

Mountain Home School District No. 193

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SCHOOL BOARD MEETING  
 FEBRUARY 17, 2015  
 SCHOOL ADMINISTRATION OFFICE

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

OTHERS PRESENT: Tim McMurtrey, James Gilbert, Cliff Ogborn, Sharon Whitman, Colonel Kubat, K. Holland, illegible name, N. Cruser, Jessie Ward, Clifton Odenwalt, Sharon Ackley, Alicia Severs, L. Bayley, Stephen Goddard, James H., Rowena Main, Betty Ashcraft, Nancy Brletic, Elyse Perlman, Harry McCarty, Stephanie Myers, Bill Magnusson, Marilyn Kellerman, Penni Cyr, Denise Weis, Tilli Abbott, Anita Straw, Luke Franklin, Deena Smith, Karen Kohring, Dan Day, Connie Powers, Bobbie Lockett, Topher Wallaert, Carrie Darkes, James Main, Stehvn Tesar, Mollie Marsh, Vickie A., Allison Bigham, Bret Young, Rita Olson, Valerie Aker, Lea Rogers, Adrian Carcas, Paul Schaufele, Jim Henson, Karen Gordon, Terri and Decker Sanders, Christine ?, Christine Negre, Clifton Odenwalt

At 7:31 p.m., Chairman Alexander convened the regular meeting of the Board of Trustees and called for the first item of business.

Prior to the first agenda item, Chairman Alexander stated there was an addendum to the agenda to add names to the Personnel Items under New Business in accordance with Idaho Code, Sections 67-2343(4)(c). Trustee House called for a motioned to approve the addendum to the personnel items, with a second from Trustee Checketts. Chairman Alexander called for a roll call vote:

Roll Call Vote as follows:

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

and no less than two-thirds (2/3) of the membership in favor thereof, motion approved.

- I. **APPROVE THE MINUTES OF THE REGULAR BOARD MEETING OF JANUARY 20, 2015, AND THE SPECIAL BOARD MEETING OF JANUARY 23, 2015.** Chairman Alexander called for a motion to approve the minutes of the regular board meeting of January 20, 2015, and the special board meeting of January 23, 2015. There being no comment, Trustee Reynolds moved to approve the minutes of the regular board meeting of January 20, 2015, and the special board meeting of January 23, 2015, with a second from Trustee Donahue. Motion approved.
- II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for January 31, 2015. The statements for January reflected a balance of \$1,819,113. Investments in the State Pool are \$1,536,041. The Income Statement reflected revenue through January as \$15,704,893. Expenses show salaries are at \$7,381,129 of original budget, and benefits are \$2,432,952. We have a net margin of revenue in excess of expenses of \$3,467,657. Trustee Checketts moved to approve the financial report as presented by Mr. Ogborn. Motion seconded by Trustee House. Motion passed.
- III. **CONSIDERATION OF BILLS** – Cliff Ogborn. Mr. Ogborn presented the district bills for approval. Trustee House moved to authorize payment of the district’s bills as presented, with a second from Trustee Checketts. Motion carried. (A full and complete listing of the District’s bills may be reviewed at the District

Office, Accounts Payable.)

IV. **DELEGATION – None**

V. **PUBLIC INPUT –**

1. Denice Weis – MHEA President, Insubordination Policy, requested her statement be made part of the record:

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“February 17, 2015

***MHEA Statement to Board of Directors Re: Proposed Employee Insubordination Conduct Policy No. 193***

*Honorable Trustees:*

*On behalf of the Mountain Home Education Association, I address you tonight regarding our concerns about the proposed Employee Insubordination Conduct Policy.*

*First, the term "insubordination," in the employment setting, is typically defined as:*

*The willful refusal by the employee to comply with a reasonable order from the employer.*

*This policy attempts to broaden the scope of the definition to include such things as:*

- *acts of language that hamper the school district's ability to control,*
- *unacceptable modeling of rules for students or staff,*
- *improper attitudes or actions toward persons of authority,*
- *disputing or ridiculing authority,*
- *exceeding authority and*
- *use of vulgar or profane language to a Supervising Employee.*

*Similarly, the use of the phrase just cause exceeds the legal meaning. In the employment setting, just cause is established only after the employer has provided full due process to the employee and proven allegations with a preponderance of evidence. This policy appears to attempt to establish subjective criteria, as mentioned above, as a short-cut to just cause.*

*The MHEA believes that the expansion of the meaning of insubordination and just cause to include vague and subjective criteria defies legal precedent and is unfair to employees.*

*Second, as you know, certificated employees have a duty to report illegal and unethical acts. For example, if an employee becomes aware of the mismanagement of public funds, or any other breach of the law, it is legally incumbent upon that employee to report such mismanagement or illegal activity to the proper authorities.*

*Further, the First Amendment to the Constitution of the United States assures a public school employee the right to speak freely and openly about any and all matters of public concern. And yet, if this policy were adopted, doing so might easily be interpreted as a violation leading to discipline, up to and including termination.*

*Principle IX of the Code of Ethics for Idaho Professional Educators requires certificated employees report breaches of the Code of Ethics. For example, if a certificated employee observes, or becomes aware of, any acts of child abuse, fraud, breaches in confidentiality, etc., by an administrator, it is legally incumbent upon that employee to report to the Professional Standards Commission.*

