

Mountain Home School District No. 193

SCHOOL BOARD MEETING
 APRIL 21, 2015
 SCHOOL ADMINISTRATION OFFICE

TRUSTEES PRESENT: Chairman Alexander, Trustee House, Trustee Checketts, Trustee Donahue

OTHERS PRESENT: Tim McMurtrey, James Gilbert, Cliff Ogborn, Albert Longhurst, Sharon Whitman, Bill Magnusson, Jeff Johnson, Stehvn Tesar, Sam Gunderson, Jessie Ward, Karen Gordon, Anita Straw, Nikki Cruser, Phil McCluskey, Mike Jewell, Robin and Jimmy Schipani, Robbie Belk, Dave Holland, Marsha Baker, C. Darkes, Mike Jewell, LTC Elwood Henry, Kenda Schroeder, Bobbie Lockett, Eric Abrego, Colonel Kubat, Marylyn Kellerman, Alicia Siever

At 7:32 p.m., Chairman Alexander convened the regular meeting of the Board of Trustees and called for the first item of business.

- I. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF MARCH 17, 2015, AND THE SPECIAL BOARD MEETING OF APRIL 1, 2015.** Chairman Alexander called for a motion to approve the minutes of the regular board meeting of March 17, 2015, and the special board meeting of April 1, 2015. There being no comment, Trustee House moved to approve the minutes of the regular board meeting of March 17, 2015, and the special board meeting of April 1, 2015, with a second from Trustee Donahue. Motion approved.
- II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for March 2015. The statements for March reflected a balance of {-139,028}. Investments in the State Pool are \$4,377,032. The Income Statement reflected revenue through March as \$20,080,479. Expenses show salaries are at \$9,479,294 of original budget, and benefits are \$3,131,139. We have a net margin of revenue in excess of expenses of \$4,301,785. Chairman Alexander clarified that there was a still a \$600,000 deficit. Trustee Checketts 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 Donahue moved to authorize payment of the district's bills as presented, with a second from Trustee House. Motion carried. (A full and complete listing of the District's bills may be reviewed at the District Office, Accounts Payable.)
- IV. **DELEGATION** – None
- V. **PUBLIC INPUT** – None
 - A. Bobbie Lockett – Delegate Assembly. Ms. Lockett thanked the Board for their gift basket for the Delegation silent auction. She added that the basket went for \$35. Ms. Lockett also stated that \$20,000 in total was raised for the children's' fund, with Mountain Home bringing in \$250. She also informed the Board that the Mountain Home School District Board of Trustees was the only school board that donated something for the silent auction, so she challenged all the other school districts to have their school board donate something for next year.
- VI. **REPORTS** –
 - A. **MOUNTAIN HOME AFB UPDATE** – MHAFB Liaison. Colonel Kubat introduced LTC Elwood Henry, Deputy Commander MSG. He thanked everyone who attended the political forum. Colonel Kubat informed the Board that the MHAFB school advisory committee sent a survey out to all of their military

to determine the needs of military students and what the military family wanted with regards to education in Mountain Home; that would determine how the committee would orchestrate implementing the wanted needs and the wants of military families. He added that he thought it would be very interesting to see what military families think of the education in Mountain Home and what they want regarding education before the fall term starts.

Colonel Kubat went on to report that the base is holding leadership-training seminars for their upper to mid-level supervisors; he added that Mr. Gilbert was invited. He also stated that the base is looking at possibly extending the full day kindergarten to all the families on the base; if there were room, extend it to the families in town, as long as they paid the tuition.

Chairman Alexander informed the colonel that the District had tried a few programs at the base schools in the past and ran into issues of parents not being able to get their children off the base during military exercises and other activities; he added that presents a huge problem of keeping parents separated from their children.

Colonel Kubat stated that the base is looking into opening up the base more so that the community could enter the base to use the recreational facilities such as the pool, skeet range, golf course, etc.

Colonel Kubat then went on to report that Impact Aid is a concern for many military bases and not just MHAFB, but that many military bases are looking into different avenues of trying to get Impact Aid, to raise the issue within the military chain and raise the level of attention regarding Impact Aid.

Chairman Alexander inquired about people getting on the base, base passes. The colonel responded that they could possibly do what the base does with the contractors at the base and maybe authorize short-term passes; it's a legal issue now.

Chairman Alexander stated that in 2008, the District received almost \$4 million, but we only received \$1.25 million last year, quite a decline. He added that the Board and District Administration used to go to D.C. every year and lobby our Idaho delegation the importance of Impact Aid, but we weren't well received. Chairman Alexander then said that he thought if the Board, District Administration, and MHAFB went to D.C. together, it might have more affect with our Idaho delegation. Colonel Kubat replied that they weren't allowed to do that, but he could try to raise it to the upper level of the chain of command and their legislative liaisons.

B. BUILDING HIGHLIGHTS – Mountain Home Junior High School – Sam Gunderson. Mr. Gunderson presented his highlights of MHJH.

Mr. Gunderson started by thanking Mr. Longhurst for having a lot of things already implemented in the junior high prior to him moving to the junior high. He also thanked Mr. Johnson, and especially Mrs. Ward for her assistance, support, and reliability.

Mr. Gunderson then moved on to the goals. He reported that the goals were to improve their RTI plan, improve their communication with parents, and decrease student behavior referrals. He reported that Goal 1 was to improve their School wide RTI Plan, so an RTI Plan and an RTI Committee were established and/or implemented; teachers have an increased understanding of the RTI process.

