importance of safe, ethical, legal, and responsible use of information and technology.
	K-2.ICT.4.1.2 Identify the source of information.	3-5.ICT.4.1.2 Identify and cite information and sources in an ethical and responsible manner.	6-8.ICT.4.1.2. Use and cite all information and sources in an ethical and responsible manner.	9-12.ICT.4.1.2 Practice and explain the importance of citing information sources.

Standard 5: Technology Operations & Concepts

Goals:	K-2	3-5	6-8	9-12
Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations.	K-2.ICT.5.1.1 Identify and use technology tools including hardware and electronic devices.	3-5. ICT. 5.1.1 Identify and use technology tools independently such as electronic devices and keyboards.	6-8. ICT.5.1.1 Differentiate, use and integrate technology tools .	9-12.ICT.5.1.1 Evaluate, configure, and implement various technologies.
	K-2.ICT.5.1.2 Identify and use software applications with assistance.	3-5. ICT.5.1.2 Identify and use software applications independently.	6-8. ICT.5.1.2 Select and use software applications.	9-12.ICT.5.1.2 Select, use and integrate various software applications.
	K-2.ICT.5.1.3 No objectives at this grade level	3-5. ICT.5.1.3 Identify technology tools and software application problems.	6-8. ICT.5.13 Troubleshoot technology tools and software applications.	9-12. ICT.5.1.3 Troubleshoot technology systems and software applications.
	K-2.ICT.5.1.4 No objectives at this grade level	3-5. ICT.5.1.4 Identify and experiment with new technologies such as hardware, software applications and web-based applications.	6-8. ICT.5.1.4 Apply previous knowledge to new technologies.	9-12. ICT.5.1.4 Integrate new technologies into current knowledge and practices

GOALS, RATIONALE, RESOURCES, & CONSTRAINTS

Goal:
Elementary school students in the Mountain Home School District will develop basic computer technology skills, knowledge, and competencies that will enhance opportunities for learning in all areas of the classroom curriculum.

Rationale:
Computers are being used as tools to enhance the learning process. Computer use is being integrated into all areas of the curriculum and classroom. Students need to develop basic competencies with computers to be successful in the regular classroom.

Resources and Constraints:
Every elementary school in the Mountain Home School District has a computer lab manned by an Elementary Computer Lab Technician.

Elementary Computer Lab Curriculum Grade Level Goals

Kindergarten
Students in Kindergarten will develop skills and behaviors that will serve as a foundation for future learning. By the end of Kindergarten students will be able to login and logout of the computer network. They will be able to identify the parts of a computer and operate the keys necessary to use the computer as a learning tool. They will begin using computer applications for simple age-appropriate tasks. They will begin to discuss ethical computer use. They will understand and demonstrate proper etiquette, behavior, and body position when using computers.

First Grade
Students in first grade will build on skills learned in Kindergarten. They will use home row keys and will learn more function keys. They will begin saving, printing, formatting, and inserting graphics into simple word processing documents. They will continue to explore ethical computer use. They will continue to demonstrate proper etiquette, behavior, and body position when using computers.

Second Grade
Students in second grade will focus on learning proper keyboarding skills. By the end of second

grade, they will have learned all letter keys and proper keystrokes to use them. They will be able to use shift to capitalize letters. They will use Word processors to produce simple paragraphs, PowerPoint to create a one-slide presentation, and a browser to navigate a website. They will discuss ethical computer use. They will continue to demonstrate proper etiquette, behavior, and body position when using computers.

Third Grade

Students in third grade will improve their speed and accuracy in keyboarding. They will create, edit, and do more advanced formatting in word-processing documents. They will create a multi-slide PowerPoint presentation. They will discuss ethical computer use. They will study ownership and authorship issues. They will continue to demonstrate proper etiquette, behavior, and body position when using computers.

Fourth Grade

Students in fourth grade will continue to improve speed and accuracy in keyboarding, while focusing on becoming proficient in application tools. They will become proficient using a word processor (headers and footers, spell and grammar check, margins, etc.) They will create more advanced presentations. They will learn to acquire and evaluate information on the Internet. Students will explore ethical computing issues in more depth. They will continue to demonstrate proper etiquette, behavior, and body position when using computers.

Fifth Grade

Students in fifth grade will focus on using application tools to produce a product. They will begin by improving keyboarding and by practicing using word processors, presentation software, search strategies with browsers, and spreadsheets. Activities in the lab will be closely tied to real-life classroom products – especially the PACE project. Students will continue to demonstrate proper etiquette, behavior, and body position when using computers.

STRANDS, SUBSTRANDS, & COMPETENCIES

1. **Computer Basics**

   Computer Awareness: Students will learn
   - ✓ to login and logout of a network
   - ✓ general computer terminology and skills
   - ✓ proper use and care of computer hardware and software
   - ✓ acceptable behavior at the computer
   - ✓ to identify computer parts and their uses
   - ✓ copyright issues
   - ✓ computer etiquette/netiquette
   - ✓ navigate software
   - ✓ proper hand and body position at the computer
   - ✓ respect for rights of others while using the computer
   - ✓ appropriate use of technology at home and school
   - ✓ multitask

   Keyboarding: Students will learn
   - ✓ letters/numbers on the keyboard
   - ✓ proper keystrokes for letters
   - ✓ home row keys
   - ✓ caps lock, shift, enter, and spacebar keys
   - ✓ to use keyboarding skills to improve speed and accuracy