*Under the proposed policy, such reporting could be interpreted as:*

- *acts that hamper the school district's ability to control and manage or*
- *improper attitudes or actions toward persons in positions of authority.*

*The MHEA believes that the language of the proposed policy imposes a chilling effect on employees'*

*lawful duty to report. We question whether you, the Board of Trustees, really want to inhibit communication from staff that might prove critical to your ultimate responsibility to manage the school district.*

*Finally, the MHEA is perplexed as to the need for such a policy. During negotiation of the 2014-2015 Master Agreement, the Board's representative repeatedly stated that if the MHEA could not cite a particular reason to institute their proposed language, the Board had no interest in negotiating it into the contract. This begs the question: What acts have led to the need for such a policy? Has there been a rash of disrespectful or improper actions or language by employees? And if so, has the administration felt helpless to deal with such acts without a board policy to support them?*

*While the MHEA will continue to defend the due process rights of our members, at the same time, we fully expect the administration to impose discipline on those who have legitimately been insubordinate or otherwise disruptive to the teaching/learning process. We do not believe, however, that a policy that infringes on our rights and creates fear among our colleagues is a necessary component to the proper management of employees.*

*For the reasons cited herein, the MHEA respectfully requests that you, the Board of Trustees, abandon, in its entirety, the proposed Policy No. 193.*

*Denise Weis, President  
Mountain Home Education Association”*

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The Board thanked her for her input.

2. Connie Powers – retired teacher, Insubordination Policy, gave input regarding the Employee Insubordination Policy. She stated that she didn't see the need for this policy; it didn't make sense to her, and added that teachers have worked for many years without this policy, so she didn't understand it, and it seemed redundant. She said that all teachers were professionals, and it didn't make sense to her. The Board thanked her for her input.
3. Stephen Goddard – requested his letter be made record:

*“I, Stephen Goddard am here to speak in opposition to the draft entitled "Employee Insubordination Conduct policy.”*

*By way of background, I am a long-term supporter of education. Although we have no children in the Mtn. Home school district, my wife and I have always supported every ballot item concerning education. A major reason for this is that we have reaped the benefits of education. For myself, I have graduated from college and have three post-graduate degrees. I worked 12 years as a professor of biology at the University of Wisconsin and for 30 years as an attorney in the state of Idaho.*

*It is obvious to me that schools are already in a crisis situation, not only in MH but statewide. This crisis is due to several factors such as:*

*Funding shortfalls due to legislative cuts  
Larger classes – fewer computers/students  
Facility problems - structural and an illegal contract for broadband services  
Low morale in teachers due to a constant barrage of criticism and low salaries which make it difficult to obtain and retain top notch teachers  
Changing times - a need for innovative thinking, out of the box*

*Given these pressures from the outside, I am sure the school board wants to see all the employees of the district pulling together to provide the highest possible quality of education for MH students. The first paragraph of this policy states an essential part of working together effectively: dealing with one another in an appropriate professional manner.*

*I am opposed to the rest of the policy, however, because it effectively undermines the above-stated goal of professional interactions. It demands unquestioning adherence by employees to orders from someone*

*higher up the chain of command. It offers punishment- possibly even termination - for acts that are unclear and which fail to specify any standards; for example, an "act or language that hampers the school's ability to control"- what exactly does that mean? Or "Unacceptable modeling of rules"? Or having an "improper attitude towards persons in positions of authority"? Or "interferes with the manager of function"? Or for "disputing", which I guess means "disagree with" a supervising employee, administrator, or authority. These acts of "insubordination" are not- defined, not limited to actions during the workday, not limited to actions on school grounds, and no one knows who will decide that an attitude was wrong, or that a mistake was merely just a mistake and not a willful "disobedience to an instruction". All of that language is very vague and threatening. It has a chilling effect which in no way encourages professional interactions among district employees, and perhaps, violates their Constitutional right of free speech. This policy creates a totally arbitrary and capricious situation and could lead to employees being disciplined or terminated just because someone does not like them. The policy is not clear who makes the decision to proceed and what discipline, if any, is to take place. There is no mention of any due process available and what effect the arbitrary decision will play in any subsequent action. Is there an appeal?*

*It may not be the intention of this policy, but I believe that its effect will be to create a working environment in which employees feel devalued, unable to express their own opinions about anything, and most importantly, unable to give their supervisors or administrators the benefit of their observations and experience. When an employee sees something happening which he or she thinks is wrong, there is no room for bringing that matter to anyone's attention, without risking a perceived violation of this policy. It even discourages employees from doing any problem-solving of their own, perhaps through innovative teaching methods, because that could be considered "exceeding their authority".*

*As I stated at the beginning, our schools are facing very real educational issues and pressures from the outside. This school board needs **everyone** working together to solve problems. You should not adopt any policy that creates divisions among employees by breeding distrust, that removes all the creativity in problem-solving from the very people who work directly with students everyday, and that actively discourages any questioning of or disagreement with supervisors.*

*Finally and very importantly, the policy also makes it impossible for students to learn respectful and professional ways of resolving differences by observing that process at work. When they observe their teachers unable or unwilling to address problems, they will lose an important aspect of their education. learning how to disagree with others in a professional manner. Thank you."*

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The Board thanked him for his input.

