

Mountain Home School District No. 193

SCHOOL BOARD MEETING
NOVEMBER 17, 2015
SCHOOL ADMINISTRATION OFFICE

TRUSTEES PRESENT: Chairman Walborn, Trustee Binion, Trustee Donahue, Trustee Abrego

OTHERS PRESENT: James Gilbert, Albert Longhurst, Sharon Whitman, Cliff Ogborn, Will Magnusson, Adrian Carcas, Sam Gunderson, Stehvn Tesar, Sharon Goldsby, Dan Cochran, Jessie Ward, John Clark, Lonnie Smith, Karen Gordon, Anita Straw, Nikki Crusier, Phil McCluskey, Krissy LaMont, Kristi Toolson, Bryan Matsuoka, Lt. Colonel Elwood Henry, Tammy Brandenburg, Dave and Kathy Holland, Marsha Baker, Deena Smith, Alicia Sievers, Judy Blanchard, Frank Monasterio, Denise Weis, Topher Wallaert, Katherine Hudson

At 7:30 p.m., Chairman Walborn convened the regular meeting of the Board of Trustees.

- I. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF OCTOBER 20, 2015.**
Chairman Walborn called for a motion to approve the minutes of the regular board meeting of October 20, 2015. There being no comment, Trustee Abrego moved to approve the minutes of the regular board meeting of October 20, 2015, with a second from Trustee Binion. Motion approved.
- II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for October 2015. The statements for October reflected a balance of \$66,068. Investments in the State Pool are \$3,918,882. The Income Statement reflected revenue through October as \$10,352,154. Expenses show salaries are at \$4,224,672 of original budget, and benefits are \$1,451,956. We have a net margin of revenue in excess of expenses of \$3,622,740. Trustee Binion moved to approve the financial report as presented by Mr. Ogborn. Motion seconded by Trustee Donahue. Motion passed.
- III. **CONSIDERATION OF BILLS** – Cliff Ogborn. Mr. Ogborn presented the district bills for approval. Trustee Abrego stated that we spend a lot on paper, 24 separate orders, are we buying the smartest way possible. Mr. Ogborn replied that those were 24 invoices and not deliveries, so we could have a single deliver for seven different invoices for different papers. He informed the board that we use to bring the paper in once a year and store it in our warehouse. Mr. Ogborn explained that the longer paper sits in our storage rooms the more damage occurs to the paper causing it to become unusable due to moisture, heat, cold, etc. He said it then causes issues with the copier machines, so we only purchase paper when we need it, and as long as we order a certain amount, the delivery is free. Mr. Ogborn added that we purchase paper straight from the paper company, which costs less than purchasing paper from business and supply companies, less waste and damage. He stated that he feels this is the smartest way of using paper. Chairman Walborn asked about the United Oil purchases. Mr. Ogborn said that is the contract for the diesel for the school busses. Chairman Walborn then asked if that wasn't already included in the contract. Mr. Ogborn replied no, we pay for the fuel and for mileage. Chairman Walborn inquired about the Tech Hut bills. Mr. Ogborn explained that is the cost for the internet access, but some of the cost is being reimbursed from the SDE Technology reimbursement. Trustee Binion moved to authorize payment of the district's bills as presented, with a second from Trustee Donahue. Motion carried. (A full and complete listing of the District's bills may be reviewed at the District Office, Accounts Payable.)
- IV. **DELEGATION** –
 - A. ISBA – Krissy LaMont/Kristi Toolson. Krissy explained to everyone that she being from the small town of Salmon could relate to the Mountain Home School District. She said that they recently had the ISBA Convention in Coeur d'Alene and understood that MHSD couldn't afford to attend, so she brought the information to Mountain Home. Krissy went on to promoted the ISBA's "Stand Up for Idaho Public Schools" program and informed the board that she had pins to hand out, but unfortunately she forgot

them. Trustee Abrego volunteered to pick the pins up and bring them back.

Krissy then explained that MHSD recently became a member of the Idaho School Board Association (ISBA) in July 2015, and has had ongoing board training since. She added that many districts are not able to get Boardmanship Awards at all, but in the short time the MHSD has been a member, the ISBA had awards to present the district.

- Chairman Walborn received the Level Mastery Award
- Trustee Binion received the Level Mastery Award
- Trustee Abrego received the Level Mastery Award
- Trustee Donahue received the Level Excellence Award
- Trustee House received the Level Excellence Award

Krissy stated that only ten (10) Idaho school districts received the District Boardmanship Award in which MHSD is a recipient of the 2015 Master of Boardmanship Award.


Krissy had a final award to present. She informed everyone that Trustee Luise House has been a school board trustee for over 20-years (1989-present) and presented her with an Excellence Award for her service. She added that only three trustees have made it to twenty years.

V. **PUBLIC INPUT – None**

VI. **REPORTS –**

A. MOUNTAIN HOME AFB UPDATE – MHAFB Liaison. Lieutenant Colonel Henry, for Colonel Kubat, reported on the activities at the airbase. He updated everyone on some of the initiatives continuing at the airbase such as the Air Force Community Partnership initiative, the Water Conservation initiative, and others. LTC Henry informed the board that the School Advisory Committee was unable to attend tonight's meeting, but the committee is continuing to work on the education partnership, the teacher recognition program, the importance of completing the Impact Aid cards, etc. He continued to report on the Air Force Installation Development Project, which takes the place of the base general plan and involves creating a database containing facilities information, resources, infrastructure, etc. LTC Henry concluded by informing the board that MHAFB looks forward to a continued partnership with the school district.

B. BUILDING HIGHLIGHTS – North Elementary – Anita Straw. Mrs. Straw presented the highlights of North Elementary.



North Elementary
Home of the North Stars

North Demographics 441 total students as of 10/6/15

- Kindergarten: 90 Students –4 Classes of 22 to 23 Students
- 1st Grade: 93 students –4 Classes of 23 to 24 Students
- 2nd Grade: 88 students –3 Classes of 29 to 30 Students
- 3rd Grade: 78 students –3 Classes of 25 to 27 Students
- 4th Grade: 89 students –3 Classes of 27 to 31 Students
- Special Programs: 7 Structured Learning Center Students; 7 Extended Resource Room Students; 19 Special Ed Students; 5 GT Students; and 25 English Language Learners
- Military Students: 100 Student with a Military Parent (from Yellow Federal Survey Cards)

- The demographics show large class sizes at North
- North has 100 students with a military parent

School Goals

- **Goal #1** Percentage of North Elementary students scoring 80% or higher on the Grade Level GUM (Grammar, Usage, and Mechanics) test given monthly will increase from 41% to 80% by the end of the 2015/16 school year as measured by the April (spring) Grade Level GUM tests given Monthly by using a grade level daily language practice. Students will also receive interventions with direct teaching from the teacher and trained paraprofessionals in Imagine It Intervention, review and direct instruction on the daily language practice, and Reach: by National Geographic.
- 4th Grade State-wide ELA Test: 78 students took the test 42 students scored in the proficient category or 54%.
- 3rd Grade State-wide ELA Test: 88 students took the test 31 students scored in the proficient category or 35%.


Goal #1
Data we will be keeping along with the STAR Data from Fall, Winter, and Spring

	October			November		
	# of students tested	# of students scoring at 80% Proficient	% of students at 80% Proficient	# of students tested	# of students scoring at 80% Proficient	% of students at 80% Proficient
Kindergarten	88	57	65%	87	71	82%
1st Grade	89	77	87%	91	85	93%
2nd Grade	81	15	19%	79	33	42%
3rd Grade	66	4	6%	66	28	42%
4th Grade	75	11	15%	78	11	14%

- Goal 1 is to increase student scores from 41% to 80% by the end of the year

School Goals

- **Goal #2** Percentage of North Elementary students receiving instruction and completing 3 to 4 writing projects will increase from 0% to 75% by the end of the 2015/16 school year as measured by completed writing projects reviewed by the principal.



Writing



- Goal 2 is for students to complete 3 to 4 writing projects by the end of the year
- Even the special educations students are participating in the writing projects

School Goals

- **Goal #3** Number of North Elementary technology items (iPads) for student use will increase from 1 to 2 in a classroom to 4 to 5 in a classroom by the end of the 2015/16 school year as counted by the administrator per classroom.



It's All About the Students!