2. **Application**

   Word Processing: Students will learn to
   - ✓ enter simple/complex text on a document
   - ✓ identify and use appropriate keys to edit text
   - ✓ use a mouse to navigate menus, toolbars, scrollbars
   - ✓ maximize and minimize windows
   - ✓ format text by choosing font color, styles, size and alignment

    ✓ create and format original documents
    ✓ use application tools to edit work

Paint/Presentation: Students will learn to
    ✓ select and use drawing and painting tools
    ✓ insert and resize graphics
    ✓ create simple and complex presentations
    ✓ use a storyboard to create a presentation
    ✓ research, create, and publish products related to district curriculum

Database/Spreadsheet: Students will learn to
    ✓ store, organize, analyze and manipulate data
    ✓ sort, interpret and communicate data by inserting graphs and charts

3. Information Gathering

Internet/Online: Students will learn to
    ✓ navigate a Web site to gather information
    ✓ use educational search engines to acquire information
    ✓ use electronic reference tools
    ✓ perform searches for text, audio, video, and graphics
    ✓ evaluate acquired information for validity and usefulness
    ✓ use Web sites activities to support curriculum
    ✓ copyright issues
    ✓ computer etiquette/netiquette

BENCHMARKS/COMPETENCIES – K-5

Kindergarten

Benchmarks: Expectations for year-end ability

1. Demonstrate proper etiquette in the use of computers and other technologies
2. Use and apply appropriate computer terminology
3. Operate keys necessary for use of their computer for instruction
4. Use proper hand and body position for computer use.
5. Use grade appropriate curriculum related software with assistance
6. Identify parts of a computer
7. Login/Logout
8. Use the mouse
9. Open and close applications

Strands	Competencies
Computer Basics	• Demonstrate proper care of equipment. • Demonstrate respect for the rights of others while using the computer. • Identify uses of technology at home and at school. • Demonstrate acceptable behavior at the computer and in the lab. ☐Recognize letters/numbers on the keyboard ☐ Recognize home row keys. • Identify CPU, keyboard, monitor, mouse, printer, disk drive, CD drive, and floppy drive. • Navigate through instructional software. • Identify and use cursor, backspace, Enter, Escape, Space bar, Y, N, and Arrow keys. • Use icons and menus. • Know how to logon and logoff. • Demonstrate proper hand position on the keyboard. • Demonstrate proper body posture at the computer. • Use Mouse (point, click, and drag). • Open and close and close applications.

Application	• Enter simple text on a document. • Select and use drawing and painting tools
Information Gathering	

First Grade

Benchmarks: Expectations for year-end ability

1. Demonstrate proper etiquette in the use of computers and other technologies.
2. Use and apply appropriate computer terminology.
3. Use home row keys with proper hand position.
4. Use proper hand and body position for computer use.
5. Use grade appropriate curriculum related software with assistance.
6. Use the computer as a writing tool.
7. Use graphics in documents.
8. Use the mouse.

Strands	Competencies
Computer Basics	☐ Demonstrate proper care of equipment. ☐ Demonstrate respect for the rights of others while using the computer. ☐ Identify uses of technology at home and at school. ☐ Demonstrate acceptable behavior at the computer and in the lab. ☐ Use Caps Locks, Shift, and punctuation keys. ☐ Use instructional software to practice and reinforce academic skills. ☐ Identify toolbar, scroll bar, menu bar, font. ☐ Open, save/save as, and print a document. ☐ Use mouse to select text and objects. ☐ Use proper finger placement on home row keys. ☐ Demonstrate proper hand position on the keyboard. ☐ Demonstrate proper body posture at the computer.
Application	☐ Enter simple sentences. ☐ Format text by choosing font color, styles and size, alignment. ☐ Insert and resize graphics.
Information Gathering	

Third Grade

Benchmarks: Expectations for year-end ability

1. Demonstrate proper etiquette in the use of computers and other technologies.
2. Use and apply appropriate computer terminology.
3. Use home row keys with proper hand position.
4. Use proper hand and body position for computer use.
5. Use grade appropriate curriculum related software with assistance.
6. Use the computer as a writing tool.
7. Work with more than one software application at a time.
8. Use presentation software to create a product with assistance.

Strands	Competencies
Computer Basics	☐ Demonstrate proper care of equipment. ☐ Demonstrate respect for the rights of others while using the computer.

	☐ Identify uses of technology at home and at school.
	☐ Demonstrate acceptable behavior at the computer and in the lab.
	☐ Recognize ownership and authorship of software and student and /or teacher products.
	☐ Keyboard with speed and accuracy (targets: 5 wpm; 95% accuracy).
	☐ Identify and use: title bar, task bar, maximize, minimize, slide background, columns, cut, copy, paste, tab.
	☐ Continues to demonstrate proper body posture and hand position.
Application	☐ Create a simple multi-slide presentation.
	☐ Use a word processing application to create and format documents.
	☐ Format text by choosing font color, styles, size, and alignment.
	☐ Use application tools to edit work
Information Gathering	☐ Use URL's to get to a specific Web site.
	☐ Use hyperlinks to move from one Web site to another
	☐ Conduct simple searches using educational search engines.
	☐ Evaluate Web site validity.