4. Jim Henson – concerned patron, wanted to know who is responsible for homeschooling. He said the City Council of Mountain Home told him that the school district was in charge. Chairman Alexander informed him that the school district is not responsible for home schooling. Mr. Henson replied that the school district should be in control because it is an injustice to the kids. Chairman Alexander informed Mr. Henson that the legislature took that from the school districts many years ago. Mr. Henson then asked whose authority was it to track home schooled students. Chairman Alexander responded that there was none. Mr. Henson said that a letter had been sent to the Prosecuting Attorney's office, but he has never heard back from them. Mr. Gilbert added that truancy is a City and County responsibility. Mr. Henson continued to inquire and mentioned that he has contacted the Attorney General's office, but they have not contacted him either. Mr. Henson replied that the school district needed to get involved. Chairman Alexander stated that the district would if it could, but that he needed to contact Pete Nielsen, Burt Brackett, and Rick Wills. The Board thanked him for his input.
5. Betty Ashcraft – retired teacher, Insubordination Policy, read her history of her background, how she got to Mountain Home, and her warm welcome by the then administration. She continued to read that back then, there was open dialog between administration and staff and if there were a concern, the then administration would listen and look for solutions; if a teacher needed guidance, it was provided; professional development was rewarding; when they worked for a master agreement, it was accomplished through negotiations and open dialog. She went on to read there was creativity in the classrooms and the students benefited. Ms. Ashcraft mentioned that if we can recapture the trust and

- collaboration, perhaps families would not flee Mountain Home; there would be pride in the district with a mutual respect of teachers, administration, and the school board. The Board thanked her for her input.
6. Valerie Aker – teacher representing the Nampa, Caldwell, Vallivue, and Melba schools, Insubordination Policy, came to say that as a professional educator she is concerned about this policy becoming part of the school board creed. She said that it is extremely subjective. She said she debates with a man she works with daily and could not imagine not being able to in fear of losing her job. She said the wording vulgar and profane was ruled upon in the Supreme Court. She continued with her objection to the policy and yielded the remainder of her time to Ms. Weis. The Board thanked her for her input.
  7. Penni Cyr – President, Idaho Education Association, Insubordination Policy, stated that she has worked with the Idaho School Board Association, Idaho Administration Association, and Idaho Education Association. She stated that they worked together to solve problems rather than “one entity pushing down on another.” She added that every teacher in the room was a professional just as the Board’s administrators are professionals. She thinks it’s imperative to students in this district that the Board finds a way to work collaboratively rather than placing policies on the teachers making them live in fear, making them question why they teach here, making them afraid to model to their students what good civic behavior is. The Board thanked her for her input.
  8. Terri Sanders – MHEA and teacher at HMS, Insubordination Policy, stated that as she read the policy, she was sickened. She said that teachers are true professionals and understand the importance of leadership. She added that teachers understand that it takes mutual respect to run a successful school and she feels that this policy is very belittling. She claimed that this policy could be used against a teacher who might want to try something different with a hard to reach student in which the supervisor may disagree. She also claimed that this policy was more restrictive than military policies. She stated that administrators already had the power to make direct requests and if an employee doesn’t follow the request, the process of discipline is already in place. She said that there is no need for this policy. She continued to say that educators have the right to speak up against what they feel is an injustice to them, students, and community. She then added that the teacher code of ethics requires them to report any superior whose actions are unethical and who break any code of conduct. She again stated that there doesn’t need to be a policy that is harsher than military policies. She ended and said we need to instill trust, unity, and build respect between all educators in this district. The Board thanked her for her input.
  9. Decker Sanders – Insubordination Policy, he reviewed the policy and gave input on how he thought the policy should be written by comparing the school district policy with his place of employment policy. He stated the policy should be written without it being punitive and divisive. He went on to say that the language was legal and vague and he claimed that those two things don’t mix. He continued to review the terminology of the policy and his interpretation of verbiage used such as just cause, manifest disrespect, proper conduct, etc. He claimed that this policy was clearly written to a certain subset of employees, being those at the bottom of the chain of command and needs to be re-written or abolished.
  10. Christine Negri – MHEA and teacher, Insubordination Policy, yielded her time to Ms. Weis.
  11. Clifton Odenwalt – patron, Insubordination Policy, asked that someone define line 8-high expectations; define line 11 Inappropriate professional manner, he stated that it was subjective and ambiguous; define line 14-manifest disrespect and he commented whether that meant someone not saying hello to a supervisor. He went on to ask the definitions of acts of hampering the school district, and he asked if control meant control of opinions, students, teachers, or off duty free speech, and claimed that the term all other serious breaches is just a catch-all. He continued to comment on his thoughts about the shortness of the policy and wanted someone to define “reasonable” and “ridicule” in the policy, and said the policy was a joke. The Board thanked him for his input.

## VI. **REPORTS –**

- A. MOUNTAIN HOME AFB UPDATE** – MHAFB Liaison. Colonel Kuback reported on the activities at the airbase. He added that they are in the middle of a runway construction project.
- B. BUILDING HIGHLIGHTS** – Hacker Middle School – Lyle Bayley. Mr. Bayley gave a Power Point presentation. He said that HMS set out to have the community become more involved in the school. He continued to say that they had about twenty-five volunteer airmen read to the 5<sup>th</sup> grade, in which Mr. Bayley sent Colonel Iverson a thank you letter. Mr. Bayley added that HMS participated in Extreme Challenge, which is a program set up from the hospital, a healthcare type of thing. He stated that the HMS PTT, parent group, is awesome. Mr. Bayley informed the Board that he was an honorary commander at the airbase and that he felt it was a great experience. He reported that HMS invited the Micron Science Bus to come to the school and that the VFW went to the school to give a flag presentation to the students; HMS food drive went well.