- Goal 3 is to increase the number of iPads for student use from 1 to 2 per class to 4 to 5 per class
- North has been able to purchase 30 iPads using the money from their fundraisers
- North's Parent Group has purchased 20 additional iPads

Kindergarten



Leapfrog
Learning about Science
Learning about Writing
Visit from Smokey the Bear

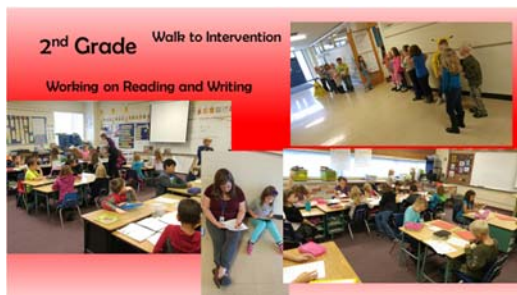
Kindergarten Rodeo



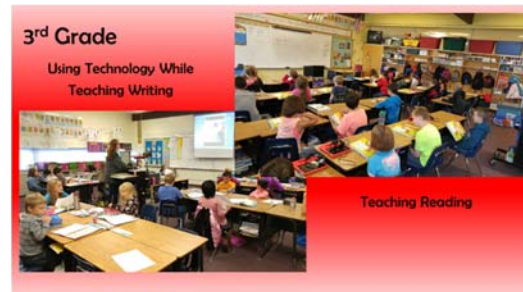
- Kindergarten students received a visit from Smokey the Bear
- North had an end of the year Kindergarten Rodeo and BBQ



- 1st grade had Walk to Intervention for additional help.
- North had the Boise Art Museum come and they showed students how to draw self-portraits.
- Working on writing and reading



- 2nd grade also has the Walk to Intervention
- Micron came in to assist the students with mathematics



- 3rd grade made masks with the Boise Art Museum visitors
- Technology is used to help teach writing



- 4th graders cannot wait for highly anticipated Wagons Ho in which they learn about a day in the life of a pioneer migrating to Idaho.

- Idaho History is taught in the 4th grade and the students make a relief map of Idaho using different materials, such as cake, pasta, rice crispy treats, expanding foam, etc.



- The special education students participate in the Foam and Sand Sensory Table, which encourages those students who normally don't like to participate or touch strange materials to come and play at the Sensory Table – the students love it and really like to get messy.
- Music time includes drumming circles in which the special needs students also participate.
- P.E. – the PE teacher had the City Golf Pro, TJ Gomez, come out and do some golfing activities with the students.



- Mrs. Richins has been collecting Sunny D Labels to receive 20 books for every classroom



- Family Night was held at the Steelheads game
- Fire Safety and Stranger Danger are taught to the students



- Mrs. Straw explained the Student of the Month program
- Officer Martinez discussed Halloween safety with the students



- Mrs. Straw informed everyone of how great her parents are and how they love to volunteer at the school
- Teachers Training Teachers during some of North's collaboration mornings



- Mrs. Straw emphasizes Team Building amongst her staff that usually involves games, retreats, BBQs, etc.



- Mrs. Straw stated that she has an awesome staff, awesome parents and volunteers

Trustee Abrego asked whether STAR data results would be seen throughout the year. Mrs. Straw replied

yes, that it is part of her monthly data information she gives the board. He then explained that the board gets monthly reports from the principals that contains a lot of data, and then asked what do the principals need from the board, what are their needs as principals, what are the obstacles, etc. Mrs. Straw replied there are some students that are harder to work with, some that just are not motivated, so volunteers are always welcomed and needed. She added that the students love to see grownups in the classrooms and the teachers really appreciate the help.

Chairman Walborn asked how much does technology, like iPads, help relieve the pressure in a classroom. Mrs. Straw said the more technology we are able to have in the classrooms gives teachers different options of how to best give instruction to their students, be it in large groups or small groups, at learning stations, etc., using educational applications that are available. She added that the students think they are playing games when in fact they are learning math, reading, spelling, vowel sounds, etc. She explained that as long as the student is enjoying learning and engaged in learning means students are learning, their scores improve, there is growth. Chairman Walborn asked if there were curriculum-based applications. Mrs. Straw replied yes, but they use the free applications, but it would be nice to purchase some of the apps because they come with support. Discussion continued regarding the number of iPads that a classroom should have versus would like to have. Chairman Walborn thanked Mrs. Straw for her presentation and her passion and motivation. The audience applauded.

VII. UNFINISHED BUSINESS – None

VIII. NEW BUSINESS –

- A. BMHS 7TH & 8TH GRADE PLACEMENT CENTER** – James Gilbert. Mr. Gilbert informed the board that we need to address the 7th and 8th grade students in our community either who have been expelled from school or who need credit recovery to be promoted to the high school. He added that there are not any options for 7th and 8th grade students who have been expelled to continue their education; they end up roaming the streets and getting into more trouble, so we really need a 7th and 8th grade Alternative School in our community. Mr. Gilbert suggested to the board that we add the MHJH Intervention Center in the unused side of BMHS. He explained that we would have fifteen (15) computer/PLATO Labs/stations and have a classified person the first year as the classroom assistant/monitor. Mr. Gilbert informed the board that the second issue we have with 7th and 8th graders is that we have students who are far behind in their credits and have very little chance to be promoted to the 9th grade at MHHS, so we need a place for an intervention for credit recovery. Mr. Gilbert reported that the major cost would be from the electrician for wiring upgrades and components. He said that Mr. Goodman feels that this could be done for a cost of about \$18,000-\$22,000. Mr. Gilbert explained that this Intervention Center, like BMHS, would pay for itself with the increase of ADA and with the increase of “at-risk” funding from the state. He then asked the board for permission to begin the process of ordering equipment to have in place by the start of second semester to get these kids back into school, help them be successful, and help some of our junior high students with credit acceleration options.

Trustee Donahue asked whether this would be an option for the board to consider placing a student at the Intervention Center versus actually expelling the student. Mr. Gilbert replied that from his perspective, that would be one of the best uses for it, because many online providers do not accept expelled students, so the kids end up doing nothing and not being educated. He went on to explain that we have discussed starting some sort of intervention center for many years and with how successful BMHS is, we are fairly confident that this intervention center would also be successful. Trustee Donahue said she really likes this idea because one of the hardest things a school board has to do is expel a student, so the idea of putting a student out on the streets with no chance of being successful, is horrible.

Trustee Binion said that when PLATO came online, is this something we could use tablets instead of desktops or laptops. Mr. Gilbert replied that PLATO’s requirements are to run it from the actual site and from their computers. Mr. Goodman told Mr. Gilbert that less expensive computer could be purchased, but to understand that these computers would be used every day for six to seven hours a day, these computers are designed to be used in a classroom every day, for many hours a day, for very extensive

online instruction. Trustee Binion likes this idea.

Trustee Abrego asked if we had 15 computers lying around the district that could be used. Mr. Gilbert no we do not at this point, and that is why Mr. Goodman has been avid about and that is to keep our technology up to date; our biggest cost would be the electrician.

Chairman Walborn asked if the SDE decides to reimburse 6th grade at-risk students, would those student be allowed to attend the Intervention Center. Mr. Gilbert replied absolutely, and that is where we really start targeting our students who are identified as at-risk.

Trustee Donahue asked if this would be a shared responsibility between the principals. Mr. Gilbert said that Mr. Cochran and Mr. Tesar have already determined the process; they decided that the students would be coded as MHJH students, but Mr. Tesar would have the oversight of the actual building.

Chairman Walborn called for a motion to approve the request to create a MHJH Intervention Center as presented by Mr. Gilbert. Trustee Binion moved to approve the creation of the MHJH Intervention Center as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion approved.

- B. POLICY ADOPTION** – 1st Reading – James Gilbert. Mr. Gilbert presented the 1st reading of the proposed adoption of Mountain Home School District No. 193 Bullying, Harassment, & Abuse Against Students Policy and the Homebound & Hospital Student Services Policy. He informed the board that the bullying policy was State directed that would be student specific policy as required by Code. He also informed the board that the homebound policy was drafted to address our homebound /hospital bound students. Chairman Walborn asked how we would deal with rumors that cause hurt feelings among and such among our students, and that there is not much that could be done about hurt feeling. He then asked if there would be a conflict with the bullying policy. Mr. Gilbert answered yes, this is the burden that the State has put upon school districts, is that bullying, no matter where it occurs if school district employees become aware of it, we are now mandated to deal with it. He added that most of these issues start via social media and now, in essence, school districts have now become the keepers of social media. Trustee Donahue motioned to approve the 1st reading of the proposed adoptions of the Bullying, Harassment, & Abuse Against Students Policy and the Homebound & Hospital Student Services Policy, as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion granted.

1. Bullying, Harassment, & Abuse Against Students Policy -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
BULLYING, HARASSMENT, AND ABUSE AGAINST STUDENTS**

It is the policy of Mountain Home School District No. 193 (MHSD) to maintain a safe school learning environment that is free from bullying, harassment, and/or abuse for all students while attending school, riding the school bus, and attending district-sponsored activities on school premises or at other locations. Bullying, harassment, and/or abuse, regardless of the specific nature of the students' behavior, are disruptive to a safe school environment and will not be tolerated. Each student has the right to attend school in an atmosphere that promotes equal opportunities and that is free from all forms of discrimination and conduct that can be considered bullying, harassing, intimidating, abusive, coercive, and/or disruptive.

The Board of Trustees does not condone, tolerate, or allow bullying, harassment, and/or abuse of any measure of its students, whether engaged in by fellow students, teachers, volunteers, or any person or minor. Consequently, bullying, harassment, and/or abuse by employees, students, volunteers, or any person are unacceptable.

Bullying, harassment, and/or abuse is defined as any action or conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or poses a threat to the health and safety of students, or visitors, and/or is disruptive to the educational process of the Mountain Home School District, and/or limits the ability of an individual to

participate in or benefit from the district's programs.

