

Mountain Home School District No. 193

SCHOOL BOARD MEETING
DECEMBER 15, 2015
SCHOOL ADMINISTRATION OFFICE

- I. **CALL MEETING TO ORDER** – Chairperson/Vice-chairperson. Chairman Walborn convened the regular meeting of the Board of Trustees at 7:30 p.m. He informed the audience that a quorum was present.

Trustees Present: Chairman Walborn, Trustee Binion, Trustee Donahue, Trustee Abrego

- II. **APPROVAL OF AGENDA OR ADDENDUMS** – Chairman/Vice-chairman. Prior to the agenda items, Chairman Walborn asked if there was an addendum to the agenda, or anything to add or remove. There being none, Chairman Walborn proceeded to agenda item III.

- III. **CONSENT AGENDA ITEMS (ACTION)** – Board of Trustees. Chairman Walborn called for a motion to approve the consent agenda items. There being no comment, Trustee Binion moved to approve the consent agenda items, with a second from Trustee Abrego. Motion carried.

- A. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF NOVEMBER 17, 2015.**
 B. **FINANCIAL REPORTS**
 C. **CONSIDERATION OF BILLS**
 D. **PRINCIPAL'S DATA REPORT**

- IV. **DELEGATION (COMMENTS – NO ACTION/POSSIBLE DIRECTION)** –

- A. MHEA – Denise Weis, president. Ms. Weis approached the board and explained that the MHEA (teachers' union) decided to drop their lawsuit against the district. She read aloud the MHEA's letter to the board and asked that the letter be on record.

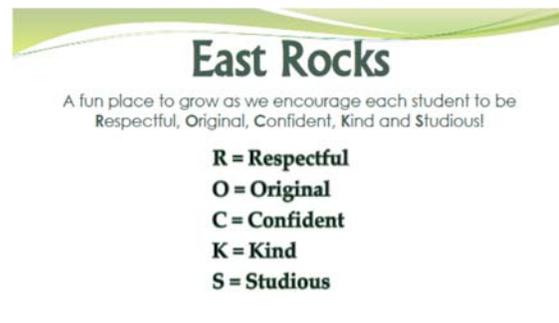
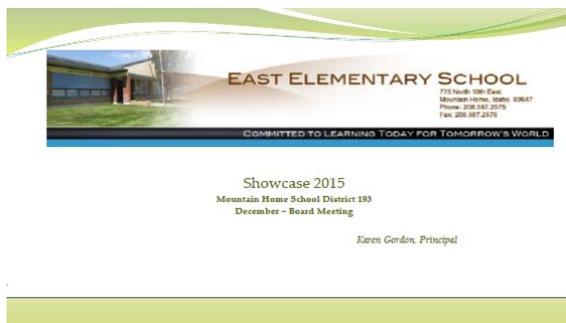


- V. **PUBLIC INPUT – None**

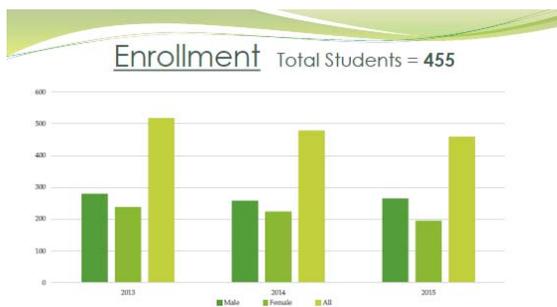
VI. **REPORTS –**

A. MOUNTAIN HOME AFB UPDATE – MHAFB Liaison. Colonel Kubat. Colonel Kubat reported that many airmen were currently deployed and he wanted educators to be aware of that and that the deployments could be troublesome for military students, especially over the holidays; this could cause behavior issues. Colonel Kubat also reported that the student advisory committee (SAC) was working on the 2nd quarter Outstanding Educator award; the nomination forms are at the schools and on the MHAFB Student Advisory Committee Facebook page. He added that the SAC is very interested in volunteering at the schools and that the schools should contact the student advisory committee for volunteers to help students with such things as the upcoming Career Fair at MHHS, tutoring, projects, etc. Colonel Kubat continued to report that the SAC was reviewing its structure, preparing for personnel transfers, and trying to fill vacant positions in the SAC, etc. He reported that on April 4, MHAFB plans to hold a Gunfighter Junior Deployment Processing line tailored to the kids, so that they can see what it is that their parents do before deploying; he invited the educators to participate. Colonel Kubat informed the board that the military child education coalition is holding a conference April 12-13; educators could receive credits for attending. He thanked the board for the recent survey that was emailed to the community, for the option of joining the Strategic Planning and other committees, and keeping the community up to date, etc.

B. BUILDING HIGHLIGHTS – East Elementary – Karen Gordon. Mrs. Gordon presented the highlights of East Elementary.



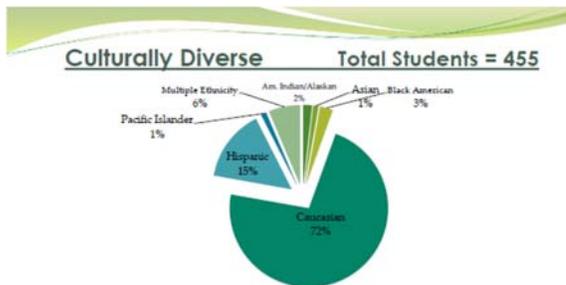
- East ROCKS – children learn to be respectful, original, confident, kind, and studious.
- It’s a fun place to learn.