Mr. Gunderson had a Prezi presentation addressing RTI. He said that the purpose and outcome of RTI was to address what to do with struggling students and to create a common language and protocol for helping students who are struggling with academics and behavior and to answer questions about the process to better equip staff with strategies for helping struggling students. He stated that MHJH asked how they could reduce the amount of special education referrals. Mr. Gunderson went on to say that across the state, there are too many students being referred as special education, when in fact, the majority of those students really just needed additional help, and not that the student is a special

education student. He explained MHJH's procedure was a tiered-pyramid process starting with all students received classroom instruction, universal screening, and assessments; students would be referred to the RTI committee during the entire RTI process. He continued to explain that Tier I, the core program, teachers would refer to their RTI folder for a menu of interventions to choose from, such as modified work, extended time, one-on-one help during advisory, small group testing, etc. Mr. Gunderson then explained Tier II, included the core and supplemental programs, included extra help during advisory, after school tutoring, and encouraged participation in the homework club, possibly placed in language and/or math skills, small group testing, and adding a behavioral and/or academic plan. He went on to explain Tier III, which included the core plus Tier I and Tier II, and possibly adding additional intensive interventions and/or alternative curriculum. He also reported that if RTI failed to help a student across 12-weeks of intervention, the student would be referred to the MDT committee who would discuss the potential for a special education referral.

Mr. Gunderson explained Goal 2 was to improve communication with parents and they improved that by encouraging parents to be more proactive in assisting their child, and they can accomplish this because the district's purchase of BlackBoard Connect; the junior high is able to keep in better contact with their parents. He said that the junior high sends hundreds of BlackBoard Connect messages to parents throughout the year and it has been a great source of communication. He also added that the teachers keep their webpages current and use them to keep in contact with parents, as well.

Mr. Gunderson then described Goal 3, which was to decrease student behavior referrals by using positive behavior supports such as their "Steppin' Up" program that has been successful in promoting kindness and reducing out-of-school suspensions by 10% from last year. He stated that Steppin' Up is a positive award for "caughtcha at being nice" student and every week a name is drawn and a student gets a candy bar and a teacher wins a \$5 Walmart gift card.

Mr. Gunderson also reported on some of the introspective surveys that were completed by staff and the results addressing such issues as late homework, missed tests, effects of poverty and the effects on education.

Mr. Gunderson thanked Chairman Alexander and Superintendent McMurtrey for visiting one of the AVID classes. He then explained and reviewed the AVID program, what all was involved, the effects of AVID on students and teachers, and the success it has brought to the students.

Chairman Alexander stated that he was very impressed with the lack of chatter among the students because they were so focused on their team work and with their high school student facilitators, how organized the students were, how well the teams interacted, the structure, and other skills the students were learning. Mr. Gunderson added that it is higher-level thinking, students have to formulate their questions, the "Why's" of the days assignment or question, the high expectations, etc.

Mr. Gunderson ended with a slide presentation of the different activities, the different clubs, art projects, leadership groups including girls interested in technology being able to visit Micron, science fundraisers, class competitions, etc.

The Board applauded and thanked him for his presentation.

VII. UNFINISHED BUSINESS –

- A. **POLICY REVISION** – 3rd and Final Reading – James Gilbert. Mr. Gilbert presented the 3rd and final reading of the proposed revision of Mountain Home School District No. 193 Graduation Requirements Policy – MHHS, Mountain Home School District No. 193 Graduation Requirements Policy – BMHS, and Mountain Home School District No. 193 Restraint or Seclusion of Students Policy. There has been no additional input since the last board meeting. Trustee Checketts motioned to approve the 3rd and final reading of the proposed revisions of the Graduation Requirements Policy – MHHS, Graduation

Requirements Policy – BMHS, and Restraint or Seclusion of Students Policy as presented by Mr. Gilbert. Trustee House seconded the motion. Motion granted.

1. Graduation Requirements Policy – MHHS -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
GRADUATION REQUIREMENTS - MHHS**

The Board of Trustees of Mountain Home School District is committed to maintaining a rigorous curriculum and performance standards designed to promote student achievement. Toward that end, all students graduating from Mountain Home School District will meet the State of Idaho and Mountain Home School District's graduation requirements or alternative graduation requirements. Students must be enrolled for a minimum of five (5) out of seven (7) credits during the second semester of their senior year to participate in the graduation ceremony and to receive a Mountain Home High School diploma.

Definition: Credit – Successful completion of one semester = 1 credit.

1. GRADUATING STUDENTS ARE REQUIRED TO HAVE SUCCESSFULLY COMPLETED THE FOLLOWING SEMESTER CREDITS:

<u>English</u>	8 credits
<u>Speech</u>	1 credit
<u>Mathematics</u>	6 credits
<u>Science</u>	6 credits
<u>Economics</u>	1 credit
<u>Humanities</u>	2 credits
<u>Social Studies</u>	6 credits
<u>Health</u>	1 credit
<u>Physical Education</u>	2 credits
<u>Computer Technology</u>	1 credit
<u>Electives:</u>	16 credits
TOTAL	50 credits

(See Procedures for Graduation Requirements for detailed explanation of credits)

Note: No credit will be received when repeating a class if previous credit was earned. The higher grade earned will be used to calculate the GPA.

and

Proficiency Assessment - Idaho State Assessment Test (ISAT): Score proficient or higher on the Grade 10 ISAT in the 10th, 11th, or 12th grade in math, reading, and language arts unless the student is exempt (see Graduation Requirements Procedure or Alternative Graduation Procedure),

- 1. A student is not required to achieve a proficient or advanced score on the ISAT if:**
 - a. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must be approved by the State Board of Education and must measure the skills at the 10th grade level and be in comparable subject areas to the ISAT; or**
 - b. The student completes alternative requirements as outlined in the Alternative Graduation Requirements and Plan – MHHS and Alternative Graduation Plan Rubric – MHHS; or**
 - c. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; or**

- d. **The student is considered a LEP student through a score determined on a language proficiency test and has been in a LEP program for three (3) academic years or less.**
and