Bullying, harassment, and/or abuse is also defined as any unwanted aggressive or any intentionally harmful behavior including, but not limited to written, verbal, or physical, and/or misconduct by a student(s) or employee(s), which is characterized by the aggressor(s) repeatedly engaging in negative actions against another student(s) in an attempt to exercise control over that person; intentionally cause that person grief; intentionally cause that person to become intimidated; intentionally cause that person to become frightened; intentionally cause that person to lessen his/her sense of worth, etc., that:

- a. Has the purpose or effect of creating an intimidating, threatening, abusive, or hostile educational environment for students, and visitors.
- b. Unreasonably interferes with an individual's educational performance.
- c. Otherwise, adversely affect an individual's educational opportunities.

No student or minor present on school property or at school activities shall intentionally commit, or conspire to commit, an act of bullying, harassment, or abuse against another student. Such behaviors foster a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims, create conditions that negatively affect learning, and undermine the ability of students to achieve their full potential.

The Board of Trustees encourages the reporting of all incidences of bullying, harassment, and abuse. Each student has the right to attend school and work in an atmosphere that promotes equal opportunities and that is free from all forms of discrimination and conduct that could be considered bullying, harassing, coercive, or disruptive.

The policy extends not only to actions taking place on school grounds, but also actions originating at remote locations and carried out via all technological devices or means, including, but not limited to, the use of a landline, car phone, cellular or wireless telephone, social media, or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

The discipline rules related to the MHSD bullying, harassment, and abuse policies and procedures applies to all conduct on the school district premises/grounds before, during, or after school hours; or conduct at any other time when the school is being used by a school group; conduct off school grounds at any school activity, function, or event, or at school-sponsored events; conduct during transportation to and from school and school-sponsored events; to conduct off the district's premises that has an adverse effect upon a student's educational environment. The Superintendent or designee will govern the implementation of the procedures regarding this policy.

BULLYING (*see also MHSD Adolescent Relationship Abuse Policy, MHSD Sexual Harassment Policy, and MHSD School Safety & Discipline Policy & Procedures*) (I.C. 6-904A, 16-1619, 18-917A, 18-3302I, 18-3313, 33-205, 33-512, 33-1612)

1. **BULLYING** is defined as action or conduct that poses a threat to the health and safety of students, or visitors, and/or is disruptive to the educational process of the Mountain Home School District, and/or limits the ability of an individual to participate in or benefit from the district's programs to include, but not limited to, any intentional gesture or any intentional written, verbal or physical act or threat by a student that a reasonable person under the circumstances should know, will have the effect of:
 - a. Harming a student; or
 - b. Damaging a student's property; or
 - c. Placing a student in reasonable fear of harm to his or her person; or
 - d. Placing a student in reasonable fear of damage to his or her property; or
 - e. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, hostile, threatening, or abusive educational environment for a student; or
 - f. Unreasonably interferes with an individual's educational performance; or
 - g. Otherwise adversely affects an individual's educational opportunities.
 - h. Threats including, but not limited to, verbal, written, digital/electronic, graphic and/or photographic/images, and/or via social media.
 - i. Acts including, but not limited to creating an intimidating or hostile environment.

- j. Acts including, but not limited to, bullying, cyber-bullying, postings via social media.
- k. Unacceptable conduct relating to an individual's sex or sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, and/or disability.
- l. An act of bullying, harassment, or abuse may also be committed through the use of a landline, car phone, or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.
- m. Bullying, harassment, and abuse also includes any act of retaliation taken against (1) any person bringing a complaint of bullying, harassment, and abuse; (2) any person assisting another person in bringing a complaint of bullying, harassment, and abuse or; (3) any person participating in an investigation of an act of bullying, harassment, and abuse.

2. **CYBERBULLYING** is an aggressive, intentional act carried out by a group or individual using electronic forms of contact. These include but are not limited to:
- a. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
 - b. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
 - c. Phone call bullying via mobile phone uses silent calls or abusive messages.
 - d. Email bullying uses email to send bullying or threatening messages
 - e. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
 - f. Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
 - g. Bullying via websites includes the use of defamatory blogs (web logs), personal websites, and online personal polling sites.

HARASSMENT - SEXUAL AND OTHERWISE (see also *MHSD Adolescent Relationship Abuse Policy, MHSD Sexual Harassment Policy, and MHSD School Safety & Discipline Policy & Procedures*) (I.C. 6-904A, 16-1619, 18-917A, 18-3302I, 18-3313, 33-205, 33-512, 33-1612)

1. **HARASSMENT** is defined to include, but not limited to, verbal, written, graphic, or physical conduct relating to an individual's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the district's programs that:
- a. Has the purpose or effect of creating an intimidating or hostile environment.
 - b. Unreasonably interferes with an individual's educational performance.
 - c. Otherwise adversely affects an individual's educational opportunities.
 - a. Physical acts of aggression or assault, damage to property, or and implied or overt threats of violence motivated by the victim's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background or disability.
 - b. Demeaning jokes and racial jokes, taunting, slurs and derogatory "nicknames," innuendos, or other negative remarks relating to the victim's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background or disability;
 - c. Graffiti and/or slogans or visual displays such as cartoons or posters depicting slurs or derogatory sentiments related to the victim's sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background or disability; and
 - d. Unacceptable conduct relating to an individual's sex or sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, and/or disability.
 - e. Criminal offenses directed at persons because of their sex, sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, or disability.
 - f. Harassment also includes an act of retaliation taken against (1) any person bringing a complaint of harassment, (2) any person assisting another person in bringing a complaint of harassment, or (3) any person participating in an investigation of an act of harassment.

SEXUAL HARASSMENT (see also *MHSD Sexual Harassment Policy, Procedure, & Forms, MHSD Adolescent Relationship Abuse & Sexual Assault Policy, and MHSD School Safety & Discipline Policy & Procedures*)(Idaho

Code Sections: 6-904A, 16-1619, 18-917A, 33-205, 33-512, 33-1612)

1. **SEXUAL HARASSMENT** is a form of misconduct that undermines the student's relationship with educators and with other students. No student, male or female, should be subject to unasked for and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment refers to sexual overtures or conduct, including those that relate to the student's sexual orientation, that is unwelcome, personally offensive, and affecting morale, thereby interfering with a student's ability to study or participate in school activities. Sexual harassment includes, but is not limited to:
 - a. Sexual overtures or conduct that is unwelcome, personally offensive, and affecting morale, thereby interfering with a student's ability to study or participate in school activities.
 - b. Sexual harassment is a form of misconduct that includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct of a sexual nature when:
 - (1) Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's participation in the educational process;
 - (2) Submission to or rejection of such conduct by an individual is used as a factor for educational decisions affecting the individual; or
 - (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.
 - c. Unwelcome verbal statements of a sexual or abusive nature, including requests or demands for sexual activity, sexual jokes, and obscene comments, etc.
 - d. Unwelcome sexually motivated or inappropriate touching, pinching, or other unwelcome physical contact;
 - e. Unwelcome cyber communications, including, but not limited to, sending sexually explicit photographs or messages via any electronic communication devices ("sexting"), including postings on social media sites;
 - f. Unwelcome sexual behavior or communications, regardless of the method of such communication, accompanied by implied or overt threats concerning an individual's education;
 - g. Unwelcome behavior or communications directed at an individual because of his/her gender; and
 - h. Stalking or unwelcome, sexually motivated attention
 - i. Acts including, but not limited to, sexual abuse, be it violent or potentially violent and is against the law.
 - j. Unwelcomed sexually motivated attention or implied attention including, but not limited to, audio and/or video depictions of any kind, digital/electronic, cyber, via social media, etc.
2. **SEXTING** is the distribution of sexually explicit or sexually suggestive images using an electronic device.
 - a. Students engaged in sexting will result in:
 - (1) Notification of parents
 - (2) Notification of police
 - (3) Other appropriate disciplinary action
 - b. Any form of harassment related to sexting is strictly forbidden.

ABUSE (*Idaho Code Sections 6-904A, 33-1612, IDAPA 08.02.03.160, Title IX of the Education Amendments of 1972, Idaho Coalition Against Sexual & Domestic Violence, ©2014 Center for Healthy Teen Relationships, MHS Adolescent Relationship Abuse and Sexual Assault Policy, © Moore, Smith, Buxton, Turcke, Chd.*)

1. **ABUSE** is defined to include, but not limited to the intentional use of physical, sexual, verbal, or emotional abuse against a person, including bullying, harassment, sexual harassment, adolescent relationship abuse, sexual assault, or using technology to cause abuse is a form of prohibited harassment. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in the educational process.
 - a. **Physical abuse** against a student including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; causing damage to another's clothing or possessions; and another's belongings.
 - b. **Verbal abuse** against a student including, but not limited to, name-calling, threatening, taunting, and malicious teasing.
 - c. **Psychological abuse** against a student including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, and intentionally excluding another from groups, or similar activities.