Position	Name	Position	Name	Position	Name
Kindergarten - 84	1 st Grade - 88	2 nd Grade - 95	3 rd Grade - 100	4 th Grade - 88	
AM - ??	PM - ??	Freeman	Galloway	Knutson	Karven
		Gaines	Hennessey	Sulfridge	Palle
Burningham	Renroe	Petty	Thorsen	Prouty	
Mosley	Stover-Russell	Schipani	Vick	Schulte	
SPED - Murphy	Music Ed - Schroeder	Physical Ed - White			
Computers - Cameron	Library - Crisman	McBride	Warren	S. Lassen	
Title I Paces	Ballard	McCombs	ELL - Pedraza	Speech - Oberst & Spagnola	
SPED Paces	T. Lassen			OT/PT - Davis, Pyne, Westley	
Custodians - Velasco Hill	Kitchen - Allias, McCray, Tucker				
Receptionist Cantrell	Admin. Assistant Hansen	Principal Gordon	Psychologist Sevanes	TEAM - Floyd, Dooley, Cefley, Drake	

- East has 455 students; the boys continue to outnumber the girls.
- 32 students are ELL (English Limited Learners), 51 students have an active duty military parent, 6 students are enrolled in the Gifted & Talented program; there are two half-day kindergarten classrooms, one Title I Leapfrog Remediation class, and one special education classroom with a caseload of 32 students to one teacher and two paraprofessionals.
- There are 84-kindergarten students, 88-1st graders, 95-2nd graders, 100-3rd graders, and 88-4th graders.

- There are three Title I paraprofessionals, three Behavior Support paraprofessionals, and two Special Education paraprofessionals.
- East Elementary has five general education classrooms that are pioneering the Blended Learning model.
 - ~ Two 3rd grade classes, One 2nd grade class, and Two 1st grade classes
- The Blended Learning classroom is where student rotate between different learning stations in which one is an online learning station, students use Chromebooks for word processing, students use MyOn for vocabulary and completing assessments, and the other stations are fixed times for reading, etc.
- Mrs. Gordon praised her staff and reported that they were motivated, professional, career driven, fun, great sense of humor, and most importantly, they are genuine about meeting the needs of East Elementary students.



School Goals 2014 - 2015

- Percentage of all students', including economically disadvantaged and Hispanic or Latino students, scoring at proficiency or higher at grade level in Reading will increase by 6 points or higher, from 38.35% to 44.35% by the end of the 2014-2015 school year as measured by the STAR Reading Test administered in the Spring. (Met)
- Percentage of all students', including economically disadvantaged and Hispanic or Latino students, scoring at proficiency or higher (at grade level) in Math will increase by 6 points or higher, from 44.38% to 50.38% by the end of the 2014-2015 school year as measured by STAR Math Testing administered in the Spring. (Met)
- Students will accomplish the writing process, write for all types of audiences, and publish their work. (Met)

- Mrs. Gordon reported on the cultural diversity of East and that diversity helps students understand the perspective of children from different backgrounds and learn to function in a multi-cultural environment.
- East's parent group is organizing and scheduling a cultural perspective and cultural heritage day in the spring.
- Mrs. Gordon reviewed the school goals from 2014-15.

Goal Evidence

Measure	Number of Students	Pretest Scaled Score	Posttest Scaled Score	Growth Change
STAR Reading	250 Students	194	334	+140
STAR Math	248 Students	365	510	+145

80% of students published writing

Goals for 2015-2016

- Reading: 1st - 4th grade students will show reading growth of more than 108 scale score points on the STAR reading assessment.
- Math: 1st - 4th grade students will show math growth of more than 108 scale score points on the STAR math assessment.
- Students will accomplish the writing process, write for all types of audiences, and publish their work.

- Students had a growth of +140 in STAR Reading, and +145 in STAR Math
- The writing goals were also met; Mrs. Gordon handed the board some of the published books of the students' writings to read.
- Mrs. Gordon reviewed East's goals for the 2015-16 school year.

IRI Assessment

		East - Fall 15	East - Fall 14
K	1	20	26
	2	32	23
	3	48	51
1st	1	16	19
	2	16	19
	3	67	62
2nd	1	8	22
	2	27	24
	3	55	54
3rd	1	7	13
	2	23	27
	3	70	61
4th	1	10	
	2		
	3	78	

1 = Intensive Indicating a lack of mastery of some or all skills
 2 = Strategic Indicating partial mastery of some or all skills
 3 = Benchmark Indicating mastery of the skills

*4th grade does not take the IRI. ADM5web fluency probes are used. (Idaho uses ADM5web benchmarks for IRI testing)

Test %	Minutes of reading per day	Words read per year
99	65	4,358,000
90	21	1,823,000
80	14	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	.7	21,000
10	0	8,000

Anderson et al

- IRI is the Idaho reading assessment to help identify students who need reading intervention.
- Mrs. Gordon reviewed the correlation between the amounts of time students read to the amount of vocabulary words they learn.

Workshop and Intervention

- Workshop – 30 minutes
 - Practice and reviewing curriculum
 - Practicing decodables
 - Giving kids a head start to the next lesson
- Intervention – an additional 30 minutes
 - Filling in the gaps of missing sounds
 - Use of SIPPS – sound by sound blending
 - Anita Archer

TEAM BEHAVIOR PROGRAM

Trust – Endure – Achieve – Matter

- Team is an alternative special education program within the Mountain Home School District.
- Designed for behavioral students on an individual education program, or
- Students who exhibit behavior that is not conducive to remaining in the regular classroom for extended periods of time.
- TEAM will provide the students with access to the curriculum in their Least Restrictive Environment based on their emotional, social, and academic needs.
- East Elementary is the designated site for all elementary students in the MHSD.