Fourth Grade

Benchmarks: Expectations for year-end ability

1. Demonstrate proper etiquette in the use of computers and other technologies.
2. Use and apply appropriate computer terminology.
3. Use keyboarding skills to improve speed and accuracy.
4. Use proper hand and body position for computer use.
5. Use the computer as a writing tool.
6. Model ethical and safe behavior relating to security, privacy, passwords, and personal information.
7. Work with more than one software application at a time.
8. Use presentation software to create a product.
9. Use search strategies with guidance to locate information from the Internet.
10. Use a pre-made spreadsheet to organize and interpret information

∗ Elementary Computer Lab Technicians will co-plan with classroom teachers to support research efforts and product creation.

Strands	Competencies
Computer Basics	☐ Demonstrate proper care of equipment. Demonstrate respect for the rights of others while using the computer.
	☐ Identify uses of technology at home and at school.
	☐ Demonstrate acceptable behavior at the computer and in the lab.
	☐ Recognize ownership and authorship of software and student and /or teacher products.
	☐ Respect the privacy of other students work.
	☐ Keyboard with speed and accuracy (targets: 8-12 wpm; 95% accuracy)
	☐ Identify and use spell/grammar check, clipboard, header/footer, edit/undo, margins, portrait/landscape, search engine, right click, linear, spreadsheet, sort, ascending, descending.
	☐ Use application commands, options, and controls from menu bars.
	☐ Recognize the differences between non-networked and networked computers.
Application	☐ Plan and create a multi-slide show using a storyboard.*

	☐ Sort and interpret information in a spreadsheet.
	☐ Format text by choosing font color, styles, size, and alignment.
	☐ Use application tools to edit work.
	☐ Create and format original work on a word processor.
Information Gathering	☐ Navigate a Web site to gather information
	☐ Use educational search engines to acquire information
	☐ Use electronic reference tools
	☐ Evaluate acquired information for validity and usefulness.
	☐ Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
	☐ Use Web site activities to support curriculum
	☐ Use Internet to capture and insert graphics into documents.

Fifth Grade

Benchmarks: Expectations for year-end ability

1. Demonstrate proper etiquette in the use of computers and other technologies
2. Use and apply appropriate computer terminology 3. Use keyboarding skills to improve speed and accuracy 4. Use proper hand and body position for computer use.
3. Use keyboarding skills to improve speed and accuracy
4. Use proper hand and body position for computer use.
5. Understand the purpose and limitations of application tools.
6. Model ethical and safe behavior relating to security, privacy, passwords, and personal information
7. Create a linear multimedia presentation with effective use of screen design elements. (BEMUCH^)
8. Use spreadsheets to access, analyze, interpret, synthesize, apply, and communicate information
9. Use search strategies to acquire information.
10. Evaluate acquired information for validity and usefulness

∗ Elementary Computer Lab Technicians will co-plan with classroom teachers to support research efforts and product creation.

Strands	**Competencies**
Computer Basics	☐ Demonstrate proper care of equipment.
	☐ Demonstrate respect for the rights of others while using the computer.
	☐ Demonstrate acceptable behavior at the computer and in the lab.
	☐ Respect the privacy of other students work.
	☐ Increase keyboarding speed and accuracy. (Targets: 12-18 wpm; 95% accuracy)
	☐ Identify and use: template, file management, folder, column, row, cell, cell address, data, formula (sum, average), transitions, builds, background, animation, border, bullets.
	☐ Select and use software for the assigned task (presentation, spreadsheet, word processor, etc.).
	☐ Demonstrate effective screen design (BEMUCH Balance, Emphasis, Movement, Unity, Contrast, Harmony).
Application	☐ Enter, sort and analyze information in a spreadsheet.
	☐ Perform searches for text, audio, video, and graphics. (Internet, CD ROM)

	☐ Research, create, and publish products related to district-adopted curriculum.* ☐ Interpret and communicate information from a spreadsheet by developing charts and graphs. ☐ Create and format a report using a word processor.
Information Gathering	☐ Evaluate acquired information for validity and usefulness. ☐ Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (Discuss plagiarism) ☐ Navigate a Web site to gather information. ☐ Use educational search engines to gather information. ☐ Use Web site activities to support curriculum. ☐ Use Internet to capture and insert graphics into documents and acquire information. ☐ Use electronic reference tools.

CURRENT MOUNTAIN HOME HIGH SCHOOL IT COURSE OFFERINGS:

- Exploring Computer Science
- Business Computer Applications 1/2
- Interactive Media-Video 1/2
- Interactive Media-Graphics 1/2
- Fundamentals of Information Systems Technology
- Computer Support Essentials
- Principles of Web Design
- Programming Fundamentals
- Advanced Programming
- Network Basics
- Applications Specialist
- Career Experience in IT

DRAFT IDAHO INFORMATION AND COMMUNICATION TECHNOLOGY STANDARDS

Standard 3: Knowledge Constructor

Standard 4: Innovative Designer

Standard 5: Computational Thinker

Standard 6: Creative Communicator

Standard 7: Global Collaborator

Draft Idaho Information and Communication Scope & Sequence

The mass amount of skills should be completed by the 7th grade.

COEUR D'ALENE SCHOOL DISTRICT – TECHNOLOGY REQUIREMENTS

Prior to receiving a graduation diploma from any Coeur d'Alene School District high school, all students will demonstrate that they can effectively use technology as a learning tool by satisfactorily meeting our Technology Graduation Requirements.