2. **STUDENT RELATIONSHIP ABUSE** is defined to include, but not limited to the intentional use of physical, sexual, verbal, emotional, or technological abuse against a peer or dating partner, to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.
- a. **Abusive behavior** includes, but is not limited to, the intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including harassment, sexual harassment, sexual assault, bullying, technologically, or implicitly a term or condition of an individual's participation in the educational process.
 - (1) Submission to or rejection of such conduct by an individual is used as a factor for educational decisions affecting the individual; or
 - (2) Such conduct has the purpose or effect of unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment; or
 - (3) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in the educational process.
 - b. Dating partner means any person, regardless of sexual orientation or gender identity, involved in a relationship with another person, where the relationship is primarily characterized by social contact of a sexual or romantic nature, whether casual, serious, short-term, long-term, or as defined by both persons.

PROHIBITED BEHAVIOR:

The discipline rules related to bullying, harassment, and abuse apply when a student is (1) on school grounds before, during, or after school hours; or at any other time when the school is being used by a school group; (2) off school grounds at any school activity, function or event; or (3) traveling to or from school or a school activity, function, or event.

Students attending district schools are prohibited from engaging in the following behaviors:

1. Physical abuse against a student, including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; sexual misconduct; causing damage to another's clothing or possessions; and taking another's belongings.
2. Verbal and non-verbal abuse against a student, including, but not limited to, name calling, threatening, sexual misconduct, taunting, malicious teasing, or making rude gestures.
3. Psychological abuse against a student, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, intentionally excluding another from groups or activities, and stalking.
4. Bullying including any act of retaliation taken against any person bringing a complaint of bullying, any person assisting another person in bringing a complaint of bullying, or any persons participating in an investigation of an act of bullying.
5. Cyberbullying, including, but not limited to, using any electronic communication device to convey a message in any format (audio or video, text, graphics, photographs, or any combination thereof) that intimidates, harasses, or is otherwise intended to harm another individual.
6. Prohibited from engaging in any conduct that could reasonably be construed as constituting bullying, harassment, and abuse on the basis of sex, race, color, national origin, age, religious beliefs, ethnic background, or disability.
7. Prohibited from sexually harassing other students;
8. Unacceptable conduct relating to an individual's sex or sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, and/or disability.
9. An act of bullying, harassment, or abuse may also be committed through the use of a landline, car phone, or wireless telephone, wireless notepad, notebook, or tablet, or through the use of data or computer software that is accessed through a computer, computer system, or computer network.
10. Conduct based on a student's actual or perceived race, color, national origin, sex, gender identity or expression, sexual orientation, physical or mental disability, religion, physical appearance and characteristic, or socio-economic status; or a student's association with a person or group with one or more of these actual or perceived characteristics.
11. Conspiring with another individual to commit any act of bullying, harassment, or abuse against another student; or perpetuating such conduct by spreading hurtful or demeaning material created by another person (e.g., forwarding offensive e-mails or text messages).

12. Retaliatory actions against another for reporting an act of bullying, harassment, or abuse.
13. Engaging in any conduct, which includes, but is not limited to, that could reasonably be construed as constituting bullying, harassment. And abuse based on sex (including sexual orientation), race, color, national origin, age, religious beliefs, ethnic background, or disability.
14. Sexually harassing other students, and patrons.
15. Physical abuse, including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; sexual misconduct; causing damage to another's clothing or possessions; and taking another's belongings.
16. Verbal abuse, including, but not limited to, name-calling, threatening, sexual misconduct, taunting, and malicious teasing.
17. Psychological abuse, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures or writing inappropriate statements regarding another, and intentionally excluding another from groups, or similar activities.
18. Cyberbullying, including, but not limited to, using any electronic communication device to convey a message in any format (audio or video, text, graphics, photographs, postings on social media, or any combination thereof) that intimidates, harasses, or is otherwise intended to harm another individual.
19. Bullying, harassment, and/or abuse, including any intentional gesture or any intentional written, verbal, or physical acts or threats that
 - a. A reasonable person under the circumstances should know will have the effect of:
 - (1) Harming a person; or
 - (2) Damaging a person's property; or
 - (3) Placing a person in reasonable fear of harm to his or her person; or
 - (4) Placing a person in reasonable fear of damage to his or her property; or
 - b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a person(s).
20. Conspiring with another individual to commit any act of bullying, harassment, or abuse, against another person(s).

REPORTING PROCEDURES

1. Any student, and/or parent of a student, who believes the student is being bullied, harassed, intimidated, and/or abused, or a victim of relationship abuse as defined by this policy are encouraged to and should immediately report the situation to the building principal, school personnel, or school superintendent.
2. All district employees who receives a report of bullying, harassment, and/or abuse, from a student, becomes aware that a student is being subjected to bullying, harassment, and/or abuse, or in good faith believes that a student is being subjected to bullying, harassment, and/or abuse, is required to report the matter, in a timely and responsive manner, to the building principal or school superintendent immediately.
 - In the event the complaint involves the principal, the matter must be immediately reported to the superintendent.
3. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report
4. Any district employee who witnesses bullying, harassment, and/or abuse, of a student should take immediate, appropriate action to intervene to stop the bullying, harassment, and/or abuse.
5. Any student, employee, or person on school property who becomes aware that a fellow student or person is being subjected to bullying, harassment, and/or abuse, should immediately report the incident to a counselor, teacher, building principal, district administration, or law enforcement.
6. Annually, the district shall report bullying incidents to the state department of education in a format as set forth in rule by the state board.

INVESTIGATION AND REPORT

The school superintendent or designee will investigate any allegations of misconduct that are reasonably characterized as bullying, harassment, and/or abuse within ten (10) workdays. At the discretion of the superintendent and/or investigator, the alleged perpetrator(s) may be suspended and/or expelled pending the outcome of the investigation.

The school principal or designee will promptly investigate any allegations of misconduct that are reasonably

characterized as bullying, harassment, or abuse. At the discretion of the school principal and/or superintendent, the alleged perpetrator(s) may be suspended pending the outcome of the investigation.

If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (1) take appropriate disciplinary action; (2) notify the parent/guardian of the perpetrator; (3) notify the parent/guardian of the victim; and to the extent allowed under state and federal law, (4) notify the parent/guardian of the action taken to prevent any further acts of bullying or retaliation.

When a report of bullying, harassment, and/or abuse is received by the principal or the superintendent, immediate steps will be taken to do the following (*see also procedure and forms*):

1. Obtain a written statement from the complainant regarding the allegations;
2. Obtain a written statement from the accused;
3. Obtain written statements from witnesses, if any; and
4. Prepare a written report detailing the investigation.

An investigator may be appointed to conduct the investigation or the principal or superintendent may conduct the investigation. The investigation should be completed within ten (10) workdays. In the event the complaint involves a principal, superintendent or board members an independent investigation will be completed by an individual or individuals not employed by the school district and appointed by the board of trustees.

DISCIPLINARY ACTION

If the allegation of bullying, harassment, and/or abuse involves a teacher or other school employee or volunteer, the principal will submit the report of the investigation to the superintendent. If there is sufficient evidence to support the allegation, disciplinary action, up to and including dismissal/termination may be taken against the offender.

If the allegation of bullying, harassment, and/or abuse is against a student and there is sufficient evidence to support the allegation, disciplinary action, up to and including suspension and/or expulsion, may be taken against the offender.

If there is insufficient evidence to support the allegation, no record will be made of the allegation in the complaining student's permanent record. No record of the allegation will be placed in the accused employee's personnel record or in an accused student's permanent record if insufficient evidence supports the allegation.

In the event the investigation discloses that the complaining student has falsely accused another individual of bullying, harassment, and/or abuse knowingly or in a malicious manner, the complaining student may be subject to disciplinary action, up to and including expulsion.

In the event that it can be proven that cyberbullying took place using district resources, i.e. computers or phones, the student found to have used district equipment may be subject to disciplinary action, up to and including expulsion.

Students who engage in bullying, harassment, or abuse will be disciplined through the use of consequences that may include, but are not limited to, referral to counseling, diversion, use of juvenile specialty courts, restorative practices, in-school suspension, out-of-school suspension, and expulsion.

Each school will take prompt and effective steps reasonably calculated to end the bullying, harassment, or abuse; eliminate any hostile environment and its effects; and prevent the bullying, harassment, and abuse from recurring. Appropriate steps to end bullying, harassment, and abuse may include separating the victim and the perpetrator, or providing counseling for the victim and perpetrator.

In the event the bullying, harassment, and/or abuse involves violent or other conduct, which could be reasonably considered to be criminal in nature, the principal/superintendent will refer the matter to the local law enforcement agency for violation of Idaho Code 18-917A..

PROTECTION AGAINST RETALIATION

No retaliation will be taken by this district or by any of its employees or students against a student, parent, or employee who reports bullying, harassment, and/or abuse in good faith. Any person found to have retaliated against another individual for reporting an incident of bullying, harassment, and/or abuse may be subject to the same disciplinary action provided for bullying, harassment, and/or abuse offenders up to and including expulsion or termination. Those persons who assist or participate in an investigation of bullying, harassment, and/or abuse are also protected from retaliation under this policy.