<http://behaviorsupport.mtnhomed.org>

- Students use programs such as MyOn, a computer based reading program, to assist them with reading and vocabulary.
- Workshop and Intervention is flexible grouping working with the students at their instructional level by providing three scientifically researched-based interventions.
- TEAM is to encourage students on an IEP, or with behavior problems, to trust, endure, achieve, and matter.



- The board reviewed the TEAM data from the beginning of school through thirteen weeks of school.
- Due to the positive growth in behavior, the students have increased the amount of time they spend with their peers in the classroom.



- Mrs. Gordon reviewed the four questions that students are asked when they misbehave; this allows them to own their behavior.
- East has 30 student computers in the computer lab, each classroom has two to three computers, 32 Kindles that teachers can check out, and 45 Chromebooks for the Blended Learning Classrooms.
- Fundraisers have allowed East to purchase 60 iPads and 2 charging carts; the Technology committee determines how the iPads are shared.
- East needs to continue updating the technology for their teacher; they are expecting 18 laptops after the break.
- The computer lab facilitator helps the students learn more about computers.
- East students love “Code” and participated in the nationwide/worldwide program of One Hour of Code. The board watched a short presentation on the One Hour of Code presentation on YouTube. <https://youtu.be/2DxWlxec6yo>
 - ~ Introduction to computer programming, computer science, and teaches students some strategic thinking.
 - ~ The students now want more than one hour of code; they want to code all the time.
 - ~ Students want to write programs for telephone apps, to curing diseases, to animated movies, to building robots.



- Mrs. Gordon reviewed the fun activities and fieldtrips in which fundraiser monies are used.
- She explained the importance of East’s parent group, staff, volunteers, and especially all of the military volunteers.



- Trustee Donahue and Trustee Abrego said great report and presentation.

- Trustee Abrego asked if there was anything else the board needed to know, or how can the board help, or what obstacles are in the way of achieving your goals. Mrs. Gordon replied that the grant that is being written with BSU is greatly needed. She said having a counselor is not only necessary but beneficial and greatly needed because East has too many students who are affected by deployments, or being bullied, or affected by parents who are incarcerated, divorce issues, custody battles, etc., so having a counselor is what is needed.
- Chairman Walborn asked about the volunteer program with the airmen at the end of the day, and if it's every day or what. Mrs. Gordon responded that it's amazing that the military allows the airmen to come out about three times a week. She added that it was wonderful to see the bond that the students build with the airmen (male and female) and to watch all the "fist-pumps" at the end of the day. Chairman Walborn asked if anyone could go out and volunteer. Mrs. Gordon responded absolutely, and that this isn't only for the military students, but for any student.

C. SUPERINTENDENT'S REPORT – James Gilbert. Mr. Gilbert updated the board on the HMS roof repairs, and that once all the parts came in the leaks were fixed. He added that the delay in getting started was that the roofing company had a previous project elsewhere that needed to be completed before they could start on HMS; HMS roof should be done in February. He informed the board that he had a staff member asked about the mold that might be present; the roofing company has not encountered any mold and the lab reports all came back negative for mold. Mr. Gilbert said the next priorities are the roof at East and the kitchen area, and resurfacing the playgrounds.

Mr. Gilbert reported that the district emailed a Strategic Plan survey out to the community and to numerous organization in town and on the base. Mr. Gilbert then informed the board that he sent a separate administrative survey to staff about what administration could do to help them to do their job.

Mr. Gilbert also reported that he has been visiting all the buildings for the Blue Sky meetings in which each building meets with Mr. Gilbert and can ask questions and give input.

Mr. Gilbert informed the board that he plans to start a community letter to keep the community informed and that he will have it published in the Mountain Home News.

Mr. Gilbert stated that he appreciated the employees who attend the board meetings; they get to witness the interaction.

VII. UNFINISHED BUSINESS –

A. POLICY ADOPTION – 2nd Reading – James Gilbert. Mr. Gilbert presented the 2nd 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; there has been no input since the first reading. Trustee Donahue motioned to approve the 2nd 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
POLICY
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 MHS D Sexual Harassment Policy, Procedure, & Forms, MHS D Adolescent Relationship Abuse & Sexual Assault Policy, and MHS D 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 D Adolescent Relationship Abuse and Sexual Assault Policy, © Moore, Smith, Buxton, Turcke, Chtd.,*)

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
H O M E B O U N D & H O S P I T A L S T U D E N T S E R V I C E S**

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.

- B. POLICY REVISION – 2nd Reading – James Gilbert.** Mr. Gilbert presented the 2nd 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; there has been no input since the first reading. Trustee Abrego motioned to approve the 2nd 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
C E R T I F I E D W O R K D A Y R E Q U I R E M E N T S I N C L U D I N G E X T E N D E D E M P L O Y M E N T , P R E P T I M E , &
I N - S E R V I C E**

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 P O L I C Y 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.