Mr. Bayley went into more detail about activities going on at HMS. He started with the “Tig Tiggy Times” Metaphor and Simile contest winners; the Tig Tiggy Times is the school newspaper in which one of the paraprofessionals volunteers her time for free. He said that the 6<sup>th</sup> grade was doing interactive notebooks in which students learn how to write; the feedback has been positive. Mr. Bayley reported that HMS had two essay contest winners who were able to ride in one of the acrobatic airplanes during the airshow at the base. He added that choir and band started again this year, the teacher volunteers her time to teach choir and band; the honor choir sang the National Anthem at the Steelhead game. Mr. Bayley informed everyone that HMS G/T students built a “Tiny House” during the school year; the Tiny House is a real and habitable tiny house in which people live. He said that the second annual HMS Science Fair went well and that some community members were invited to come and judge the projects; the judges were very impressed.

Mr. Bayley informed everyone that HMS parent group raised money by having a Zumbathon; they raised enough money to purchase forty notebooks. He then said that the parent group invited the Micron Science Bus to come to the school as part of the Science Fair so that the students could have hands-on experience. Mr. Bayley added that the parent group also has a school store that the students love. He stated that because of HMS parent group, the school has t-shirts and hoodies for school spirit and pride. He reported that the parent group also started a HMS Facebook page that contains all of the activities of the school.

Mr. Bayley reported on the student achievement. He said that HMS RTI/Data Team used STAR testing to measure achievement. Mr. Bayley reported that they targeted the lower 25% to determine the educational needs of those students, which equated to 139 students who needed targeted intervention. He continued to say that HMS started “Kid Talk” in which teachers are divided into teams of three, a team along with the principal, reading teacher, and students meet twice a month to discuss the students’ needs.

Mr. Bayley spoke about the HMS Smart Goals. He said that HMS wanted to increase reading growth, 5<sup>th</sup> graders reading at 6<sup>th</sup> grade level, and 6<sup>th</sup> graders reading at 7<sup>th</sup> grade level. His Power Point presentation showed how well HMS students improved their reading growth; they are above their targeted goal.

Mr. Bayley then presented a Power Point presentation addressing math goals of HMS students and their tremendous growth. He stated that the 5<sup>th</sup> graders were almost at 6<sup>th</sup> grade level, the 6<sup>th</sup> graders are a little above grade level, and the goal is for the 6<sup>th</sup> graders to reach 7<sup>th</sup> grade level by the end of the school year. He continued to show how well HMS students are doing in math, where the students are currently, and where they are expected to be by the end of the school year.

Mr. Bayley concluded by presenting data graphs of the growth of the 25% targeted intervention students. He mentioned that those 25% targeted students, who don’t learn as quickly as other students, have grown significantly. He concluded that the growths were intentional because the Data Teams worked

collaboratively.

The Board thanked him for a nice presentation.

Chairman Alexander recessed the meeting for five minutes, so that those who wanted to leave could. The meeting recessed from 8:27 p.m. until 8:35 p.m.

VII. **UNFINISHED BUSINESS –**

- A. STUDENT FEES INCREASES - School Lunches/Electives/Activities - 2015-16** – Cliff Ogborn. Mr. Ogborn presented the proposed student fee increase to the Board. He proposed the student fees for FY2016 be that elementary lunches would increase from \$2.25 to \$2.40, and the secondary lunches would increase from \$2.50 to \$2.65; there is no increase in breakfasts, or adult meals. He added that due to the Healthy Hunger Free Kids Act of 2010 and Federal Law, PL 111-296, we are required to increase our lunch prices every year until we meet the Federal Healthy Hunger Free Kids Act of 2010.

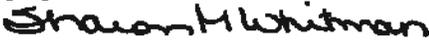
Mr. Ogborn presented the proposed MHHS, MHJH, and HMS student electives and activities fee increases. He informed the Board that during the Public Hearing, Mr. Schaufele submitted a revision to the Driver Education fee increase; the proposed increase would be from \$145 to \$165. He added that the high school no longer provided driver education during school hours, so that fee has been removed. Mr. Ogborn also informed the Board that during the Public Hearing, a revision was discussed regarding the junior high activity card fee; the proposed revision would be that the fee would increase from \$7.50 to \$10. Trustee House motioned to approve the student fee increase with the modifications as presented by Mr. Ogborn. Trustee Reynolds seconded the motion. Motion granted.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193**  
**NOTICE OF FEE INCREASE**

The Mountain Home School District No. 193, Elmore County, is required to increase the student meal fee for all the schools in Mountain Home School District due to the Healthy Hunger Free Kids Act of 2010, as required by Federal Law, Public Law 111-296. School Lunches will increase every year until we meet the Federal Healthy Hunger Free Kids Act of 2010. Mountain Home School District No. 193, Elmore County, has also proposed to increase student activity and elective fees at Mountain Home High School, Mountain Home Junior High, and Hacker Middle School. The following table is what this change will mean to students.