TRAINING

Ongoing professional development: The district will provide ongoing professional development to build skills of all school staff members to prevent, identify, and respond to bullying, harassment, and abuse.

The district recognizes that in order to have the maximum impact, it is important to train school employees who have significant contact with students on school policies and procedures regarding bullying, harassment, and abuse. Training will provide staff members with a clear understanding of their roles and responsibilities and the necessary skills to prevent, identify, and respond to bullying.

The district encourages the implementation of school and community wide bullying education and prevention programs.

REPORT TO LAW ENFORCEMENT

The school administrator will refer allegations of bullying, harassment, and/or abuse to law enforcement if he/she reasonably believes that the student has engaged in conduct, including bullying, harassment, and/or abuse, in violation of Idaho Code Section 18-917A.

CONFIDENTIALITY

Any investigation will be conducted, to the maximum extent possible, in a manner that protects the privacy of both the complainant and the accused. However, if it is suspected that child abuse has occurred, such abuse will be reported to the proper authorities as required by state law.

RECORD OF ALLEGATIONS

This district will keep and maintain a written record, including, but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of bullying, harassment, and/or abuse is reported to district personnel. The information in the written record will also include the action taken by the district in response to each allegation.

- a. The written record will be kept in the district's administrative offices and will not, at any time, be purged by district personnel.

NOTICE

The district will provide each student and parent/guardian with written annual notice of this policy in a manner consistent with students' age, grade, and level of academic achievement through publication in the student handbook.

2. Homebound & Hospital Student Services Policy -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
HOMEBOUND & HOSPITAL STUDENT SERVICES**

A homebound student is defined as any student who would normally and regularly attend school, but is confined to home or hospital because of an illness or accident for a period of ten (10) or more consecutive days.

Any student under this policy shall, upon approval, receive educational services during the academic year as long as the condition prevents the student from safely and adequately attending school.

A physician's statement must be submitted in advance to be considered for homebound instruction. The statement must include the nature of the student's illness and the anticipated date of return to school. To receive homebound instruction, the physician must verify that the student is anticipated to be absent ten (10) or more days. The Application for Hospital/Homebound Program form may be picked up in the principal's office.

Any student who is subject to this policy shall have attendance requirements waived and will be counted as present at school, provided that academic instruction has been overseen by appropriate certified professional staff employed by the district.

The district reserves the right to discontinue or deny homebound services.

The superintendent will develop forms and procedures for implementing the Homebound Student Services.

C. POLICY REVISION – 1st Reading – James Gilbert. Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Certified Workday Requirements Including Extended Employment, Prep Time, & In-service Policy, Extra Duty & Extra Duty Assignments for Certified Employees Policy, Paraprofessional Qualifications and Evaluation Policy, Promotions Grades Kindergarten-Eight Policy, and School Safety & Discipline Policy. He explained the Certified Workday Requirements Including Extended Employment, Prep Time, & In-service Policy and Extra Duty & Extra Duty Assignments for Certified Employees Policy were revised to match the language in the master agreement; the Paraprofessional Qualifications and Evaluation Policy was revised to clarify supervision and training; the Promotions Grades Kindergarten-Eight Policy, was revised to address the credit requirements from the state; the School Safety & Discipline Policy seems to be revised every year depending on what the legislators rule upon such as the recent adolescent relationship abuse directive. Trustee Abrego motioned to approve the 1st reading of the proposed revisions of the Certified Workday Requirements Including Extended Employment, Prep Time, & In-service Policy, Extra Duty & Extra Duty Assignments for Certified Employees Policy, Paraprofessional Qualifications and Evaluation Policy, Promotions Grades Kindergarten-Eight Policy, and School Safety & Discipline Policy, as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion carried.

1. Certified Workday Requirements Including Extended Employment, Prep Time, & In-service Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193

MOUNTAIN HOME, IDAHO 83647

P O L I C Y

CERTIFIED WORKDAY REQUIREMENTS INCLUDING EXTENDED EMPLOYMENT, PREP TIME, & IN-SERVICE

WORKDAY

~~In each building, the normal workday, excluding building Collaboration Day, will be thirty (30) minutes before the first general education class begins and until thirty (30) minutes after the last general education class ends. The building Collaboration Day schedule is determined by the building principal.~~

~~The certified teacher's workday shall include a thirty (30) minute continuous lunch each day. The certified teacher's workday may include recess duty, lunchroom duty, or monitoring student bus loading and unloading.~~

~~With the approval of the building principal, employees' work times before, during, and after school may be adjusted.~~

At each school building, a Certificated Professional Teacher is expected to be at the school thirty (30) minutes before the first class of the day begins until thirty (30) minutes after the class day ends.

An exception to the above standard is for weekly Collaboration Days whereas the scheduled collaborative activity takes place before the first class of the day and Certificated Professional Teachers are expected to be present and participate in such activity.

The Certificated Professional Teacher's workday shall include a minimum thirty (30) minutes continuous duty free lunch period each day.

****In individual and unique isolated situations, and upon approval of the Building Principal, an employees' time at work schedule (before, during, or after class) may be adjusted.**

WORK YEAR

Each certificated employee shall have as part of his/her contract ~~187 days~~ *185 days*. The work year of teachers new to the District in the fall shall include one additional day of orientation.

Each Certificated Professional Teacher's Standard Teacher Contract shall be based upon a 187-day school year.

Certificated Professional Teachers new to the District in the fall of 2015 shall have one additional day of duty associated with an orientation program. Such day will not be part of their base Standard Teacher Contract but will be compensated to the Certificated Professional Teacher at their daily rate of pay.

EXTENDED EMPLOYMENT

An employee contracted for a period longer than the regular school year shall be paid ~~one & one hundred eighty fifth (1/185)~~ of their regular salary for each additional day worked.

A certificated professional teacher, encompassed under the provisions of this Agreement, who is contracted for a day(s) longer than the regular school year shall be paid the amount equal to one additional daily rate of pay of their regular salary.

A certificated professional teacher who agrees to perform an assignment beyond that encompassed in the individual standard teacher contract (i.e. teaching a class period before or after the typical workday or during the certificated professional teacher's preparation period) shall have his/her salary augmented for such services via a stipend in an amount commensurate to the period of additional assignment. The District or an Administrative Employee of the District may make a request to any certificated professional employee regarding performance of such additional assignment. However, any certificated professional teacher may decline such a request for additional assignment without any adverse impact to the certificated professional teacher.

IN-SERVICE FACULTY DAYS

In-service Days – All certified teachers should attend all in-service days. Any certified employee who cannot attend any or all of an in-service day must take personal or sick leave accordingly.

ELEMENTARY PREPARATION TIME

During each workday, each elementary certificated staff member will have thirty (30) minutes continuous preparation time. If the building administrator is required to alter the normal building schedule, preparation time may be altered.

Each Certificated Professional Teacher assigned to an elementary school position shall have an average of

thirty (30) minutes of continuous duty free preparation time each workday.

In the event that the building administrator is required to alter the normal building schedule, elementary preparation time may likewise be altered.

SECONDARY PREP TIME

~~During each workday, each secondary certified staff member will have a minimum of one class period continuous preparation time with the exception of being a block schedule day. If the building administrator is required to alter the normal building schedule, preparation time may be altered.~~

Each Certificated Professional Teacher assigned to a secondary school position shall have an average of forty-five (45) minutes of continuous duty free preparation time each workday.

In the event that the building administrator is required to alter the normal building schedule, secondary preparation time may likewise be altered.

2. Extra Duty & Extra Duty Assignments for Certified Employees Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193 MOUNTAIN HOME, IDAHO 83647

P O L I C Y

EXTRA DUTY & EXTRA DUTY ASSIGNMENTS FOR CERTIFIED EMPLOYEES

The Board of Trustees may enter into a Supplemental Contract with a certified teacher to provide for Extra Duty and Extra Duty Assignment(s). An "Extra Duty Assignment" is defined as any assignment, which is not part of a certified teacher's regular teaching duties. Extra Duty Assignments include, but are not limited to, coaching, directing, or otherwise advising extracurricular activities.

Determining the qualifications for Extra Duty Assignments and selecting individuals to fulfill each Extra Duty Assignment is the responsibility of the superintendent or designee.

EXTRA DUTY ASSIGNMENTS

Any Extra Duty Assignment will be made on an annual basis and is limited to the duration of the school year or other relevant time-period as set forth on the Supplemental Contract. A contract ("Supplemental Contract") for an Extra Duty Assignment shall be separate and apart from a certified teacher's regular annual or grandfathered renewable teaching contract and must be in a form approved by the state superintendent of public instruction.

A certificated professional teacher encompassed under the provisions of the master agreement ~~this Agreement~~, who is contracted for a day(s) longer than the regular school year shall be paid the amount equal to one additional daily rate of pay of their regular salary.

A certified teacher shall have no property rights attached to an Extra Duty Supplemental Contract and the certified teacher is not entitled to any review of the Board's decision not to award an Extra Duty Supplemental Contract to the employee.