College Entrance Examination: All students must take a college entrance examination (ACT, SAT, or COMPASS) before the end of the student's eleventh (11th) grade,

1. **A student who missed the statewide administration of the college exam during the student's 11th grade may take the examination during the student's 12th grade to meet this requirement, if the student:**
 - a. **Transferred to the District during the student's 11th grade;**
 - b. **Was homeschooled during the student's 11th grade;**
 - c. **Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.**
2. **A student may elect an exemption in the 11th grade from the college entrance exam requirements, if the student is:**
 - a. **Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or**
 - b. **Enrolled in a Limited English (LEP) program for three (3) academic years or less; or**
 - c. **Enrolled for the first time in 12th grade at high school after the spring statewide administration of the college entrance exam.**
3. **Students who are eligible to take an alternate assessment may take the ACCUPLACER placement exam during their senior year to meet the college entrance exam graduation requirement.**

and

Senior Project: A student must complete a senior project by the end of grade 12 (see Graduation Requirements Procedures).

2. TRANSFER CREDITS FROM TRADITIONAL SCHOOLS

The Board recognizes that mobility can affect a student's educational program. To meet the Mountain Home School District's graduation requirements, transfer credits from other secondary schools will be accepted provided:

- a. The sending school is an accredited high school with membership in the Northwest Association of Schools and Colleges or its approved counterparts in other states; or
- b. The sending school is an accredited high school with membership in the National Association of Private Schools; or
- c. The sending school is a high school approved by the Idaho State Department of Education and passes a standards review as determined by the high school principal and/or the superintendent, or designee. The administration shall accept transfer credits from any home study, home instructional program, or private school that meets the above standards is approved by the Idaho State Department of Education.

3. TRANSFER CREDITS FROM CORRESPONDENCE / VIRTUAL SCHOOLS

The Mountain Home School District will accept credits toward high school graduation from any accredited correspondence or virtual high school course, provided the credits were earned in grades 9 through 12.

- a. All courses taken through any accredited correspondence and/or virtual high school will be included in the student's transcript no matter if the course was passed or not and will be averaged into the student's GPA.

4. HIGH SCHOOL CREDIT PRIOR TO GRADE NINE (I.C. 33-512C)

DEFINITIONS:

Graduation Credits: Credits applied to the Mountain Home School District's graduation requirements must

be earned in grades 9 through 12.

Credits will be awarded to any student who completes any required high school course with a grade of C or higher before entering grade nine (9), if the following criteria are met:

1. The course meets the same standards that are required in high school;
2. The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught; and
3. The school providing the course is accredited as recognized by the Idaho State Board of Education.

Upon successful completion of the course, the student's grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript.

- **Courses taken in the junior high school or middle school appearing in the student's high school transcript, pursuant to this policy, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in this policy.**

EXCEPTIONS

Students must take two (2) semester credits of the required six (6) semester mathematics credits during the final year of high school.

This policy does not apply to obtaining credit for senior projects.

ADDITIONAL GRADUATION REQUIREMENTS

As a condition of issuance of a diploma or certificate, or as a condition of issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books, or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

2. Graduation Requirements Policy – BMHS -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
GRADUATION REQUIREMENTS - BMHS
Bennett Mountain High School**

The Board of Trustees of Mountain Home School District is committed to maintaining a rigorous curriculum and performance standards designed to promote student achievement. Toward that end, all students graduating from Mountain Home School District will meet the State of Idaho, Mountain Home School District's, and Bennett Mountain High School's (BMHS) graduation requirements or alternative graduation requirements.

Students who wish to enroll in BMHS must meet certain criteria.

1. Students must meet any THREE of the following five criteria:
 - a. Has repeated at least one grade
 - b. Has absenteeism that is greater than 10% (missed more than nine days) during preceding semester
 - c. Has an overall grade point average less than 1.5 prior to enrollment in an alternative school
 - d. Has failed one or more academic subjects (English, Math, Science, Reading)

- e. Is two or more semester credits behind the rate required to graduate on time

OR

2. Students must meet any ONE of the following six criteria:
- Has been through a substance abuse behavior program
 - Is pregnant or a parent
 - Is an emancipated teen (not living with parent(s) for 30 days)
 - Is a previous dropout, voluntary or involuntary
 - Has serious personal, emotional, or medical problems
 - Is a court or agency referral
 - Has been suspended two or more times for behavior problems

Students must be enrolled for a minimum of one (1) credit during one of the four blocks of study of their senior year to participate in the graduation ceremony and to receive a Mountain Home School District diploma.

Definition: Credit – Successful completion of one block = 1 credit.

5. GRADUATING STUDENTS ARE REQUIRED TO HAVE SUCCESSFULLY COMPLETED THE FOLLOWING CREDITS:

<u>English</u>	8 credits
<u>Speech</u>	1 credit
<u>Mathematics</u>	6 credits
<u>Science</u>	6 credits
<u>Economics</u>	1 credit
<u>Humanities</u>	2 credits
<u>Social Studies</u>	4 credits
<u>Health</u>	1 credit
<u>Electives</u>	17 credits
TOTAL	46 credits

(See *Procedures for Graduation Requirements - BMHS* for detailed explanation of credits)

Note: No credit will be received when repeating a class if previous credit was earned. The higher grade earned will be used to calculate the GPA.

and

Proficiency Assessment - Idaho State Assessment Test (ISAT): Score proficient or higher on the Grade 10 ISAT in the 10th, 11th, or 12th grade in math, science, reading, and language arts unless the student is exempt (see Graduation Requirements Procedure or Alternative Graduation Procedure).