VIII. NEW BUSINESS –

A. TRAVEL REQUEST –

1. Speech & Debate Team – MHHS – Speech & Debate Tournament, Utah Valley College, Orem, Utah, January 22-23, 2016 – John Petti/Sam Gunderson. Mr. Petti requested permission to take two Speech & Debate members who recently won nationals to the Speech & Debate Tournament at Utah Valley College, Orem, Utah, January 22-23, 2016. He added the recent tournament to Utah this past September was successful, one of the teams won the tournament and qualified for nationals. He added that there are three national tournaments and his students want to go to all of them. Mr. Petti explained the different tournament rules. He said that our students are competing on a national level, they have been to seven tournaments and have won all seven, and they are on the national scale. Mr. Petti informed the board that they appreciate the support of the board. Trustee Abrego said good job and good luck. Trustee Abrego motioned for approval of the travel request for the MHHS Speech & Debate Team to travel to Utah Valley College, Orem, Utah, January 22-23, 2016, and he as presented by Mr. Petti. Trustee Binion seconded the motion. Motion granted.

Mr. Petti thanked the board for their congratulatory emails and he shared them with his students. He added that our community and district has always been great in that in our community and district has so much more communication than other school district. Discussion continued about Speech and Debate.

2. Wrestling Team – MHHS – Wrestling Tournament – Spring Creek, Nevada, January 15-16, 2016 – Lynn Knudson/Sam Gunderson. Mr. Cotton, on behalf of Mr. Knudson, requested permission to take the wrestling team to the Tournament, Spring Creek, Nevada, January 15-16, 2016. Trustee Donahue motioned for approval of the travel request for the MHHS wrestling team to travel to Spring Creek, Nevada, January 15-16, 2016, as presented by Mr. Cotton. Trustee Binion seconded the motion. Motion approved.

- ### B. IN LIEU OF TRANSPORTATION REQUEST – James Gilbert. Mr. Gilbert presented a transportation reimbursement request for approval. He added that the family lives in Pine, so this request would only be for the high school student, they have other children who attend school in town, but since there is a school in Pine, they are responsible for the transportation for their other children.

1. Ms. Heather Whitted (Finlayson) for her MHHS student (9th grade), her MHJH student (7th grade), her HMS (6th grade), and her East Elementary student (4th grade)

A motion by Trustee Binion to approve the In Lieu of Transportation request for the high school student as presented by Mr. Gilbert, with a second by Trustee Donahue. Motion granted.

Trustee Binion asked for clarification on the Pine School and Mr. Gilbert responded that Pine School is Kindergarten through 8th grade.

- ### C. POLICY REVISION – 1st Reading – James Gilbert. Mr. Gilbert presented the 1st reading of proposed revision of the Mountain Home School District No. 193, Dual Enrollment Policy, Leave of Absence Without Pay Policy, Personal Leave Policy – Certified, and Personal Leave Policy – Non-certified. He explained that the Dual Enrollment policy was revised to comply with Idaho Code; Leave of Absence Without Pay Policy was revised to match the language of the master agreement; Personal Leave Policy – Certified was also revised to match the collective bargaining agreement language, and the Personal

Leave Policy – Non-certified was revised to reflect current procedures and make it resemble the certified leave policy. Trustee Donahue motioned to approve the 1st reading of the proposed revision of the Dual Enrollment Policy, Leave of Absence Without Pay Policy, Personal Leave Policy – Certified Employee, and Personal Leave Policy - Non-certified Employee, as presented by Mr. Gilbert. Trustee Abrego seconded the motion. Motion approved.

1. Dual Enrollment Policy –

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
DUAL ENROLLMENT

GENERAL:

The Board of Trustees ~~after review of communications of explanation from the State Superintendent of Public Instruction, the State Department of Education, and the Deputy Attorney General assigned thereto and other affected parties and advisors,~~ has ~~established~~ promulgated ~~this the following policy policies to attempt to comply with and to assist in the administration and implementation of the provisions of Idaho Code, 33-203, Dual Enrollment. consistent with other state statutes, this School Board's policies and State Board of Education Rules and Regulations.~~

DEFINITIONS:

"Dually Enrolled Enrollment Student" - A nonpublic **or public charter** student residing within the boundaries of ~~this the~~ District who is legitimately enrolled in a private, parochial, **public charter**, or home school or at a post-secondary institution and has not graduated from high school ~~who is also dual-enrolled in this District's schools by meeting the criteria outlined herein.~~

"Nonpublic Student" - Any student who receives educational instruction outside a public school classroom and such instruction ~~may ean~~ include, but is not limited to, a private school or a home school.

"Primary Education Provider" - That person or entity providing the majority of the nonpublic student's educational instruction outside the public school programs or activities **such as the private, parochial, or home school, charter school, or other alternative public school program, or post-secondary institution.**

"Program and Activity" - The terms "program" and "activity" as used in Idaho Code 33-203 shall include any regularly scheduled course of study or any regularly scheduled interscholastic activity recognized or sanctioned by the Idaho High School Activities Association. **Program or Activity shall not include incidental activities such as school dances or fieldtrips not directly related to an academic class for which the student is properly enrolled.**

PREREQUISITES, REGISTRATION, AND PROCEDURES:

Before entering a program or activity, a nonpublic or public charter school student must meet all prerequisites for enrollment for a program or activity, which is required of public school students, complete registration, and gain admission to a school in this District. Registration shall include, in addition to routine procedures, the providing of all student records and testing information including any Federal or State Board of Education (SBE) recognized achievement test, portfolio, or other mechanism as provided for in SBE rules or nationally-normed test ISAT scores (where necessary) to qualify for admission as a nonpublic or public charter school student and to identify appropriate placement for the student. Such registration and admission procedures are required even if a student is requesting dual enrollment status only for participation in an interscholastic or nonacademic activity.