*Non-certified employees and/or other individuals who receive a notice of termination during a contract period or they are not reissued a Supplemental Contract may not request an informal hearing before the Board as they are considered "at-will" employees.

Any individual who is assigned an extracurricular assignment shall be required to comply with all applicable district policies and IHSSA regulations, and shall undergo a criminal history check.

~~Compensation will be paid for the employee's services as set forth on the Supplemental Contract and approved by the~~

Board.

EXTRA DAY ASSIGNMENTS

An Extra Day Assignment is an assignment of days of service in addition to the standard contract length used for the majority of certificated employees of the district. Such additional days may or may not be in service of the same activities of the employee's regular teaching duties. The Board shall have discretion to determine whether an Extra Day Supplemental Contract is necessary, the length of such contract, and the responsibilities to be performed pursuant to such contract.

Any such contract shall be separate and apart from an annual grandfathered renewable contract. The Extra Day Supplemental Contract shall be in a form approved by the state superintendent of public instruction.

A certificated professional teacher who agrees to perform an assignment beyond that encompassed in the individual standard teacher contract (i.e. teaching a class period before or after the typical workday or during the certificated professional teacher's preparation period) shall have his/her salary augmented for such services via a stipend in an amount commensurate to the period of additional assignment. The District or an Administrative Employee of the District may make a request to any certificated professional employee regarding performance of such additional assignment. However, any certificated professional teacher may decline such a request for additional assignment without any adverse impact to the certificated professional teacher.

A certified teacher shall have the same due process rights relative to an Extra Day Supplemental Contract as provided by the underlying annual or grandfathered renewable contract held by the employee.

3. Paraprofessional Qualifications and Evaluation Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193

MOUNTAIN HOME, IDAHO 83647

P O L I C Y

PARAPROFESSIONAL QUALIFICATIONS AND EVALUATION TRAINING REQUIREMENTS

All instructional paraprofessionals hired by the district must be "highly qualified," meeting the qualifications set forth below.

All non-instructional classified employees need to refer to their building administrator or Human Resources Director for their training and evaluation.

All maintenance classified employees need to refer to the Maintenance Director for their training and evaluation.

All food service employees need to refer to the Food Service Director for their training and evaluation.

QUALIFICATIONS OF INSTRUCTIONAL PARAPROFESSIONALS

Every instructional paraprofessional hired by the district must possess the following qualifications:

1. High school diploma or a recognized equivalent; and
2. Associate's or higher post-secondary degree, or
3. Completed two (2) years of study at an institution of higher education **or** 32-credit hours; or
4. Receive a passing score of 460 or higher on the ETS ParaPro Assessment

REQUIRED TRAINING AND EVALUATION FOR ALL INSTRUCTIONAL

PARAPROFESSIONALS

Each school will train and evaluate all paraprofessionals relative to their job performance based on the Idaho Paraprofessional Standards and Competencies.

Individuals passing the Paraprofessional Assessment Test of 460 points or higher are considered “Highly Qualified” according to the State Department of Education.

EVALUATIONS

All paraprofessionals will receive an annual evaluation using the MHSD 193 Paraprofessional Evaluation Form. The evaluation may be completed by the paraprofessional’s classroom teacher or the building administrator.

In the event an employee does not meet the expectations of the school building administrator or district administration, he or she will be discharged from employment or reassigned.

EXCEPTION FOR NON-INSTRUCTIONAL PARAPROFESSIONALS AND OTHER CLASSIFIED POSITIONS

The requirements set forth in this policy do not apply to non-instructional paraprofessionals and other classified positions, including, but not limited to, providing technical support for computers, providing personal care services, maintenance, custodial, kitchen staff, or clerical duties. Additionally, the qualifications do not apply to staff members who primarily work as translators and are proficient in English and another language, or have instructional support duties that consist solely of conducting parental involvement activities.

4. Promotions Grades Kindergarten-Eight Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193 MOUNTAIN HOME, IDAHO 83647 POLICY PROMOTIONS GRADES KINDERGARTEN – EIGHT

GRADES KINDERGARTEN – EIGHT:

The Mountain Home School District affirms academic excellence for students. This Promotion Policy describes the standards our students must meet in order to maintain academic standing and be considered for promotion from one grade to the next. The District will administer this policy fairly, equitably, and consistently.

The school district will award credit for courses completed by students attending junior high school, beginning in seventh (7th) grade. To be eligible for promotion to the next grade, student will be required to obtain the minimum credit requirements, or achieve the standards for alternate mechanism, and comply with the District’s attendance requirements.

Students in special education programs will be governed by their Individual Educational Programs (IEP).

- A. **ATTENDANCE:** School District No. 193’s Attendance, Absence, & Truancy Policy and Procedures will govern Students in grades K-8.
- B. **ACADEMIC ACHIEVEMENT:** The decision to promote a student is based on the student’s academic achievement commensurate with his/her abilities. Documentation of the student’s academic achievement must demonstrate the mastery of academic achievement standards for that student’s grade level. Such documentation may include the student’s performance on standardized tests, basal tests, assessment tests, teacher-made tests, diagnostic tests, the completion of in-class and out-of-class assignments, and other pertinent information.

GRADES SEVENTH – EIGHT:

1. **ANNUAL PROMOTION REQUIREMENTS FOR GRADES 7 AND THROUGH 8:** Idaho State Board of Education and the Idaho legislature requires school districts to implement a credit system no later than seventh grade that includes components that address credit requirements, credit recovery, alternate mechanism, and attendance. (IDAPA 08.02.03.104.2 School Board of Education Rules Governing Thoroughness)

Students enrolled in grades seven and through eight (7th – 8th) in the Mountain Home School District must pass eleven (11) out of fourteen (14) credits, or 22 out of 28 quarters for the year, in order to be promoted to the next grade level and/or high school. Students who do not meet the requirements will appear before the ASAP Panel.

MHSD PROMOTION REQUIREMENTS FOR 7TH – 8TH GRADES (per semester/year):

<u>Mathematics</u>	<u>1 credit per semester</u>	2 credits per year
<u>Language Arts</u>	<u>1 credit per semester</u>	2 credits per year
<u>Reading</u>	<u>1 credit per semester</u>	2 credits per year
<u>Science</u>	<u>1 credit per semester</u>	2 credits per year
<u>Social Studies</u>	<u>1 credit per semester</u>	2 credits per year
<u>Elective</u>	<u>1 credit per semester</u>	2 credits per year

(except for Band or Choir, which are yearlong classes)

2. **ASAP PANEL:** The ASAP Panel may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require the student to demonstrate proficiency of the appropriate content standards. If the ASAP Panel determines that students are required to complete credits for promotion to the next grade level, then these credits for recovery can be obtained through Idaho Digital Learning Academy (IDLA), online courses, or correspondence courses. The parent or guardian of the student is ~~will be~~ responsible for any fees associated with IDLA or other approved online courses. ~~the tuition of said recovery credits.~~
 3. **CREDIT RECOVERY:** A student who does not meet the minimum credit requirements may recover credit by obtaining a passing grade through the Idaho Digital Learning Academy (IDLA) or other approved online courses. Credit recovery may also involve providing opportunities for additional instruction to students who, at mid-term, do not have a passing grade in the course, as determined appropriate by the principal.
 4. **THE INDIVIDUALIZED EDUCATION PROGRAM (IEP):** The Individualized Education Program (IEP) team for special education students may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. ~~will be governed by their Individualized Education Program (IEP) and may use alternate requirements or accommodations to obtain credit requirements.~~
 5. **THE EDUCATIONAL LEARNING PLAN (ELP):** The Educational Learning Plan (ELP) for Limited English Proficient (LEP) students will have an Educational Learning Plan in place, which may establish alternate requirements or accommodations to credit requirements deemed necessary for the student to become eligible for promotion to the next grade level.
- C. **INTERVENTION:** The District will develop an Academic Student Assistance Plan (ASAP) or other intervention to assist students who are in jeopardy of retention due to failure to demonstrate academic achievement. The ASAP will be developed by the ASAP Panel (composed of appropriate school personnel) in conference with the parent/guardian and student, if appropriate. The student's teacher or Core Team will be responsible for identifying students who may benefit from an ASAP or other intervention.

The ASAP Panel will periodically review the student's progress on the Academic Student Assistance Plan

(ASAP) and notify the parent/guardian of the student's progress toward academic achievement.

- D. **PROMOTION:** A student who demonstrates academic achievement commensurate with his/her ability will be promoted to the next grade, upon recommendation of the student's teacher or Core Team.
- E. **RETENTION:** A student who fails to demonstrate academic achievement commensurate with his/her ability will not be promoted to the next grade. At the end of the school year, the ASAP Panel will review the student's performance. If the student's academic achievement does not meet grade level standards, the student will be retained and/or required to complete an additional intervention prescribed by the ASAP Panel.

The ASAP Panel's decision to retain a student as a result of his/her failure to demonstrate academic achievement may be appealed by the parent/guardian, as provided in the Promotion Procedures.