What are the Technology Graduation Requirements?
Students must pass technology literacy competencies in the following topics:
1. Computer Science
2. Creativity and Innovation
3. Communication and Collaboration
4. Research Skills and Critical Thinking
5. Digital Citizenship
6. Technology Operations and Concepts

Computer Science
Students will develop computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students will need to:
1. Analyze the effects of developments in computing.
2. Design and implement creative solutions and artifacts.
3. Analyze their computational work and the work of others.
4. Connect computation with other disciplines. Courses meeting: Exploring Computer Science

Recommended Activities (10 hours):

Creativity and Innovation
Students will demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes. Students will need to:
1. Evaluate and interpret existing knowledge to generate new ideas, products, or processes.
2. Create original works as a means of personal or group expression using multiple resources and formats.
3. Create models and simulations to explore complex systems and issues to identify trends and forecast possibilities.

Communication and Collaboration
Students will use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others. Students will need to:
1. Inquire, interact, and publish with peers, experts, or others employing a variety of digital media and environments.
2. Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems.

Research Skills and Critical Thinking
Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital, and other sources. Students will need to:
1. Design research questions and strategies based on information needs to solve an information problem or make an informed decision.
2. Evaluate and select a variety of resources to solve an information problem or make an informed decision.
3. Formulate specific searches using advanced navigation skills to access a variety of resources.
4. Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.

Digital Citizenship
Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior. Students will need to:
1. Advocate for, practice, and explain importance of safe, ethical, legal, and responsible use of information and technology.
2. Practice and explain importance of citing information sources.
3. Exhibit leadership for digital citizenship.

Recommended Activities (5 hours):

Technology Operations and Concepts
Demonstrate a sound understanding of technology concepts, systems, and operations. Students will need to:
1. Evaluate, configure, and implement various technologies.
2. Select, use and integrate various software applications.

3. Troubleshoot technology systems and software applications.
4. Integrate new technologies into current knowledge and practices.

Currently, we have four courses that meet the requirement:
- Creative Coding for Games and Apps
- Computer Software Applications 1
- Computer Graphics 1
    Game Design

DRAFT MOUNTAIN HOME TECHNOLOGY CURRICULUM PLAN 2017

1. Adopt the *2016 ISTE Standards for Students* and *Idaho Content Standards K-12 Information and Communication Technology* as the districts technology standards
   a. Use a modified version of *2016 ISTE Standards for Students Technology Scope and Sequence.*
2. Basic Curricular Plan:
   a. K-4 – Keyboarding, basic computer skills, introduction to word processor, spreadsheet, and presentation software, introduction to computer science (coding), introduction to robotics, and digital citizenship;
   b. 5-6 – Office Suite, basic computer science, basic robotics, and digital citizenship;
   c. 7-8 – Computer Science, robotics, and digital citizenship;
   d. 9-12 – CTE Programs
3. Building and Lab Changes:
   a. East
      i. One-to-One with Chromebooks (existing);
      ii. Removal of standard computer lab;
      iii. Lab curriculum delivered in teachers classroom;
      iv. Computer Science and robotics integrated into school;
      v. New standards embedded into lab curriculum where applicable;
      vi. New standards embedded into general education classroom where applicable.
   b. West
      i. One-to-One with Chromebooks (existing);
      ii. Removal of standard computer lab;
      iii. Lab curriculum delivered in teachers classroom;
      iv. Computer Science and robotics integrated into school;
      v. New standards embedded into lab curriculum where applicable;
      vi. New standards embedded into general education classroom where applicable.
   c. Stephensen
      i. One-to-One with Chromebooks (existing);
      ii. Standard computer lab converted into enrichment activities lab;
      iii. Computer Science and robotics integrated into school;
      iv. New standards embedded into lab curriculum where applicable;
      v. New standards embedded into general education classroom where applicable.
   d. North
      i. One-to-One with Chromebooks (existing);
      ii. New standards embedded into lab curriculum where applicable;
      iii. Computer Science and robotics integrated into school;
      iv. New standards embedded into general education classroom where applicable.
   e. Hacker
      i. One-to-One with Chromebooks (existing);
      ii. New standards embedded into lab curriculum where applicable;
      iii. Office suite target for instruction;
      iv. New standards embedded into general education classroom where applicable.
   f. MHJH
      i. Office suite removed from curriculum focus;
      ii. Computer Science class to replace Office Suite based class;
      iii. Staffing adjustments as needed;
      iv. All students required to take Computer Science class.

      g. MHHS
- i. CTE Technology programs added to offerings;
- ii. Division of Business and Technology Departments;
- iii. Staffing adjustments as need;
- iv. Technology certifications offerings expanded;
- v. Computer Science offerings expanded;

4. Sequence of Change
   a. Spring and Summer 2017
      - i. Adopt new standards;
      - ii. Modify course offerings;
      - iii. Begin writing curricula and lab lesson plans aligned to new standards;
      - iv. Train lab paraprofessionals on new curriculum;
      - v. CTE Technology program approved by the State (already in progress);
      - vi. Divide Business and Technology programs (already in progress);
      - vii. Make necessary staffing changes;
      - viii. Teachers attend BSU coding boot camp.
   b. 2017 – 2018 School Year
      - i. Continue writing curricula and lab lesson plans;
      - ii. Integrate new lessons into lab classrooms;
      - iii. Develop enrichment programs;
      - iv. Review classroom needs;
      - v. Offer new CTE programs;
      - vi. Make necessary staffing changes;
      - vii. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.
   c. 2018-2023
      - i. Monitor and adjust lab curricula and lesson plans as needed;
      - ii. Deliver enrichment programs;
      - iii. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration
      - iv. Review classroom needs.