ENROLLMENT:

Any nonpublic **or public chartered school** student wishing to enroll in a school in this District must:

1. Provide **the same documentation and information required of all other students enrolling in the District, including** evidence of residence in this District, acceptable evidence of date and place of birth, evidence of immunizations required by the State of Idaho (or suitable waiver); and ~~must~~
2. Comply with the registration procedures required by the District, **and gain admission to a school in this District.** ~~which~~ **In addition to routine procedures required for registration, a student's parent/guardian must provide a complete record of the student's academic history, as well as all other student records and testing information necessary to qualify for admission as a dually enrolled student and to identify appropriate placement for the student. Such registration and admission procedures are required even if a student is requesting dual enrollment status only for participation in an interscholastic or nonacademic activity.**
3. **Whether a student is applying to enroll in academic or nonacademic classes or activities, documentation must be provided that demonstrates grade level competency, ability level, and/or satisfactory prerequisite course completion for reading, math, written language/communications, social studies, science, or any other classes where deemed necessary by the District.**

PARENTAL RESPONSIBILITY:

This district's responsibility for any dually or jointly enrolled student extends only to the time that the student is attending the program or activity for which the student is enrolled in the district's school. The parent or guardian of the student is responsible for the care and supervision of the student during all other times.

MIXED CURRICULUM

If a nonpublic student wishes to attend activities or programs in a particular discipline, in a class or grade where the curriculum is merged or integrated, such request shall be made in writing particularizing the subject matter presentation which student desires to attend (i.e., art instruction in a third grade class). The teacher and principal of that school shall, upon request, provide scheduling information to the nonpublic **or public charter school** student. It **will shall** be the nonpublic **or public charter school** student's **parent's** responsibility to contact the District and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation need be made because of a nonpublic **or public charter school** student's request for attendance. It is also the intent of this policy to insure that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentation shall not be hindered or restricted in any way.

CLASS SIZE/DISENROLLMENT:

Pursuant to Idaho Code 33-203 (1), if enrollment in a specific class or program reaches the maximum for the program, priority for enrollment shall be given to a student who is enrolled full time in the **traditional public school class or program.** **If a class or program is full and includes a part-time dually nonpublic or public charter school student when a regular full time student transfers into the school during the semester, the District's normal enrollment procedure shall remain the same and the dually enrolled nonpublic or public charter school student may not be disenrolled to provide space for the full time student. Regular full time students will be given priority for enrollment at the start of each semester.**

SCHOOL RULES, REGULATIONS, AND POLICIES:

A dually enrolled ~~nonpublic~~ student participating in this District's programs and activities will be given the same right as all other students enrolled in this District and shall be subject to compliance with all the same policies, rules, regulations, requirements, that apply to full-time students. ~~and school rules as any normally enrolled student during the times that the nonpublic student is present at school.~~ Such policies, regulations, and rules will include, but not be limited to, those relating to attendance, grades, prerequisites, classroom conduct, and discipline.

REGISTRATION, AND PROCEDURES:

~~Before entering a program or activity, a nonpublic student must complete registration and gain admission to a school in this District. Registration shall include, in addition to routine procedures, the providing of all student records and testing information including ISAT scores (where necessary) to qualify for admission as a nonpublic student and to identify appropriate placement for the student. Such registration and admission procedures are required even if a student is requesting dual enrollment status only for participation in an interscholastic or nonacademic activity.~~

TRANSPORTATION:

A nonpublic **or public charter school** student upon admission to a school in this District, may ride a school bus on regularly scheduled routes (including activity bus routes) and use regularly established bus stops, which would require no deviation from the regularly established bus route. No alteration of routes will be made to specially accommodate a nonpublic student. If a nonpublic **or public charter school** student attends only part time, the District may furnish transportation at the regularly scheduled time closest to the time period for which a student is enrolled (i.e., morning busing for a.m. classes or afternoon busing for p.m. classes). The District will not provide such transportation if there is no available space, if the furnishing of such transportation would cause a deviation or alteration of the regularly established bus routes or stops or if the furnishing of such transportation would require the purchase of additional or substitute equipment.

INTERIM PERIODS:

If a nonpublic **or public charter school** student is dual enrolled in classes or activities, which are not contiguous in time (i.e., a first period and a fourth period class), the student ~~will shall~~ not be on the school premises other than when the program or activity for which the student is enrolled is taking place. The District ~~will shall~~ not be responsible for the care or supervision of the student in any form for periods before, in between, or after the programs or activities for which the student is properly enrolled. Any transportation needs for such students not provided for otherwise under this policy during the school day shall be the sole responsibility of the student and his/her parents or guardian.

EXTRACURRICULAR NONACADEMIC ACTIVITIES:

Any nonpublic **or public charter school** student involved in an extracurricular activity shall be subject to all the same eligibility standards as a regular full time student.

Oversight of academic standards relating to participation in nonacademic public school activities shall be the responsibility of the primary educational provider for that student

In order for any nonpublic or public charter school student ~~or~~ to participate in extracurricular nonacademic public school activities for which public school students must demonstrate academic proficiency or eligibility, the nonpublic or public charter school student shall demonstrate composite grade-level academic proficiency on any SBE recognized achievement test, portfolio, or other mechanism as provided for in SBE rules. Additionally, a student shall be eligible if he/she achieves a minimum composite, core, or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. Demonstrated proficiency shall be used to determine eligibility for the current and next following school years.