GRADES SEVENTH—EIGHT:

- 1) ~~**ANNUAL PROMOTION REQUIREMENTS FOR GRADES 7 THROUGH 8:** Idaho State Board of Education and the Idaho legislature requires school districts to implement a credit system no later than seventh grade that includes components that address credit requirements, credit recovery, alternate mechanism, and attendance. (IDAPA 08.02.03.104.2 School Board of Education Rules Governing Thoroughness)~~

~~Students enrolled in grades seven through eight (7th—8th) in the Mountain Home School District must pass eleven (11) out of fourteen (14) credits in order to be promoted to the next grade level and/or high school. Students who do not meet the requirements will appear before the ASAP Panel. The ASAP Panel may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require the student to demonstrate proficiency of the appropriate content standards. If the ASAP Panel determines that students are required to complete credits for promotion to the next grade level, then these credits for recovery can be obtained through IDLA, online courses, or correspondence courses. Parents will be responsible for the tuition of said recovery credits.~~

MHSD Promotion Requirements for 7th—8th Grades (per year):

<u>Mathematics</u>	<u>1 credit per semester per year</u>
<u>Language Arts</u>	<u>1 credit per semester per year</u>
<u>Reading</u>	<u>1 credit per semester per year</u>
<u>Science</u>	<u>1 credit per semester per year</u>
<u>Social Studies</u>	<u>1 credit per semester per year</u>
<u>Elective</u>	<u>1 credit per semester per year (except for Band or Choir, which are yearlong classes)</u>

~~Special Education Students will be governed by their Individualized Education Program (IEP) and may use alternate requirements or accommodations to obtain credit requirements. Limited English Proficient (LEP) students will have an Educational Learning Plan in place, which may establish alternate requirements or accommodations to credit requirements deemed necessary for the student to become eligible for promotion to the next grade level.~~

- 2) ~~**RETENTION:** A student who fails to demonstrate academic achievement commensurate with his/her ability will not be promoted to the next grade. At the end of the school year, the ASAP Panel will review the student's performance. If the student's academic achievement does not meet grade level standards, the student will be retained and/or required to complete an additional intervention prescribed by the ASAP Panel.~~

~~The ASAP Panel's decision to retain a student as a result of his/her failure to demonstrate academic achievement may be appealed by the parent/guardian, as provided in the Promotion Procedures.~~

5. School Safety & Discipline Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
SCHOOL SAFETY AND DISCIPLINE

In addition to Idaho Code 18-3302D (see attachment 1), Idaho Code 18-917A (see attachment 2), and Idaho Code 18-3313 false reports of explosives in public or private places is a felony, the Board of Trustees of Mountain Home School District No. 193 sanctions the following policy concerning school safety and discipline for the School District.

Mountain Home School District No. 193 believes each student deserves the opportunity to learn to his/her full potential. In order to achieve this, no student will be allowed to hinder any other student's opportunities to learn and/or cause any unsafe conditions or acts that hinder any other student's opportunities to learn.

SCHOOL SAFETY - (I.C. 18-3302D, 18-3302I, 18-3313)

- A. **ZERO TOLERANCE:** Students in violation of zero tolerance guidelines will be referred to the District Review Committee or recommended for expulsion and referred to the appropriate authorities. (Idaho Code 33-205)

Mountain Home School District No. 193 has adopted a zero tolerance stand against:

1. Weapons and violent acts (see attachments) at school, on or near owned or contracted school property, or at school sponsored events, as interpreted by the Board of Trustees
2. Verbal or written bomb threats, or placing or detonating a bomb
3. Students found to be distributing, either by selling or sharing, dangerous drugs or students engaged in drug related behavior on or near owned or contracted school property, or at school sponsored events, as interpreted by the Board of Trustees

- B. **WEAPONS** – (I.C. 18-3302A-J, 18-3313)

1. Weapons are defined as follows:
 - a. Any device, instrument, material, or substance designed to cause serious physical injury, or any item, which under the circumstances it is used, attempted, or threatened to be used, is readily capable of causing serious physical injury. Weapons may include, but are not limited to: firearm; dirk knife, bowie knife, dagger, or straight razor; metal knuckles; any explosive, incendiary, or poisonous gas; any combustible or flammable liquid; or any other item which is used to threaten, strike terror, or cause bodily harm or death even though it is normally considered to not present a danger to others.
2. Students who possess, store, or use firearms as defined in section A.1. will be expelled. The Board of Trustees reserves the right to expel a student permanently.

Mountain Home School District will not admit, prior to a hearing at the end of a one-year expulsion period, any student who has been expelled from another school district for violating the Gun-Free Schools Act of 1994. Students expelled for possession, storing, or using a firearm as defined in Section A.1. will be referred to the appropriate criminal or juvenile justice system.

3. Students who possess, store, or use look-a-like weapons, or other objects or substances capable of being used as weapons, without permission from school officials, may be immediately suspended for up to five (5) days. The administrator in charge of the case will meet with the superintendent of schools, or designee, as soon as possible to consider the evidence. Those determined to be in violation will be

referred to the District Review Committee or the Board of Education with recommendation for further suspension and/or expulsion, and the proper authorities will be notified.

C. **VIOLENT, ABUSIVE, INTIMIDATING, BULLYING, & HARASSMENT ACTS INCLUDING TEEN DATING VIOLENCE/ABUSE (UNHEALTHY RELATIONSHIPS)** – (I.C. 6-904A, 16-1619, 18-917A, 18-3302I, 18-3313, 33-205, 33-512, **33-1612, IDAPA 08.02.03160, Title IX – Education Amendments of 1972, Idaho Coalition Against Sexual & Domestic Violence, Center for Healthy Teen Relationships**) (see **Bullying, Harassment, and Abuse Against Students Policy, Procedure, & Forms, and Adolescent Relationship Abuse & Sexual Assault Policy, Sexual Harassment Policy, Procedures, & Forms**)

1. Threats, written or verbal, graphic or photographic, **via social media**, acts of creating an intimidating or hostile environment, or acts including bullying, cyber-bullying, and **sexual and** physical abuse, be it violent or potentially violent, which poses a threat to the health and safety of students, staff members, or visitors, or are disruptive to the educational process of the Mountain Home School District, may result in formal suspension procedures and possible expulsion. (See attachment 2)
 - **Sexual and** Physical abuse against a student, including, but not limited to, hitting, pushing, tripping, kicking, blocking, **inappropriate touching, and/or** restraining another's movement; aggression **and/or** intimidation to someone's demographics; **bullying; sexting; texting including, but not limited to, the use of social media**, sexual misconduct; causing damage to another's clothing **and/or** possessions, and taking another's belongings.
 - Verbal abuse against a student, including, but not limited to, name-calling, threatening, sexual misconduct, **texting, sexting, cyber-bullying, the use of all social media, inappropriate social media postings, any defamatory/taunting/harassing including via social media**, taunting, derogatory remarks **and/or** acts to a student's demographics, and malicious teasing.
 - Psychological abuse, **including sexual psychological abuse**, against a student including, but not limited to, spreading harmful **and/or** inappropriate rumors regarding another, **bullying, cyber-bullying, texting, sexting, inappropriate social media postings, any defamatory/taunting/harassing via social media**, drawing inappropriate pictures, **and/or** writing inappropriate statements regarding another, **and/or** intentionally excluding another from groups, **and/or** similar activities.
 - Harassment, **sexual harassment, abuse**, intimidation, **sexual intimidation, and/or** bullying, **and/or** cyber-bullying, including, but not limited to, any intentional gesture **and/or** any intentional written, verbal, **sexual, and/or** physical acts **and/or** threats, against another student may be committed through any technology **including included**, but not limited to, the use of landlines, car phones, ~~or~~ wireless telephones, ~~or~~ **inappropriate social media postings**, through the use of data or computer software that is accessed through a computer, computer system, or computer network.
 - Acts of retaliation taken against any person bringing a complaint, or any person assisting in bringing a complaint, or any person participating in an investigation.
 - In the event that cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.
 - In the event that cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the incident to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function.
 - MHSD encourages students, who are involved in an abusive relationship, and/or knows of a student in an abusive relationship, and/or knows of a student who is the perpetrator of abuse either mentally, physically, **sexually, and/or via social media and/or** cyber-technology, to report such abuse to Law Enforcement and also notify a teacher, counselor, or school administrator of such.
 - MHSD expects and requires district employees to report all suspected cases of abuse to Law Enforcement and to the school building administrator(s). Failure to report suspected abuse may result in disciplinary actions as deemed appropriate by the School Board of Trustees.