**MOUNTAIN HOME SCHOOL DISTRICT:**

<i>Item</i>	<i>2014-15 Fee</i>	<i>2015-16 Fee</i>	<i>Percent Increase</i>
<b><u>Student Breakfast Price Increase</u></b>			
Elementary	\$ 1.00	\$ 1.00	none
HMS	\$ 1.25	\$ 1.25	none
MHJH	\$ 1.25	\$ 1.25	none
MHHS/BMHS	\$ 1.25	\$ 1.25	none
<b><u>Student Lunch Price Increase</u></b>			
Elementary	\$ 2.25	\$ 2.40	6.66%
HMS	\$ 2.50	\$ 2.65	6.00%
MHJH	\$ 2.50	\$ 2.65	6.00%

MHHS/BMHS	\$ 2.50	\$ 2.65	6.00%
<u>Adult Lunch Price Increase</u>			
Adult Price	\$ 3.50	\$ 3.50	none
<u>Milk Price Increase</u>			
Milk	\$ .45	\$ .50	11.10%
<b>MHHS</b>			
All Art Classes *	\$ 15.00	\$ 20.00 (per class)	33.30%
Science Classes * Zoology	\$ 15.00	\$ 20.00 (per class)	33.30%
Drivers Education	\$145.00 <del>\$160.00</del>	<del>\$180.00 (per class)</del> \$165.00 (per class) <del>\$190.00 (in school)</del>	<del>24.14%</del> <b>13.79%</b> <del>18.75%</del>
Band Equipment Rental **	\$ 25.00 (semester) \$ 17.00 (summer)	\$30.00-40.00 (semester) \$20.00 (summer)	20.00-60.00% 17.65%
Activity Card Fee	\$ 30.00 (year)	\$ 35.00 (year)	16.60%
<b>MHJH</b>			
Activity Card	\$ 7.50 (year)	<del>\$ 15.00 (year)</del> \$ 10.00 (year)	<del>100.00%</del> <b>33.33%</b>
<b>HMS</b>			
Band Equipment Rental **	\$ 25.00 (semester) \$ 17.00 (summer)	\$30.00-40.00 (semester) \$20.00 (summer)	20.00-60.00% 17.65%
*	Establish fee to help defray cost of supplies (per semester).		
**	Establish fee to help defray cost of repairs (per semester and summer)		
It is the practice of Mountain Home School District No. 193 to make accommodations for those students and families unable to pay fees in full when registering for classes where fees are required.			
A public hearing will be held at 7:15 p.m., on February 17, 2015, preceding the regular meeting of the Board of Trustees, for the purpose of receiving public testimony pertaining to the proposed fee increases.			
 <hr/> Sharon M. Whitman Clerk, Board of Trustees			

**B. POLICY ADOPTION** – 3<sup>rd</sup> and Final Reading – James Gilbert

- 1. Adolescent Relationship Abuse and Sexual Assault Policy** - Mr. Gilbert presented the 3<sup>rd</sup> and final reading of the proposed adoption of the Mountain Home School District No. 193 Adolescent Relationship Abuse and Sexual Assault Policy. He stated that the SDE and IDAPA require all school

districts adopt this policy, as drafted by the Idaho Coalition Against Sexual and Domestic Violence, the Center For Healthy Teen Relationships, and EMT. Trustee Checketts motioned to approve the 3<sup>rd</sup> and final reading of the proposed adoption of Adolescent Relationship Abuse and Sexual Assault Policy, as presented by Mr. Gilbert. Trustee Reynolds seconded the motion. Motion passed.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193**  
**MOUNTAIN HOME, IDAHO 83647**  
**P O L I C Y**  
**ADOLESCENT RELATIONSHIP ABUSE AND SEXUAL ASSAULT**

MHSD 193 promotes the comprehensive prevention of and effective and consistent response to incidents of relationship abuse and sexual assault. The District will assist schools in implementing these guidelines as part of existing policies and other related efforts to address social and emotional health, including well-being, bullying, cyber-bullying, harassment, sexual harassment, or other forms of violence among students.

This policy is designed to ensure that every school:

1. Implements comprehensive prevention strategies regarding adolescent relationship abuse and sexual assault;
2. Responds effectively and consistently to incidents of unhealthy or abusive behaviors; and
3. Reports all instances of adolescent relationship abuse and sexual assault to school authorities.

Students will be encouraged to contact the principal or designee or other school personnel if they have been abused or sexually assaulted. Students will also be encouraged to report to school authorities if they are aware that another student has been abused or sexually assaulted, or has committed relationship abuse or sexual assault.

**DEFINITIONS**

"Abusive behavior" means the intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including bullying, harassment, sexual harassment, adolescent relationship abuse, sexual assault, or using technology to cause abuse.

"Adolescent relationship abuse" means the use of physical, sexual, verbal, emotional, or technological abuse by a person 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.

"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.

"School climate" refers to the quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

"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 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 or 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.

"Sexual assault" means any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

"Technological abuse" means the behavior used to harm, threaten, intimidate, control, harass, monitor, coerce, stalk, or victimize, except as otherwise permitted by law, that is perpetrated through the internet, social networking sites, spyware, global positioning system (GPS) tracking technology, cellular phones, or instant or text messages. Technological abuse includes, but is not limited to: monitoring; unwanted, repeated calls or text messages; non-consensual access to email, social networking accounts, text or cell phone call logs; and pressuring for or disseminating private or embarrassing pictures, videos, or other personal information.