2. A student is not required to achieve a proficient or advanced score on the ISAT if:
- The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must be approved by the State Board of Education and must measure the skills at the 10th grade level and be in comparable subject areas to the ISAT; or
 - The student completes alternative requirements as outlined in the Alternative Graduation Requirements and Plan – BMHS and Alternative Graduation Plan Rubric – BMHS; or
 - The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; or
 - The student is considered a LEP student through a score determined on a language proficiency test and has been in a LEP program for three (3) academic years or less.

and

College Entrance Examination: All students must take a college entrance examination (ACT, SAT, or COMPASS) before the end of the student's eleventh (11th) grade,

4. A student who missed the statewide administration of the college exam during the student's 11th grade may take the examination during the student's 12th grade to meet this requirement, if the student:
 - a. Transferred to the District during the student's 11th grade;
 - b. Was homeschooled during the student's 11th grade;
 - c. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.
5. A student may elect an exemption in the 11th grade from the college entrance exam requirements, if the student is:
 - a. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or
 - b. Enrolled in a Limited English (LEP) program for three (3) academic years or less; or
 - c. Enrolled for the first time in 12th grade at high school after the spring statewide administration of the college entrance exam.
6. Students who are eligible to take an alternate assessment may take the ACCUPLACER placement exam during their senior year to meet the college entrance exam graduation requirement.

and

Senior Project: A student must complete a senior project by the end of grade 12 (see Graduation Requirements Procedures).

6. TRANSFER CREDITS FROM TRADITIONAL SCHOOLS

The Board recognizes that mobility can affect a student's educational program. To meet the Mountain Home School District's graduation requirements, transfer credits from other secondary schools will be accepted provided:

- a. The sending school is an accredited high school with membership in the Northwest Association of Schools and Colleges or its approved counterparts in other states; or
- b. The sending school is an accredited high school with membership in the National Association of Private Schools; or
- c. The sending school is a high school approved by the Idaho State Department of Education and passes a standards review as determined by the high school principal and/or the superintendent, or designee. The administration shall accept transfer credits from any home study, home instructional program, or private school that meets the above standards is approved by the Idaho State Department of Education.

7. TRANSFER CREDITS FROM CORRESPONDENCE / VIRTUAL SCHOOLS

The Mountain Home School District will accept credits toward high school graduation from any accredited correspondence or virtual high school course, provided the credits were earned in grades 9 through 12.

- a. All courses taken through any accredited correspondence and/or virtual high school will be included in the student's transcript no matter if the course was passed or not and will be averaged into the student's GPA.

8. HIGH SCHOOL CREDIT PRIOR TO GRADE NINE (I.C. 33-512C)

DEFINITIONS:

- Graduation Credits: Credits applied to the Mountain Home School District's graduation requirements must be earned in grades 9 through 12.
- Transcripted Credits: Credits will be awarded to any student who completes any required high school course with a grade of C or higher before entering grade nine (9), if the following criteria are met:
1. The course meets the same standards that are required in high school as demonstrated by the successful completion of the End of Course examination with a grade of C or above;
 2. The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught; and
 3. The school providing the school is accredited as recognized by the Idaho State Board of Education.

Upon successful completion of the course, the student's grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript.

- **Courses taken in the junior high school or middle school appearing in the student's high school transcript, pursuant to this policy, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in this policy.**

EXCEPTIONS:

Students must take two (2) semester credits of the required six (6) semester mathematics credits during the final year of high school.

This policy does not apply to obtaining credit for senior projects.

ADDITIONAL GRADUATION REQUIREMENTS

As a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books, or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

3. Restraint or Seclusion of Students Policy -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
RESTRAINT OR SECLUSION OF STUDENTS**

PURPOSE:

The Mountain Home School District recognizes our responsibility in providing an appropriate education program in a safe environment conducive to learning for all students enrolled in the district.

The Board also recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. As some students may exhibit behavior that poses a risk of harm to the student, other students, staff members, or district property, the Board recognizes that it may be necessary for a qualified staff member to place in seclusion or restrain a student to protect students, staff, and/or district property from

~~harm.~~ **The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.** ~~The following policy is to assure that our commitment to providing an education program is not disrupted and that a safe learning environment is maintained at all times.~~

The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion. ~~and ensuring that they are only used as a last resort in an emergency situation.~~

EMERGENCY BEHAVIORAL INTERVENTIONS:

Emergency Behavioral Interventions may only be used to control unpredictable, spontaneous behavior, which poses imminent danger of physical harm to the individual or others, or results in property damage endangering student safety. This imminent danger and damage is that which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; i.e. physical restraint of the individual exhibiting the behavior or placing the individual into a clean and safe area or room.

VIII. NEW BUSINESS –

A. TRAVEL REQUEST –

1. HOSA – MHHS – HOSA National Leadership Conference, Anaheim, California, June 24-28, 2015 – Karen Brescia. Mrs. Brescia requested permission to take some of the HOSA students to the National Leadership Conference in Anaheim, California, June 24-28, 2015. A few of the competitors made it into the nationals. HOSA students recently brought home a few trophies from the recent competitions; two students placed third, one student placed fifth, and one student placed 5th, and the HOSA took tenth place out of fifteen competitors. Trustee Donahue motioned for approval of the travel request for the MHHS HOSA Students to travel to Anaheim, California, June 24-28, 2015, as presented by Mrs. Brescia. Trustee Checketts seconded the motion. Motion granted.