2. **Adolescent Relationship Abuse and Sexual Assault** – includes, but is not limited to written or verbal, graphic or photographic/images, via social media, acts of creating an intimidating or hostile environment, or acts including bullying, cyber-bullying, and sexual and physical abuse, be it violent or potentially violent, which pose a threat to the health and safety of students, or are disruptive to the educational process of the Mountain Home School District, may result in formal suspension procedures and possible expulsion. (*see Adolescent Relationship Abuse and Sexual Assault Policy and Procedure.*)

- The Board endeavors to take steps to prevent and/or respond to known instances of adolescent relationship abuse and sexual assault. Such conduct by students, or third parties, is strictly prohibited and shall not be tolerated on District premises, or at any District sponsored activity, regardless of location including, but not limited to buildings, facilities, and grounds on the District campus, school buses, District parking areas, and the location of any District sponsored activity. This includes instances in which the conduct occurs off the District premises, but impacts a District related activity.
- Adolescent Relationship abuse includes, but is not limited to, the intentional use of physical, sexual, verbal, or emotional abuse or violence by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Sexual assault includes, but is not limited to, sexual violence, sexual abuse, sexual stalking, and rape.
- Students whose behavior is found to be in violation of this policy and the Adolescent Relationship Abuse and Sexual Assault Policy and Procedures will be subject to discipline, up to and including expulsion. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.
- Students or third parties may also be referred to law enforcement officials. Should the District have reason to believe that a child under the age of eighteen (18) year of age has been abused, abandoned, or neglected, or has been subjected to conditions that would reasonably result in abuse, abandonment, or neglect, the school shall follow appropriate reporting requirements pursuant to the Child Protective Act.

3. Following a minimal due process hearing, a student found to be in violation of this section of the School Safety and Discipline policy will be immediately suspended for up to five (5) days. The administrator in charge of the case will meet with the superintendent of schools, or designee, as soon as possible to consider the evidence. Those determined to be in violation will be referred to the District Review Committee or the Board of Trustees with recommendation for further suspension and/or expulsion, and the proper authorities will be notified.

D. BOMB THREAT - (I.C. 18-3313, 18-3302I)

Any student involved in bomb threats against a school shall be referred to the Board of Trustees for recommended expulsion, and the proper authorities will be notified. A bomb threat includes, but is not limited to, placing or detonating a bomb or look-alike bomb, or verbal or written threats of bombs.

E. DRUG/ALCOHOL/CONTROLLED SUBSTANCES POLICY – (I.C. 33-210)

Students found to be distributing dangerous drugs, including but not limited to look-alike or synthetic drugs, or engaged in drug related behavior will be referred to the District Review Committee for disposition or to the Board of Trustees for a hearing for possible expulsion.

DEFINITION OF TERMS:

Dangerous Drug: Any drug, obtainable with or without a prescription, which can be used in a manner dangerous to the health of the user. This includes, but is not limited to, marijuana, amphetamines (stimulants), barbiturates (depressants), cocaine, inhalants, heroin, and hallucinogens.

Distribution: Students who share and/or sell alcohol or other dangerous drugs to other students or persons on or near district property any time during school hours or at a school-sponsored activity are considered to be distributors.

Found: Positive proof has been established that the student is involved in the use, possession, or distribution of alcohol or other drugs.

F. **DISCIPLINE** – (I.C. 33-205, 33-512)

1. The District has the authority to control student conduct and to adopt rules necessary to maintain proper discipline (Idaho Code 33-512).

Each school will review the discipline plan annually, which includes procedures for due process. The discipline plan must be provided, in writing, at the beginning of each school year to the students, staff, and parents.

All staff members will be notified that they are responsible to take appropriate action for discipline situations that may arise in their presence.

Building administrators may temporarily suspend any student for disciplinary reasons, or for other conduct disruptive of good order, or which impedes the effectiveness of the school (Idaho Code 33-205).

2. Excessive physical contact and public displays of affection are not acceptable on owned or contracted school property, or at school sponsored events.
3. Students with disabilities violating this policy will be dealt with within the guidelines of Individuals with Disabilities Educational Act (IDEA) and/or Section 504. Each incident will be addressed on a case-by-case basis.

G. **RELEASE OF A STUDENT TO LAW ENFORCEMENT OFFICIALS** – (I.C. 18-705)

The school administrator, or designee, may release a student to law enforcement officials if a warrant is issued, or if the officer is arresting the student without a warrant, or the officer requires the removal of a student from school district property. In the absence of parental or guardian consent, the school administrator, or designee, shall document the release by using the Juvenile Release Form (page 308a).

H. **DENIAL OF ENROLLMENT** – (I.C. 33-205)

Students, who have been expelled from any school district, including Mountain Home School District No. 193, must notify school authorities of this expulsion upon requesting admittance to the Mountain Home School District. A hearing before the Board of Trustees must be held, and permission given by that body, prior to the admittance of a student who has been expelled from any school district, as described above.

I. **RIGHT OF APPEAL**

Should the student wish to challenge an administrative decision, (s)he may request a hearing before District administration with right of appeal to the Board of Trustees via the Student Grievance Policy.

- D. **PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items. Trustee Abrego asked about coaching contracts and whether there was an option to buy out a contract. Mr. Gilbert replied

that coaching contracts are supplemental contracts and only good for one school year; we cannot commit to more than one year. Trustee Binion motioned to approve the personnel items as presented by Mr. Gilbert, with a second from Trustee Donahue. Motion approved. Chairman Walborn welcomed Vincent Brooks and Zak Simons and said they would be great assets to the athletic program.

APPOINTMENTS

- Brooks, Vincent; 8th Grade “A” Boys Basketball Coach, MHJH
- Dexter, Travis; 8th Grade “B” Boys Basketball Coach, MHJH
- Giardina, Nadine; 8th Grade “A” Girls Basketball Coach, MHJH
- LaFrenier, Laiana; Title I Paraeducator, HMS
- Lockett, Jay; Behavioral Supports Paraeducator, West Elementary School
- Simons, Zachary; Head Varsity Baseball Coach, MHHS

IX. **EXECUTIVE SESSION** – Student, Legal, and Personnel Matters. Chairman Walborn called for a motion for the purpose of allowing the Board to retire into executive session to hear a request for early graduation , a request for re-admittance, to consider a personnel evaluation, and to discuss legal matters concerning a lawsuit against the district from the teacher’s union, as authorized by Idaho Code, Title 33, Chapter 46, Section 33-4604(4)(a) – To hear an early graduation request; Idaho Code, Title 74, Chapter 2, Section 74-206(1)(f) – To discuss the legal matters regarding a lawsuit against the school district from the local teachers’ union; Idaho Code, Title 74, Chapter 2, Section 74-206(1)(b) – To consider the evaluation of personnel and consider the evaluation of a student re-admittance. After a full and complete discussion and upon motion duly made by Trustee Donahue and seconded by Trustee Binion 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(s) pursuant to Idaho Code, Title 33, Chapter 46, Section 33-4604(4)(a) – To hear an early graduation request, and Title 74, Chapter 2, Section 74-206(1)(f) – To discuss the legal matters regarding a lawsuit against the school district from the local teachers’ union, and Section 74-206(1)(b) – To consider the evaluation of personnel and consider the evaluation of a student re-admittance.

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.

Vote being had on the above and foregoing resolution, and the same having been counted and found to be as follows:

NAME OF TRUSTEES

- Chairman Walborn..... Aye
- Trustee House Absent
- Trustee Binion Aye
- Trustee Donahue Aye
- Trustee Abrego Aye

And no less than two-thirds (2/3) of the membership in favor thereof, the chairman had declared said resolution adopted, and the Board recessed into executive session at 8:38 p.m., to hear a request for re-admittance to the school district. Others present: The attending board members, Superintendent Gilbert, Clerk Whitman, Mr. Longhurst, Mr. Tesar, Cliff Ogborn, (Names on File), Counselor, and probation officer. Following a full and complete discussion of the re-admittance request, the Board reconvened into open session at 8:57 p.m. A motion by Trustee Binion to re-admit (Name on File) to Mountain Home School District, with the stipulation she contact Mr. Tesar and to enroll in BMHS, received a second by Trustee Donahue. Motion granted.

The board recessed back into executive session at 8:59 p.m. to hear a request for early graduation. Others present: The attending board members, Superintendent Gilbert, Clerk Whitman, Mr. Longhurst, Mr. Tesar, Cliff Ogborn, (Names on File) and her sister. Following a full and complete discussion of the early graduation request, the Board reconvened into open session at 9:03 p.m. A motion by Trustee Abrego to approve the early graduation request of (Names on File), received a second from Trustee Binion. Motion granted.

The board entered back into executive session at 9:04 p.m., to discuss the lawsuit against the school district from the teachers' union (MHEA) and to consider the evaluation of the superintendent. Others present: The attending board members, Superintendent Gilbert, Clerk Whitman. Following a full and complete discussion of the lawsuit against the school district from the teachers union (MHEA), the Chairman asked Clerk to leave the boardroom at 9:35 p.m., so that the board could discuss the superintendent's evaluation. The board asked the superintendent to leave the boardroom at 9:55 p.m., so the board could continue discussing the superintendent's evaluation. The board asked Mr. Gilbert and Clerk Whitman to enter the boardroom at 10:11 p.m., for the purpose of adjournment and then went into open session at 10:12. No motion taken.

- X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Walborn called for a motion to adjourn. A motion from Trustee Binion to adjourn was seconded by Trustee Abrego. Motion carried. Meeting adjourned at 10:13 p.m.

Chairman Walborn

Clerk Whitman