### **ROLES AND RESPONSIBILITIES**

The district will:

1. Designate a specific individual at the district level who is responsible for implementation of the policy, the provision of technical assistance, and training for school personnel on the development and implementation of a comprehensive prevention strategy and effective and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault.
2. Assure students of their rights to be free from relationship abuse and sexual assault, including cyber-harassment.
3. Ensure students know that adolescent relationship abuse and sexual assault violate district policy, that abusive behavior should be reported, and that violators will be subject to disciplinary action should the abuse occur on school grounds during school hours.

The school will:

1. Designate a specific individual at the school level who is responsible for implementation of the policy, the provision of technical assistance, and training for school personnel on prevention of adolescent relationship abuse and sexual, effective, and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault.
2. Review policy and procedures on adolescent relationship abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy.
3. Ensure all staff, students, and parents/caregivers receive the name and contact information of the individual who is responsible for implementation of this policy at the school and district level, a summary of prohibited behaviors, and a copy of this policy at the beginning of the school year, as part of the student handbook or information packet, as part of the new student orientation, and as part of the school's notification to parents.

### **INTERVENTION AND RESPONSE**

Schools will develop and implement an effective and consistent response to adolescent relationship abuse or sexual assault that takes place on school grounds; while traveling to and from school or a school-sponsored activity; during the lunch period, whether on or off campus; as well as abusive behavior expressed through technology using district or school-provided computers, email addresses, or servers.

Schools should also develop and implement an effective response to an incident of adolescent relationship abuse or sexual assault that occurs off campus when the incident negatively effects students at schools and interferes with students' access to education and/or extracurricular activities.

All district personnel are expected to intervene directly or to contact school police when they witness or become aware of an incident of adolescent relationship abuse or peer-on-peer sexual assault. There is a duty to report to the principal or designee when any staff member knows or reasonably should have known of an incident of adolescent relationship abuse or sexual assault on the campus; while traveling to and from school or a school-sponsored activity; during the lunch period, whether on or off campus; or perpetrated using school-owned property such as email addresses and

servers. Any staff member who permits or fails to report an incident of adolescent relationship abuse or sexual assault may be subject to disciplinary action.

### **INVESTIGATION OF INCIDENTS**

The principal or designee will investigate all reported incidents of adolescent relationship abuse and peer-to-peer sexual assault. Investigations of peer-to-peer sexual assault will take place in accordance with the district's policy on sexual harassment and will conform to the U.S. Department of Education, Office on Civil Rights' guidance on implementation of Title IX.

Each incident reported will be promptly investigated in a manner that protects the student experiencing abuse and/or sexual assault's safety, and if requested, the target's confidentiality. Investigation may involve separate interviews with the accused student, targets, and witnesses and should include notification of parents/guardians.

If it is determined that it is more likely than not that adolescent relationship abuse or peer-to-peer sexual assault has occurred, the principal or designee will act appropriately within district discipline codes and take steps to increase the safety and well-being of the student experiencing the abuse and/or sexual assault on campus or at school events.

The school will make all efforts to keep a report of adolescent relationship abuse or sexual assault and the results of any investigation confidential to the extent permitted by law, except that the target and the accused will be notified of the outcome of an investigation consistent with federal and state laws.

If an incident that occurs off campus negatively affects students at school, such as peer groups who actively align on the school campus with either the student who was impacted by the violence or who engaged in the abusive behavior or sexual assault and engage in unallowable behaviors, the principal or designee should take steps to minimize negative behavior and increase the safety and well-being of the student experiencing the abuse and/or sexual assault.

### **SUPPORT SERVICES**

The principal or designee will take steps to increase safety and well-being of the student experiencing abuse and/or sexual assault. This may include offering individual or support group counseling or by referring the student to a local victim service provider who serves minors.

Efforts should also be made to assess the safety and well-being of the student who engaged in the abusive behavior and/or sexual assault. The school may refer the student to individual or support group counseling and/or community-based organizations as appropriate.

School personnel will follow-up separately with students involved to ensure that no further incidents have occurred and that students are not experiencing any further problems related to the incident.

### **PROTECTION AGAINST RETALIATION**

No retaliation will be taken by the district or by any of its employees or students against any complainant or any participant in the complaint process, including witnesses and will take steps to ensure there is no retaliation against any involved party and will respond appropriately to any incident of retaliation. Any person found to have retaliated against another individual for reporting an incident of abuse, harassment, or assault will be subjected to the same disciplinary action created in accordance with this policy. Those persons who assist or participate in an investigation of abusive behavior are also protected from retaliation under this policy.

### **CONFIDENTIALITY**

Any investigation that takes place pursuant to this policy will, to the maximum extent possible, be conducted in a manner that protects the privacy of the student experiencing abuse and/or sexual assault, complainant, and accused. However, if it is suspected that child abuse has occurred or any law has been violated, such abuse will be reported to

the proper authorities under Idaho Code 18- 1501. When possible students will be notified and reminded of limits of confidentiality and be made aware of possible reports to outside officials. Additionally, informing the targeted and accused students of the outcome of an investigation will not be in violation of this policy. Notification of the outcome of the investigation will be made in accordance with relevant state and federal law.

### **PRECLUSION**

This policy should not be interpreted as preventing a student experiencing abuse and/or sexual assault or someone participating in adolescent dating abuse or sexual assault from seeking redress under any other available law, either civil or criminal.

### **RECORD OF ALLEGATIONS**

The district will keep and maintain a confidential written record, including but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of abusive behavior or sexual assault is reported to district personnel. The information in the written record will include the action taken by the district in response to each allegation.