DRAFT MOUNTAIN HOME TECHNOLOGY DODEA PLAN 2017

1. Adopt the *2016 ISTE Standards for Students* and *Idaho Content Standards K-12 Information and Communication Technology* as the districts technology standards
   a. Use a modified version of *2016 ISTE Standards for Students Technology Scope and Sequence.*
2. Hire a Technology Integration Specialist to:
   a. Be the teacher of record for the K-6 Lab classes;
   b. Oversee the Lab Paraprofessionals;
   c. Write K-6 lessons plans aligned to the adopted technology standards;
   d. Review technology and online curriculum for integration into the classroom;
   e. Assist teachers in integrating the new technology and technology curriculum into their classroom;
   f. Work with teachers to integrate Chromebooks into their existing curriculum;
   g. Participate on Milepost team;
   h. Lead teacher professional development;
   i. Organize after school enrichment programs;
   j. Help plan and deploy One-to-one project;
   k. Work with BSU to integrate we STEM programs throughout district;
   l. Help teachers with minor technical issues.
3. Basic Curricular Plan:
   a. K-4 – Keyboarding, basic computer skills, introduction to word processor, spreadsheet, and presentation software, introduction to computer science (coding), introduction to robotics, and digital citizenship;
   b. 5-6 – Office Suite, basic computer science, basic robotics, and digital citizenship (required by law in every grade);
   c. 7-8 – Computer Science, robotics, and digital citizenship;
   d. 9-12 – CTE (Career Technical Education) Programs, engineering, robotics, computer science, digital citizenship, and IT certifications

4. Building and Lab Changes:
   a. East
      i. One-to-One with Chromebooks (existing);
      ii. Removal of standard computer lab;
      iii. Lab curriculum delivered in teacher's classroom;
      iv. Computer Science and robotics integrated into school;
      v. New standards embedded into lab curriculum where applicable;
      vi. New standards embedded into general education classroom where applicable.
   b. West
      i. One-to-One with Chromebooks (existing);
      ii. Removal of standard computer lab;
      iii. Lab curriculum delivered in teachers classroom;
      iv. Computer Science a
      v. Robotics integrated into school;
      vi. New standards embedded into lab curriculum where applicable;
      vii. New standards embedded into general education classroom where applicable.
   c. Stephensen
      i. One-to-One with Chromebooks (existing);
      ii. Standard computer lab converted into enrichment activities lab;
      iii. Computer Science and robotics integrated into school;
      iv. New standards embedded into lab curriculum where applicable;
      v. New standards embedded into general education classroom where applicable.
   d. North
      i. One-to-One with Chromebooks (existing);
      ii. New standards embedded into lab curriculum where applicable;
      iii. Computer Science and robotics integrated into school;
      iv. New standards embedded into general education classroom where applicable.
   e. Hacker
      i. One-to-One with Chromebooks (existing);
      ii. New standards embedded into lab curriculum where applicable;
      iii. Office suite target for instruction;
      iv. New standards embedded into general education classroom where applicable.
   f. MHJH
      i. Office suite removed from curriculum focus;
      ii. Computer Science class to replace Office Suite based class;
      iii. Staffing adjustments as needed;
      iv. All students required to take computer science course;
      v. One-to-one with Chromebooks.
   g. MHHS
      i. CTE Technology programs added to offerings;
      ii. Division of Business and Technology Departments;
      iii. Staffing adjustments as need;
      iv. Technology certifications offerings expanded;
      v. Computer Science offerings expanded;
      vi. Engineering courses offered;
      vii. Robotics courses offered;
      viii. All students required to take a computer science course;
      ix. One-to-one with Chromebooks
5. Sequence of Change
   a. Spring and Summer 2017
      i. Adopt new standards;
      ii. Hire Technology Integration Specialist;
      iii. Modify course offerings;
      iv. Begin writing curricula and lab lesson plans aligned to new standards;
      v. Train lab paraprofessionals on new curriculum;
      vi. CTE Technology program approved by the State (already in progress);
      vii. Divide Business and Technology programs (already in progress);
      viii. Make necessary staffing changes;
      ix. Teachers start BSU computer science education master program;
      x. Teachers attend BSU coding boot camp.

b. 2017 – 2018 School Year
   i. Continue writing curricula and lab lesson plans;
   ii. Integrate new lessons into lab classrooms;
   iii. Develop enrichment programs;
   iv. Review classroom needs;
   v. Offer new CTE programs;
   vi. Make necessary staffing changes;
   vii. Meet with BSU to plan PD and integration of new technology curriculum, and new technology into classes;
   viii. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.
c. Summer 2018
   i. Additional teachers start BSU computer science education master program;
   ii. Additional teachers attend BSU coding boot camp;
   iii. Purchase Chromebooks;
   iv. Deploy Chromebooks;
   v. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.
d. 2018-2019
   i. Monitor and adjust lab curricula and lesson plans as needed;
   ii. Monitor student learning;
   iii. Deliver enrichment programs;
   iv. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration;
   v. BSU team meets with teachers to integrate technology into courses;
   vi. Continue expanding CTE program offerings;
   vii. Make necessary staffing changes;
   viii. Expand elementary STEM offerings;
   ix. Review classroom needs.
e. Summer 2019
   i. Evaluate Chromebook conditions;
   ii. Purchase additional Chromebooks if needed;
   iii. Repair Chromebooks as needed;
   iv. Additional teachers start BSU computer science education master program;
   v. Additional teachers attend BSU coding boot camp;
   vi. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.
f. 2019-2020
   i. Monitor and adjust lab curricula and lesson plans as needed;
   ii. Monitor student learning;
   iii. Deliver enrichment programs;
   iv. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration;
   v. BSU team meets with teachers to integrate technology into courses;
   vi. Continue expanding CTE program offerings;
   vii. Make necessary staffing changes;
   viii. Continue expand elementary STEM offerings;
   ix. Survey staff, students, and patrons on the success of the program;
   x. Collect student data;
   xi. Review classroom needs.
g. Summer 2020
   i. Evaluate the data on the success of the program;
   ii. Review student data;
   iii. Review survey data;
   iv. Make changes to the program is needed based on data results;
   v. Evaluate Chromebook conditions;
   vi. Purchase additional Chromebooks if needed;
   vii. Repair Chromebooks as needed;
   viii. Additional teachers start BSU computer science education master program;
   ix. Additional teachers attend BSU coding boot camp;