Nonpublic or public charter school students who wish to participate in dual enrollment activities may be provided the opportunity to take state tests or other standardized tests given to all regularly enrolled students. The parents or guardian of a nonpublic student are responsible for obtaining third party testing including ISAT testing for their child at their expense in accordance with Idaho Code 33-203 and State Board of Education rules. The testing is at the expense of the parent/guardian, and the test results are valid for twelve (12) months from the release date. Test results from a given year shall be used to determine academic eligibility for the following year. ~~and are only valid for a period of twelve (12) months from the date the test results are released.~~

In accordance with IHSAA Rule **8-16 (Nontraditional Student)** 8-14-16, in order for **non-public non-traditional or public charter school** students to be eligible for athletics in the public school, the dual enrolled student must meet the following criteria:

8-16-1

1. The student must reside with a parent or guardian in the attendance area of the school for which the student will participate.
2. The student must comply with the same rules and requirements that apply to any student's participation in the same activity with the exception of IHSAA Rule 8-1 – Academic and Full Time Enrollment.
3. In order for any nonpublic school student or public charter school student to participate in nonacademic public school activities for which public schools students must demonstrate academic proficiency or eligibility, the nonpublic school or public charter school student shall demonstrate composite grade-level academic proficiency on any state board of education recognized achievement test, portfolio, or other mechanism as provided for in state board of education rules. Additionally, a student shall be eligible if he achieves a minimum composite, core or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. Demonstrated proficiency shall be used to determine eligibility for the current and ~~next~~ following school year. The School District ~~shall~~ **will** provide state mandated testing **to nonpublic students who wish to take the state test or other standardized tests given to all regularly enrolled public school students.** ~~to nonpublic students who wish to take the state test.~~ (See IHSAA Rule 8-14-16 for portfolio definition.) **Definition of Portfolio: A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. An example of a portfolio evaluation instrument, is on the IHSAA website, idhsaa.org.**
4. It shall be the responsibility of the student to make all arrangements to take the required test(s) and provide the principal of the school with the results of the test(s) prior to being granted athletic eligibility at the public high school.

8-16-3

5. A member school student who is academically ineligible and withdraws from school to gain athletic eligibility **as a non-traditional** will be ineligible for the duration of that school year and the following academic year.

8-16-4

6. Students who are enrolled in a private IHSAA member school ~~are would be~~ ineligible for dual enrollment in athletics at a public school in sports that are offered at the private IHSAA member school.

On the date of any extracurricular activity, the nonpublic **or public charter school** student participating in such event must attend the majority of classes, in which enrolled, on the day of the activity. Such classes or permissible school activity may be either the ones for which the student is enrolled in this District and in a nonpublic educational setting. In the latter case, the nonpublic **or public charter school** student's Primary Education Provider shall vouch for the student's attendance in the form and manner acceptable to this District's school administration.

CLASS SIZE/DISENROLLMENT:

~~Pursuant to Idaho Code 33-203 (1), if enrollment in a specific class or program reaches the maximum for the program, priority for enrollment shall be given to a student who is enrolled full time in the public school. If a class or program is full and includes a part time nonpublic student when a regular full time student transfers into the school during the semester, the District's normal enrollment procedure shall remain the same and nonpublic student may not be disenrolled to provide space for the full time student. Regular full time students will be given priority for enrollment at the start of each semester.~~

SCHOOL RULES, REGULATIONS, AND POLICIES:

~~A nonpublic student shall be subject to all the same policies, regulations, and school rules as any normally enrolled student during the times that the nonpublic student is present at school. Such policies, regulations, and rules will include, but not be limited to, those relating to attendance, grades, prerequisites, classroom conduct, and discipline.~~

PREREQUISITES:

~~A nonpublic student must meet all prerequisites for enrollment for a program or activity, which is required of public school students.~~

MIXED CURRICULUM

~~If a nonpublic student wishes to attend activities or programs in a particular discipline, in a class or grade where the curriculum is merged or integrated, such request shall be made in writing particularizing the subject matter presentation which student desires to attend (i.e., art instruction in a third grade class). The teacher and principal of that school shall, upon request, provide scheduling information to the nonpublic **or public charter school** student. It **will** shall be the nonpublic **or public charter school** student's **parents** responsibility to contact the District and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation need be made because of a nonpublic **or public charter school** student's request for attendance. It is also the intent of this policy to insure that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentation shall not be hindered or restricted in any way.~~

GRADUATION:

A nonpublic student must meet all grade and other graduation requirements of this District in order to graduate and obtain a diploma from the schools of this District.

IDEA/ADA/SECTION 504 STUDENTS:

Parents/**guardians** who wish nonpublic **or public charter school** students to be enrolled in special programs, **or who desires special accommodations consistent with the child's disability**, must **provide appropriate documentation showing the child meets** ~~comply~~ with the requirements of the Individuals With Disabilities Education Act (IDEA), Section 504, of the 1973 Rehabilitation Act, **or the Americans with Disabilities Act (ADA)**. If a request for referral is made by said parents, and if the evaluation of the student by the multidisciplinary or child study team determines that special services are appropriate for the student, then such programs will be provided when possible. Until such determination is made, such special educational services or accommodations will not be provided.