- B. RESOLUTION 15-06 - DECLARATION OF CANDIDATE ELECTED - Zone 1 - Sharon Whitman.** Clerk Whitman requested the adoption of this resolution allowing the Clerk of the Board of Trustees to declare a candidate elected if that candidate runs unopposed in accordance with Idaho Code Sections 34-1407 & 33-502(B). Clerk Whitman stated that John “Jack” Walborn, candidate Zone-1, submitted his declarations as candidate for Zone-1, and after all dates for declaration to include write-in expired, Mr. Jack Walborn was unopposed. Trustee House motioned for the adoption of Resolution 15-06 Declaration of Candidate Elected – Zone 1, as presented by Clerk Whitman. Trustee Donahue seconded the motion. Roll call vote followed:

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO
RESOLUTION 15-06
DECLARATION OF CANDIDATE ELECTED AS TRUSTEE – ZONE 1
(AUTHORIZATION FOR CLERK)

WHEREAS, the date for filing written nomination for the office of School District No. 193 Trustee in Zone 1 and Zone 3 and Zone 5 has expired, and the date for filing a declaration of intent as a write-in has also expired, therefore leaving only one (1) qualified candidate for Zone 1 as nominee;

NOW THEREFORE, be it resolved that in accordance with Idaho Code Section 34-1407 and Section 33-502(B), if no qualified candidate(s) files a declaration of intent as a write-in candidate, no later than 5:00 p.m., on April 3, 2015 (45-days prior to election), the Clerk of School District No. 193 is hereby given permission to declare the single candidate from Trustee Zone 1 as elected.

BE IT FURTHER RESOLVED that following the official Canvass of Election, the Clerk shall prepare and deliver to the candidate a certificate of election, which is signed by the Clerk, and bears the seal of the school district.

Authorized this 21st day of April 2015.

Chairman Alexander

Vice-Chairman Reynolds

Trustee House

Trustee Checketts

Trustee Donahue

Clerk Whitman

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

Trustee Alexander..... Aye
Trustee House Aye
Trustee Reynolds Absent
Trustee Checketts..... Aye
Trustee Donahue..... Aye

and no less than two-thirds (2/3) of the membership in favor thereof, Chairman Alexander had declared said resolution adopted.

C. **POLICY REVISION** – 1st Reading – James Gilbert. Mr. Gilbert presented the 1st reading of the proposed revision of Mountain Home School District No. 193 Asbestos Management Plan (AHERA) Policy to bring the district up-to-date with federal and state regulations, the Grievance Policy for Classified Employees Policy to add language clarifying what can be grieved and the procedure, the Gifted & Talented Education Policy to change some grammar, and the Curriculum Materials Development & Adoption Policy to add a section clarify the expectations of parents who challenge reading material. There has been no input from staff or patrons. Trustee Donahue motioned to approve the 1st reading of the proposed revision of the Asbestos Management Plan (AHERA) Policy, the Grievance Policy for Classified Employees Policy, the Gifted & Talented Education Policy, and the Curriculum Materials Development & Adoption Policy, as presented by Mr. Gilbert. Trustee House seconded the motion. Motion carried.

1. Asbestos Management Plan (AHERA) Policy -

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
ASBESTOS MANAGEMENT PLAN (AHERA)
(Asbestos Hazard Emergency Response Act)**

To protect students and employees from exposure to asbestos, Mountain Home School District No. 193 adopts the following asbestos management plan for the maintenance, inspection, and removal of asbestos-containing materials in the district’s school buildings.

BUILDING INSPECTION

A periodic surveillance of asbestos-containing building materials will be performed in all district buildings every six (6) months. A complete re-inspection of all buildings containing asbestos will be completed every three (3) years.

REMOVAL

If removal of asbestos during renovation is warranted or a school building will be demolished, the districts will comply with the Asbestos National Emissions Standards for Hazardous Air Pollutants (NESHAP).

RECORDKEEPING

The district and each school administrative office will maintain a complete, updated copy of its management plan. The plan will document recommended asbestos response actions, the location of any asbestos within the school, and any action taken to repair and remove the material.

Asbestos management plan records will include:

- The name and address of each school building and whether the building has asbestos-containing building material, and the type of asbestos-containing material;
- The date of the original school inspection;
- The plan for re-inspections;
- Blueprints that clearly identify the location of asbestos-containing building materials that remain in the school;
- A description of any response action or preventive measures taken to reduce asbestos exposure;
- A copy of the analysis of any building, and the name and address of any laboratory that sampled the material;
- The name, address, and telephone number of the district's designated person; and
- Documentation regarding inspections, re-inspections, response actions, and periodic surveillance are included in the AHERA Binder, which is located in each building and the district office;
- AHERA reference notices are included in the student handbooks and are available during registration;
- A copy of the AHERA Notification letter is sent to the MHEA President, Parent Group President, and a copy of those notification letters are placed in the AHERA binder, which can be found in each building and at the district office.

These records will be kept by the district for the duration of building ownership and will be transferred to any successive owners.

TRAINING

All district maintenance and custodial staff will be provided with asbestos awareness training. All individuals working on asbestos related activities will be trained and accredited in accordance with Environmental Protection Agency (EPA) standards.

All administrators, contractors, maintenance, and custodial staff are required to review the *Asbestos Management Plan* located in each facility and complete the *Notification of Asbestos Operation and Maintenance* form before initiating work in any building.

REVIEW

The Mountain Home School District is required by the Asbestos Hazard Emergency Response Act (AHERA) to **maintain and update its asbestos management plan to keep it current with ongoing operations and maintenance, maintain periodic surveillance, inspection, re-inspection, and response action activities, and perform small repairs, and manage abatement activities for materials containing Presumed Asbestos Containing Materials (PACM) or Asbestos Containing Materials (ACM), in addition to informing employees and contractors that District facilities may contain PACM or ACM.**

ANNUAL NOTICE

The district will provide written annual notification to parents/guardians, teachers, and employee organizations on the availability of the school's asbestos management plan and any asbestos-related actions taken or planned in the school.

Additionally, the district will provide each student and parent/guardian with a copy of this policy at the time of enrollment through publication in the student handbook, and by posting on the district website.