### **POLICY MONITORING**

The district will conduct an annual review of this policy. To monitor and assess incidents and responses as set out in this policy, the district will use PowerSchool as the tracking system that may provide relevant information to for the school community.

### **LIABILITY**

The district and its employees will not be liable for any claim which arises out of injury to a person by a person under supervision, custody, or care of the district when acting within the course and scope of their employment and without malice or criminal intent and without reckless, willful and wanton conduct as defined in section 6-904C, Idaho Code.

### **NOTICE**

Students and their parents/guardians will be informed of the district's policy regarding adolescent relationship abuse and sexual assault and receive a copy of the policy *at the time of enrollment in the student handbook. This policy will also be published on the district website.*

- C. POLICY REVISION** – 3<sup>rd</sup> and Final Reading – James Gilbert. Mr. Gilbert presented the 3<sup>rd</sup> and final reading of the proposed revision of Mountain Home School District No. 193 Searches, Seizures, and Interviews Policy, the Immunization Requirements and Forms Policy, and the Principal Evaluations Policy. He stated that these policies were revised to add a lot of legal language in accordance with Idaho Code and as suggested by EMT. There has been no patron or staff input since the last board meeting. Trustee Reynolds asked who follow up to ensure students have been immunized; Mr. Gilbert replied that the schools follow up. Trustee House motioned to approve the 3<sup>rd</sup> and final reading of the proposed revision of the Searches, Seizures, and Interviews Policy, the Immunization Requirements and Forms Policy, and the Principal Evaluations Policy, as presented by Mr. Gilbert. Trustee Checketts seconded the motion. Motion carried.

1. **Searches, Seizures, and Interviews Policy** –

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
MOUNTAIN HOME, IDAHO 83647  
POLICY  
SEARCHES, SEIZURES, AND INTERVIEWS**

Students have a right to be protected from *unreasonable* searches by school officials. However, it is the intent of the Board of Trustees to provide a safe and orderly ~~Safety and order in the school environment~~ for all students that is conducive to the pursuit of educational goals. ~~education and is essential in order for the academic process to be successful.~~ As a result, it may be necessary for school officials to search a student, his/her personal belongings, locker, desk, or vehicle, when it is in the interest of the overall welfare of other students or is necessary to preserve the good order and discipline of the school.

Only district personnel authorized by the superintendent may conduct a search pursuant to this policy. This policy applies to only those ~~searches~~ ~~searchers~~ conducted by school officials; it does not apply to search by law enforcement officers.

#### **DEFINITIONS:**

“Contraband” means all substances or materials ~~that~~ ~~which~~ students are prohibited ~~from~~ ~~form~~ possessing by district policy. Examples include, but are not limited to, cell phones, beepers, and articles containing gang symbols.

“Reasonable suspicion” means that the school official initiating the search has a well-founded suspicion based on objective facts that can be articulated of either criminal activity or a violation of district policy by a particular student(s). Reasonable suspicion is more than a mere hunch or supposition.

#### **RANDOM SEARCHES** ~~RATIONALE FOR SEARCHES:~~

In the interest of maintaining safe and drug-free schools, school officials may conduct random or “blanket” searches of student lockers, desks, and the school parking lot. School officials will conduct such searches in a random and systematic manner that is minimally intrusive, and it is not required that reasonable suspicion exist.

The superintendent or designee will develop and implement a “lottery” system by which lockers, desks, student belongings, and vehicles will be randomly selected to be searched. ~~Random searches~~ ~~searchers~~ may be conducted for any reason at any time without notice, without student consent, and ~~without~~ ~~with~~ a search warrant. Random searches may involve the use of drug dogs, metal detectors, or surveillance cameras.

Because of the school district's need to provide for the safety, health, security, and welfare of students on owned or contracted school property, a school administrator or designee, may conduct searches of students, students' property, school property, including lockers and desks, both in school and during school sponsored events on or off campus. These searches are based on the following propositions:

1. ~~Education is an important state and local function and requires an atmosphere, which is free from danger and undue disorder.~~
2. ~~The need to search is based on the right and responsibility that school officials have to maintain order and to ensure the proper functioning of the educational process.~~
3. ~~Students should have a reduced expectation of privacy at school and during school sponsored activities.~~

On school property, the right of search extends beyond the student's locker and desk to the student's physical person, his/her clothing, books, pocketbooks, carrying containers, and automobiles when school administrators consider that a search is necessary due to reasonable suspicion.

~~In cases of reasonable suspicion or emergency, school administrators reserve the right to conduct searches with or without the student's presence or permission. Searches may involve the use of drug dogs, metal detectors, or surveillance cameras.~~

#### **REASONABLE SUSPICION SEARCHES:**

To initiate a reasonable suspicion search, the school official must have a reasonable suspicion as to all of the following:

1. A crime or violation of school policy has been or is being committed;
2. A particular student has committed a crime or violated district policy;
3. Physical evidence of the suspected crime or violation of district policy is likely to exist; and
4. Such physical evidence would likely be found in a particular place associated with the student suspected of committing the crime or district policy violation.

The search based on reasonable suspicion must be reasonable in its scope. The areas or items to be searched and the methods utilized must be reasonable related to finding physical evidence of the crime or violation of district policy. The search must not be excessively intrusive, given the age and gender of the student and the circumstance of the search.