The District shall allow nonpublic or public charter school students who are eligible for special education and who are otherwise qualified to participate in school programs under the dual enrollment law to:

- 1. Enroll in general education courses under the same criteria and conditions as students without disabilities; and**
- 2. Receive accommodations in the general education courses if eligible for a 504 plan.**

Nonpublic or public charter school students may not dually enroll solely for special education. The dual enrollment statute does not establish an entitlement to FAPE for a student with a disability. This means that there is no individual right to receive some or all special education services that the student would receive if enrolled in public school. Dually enrolled nonpublic or public charter school students could also be eligible to receive services that have been agreed upon throughout the district and private school consultation process. These services would be delivered through a service plan.

2. Leave of Absence Without Pay Policy –

MOUNTAIN HOME, IDAHO 83647
P O L I C Y
LEAVE OF ABSENCE WITHOUT PAY

Each Full-Time Certificated Professional Teacher may be granted a Leave of Absence Without Pay pursuant to the following:

~~It is the intent of this policy to provide full time employees an opportunity to apply for a leave of absence without pay, define the reasons for which a leave of absence without pay may be granted, and state the limitations upon which the employee may be granted or denied a leave of absence without pay.~~

1. A Leave of Absence Without Pay may be requested by a **Full-Time Certificated Teacher, in writing.**
2. The request shall state the reason for making **such an** application.
3. A Leave of Absence may be granted by the Board of Trustees for:
 - a. **An** extended illness, as **documented determined** by a physician's statement;
 - b. Professional Improvement **in the field of education**, as **documented determined** by transcripts and professional papers, etc.;
 - c. Child rearing, ~~and~~
 - d. Other reasons of an appropriate and/or personal nature.
4. Granting of the Leave of Absence **Without Pay** is **also** dependent upon the availability of a qualified substitute **employee** and Board approval.

~~The length of a the Leave of Absence **Without Pay** shall not exceed one (1) year. **However, upon application to the Board and the determination of special circumstances by the Board, up to a one (1) year extension may be granted.** although extensions may be granted under special circumstances and approval by the Board. The granting of the leave of absence is dependent upon the availability of a qualified substitute and Board approval.~~

~~Application for leave of absence without pay must be received by the District Office by April 1, except in the case of extended illness.~~

3. **Personal Leave Policy – Certified Employee –**

MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
P O L I C Y
PERSONAL LEAVE - CERTIFIED EMPLOYEE

Certificated Personal Leave shall be for purposes as determined necessary by the Certificated Professional Employee.

All requests for Certificated Professional Leave shall be submitted, if possible, at least five (5) calendar days in advance through the use of the District's SubFinder Program. It is understood that from time to time circumstances arise that will not permit a five (5) calendar day notice period to allow for an Administrative Supervisor to approve a Certificated Personal Leave request. It is also understood that from time to time an Administrative Supervisor may not be able to approve every Certificated Professional Employee's request for Certificated Personal Leave due to a shortage of available substitute teachers.

As of the commencement of the 2015-2016 school year:

Full time Certified employees working for the school district will accumulate Personal Leave in the following manner:

1. **Certificated Professional** Employees who have worked **for the district for** ten (10) years or less **shall** will receive three (3) days of **Certificated** Personal Leave, which ~~if unused~~ may be accumulated to a maximum of six (6) days **accumulated Certificated Professional Leave**.
2. **Certificated Professional** Employees **who worked for the district eleven (11) to twenty (20) years** ~~with more than ten (10) years of service with the District shall will~~ receive four (4) days of **Certificated** Personal Leave, which ~~if unused~~ may be accumulated to a maximum of eight (8) days.
3. **Certificated Professional** Employees **who worked for the District** ~~with more than twenty (20) years of service with the District shall will~~ receive five (5) days of **Certificated** Personal Leave, which ~~if unused~~ may be accumulated to a maximum of ten (10) days.

If **Certificated Professional Employee** ~~employment does not fulfill his/her contract length is terminated, or if the certified employee does not fulfill his/her contract,~~ the District will deduct for used **Certificated** Personal Leave days on a pro-rated basis: one day per three months employment, or major portion thereof.

Prior to the commencement of the employment year, Certificated Personal Leave exceeding the maximum allowed accumulation shall be purchased by the District from the Certificated Professional Teacher at the rate of eighty (\$80.00) dollars per day.

4. Personal Leave Policy – Non-certified Employee –

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193
MOUNTAIN HOME, IDAHO 83647
POLICY
PERSONAL LEAVE - NON-CERTIFIED EMPLOYEE**

Full time Non-certified Employees, working for the school district will accumulate Personal Leave in the following manner:

1. Non-certificated Employees who have worked ten (10) years or less during a fiscal year shall be granted three (3) days of personal leave without loss of pay, which if unused may be accumulated to a maximum of six (6) days.
2. Non-certificated Employees **who have worked for the District eleven (11) to twenty (20) years shall** ~~with more than ten (10) years of service with the District will~~ receive four (4) days of personal leave without loss of pay, which if unused may be accumulated to a maximum of eight (8) days.
3. Non-certificated Employees with more than twenty (20) years of service with the District will receive five (5) days of Personal Leave, which if unused may be accumulated to a maximum of ten (10) days.

All requests for Personal Leave shall be submitted, if possible, at least five (5) calendar days in advance through the use of the District's SubFinder Program. It is understood that from time to time circumstances arise that will not permit a five (5) calendar day notice period to allow for an Administrative Supervisor to approve a Non-certified Personal Leave request. It is also understood that from time to time an Administrative Supervisor may not be able to approve every Non-certified Employee's request for Personal Leave due to shortage of available substitutes.