PLAN INSPECTION

The public has the right to inspect the asbestos management plan. The plan will be available for inspection during regular business hours at the district office or school administrative office(s). The district and its schools may charge a reasonable cost to make copies of the management plan.

DISTRICT CONTACT

The Maintenance Director/Foreman is responsible for ensuring that each school is in compliance with this policy. The Maintenance Director can be contacted by phone: 587-2598.

2. **Grievance Policy for Classified Employees Policy -**

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
GRIEVANCE POLICY FOR CLASSIFIED EMPLOYEES**

The Board of Trustees is committed to a reasonable and equitable method by which classified employees, who have reason to believe they have been unfairly treated or the District is in violation of any District policy, may bring their grievance to the attention of the proper authority.

The grievance procedure for classified employees shall meet the standard set forth in Chapter 5, Title 33, Section 33-517, of the Idaho Code.

As a matter of definition, the term "classified employee" shall be used rather than "non-certificated employee" when referring to the employee.

As a matter of definition, the term "working day" or "workday" is a weekday (Monday through Friday), except those weekdays identified in the approved school calendar as a non-workday for classified personnel or vacation or holidays.

A grievance shall be defined as a written allegation of **one (1) or more of the following:**

1. ~~A an unfair treatment or a violation of~~ **current written board approved** school district policy.
2. **A violation of current written school procedures.**
3. **A violation of the current written board approved employee handbook.**
4. **A condition or conditions that jeopardize the health or safety of the employee or another.**
5. **Tasks assigned outside of the employee's essential job functions and for which the employee has no specialized training.**
6. **A violation of Idaho Code.**

PROCEDURE

A classified employee of the district may file a grievance about any matter related to their employment, **only if it directly relates to any of the grounds for a grievance as defined above.**

A classified employee of the district may **not** file a grievance about the **following**: ~~provided that the following shall not be proper subjects for consideration under the grievance procedure provided in this section:~~

- a. Rate of salary
 - b. Wage of the employee
 - c. The decision to terminate an employee for cause during the initial one hundred eighty (180) days of employment
1. If a classified employee files a grievance, the employee shall submit the grievance in writing on the Classified Grievance Form to the **district's human resources administrator** ~~employee's immediate supervisor~~ within six (6) working days of the incident ~~that gave giving~~ rise to the grievance. The grievance shall state the nature of the grievance and the remedy sought.
 2. Within six (6) working days of receipt of the grievance, the **district's human resources administrator** ~~immediate supervisor~~ **will schedule an informal grievance meeting with the grievant, the employee against whom the grievance is filed, respective advocates, as well as a district administrator who will not be involved in the statutory grievance process. The purpose of the meeting will be to attempt to find a resolution to the employee grievance.** ~~shall provide a written response to the employee.~~
 3. **If a resolution is not reached during the informal grievance meeting, the individual against whom a grievance is filed will file a written response to the employee grievance with the district's human resources administrator within six (6) working days after the conclusion of the informal grievance meeting. Thereafter, the employee may appeal the grievance to the superintendent or designee within six (6) working days of the date the written response was, or should have been, received.**
 4. ~~If the classified employee is not satisfied with the response of the immediate supervisor, or if there is no response within the timeline, the employee may appeal the grievance to the superintendent of the district or the superintendent's designee within five (5) working days of the receipt of the response as set out in subsection (2)(b) of Idaho Code 33-517, or within five (5) working days from the date the supervisor last had to respond if the classified employee received no written response. Within six (6) working days of an appeal, The superintendent, or his designee, will provide written response to shall communicate with the classified employee within six (6) working days in an effort to resolve the appeal. Within five (5) working days of the communication, the superintendent, or his designee, shall provide a written response to the classified employee.~~
 5. If the classified employee is not satisfied with the response of the superintendent, or his designee, or if there is no response by the superintendent, or his designee, within the timeframe ~~provided in subsection (2)(c) of Idaho Code 33-517,~~ the classified employee may request a review of the grievance by a hearing panel within **six (6)** ~~five (5)~~ working days **of the date the response was, or should have been, received.** from receipt of the response provided in section (2)(c) of Idaho Code 33-517, if the employee received a written response, or five (5) working days from the date the superintendent last had to respond if the classified employee received no written response.
 6. ~~Within ten (10) working days of receipt of an appeal, the Board of Trustees shall convene~~ A panel consisting of three (3) persons **will be convene for the purpose of reviewing the appeal within ten (10) working days of receipt of an appeal. The panel will consist of one (1) individual designated by the superintendent, Board of Trustees; one (1) individual designated by the employee, and one (1) individual agreed upon by the two (2) appointed panel members.** ~~for the purpose of reviewing the appeal. Within five (5) working days following completion of the review, the panel shall submit its decision in writing to the classified employee, the superintendent, and the Board of Trustees.~~
 7. **The employee and the superintendent or designee, or their representative, may be given an opportunity to present information and arguments, oral or written, relevant to the grievance filed in the matter. The panel may establish time limits for the submission or presentation of information and argument(s). The panel may exclude evidence that is not relevant to the matter(s) raised in the grievance. The rules of civil procedure and evidence do not apply.**

8. **The panel will review all relevant information presented by the parties and will make a determination as to whether the information supports a finding of:**
- a. **A violation of current written board approved school district policy;**
 - b. **A violation of current written school procedures;**
 - c. **A violation of the current written board approved employee handbook;**
 - d. **A condition or conditions that jeopardize the health or safety of the employee or another; or**
 - e. **Tasks assigned outside of the employee's essential job functions and for which the employee has no specialized training.**

If the panel determines that the information supports a finding of one (1) or more of the above, the panel will make a determination as to the appropriate resolution of the grievance.