     x.   Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.

  h. 2020-2021
     i.   Monitor and adjust lab curricula and lesson plans as needed;
     ii.   Monitor student learning;
     iii. Deliver enrichment programs;
     iv. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration;
     v.   BSU team meets with teachers to integrate technology into courses;
     vi. Continue expanding CTE program offerings;
     vii. Make necessary staffing changes;
     viii. Continue expand elementary STEM offerings;
     ix. Survey staff, students, and patrons on the success of the program;
     x.   Collect student data;
     xi. Review classroom needs.

  i. Summer 2021
     i.   Evaluate the data on the success of the program;
     ii.   Review student data;
     iii. Review survey data;
     iv. Make changes to the program is needed based on data results;
     v.   Review need to sustain the program after grant conclusion;
     vi. Prepare for grant conclusion;
     vii. Evaluate Chromebook conditions;
     viii. Purchase additional Chromebooks if needed;
     ix. Repair Chromebooks as needed;
     x.   Additional teachers attend BSU coding boot camp;
     xi. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration.

  j. 2021-2022
     i.   Monitor and adjust lab curricula and lesson plans as needed;
     ii.   Monitor student learning;
     iii. Deliver enrichment programs;
     iv. Provide PD to teachers on new curriculum, technology, district programs, and/or Chromebook integration;
     v.   BSU team meets with teachers to integrate technology into courses;
     vi. Continue expanding CTE program offerings;
     vii. Make necessary staffing changes;
     viii. Continue expand elementary STEM offerings;
     ix. Survey staff, students, and patrons on the success of the program;
     x.   Collect student data;
     xi. Review classroom needs.

  k. Summer 2021
     i.   Evaluate the data on the success of the program;
     ii.   Review student data;
     iii. Review survey data;
     iv. Make changes to the program is needed based on data results;
     v.   Review need to sustain the program after grant conclusion;
     vi. Move to locally sustainable program.

Trustee Knox asked why North was different from the other elementary schools regarding their lab when the other elementary schools have to get rid of their lab. Mr. Goodman replied that North would do their Enrichment in the lab instead of the classroom, which is better; the other schools didn't have the room to put Enrichment in a standalone classroom.

E. SUPERINTENDENT'S REPORT – James Gilbert. Mr. Gilbert reported that the ISAT window was open and things seem to be going well. He also informed the board that Albert, Jeff, Will, and he attended the post-legislative tour meeting and that many positive changes are coming, and that he felt good about the direction the state is heading, especially with regards to teacher evaluations.

VIII. **UNFINISHED BUSINESS –**

A. **POLICY ADOPTION** – 3rd and Final Reading

1. **Fieldtrip Request Policy** – Mr. Gilbert presented the 3rd and final reading of the proposed adoption of Mountain Home School District No. 193 Fieldtrip Request Policy. He explained that this policy was pulled from the consent portion of the agenda because there were some changes made during the last Policy Committee meeting. He explained that the committee replaced the word "van" with the word "school district vehicle," and lines 192-194 were stricken because the district doesn't have a Student Code of Conduct for fieldtrips. Trustee Monasterio motioned to approve the 3rd and final reading of the proposed adoption of the Fieldtrip Request Policy, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion granted.

IX. **NEW BUSINESS** –

A. **OUT-OF-DISTRICT OPEN ENROLLMENT APPLICATIONS** – James Gilbert. Mr. Gilbert requested approval of the open enrollment application for the 2017-2018 school year. The parents will provide transportation to and from school.

1. Jeff & Megan Blanksma for their 11th grader and 9th grader, MHHS

Trustee Donahue motioned to approve the Out-of-District Open Enrollment Application as presented by Mr. Gilbert, with a second from Trustee Knox. Motion passed.

B. **BEREAVEMENT/SICK LEAVE BANK COMMITTEE MEMBERS** – James Gilbert. Mr. Gilbert presented the status of the Bereavement/Sick Leave Bank and the annual request of the appointments to the Sick Leave and Bereavement Leave Banks. He informed the Board that the committee is to consist of three MHEA members, one classified employee, and two members appointed by the Board of Trustees. Mr. Gilbert said the MHEA members were Matt Bundy, James Main, and Denice Nicholas; the classified employee serving on the committee is Kelly Gilbert. He continued to inform the Board that both the Sick and Bereavement Leave Banks have ample days in reserve; these are sick days that employees donate at the beginning of their employment. He also mentioned that he and Eric Abrego are the two Board appointed members and then requested that the Board reappoint Chairman Abrego and him to the committee. Trustee Binion moved to approve that Mr. Gilbert and Chairman Abrego continue to serve on the Bereavement/Sick Leave Bank Committee. Trustee Monasterio seconded the motion. Motion approved.