Unauthorized or unapproved absence may be deemed to be neglect of duty and reason for dismissal.

If employment ends, the District will deduct for used Personal Leave days on a pro-rated basis: one day per three months employment, or major portion thereof.

Prior to the beginning of each employment year, personal leave exceeding the maximum allowed shall be purchased from the employee by the District at the rate of twenty dollars (\$20.00) per day for non-certified staff.

D. POLICY REVIEW – No Changes – James Gilbert. Mr. Gilbert informed the Board that the Bereavement Leave Bank Policy and Sabbatical Leave of Absence Policy were reviewed by the Policy Committee and they determined that no revisions were necessary. Trustee Binion motioned for approval of the reviews with no changes of the Bereavement Leave Bank Policy and Sabbatical Leave of Absence Policy as presented by Mr. Gilbert, with a second from Trustee Donahue. Motion carried

1. **Bereavement Leave Bank Policy**
2. **Sabbatical Leave of Absence Policy**

E. APPROVAL FOR RELIGIOUS STUDIES – RELEASE TIME – Catholic Education Studies – James Gilbert. Mr. Gilbert presented the request from the Catholic Church to grant release time for MHHS students who have a desire to learn more about their faith. He added that it is optional for the students and that the class isn't credit worthy. Mr. Gilbert informed the board that this is similar to the Mormon Education Studies. The Catholic educational classes are sponsored by the Catholic Church, and in accordance with Idaho Code 33-519. Trustee Abrego questioned if a student was in jeopardy of losing credits, does the school intervene. Mr. Gilbert replied no, that would be a parent/student decision. Trustee Binion motioned to approve the Release Time request from the Catholic Church as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion granted.

F. DECLARE VACANCY OF A TRUSTEE POSITION – Chairman Walborn. Chairman Walborn declared a trustee vacancy in Trustee Zone 2. He explained that Trustee House resigned from her position. The board discussed how they wanted to fill the position and determined that some sort of notice be posted outside the district office on the agenda board, post it on the district website, and publish it in the Mountain Home Newspaper. The board also determined that any qualified and legal patron of Zone 2 would need to submit an application to the Clerk. Trustee Binion motioned to declare the vacancy of a trustee position in zone 2 received a second from Trustee Donahue. Motion passed. Chairman Walborn thanked her for her 26+-years of service.

G. PERSONNEL – James Gilbert.

1. **ALTERNATIVE AUTHORIZATION – CONTENT SPECIALIST – Mr. Gilbert** requested the Board approve and alternative authorization for Amanda Schultz. He stated that she had passed her Praxis, but that we were waiting on the scores to be released; in the interim, the SDE requires the board approve an alternative authorization. Trustee Abrego motioned to approve the alternative authorization for Amanda Schultz as presented by Mr. Gilbert. Trustee Donahue seconded the motion. Motion approved.

- Schultz, Amanda, **Kindergarten 2nd-Grade** Teacher, North Elementary; effective: 2015-2016 School Year

2. **APPOINTMENTS – Mr. Gilbert** requested approval of the appointments and resignations. Trustee Abrego asked if the Technology Support person was a new position. Mr. Gilbert replied no, and that it was to replace Mrs. McMurtrey who took a job with the SDE. Trustee Donahue motioned to approve the appointments and resignations as presented by Mr. Gilbert. Trustee Binion seconded the motion. Motion granted.

Bailey, James; Help Desk Operator/Technology Support, MHSD #193
DeVore, Jennifer; Library Manager; Stephensen Elementary School
Maus, Douglas; Maintenance Technician, MHSD#193

RESIGNATIONS

Beecher, Jennifer; 1st Grade Teacher; West Elementary; effective: December 11, 2015

Drake, Amanda; Behavioral Supports Paraeducator; effective: December 18, 2015
Schipani, James; Maintenance Technician; effective: November 23, 2015

IX. **EXECUTIVE SESSION** – Student Matters Chairman Walborn called for a motion for the purpose of allowing the Board to retire into executive session in order to hear an early graduation request, as authorized by Idaho Code, Title Section 74-206(1)(b) – To consider the evaluation of a public school student, and Section 33-4604(4)(a) mastery advancement program. After a full and complete discussion and upon motion duly made by Trustee Binion and seconded by Trustee Donahue, the following resolution was presented:

ACTION ITEM(S):

- 1. Early Graduation Request

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, Section 74-206(1)(b) – To consider the evaluation of a public school student, and Title 33, Chapter 46, Section 33-4604(4)(a) – mastery advancement program regarding early graduation.

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.

Clerk Whitman polled the trustees and the 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 8:33 p.m. to hear a request for early graduation. Others present: The attending board members, Superintendent Gilbert, Clerk Whitman, Albert Longhurst, Cliff Ogborn, and Principal Gunderson. Following a full and complete discussion of the student matters, the Board reconvened into open session at 8:51 p.m. A motion by Trustee Binion to grant an early graduation request to (Name on File) providing he meet all the graduation requirements, received a second form Trustee Abrego. Motion granted.

X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Walborn called for a motion to adjourn. A motion from Trustee Donahue to adjourn was seconded by Trustee Binion. Motion carried. Meeting adjourned at 8:52 p.m.

Chairman Walborn

Clerk Whitman