9. **Within ten (10) working days following completion of the review, the panel will submit a written decision setting forth factual findings and conclusions to the employee, the superintendent or designee, and the board.**
10. The panel's decision shall be the final and conclusive resolution of the grievance unless the Board of Trustees overturns the panel's decision by resolution at the Board of Trustees' next regularly scheduled public meeting, or **either party appeals to the district court** ~~unless~~ within forty-two (42) calendar days of the filing of the Board's decision, ~~either party appeals to the district court in the county where the school district is located.~~
11. Upon appeal of a decision of the Board of Trustees, the district court may affirm or set aside and remand the matter to the Board of Trustees upon the following grounds ~~and shall not set the same aside on any other grounds:~~
- a. The findings of fact are not based on any substantial, competent evidence;
 - b. The Board of Trustees has acted without jurisdiction or in excess of its powers; **or**
 - c. The findings by the Board of Trustees as a matter of law do not support the decision.
12. A classified employee filing a grievance, **the person against whom the grievance is filed, and the superintendent or designee** ~~pursuant to this section shall be entitled to a representative of the employee's choice at each step of the grievance procedure provided in this section. None of these individuals will be qualified to sit on the advisory grievance panel. The supervisor, superintendent, or the superintendent's designee, shall be entitled to a representative at each step of the grievance procedure.~~
13. The grievance procedure timelines established in this **policy section** ~~may~~ be waived or modified by mutual agreement.
14. Utilization of the grievance procedure established pursuant to this **policy section** ~~shall~~ **will** not constitute a waiver of any right of appeal available pursuant to law or regulation.
15. Neither the Board nor any member of the administration ~~shall~~ **will** take reprisals affecting the **employment status of any party in interest. The employee filing a grievance will not take any reprisals regarding the course of the outcome of the grievance nor take any reprisals against any party or witness participating in the grievance.**
16. A classified employee of the school district ~~shall~~ **will** be **provided a personnel file consistent with the provisions of Section 33-518, Idaho Code.** ~~required to review and sign any entries made to his personnel file. At reasonable times and places, in the presence of an appropriate District official, a classified employee may inspect documents contained in his official personnel file.~~

3. Gifted & Talented Education Policy -

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
GIFTED & TALENTED EDUCATION

Gifted & Talented children are those students who are identified as possessing, **demonstrating, and for having demonstrated or potential** abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

DISTRICT PLAN

The district's plan will be reviewed, revised, and submitted by the Director of Educational Services every three (3) years for SDE approval. The district's plan may include the following:

- Philosophy Statement
- Definition of Giftedness
- Program Goals
- Program Options
- Identification Procedures
- Program Evaluation

IDENTIFICATION OF GIFTED & TALENTED STUDENTS

On an **ongoing annual** basis, the district will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in the district's Gifted & Talented Plan.

The district will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general **and cognitive** abilities, ~~specific aptitudes~~, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominating, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

Based on the assessment, the needs of the gifted/talented student will be matched with appropriate program options.

The district shall designate a certificated employee to develop, supervise, and implement the gifted/talented program.

4. Curriculum Materials Development & Adoption Policy -

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

P O L I C Y
CURRICULUM MATERIALS DEVELOPMENT & ADOPTION

The Mountain Home School District 193 Board of Trustees recognizes the need to ensure balance among schools in the provision of curriculum and instructional materials, and to continually evaluate, develop, and modify the curriculum to meet the changing needs of students. This process includes the adoption of instructional materials. Instructional materials include textbooks, work texts, workbooks, all supplementary and enrichment, audio/visual materials, and technology.

The MHSD Board of Trustees may adopt curricular materials consistent with District policy, Section 33-512A, Idaho Code, and the contents standards as established by the Idaho State Board of Education (SBOE) in subject areas offered by the District for which materials are not covered by the State Curriculum Material Committee.

The Board of Trustees is responsible for approving all courses of study in the Mountain Home School District No. 193. Proposed changes, modifications, additions, and deletions are considered by the Board upon recommendation of the Superintendent or designee. Impetus for change may come from the staff, students, members of the Board of Trustees, or other citizens of the school district.

The procedures for curriculum additions or deletions approval are to be established by the Superintendent or designee.

The Superintendent, or designee, is responsible for coordinating, developing, and implementing curriculum throughout the school district.

The district will have available to the public the title, authors, and publishers of all textbooks being used in the district. The public has the right to inspect the instructional materials, except students' tests, used in this district's schools.

Curricular materials are exempt from bidding requirements.

DEFINITION:

"Curricular materials" is defined as textbook and instructional media including software, audio/visual media, and internet resources.

STATE APPROVED MATERIALS:

The SBOE has prescribed the minimum courses to be taught in all public elementary and secondary schools. The Board is required to have prepared and issued such syllabi, study guides, and other instructional aids, as the Board will from time to time deem necessary. The Board will also determine how and under what regulations curricular materials will be adopted for the public schools.

The SBOE will require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the Board, from which reproductions can be made for use for the blind.

The SBOE adopts curricular materials (textbooks) in the following subject matters: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, and limited English proficiency.

CURRICULAR MATERIALS ADOPTION COMMITTEE:

The Board of Trustees may appoint a Curricular Materials Adoption Committee to advise it on the selection of curricular materials. Curricular materials for courses offered by the District for which materials are not covered by the State Curricular Material Committee may be selected by a District Curricular Materials Committee appointed by the

Board of Trustees.

In the event the Board of Trustees elects to appoint a District Curricular Materials Committee, one-fourth (1/4) of the committee members will be persons who are not public education or school trustees. All meetings of the committee will be open to the public, and any member of the public may attend such a meeting and file written objections to, or make oral objections to, any curricular materials under consideration.