C. **POLICY ADOPTION** – 1st Reading – James Gilbert

1. **Parental Rights & Involvement Policy** – Mr. Gilbert presented the 1st reading of the proposed adoption of Mountain Home School District No. 193 Parental Rights & Involvement Policy. He said this policy is required by Idaho Code to explain to parents their rights concerning their child's education and their right to be involved in some decisions made by the buildings and/or district. Mr. Gilbert added that our schools have always allowed parental rights to parents and guardians. Trustee Monasterio motioned to approve the 1st reading of the proposed adoption of the Parental Rights & Involvement Policy, as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion carried.

2. **Foreign & Exchange Students & Tracking Foreign Exchange Students & Visitors Policy** – Mr. Gilbert presented the 1st reading of the proposed adoption of Mountain Home School District No. 193 Foreign & Exchange Students & Tracking Foreign Exchange Students & Visitors Policy. He explained that this policy addresses our foreign and exchange student requirements and procedures. Trustee Monasterio motioned to approve the 1st reading of the proposed adoption of the Foreign & Exchange Students & Tracking Foreign Exchange Students & Visitors Policy, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion granted.

D. **POLICY REVISION** – 1st Reading – James Gilbert

1. **Homeless Children & Youth Policy** – Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Homeless Children & Youth Policy. He said this policy was revised to update the language to ensure we are compliant with state and federal requirements.

Chairman Abrego asked if our district had many homeless students. Mr. Gilbert replied that there are more than most realize in accordance with the federal definition. Trustee Binion motioned to approve the 1st reading of the proposed revision of the Homeless Children & Youth Policy, as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion passed.

2. **Title I Policy – Comparability of Services** – Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Title I Policy – Comparability of Services. He stated that this policy was revised to strike language that referenced NCLB. Trustee Monasterio motioned to approve the 1st reading of the proposed revision of the Title I Policy – Comparability of Services, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion approved.

3. **Access to Applicant's Past Job Performances Employment History Policy** – Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Access to Applicant's Past Job Performances Employment History Policy. He explained that this policy was revised to ensure our compliance with Idaho Code, to add some definitions, and to strike language that wasn't applicable anymore. Trustee Donahue motioned to approve the 1st reading of the proposed revision of the Access to Applicant's Past Job Performances Employment History Policy, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion carried.

4. **Graduation Requirements Policy - MHHS** – Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Graduation Requirements Policy - MHHS. He stated this policy was revised to meet state requirements, to strike references to ISAT, to add Civics Test proficiency as a requirement, and to add local achievement standards. Trustee Binion asked for clarification on ISAT testing. Mr. Gilbert responded that passing the ISAT test was no longer a graduation requirement; however, it was a requirement to participate in ISAT testing. Trustee Monasterio motioned to approve the 1st reading of the proposed revision of the Graduation Requirements Policy – BMHS, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion granted.

5. **Graduation Requirements Policy - BMHS** – Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Graduation Requirements Policy – BMHS. He stated this policy was also revised to meet state requirements, to strike references to ISAT, to add Civics Test proficiency as a requirement, and to add local achievement standards. Trustee Donahue motioned to approve the 1st reading of the proposed revision of the Graduation Requirements Policy – BMHS, as presented by Mr. Gilbert. Trustee Knox seconded the motion. Motion passed.

E. **POLICY REVIEW** - No Changes – James Gilbert. Mr. Gilbert informed the Board that the Title I Program Policy – Parental Involvement – District was reviewed by the Policy Committee and they determined that no revisions were necessary. Trustee Binion motioned for approval of the review with no changes of the Title I Program Policy – Parental Involvement – District, as presented by Mr. Gilbert, with a second from Trustee Monasterio. Motion approved.

1. **Title I Program Policy – Parental Involvement – District**

F. **POLICY DELETION** *(ACTION)* – James Gilbert (April)

1. **Positive Time Reporting Policy** – Mr. Gilbert informed the Board that the Positive Time Reporting Policy was replaced by the Time & Effort Reporting Requirements Policy and therefore needed to be deleted. Trustee Monasterio motioned to approve the deletion of the Positive Time Reporting Policy, as presented by Mr. Gilbert, with a second from Trustee Knox. Motion carried.

G. **APPROVAL OF AUDITOR** – Cliff Ogborn. Mr. Ogborn explained that he had a committee of three people, Chris Alzola, Paula Szafranski, and Cliff Ogborn, review the responses to his bid proposal. He continued to explain that they interviewed the three firms they felt were best for the Mountain Home School District, the firms of Harris and Company, Bailey and Company, and Millington Zwygart. Mr. Ogborn stated that Bailey and Company did not have good references, and Millington Zwygart was basically a three-person firm that we felt was too small to do our audit. He said Harris and Company scored the highest in total points and was their recommendation to the Board for approval. He added that although not the lowest bid at $20,000, Harris and Company, was within $1,000 of Millington Zwygart's low bid of $19,000, and $8,750 less than Eide Bailey's bid of $28,750. Trustee Binion motioned to approve contracting with the auditing firm of Harris and Company in the amount of $20,000. Trustee