Instructional materials used in Mountain Home School District No. 193 shall not discriminate against any individual in any way, specifically on the basis of age, race, color, creed, national origin, ancestry, sex, sexual orientation, religious affiliation, handicapping condition, or physical or mental handicap or disability.

The adoption of textbooks in Mountain Home School District No. 193 shall be in accordance with Idaho Code 33-512(3) and 33-512A. When feasible, textbooks considered and adopted shall be on the state adoption list as approved and adopted by the State Board of Education.

When possible, all technological, supplemental or enrichment materials used in the classrooms of Mountain Home School District No. 193 shall be on the state adoption list as approved and adopted by the State Board of Education. The superintendent, or designee, of the school district has the responsibility to establish procedures for the approval of the use of supplemental or enrichment materials that are not on the list of State Board of Education approved and adopted materials.

CONTROVERSIAL MATERIALS:

The teacher, prior to presenting curriculum materials of a possibly controversial nature, will review the matter with the building principal. If it is determined that the material is potentially controversial, but is an effective method of addressing some aspect of the curriculum, the teacher and principal will determine what notification should be provided to the parent/guardian.

An alternative lesson may be made available for students whose parents/guardians notify the school that they do not want their student exposed to the material. The alternative lesson will substitute for the planned lesson.

SUPPLEMENTAL READING POLICY

Parents who wish to have their child read an alternative book, whether it be for a small group selection or a class reading, the teacher will provide the criteria for the reading selection, and it will then be the parents' responsibility to research and select an alternative reading choice. The teacher will approve the alternative reading choice and provide alternative assignments.

Procedure:

- 1. The parent contacts the teacher directly about their issue with their child reading the assigned book.**
- 2. Within 24-hours after parent contact, the teacher will provide the criteria for the alternative reading.**
- 3. Within 48-hours after the teacher provides the criteria for the alternative reading, the parent provides the alternative title of the reading book for approval.**
 - **An example would be if the reading selection that the teacher assigned addressed an American Writer of the 20th century who wrote a memoir, the parent must in turn select a 20th century American writer who wrote an memoir.**
 - ~ **The reading selection must be approved by the teacher.**
 - **Another example would be if the reading selection that the teacher assigned addressed female authors of the 19th century who wrote a novel, the parent would in turn have to select a 19th century female author who wrote a novel.**
 - ~ **The reading selection must be approved by the teacher.**

4. Within 24-hours after the parent provides the alternative title of the reading book, the teacher approves or denies the alternative reading book. Books that meet provided criteria will be approved.
5. The student needs to have the book in their possession by the following class period.
6. The teacher provides the alternative assignments upon approval of alternative selection.

It is the parents' responsibility to become familiar with the district's Curriculum Development & Materials Adoption Policy and Procedure should the parent wish to challenge the curriculum.

- D. POLICY REVIEW** – No Changes – James Gilbert. Mr. Gilbert informed the Board that the Positive Time Reporting Policy was reviewed by the Policy Committee and they determined that no revisions were necessary. No action needed.

1. Positive Time Reporting Policy

- E. PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items. Trustee House motioned to approve the personnel items and addendum, as presented by Mr. Gilbert, with a second from Trustee Reynolds. Motion carried.

TEACHER APPOINTMENTS – 2015-2016 School Year

NON-CONTINUING CONTRACTS

ALLIES, SARAH J.	NICHOLAS, DAWN M.
BARNEY, TAMMY S.	PADOUR, JUSTIN R.
BRESCIA, KAREN J.	PAILLE, CHRISTINE D.
BUNDY, NATHAN J.	PERCY, CATHERINE G.
FOSTER, SEAN M.	PHILLIPS, ANNIKA S.
FREER, SHERI E.	PRINCIPALI, TRACY L.
GAREY, TAWNYA R.	RAYFIELD, BENJAMIN A.
GOODMAN, TANYA E.	RECTOR, BELINDA F.
JAMES, DANIEL J.	RENFROE, ELIZABETH A.
KARREN, SHERRI L.	ROGERS, LEA
KUZEL, MICHELLE A.	SCHOLTE, CHRISTINE M.
LAWRENCE, FELICIA R.	SCOTT, MELISSA L.
LONGHURST, GINA F.	SMITH, SAMUEL W.
MAIN, JAMES W.	THORUSEN, LEISA M.
MARTIN, DANIEL R.	WALLACE, CHAD T.
MCCLUSKEY, KIMBERLY A.	WEBBER, CATHERINE M
MILES, KRISTIN F.	WILSON, HEIDI J.
MILLS, LISEANN M.	WORTHAM, SAMANTHA S.
MORI, KATHY L.	ZAIKE, JENNIFER

APPOINTMENTS

Tucker, Jaime; Cook II, East Elementary School
Viall, Curtis; Head Varsity Girls Soccer Coach, MHHS

RESIGNATIONS

Aubert, Kristina, Pre-School Teacher, West Elementary School; effective: May 22, 2015
Cowsert, Allison, 3rd Grade Teacher, Stephensen Elementary School; effective: May 22, 2015
Long, Lisa, Special Education Paraeducator; MHJH School; effective: April 10, 2015

Sutton, Melonie, Special Education Teacher, MHJH School; effective: May 22, 2015

RETIREMENTS

Belk, Robbie, 6th Grade Teacher, HMS; effective: May 22, 2015

Lothrop, Renee, Receptionist, MHHS; effective: May 28, 2015

Rooney, LuAnn; Custodian, MHJH School; effective: July 31, 2015

Strickland, Cynthia, Classified Computer Lab Manager, HMS; effective: May 22, 2015

IX. **EXECUTIVE SESSION – None**

X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Alexander called for a motion to adjourn. A motion from Trustee House to adjourn was seconded by Trustee Donahue. Motion carried. Meeting adjourned at 8:33 p.m.

Chairman Alexander

Clerk Whitman