<u>Monasterio seconded the motion. Motion granted.</u>

H. PERSONNEL – James Gilbert. Mr. Gilbert requested approval of the personnel items. <u>Trustee Donahue motioned to approve the personnel items, as presented by Mr. Gilbert, with a second from Trustee Binion. Motion passed.</u>

APPOINTMENTS

Miller, Sarah; Head Junior Varsity/Assistant Varsity Cheer Coach, MHHS

RESIGNATIONS

Floyd, Brian; Special Education Teacher, HMS; effective: June 13, 2017
Miceli, Anthony; Counselor, MHJH; effective: June 12, 2017

RETIREMENTS

Elston, Lewis; Custodian B, MHHS; effective: July 31, 2017
Vande Berg, Kimberli; 5th Grade Teacher, HMS; effective: May 26, 2017

TEACHER APPOINTMENTS 2017-2018 SCHOOL YEAR

CONTINUING CONTRACTS

ACARREGUI, ERIN S	MANANTAN, ASHLEIGH M
ACKLEY, SHARON L	MARTIN, DANIEL R
AIRHART, SHONDA K	MCCLUSKEY, KIMBERLY A
ANDERSON, JOE R	MCCLUSKEY, TRACY L
ARMSTRONG, VICTORIA D	MCLEAN, CARA L
ASH, ROSEMARY R	MEDERIOS, SCOTT H
BARGMAN, LORI A	MESERVY, LISA M
BARNEY, TAMMY S	MILES, KRISTEN F
BOWMAN, DARRELL L	MILLIGAN, ROBIN L
BRANTLEY, MAURA N	MODDE, AMANDA A
BRANTLEY, MICHAEL J	MOLONEY, NANCY S
BRESCIA, KAREN	MORI, KATHY L
BUNDY, MATTHEW J	MOSLEY, ELIZABETH A
BURKE, JANIE A	MUILENBURG, JESSICA
BURNINGHAM, ANNA D	MURPHY, STEPHEN R
CAMPBELL-HUGHES, JANET E	NEGRI, CHRISTINE D
CHERRY, HEATHER	NICHOLAS DAWN M
CLARK, JAMES R	NICHOLAS-SANDBERG, DENISE L
CLARK, JAMES W	NORRIS, NYLA L
COOK, CYNTHIA M	OGAARD, JUDY L
COOK, DAVID L	OLSON, RITA A
COOK, WILLIAM F	PAGE, TAUNYA L
CORDER, JULIA A	PAILLE, CHRISTINE D
COTTON, ANDREA J	PERCY, CATHERINE G
COX, SUZANNE M	PETTI, JOHN H
CROCKETT, SAMANTHA R	PROUTY, FREDERICK M
DARKES, CARRIE L	RAEZER, GEORGE L
DAWSON, SAM E	RAUB, BRENDA L
DAY, DAN E	RAYFIELD, BENJAMIN A
DEVORE, ROY LENNY	RHATIGAN, SARA D
DEVORE, SARAH K	RILEY, BROOKE M
DEVORE, TRAVIS A	ROGERS, LEA
DICKINSON, JOSH L	ROSE, ROCHELLE A
DINGUS, JANET L	SAYER, JEREMY B
DUNCAN, CRAIG C	SCHAUFELE, PAUL R

X. **EXECUTIVE SESSION** – Labor Contract Matters
Executive Session – Section 74-206(1)(j) – To consider labor contract matters.

Chairman Abrego called for a motion for the purpose of allowing the board to enter into executive session to discuss labor contract matters. Trustee Binion motioned to enter into executive session in accordance with Idaho Code to discuss labor contract matters, received a second from Trustee Donahue, the following resolution was presented:

RESOLUTION TO ADJOURN INTO EXECUTIVE SESSION

BE IT SO RESOLVED That the Board of Trustees of School District No. 193 recess from an open meeting into the following executive session pursuant to Title 74, Chapter 2, Section 74-206(1)(j), Idaho Code, in order to consider labor contract matters as authorized by Section 74-206(1)(j), Idaho Code.

BE IT FURTHER RESOLVED That following the executive session, the Board of Trustees will convene into public session for further business or adjournment of the meeting.

Chairman Abrego called upon Clerk Whitman to do a roll call vote. Vote being had on the above and

foregoing resolution, and the same having been counted and found to be as follows:

NAME OF TRUSTEES

Trustee Knox .... Aye
Trustee Monasterio .... Aye
Trustee Binion .... Aye
Trustee Donahue.. Aye
Chairman Abrego.. Aye

And no less than two-thirds (2/3) of the membership in favor thereof, the Chairman declared said resolution adopted and the board recessed into executive session at 9:18 p.m.

ACTION ITEM(S): None

NON-ACTION ITEM(S):

A.   Labor Contract Matters

Others present: The attending board members, Superintendent Gilbert, Clerk Whitman, Treasurer, Ogborn, Albert Longhurst, and Jeff Johnson.

Following a full and complete discussion of labor contract matters, the board reconvened into open session at 9:40 p.m. No motion needed.

XI.   **ADJOURNMENT** – All business of the Board having been completed, Chairman Abrego called for a motion to adjourn. A motion from Trustee Binion to adjourn was seconded by Trustee Donahue. Motion approved. Meeting adjourned at 9:40 p.m.

_____
Chairman Abrego

_____
Vice Chair Binion

_____
Clerk Whitman