School officials will make a reasonable effort to obtain the consent of a student before initiating a reasonable suspicion search, unless the circumstances constitute an emergency.

#### **STUDENT'S PERSON OR POSSESSIONS:**

At any time when the student is on school property or at a school-sponsored event, school officials may search the student's person or possessions (backpack, purse, etc.) if the school official has reasonable suspicion to believe that the student is in possession of illegal or contraband materials or are otherwise secreting evidence of a crime or violation of district policy.

Such searches shall be conducted in an appropriate manner, in private and witnessed by another adult. Students may be required to remove outer clothing (jacket, shoes, etc.) and empty pockets as part of the search. If the search is of the student's person ("pat-down" search), the school official conducting the search and the witness must be of the same sex as the student. Under no circumstance is a school official authorized to conduct a "strip search" of a student.

#### **LOCKERS:**

Lockers assigned to students are the property of the school district and remain under the control of the district at all times. The student will be responsible for the proper care and use of the locker assigned for his or her use. Students are prohibited from using a locker for the storage of illegal, contraband, or potentially harmful items, including, but not limited to, weapons, drugs, and alcohol.

School officials may randomly open and inspect lockers for any reason at any time. If the random search produces evidence of criminal activity or violation of district policy, it may serve as a basis for a reasonable suspicion search of the locker's contents, including the student's property.

School officials may open and inspect lockers when there is reason at any time. If the random search produces evidence of criminal activity or violation of district policy, it may serve as a basis for a reasonable suspicion search of the locker's contents, including the student's property.

School officials may open and inspect lockers when there is reasonable suspicion that the lockers may contain illegal or contraband materials, other evidence of a crime or violation of district policy, or items that may be a threat to safety or security. Searches of lockers, whether random or reasonable suspicion, may be conducted without notice, without consent, and without a search warrant.

#### **AUTOMOBILES:**

Students are permitted to park on school premises as a matter of privilege, not of right. School officials are authorized to conduct routine patrols of school parking lots, inspecting the exteriors of vehicles parked on

school property. The interiors of vehicles on school property may be searched whenever an authorized school official has reasonable suspicion to believe that illegal or contraband materials, other evidence of a crime or violation of district policy, or items that which may be a threat to safety or security, are contained inside. Such patrols and searches may be conducted without notice, without consent, and without a search warrant.

#### USE OF DRUG DOGS:

The district may elect to use specially trained drug dogs to alert the dog's handler to the presence of controlled substances, at the discretion of the superintendent or designee. The use of a drug dog shall comply with district policy and applicable law.

The drug dogs will be present for the purpose of detecting controlled substances in lockers, personal items, or vehicles on district property only when there are no students or employees present. Only the trained dog's handler will determine what constitutes an alert by the dog.

A drug dog's alert constitutes reasonable suspicion for the district officials to search the lockers, personal items, or vehicles. Such a search by district officials may be conducted without notice or consent, and without a search warrant.

#### SEIZURE OF ITEMS CONTRABAND OR ILLEGAL MATERIALS:

School officials may seize and retain, or turn over to law enforcement officials, any contraband or illegal items, or evidence of a crime or violation of district policy, found as a result of any search conducted pursuant to this policy.

~~Searches may result in the seizure by school authorities of contraband items, and/or items whose presence at school violates state laws and/or school rules. Seizures include, but are not limited to, objects lawfully exposed to plain view either in school and/or in student's automobile parked on school property, objects not within the exclusive possession of the student, and items found or activities observed in school areas normally under the control and supervision of school personnel.~~

~~Weapons, look a like weapons, illegal substances or objects, or other possessions reasonably determined by school authorities to be a threat to safety, or security to the possessor, or to others may be seized by school authorities. Items belonging to the school or other individuals may also be seized.~~

#### STUDENT INTERVIEWS ON SCHOOL PREMISES BY OTHER THAN SCHOOL OFFICIALS: (Idaho Attorney General Opinion No. 93-2)

The Board of Trustees of this district recognizes that cooperation with law enforcement agencies is essential for the protection of students, maintenance of a safe environment in this district's schools, and the safeguard of all district property.

The district will also cooperate with other state and local public agencies insofar as those agencies' responsibilities and duties relate to public school students.

This district will allow law enforcement and health and welfare agents to interview students relative to child protection or criminal investigations at school facilities during school hours upon notice of the need for such interview. Upon notice of the need for such interview and identification of the interviewer as a law enforcement agent, the superintendent or designee will provide a private location/office/room in which the interview(s) may be conducted. No school official or staff member will be present during the interview unless requested to do so by the law enforcement agent.

School officials will take no actions to delay or otherwise interfere with law enforcement's interview, removal into protective custody, or arrest of the student.

~~When outside officials perceive the need to interview or question a student in school, the school administrator, or designee, will take reasonable steps to safeguard the student. The nature of the interview will be discussed with the school administrator or designee. Parents/guardians will be notified by the school administrator, or designee, unless parental contact will place the student at perceived risk.~~

Law enforcement is not required to notify the parent that his/her student is being interviewed relative to a child protection investigation. School officials will not notify the parent regarding the fact that the student is being interviewed by law enforcement, unless specifically requested to do so by the law enforcement agent. In the event that a parent queries regarding the interview, the school officials will refer the parent to law enforcement.

**RELEASE OF A STUDENT TO LAW ENFORCEMENT OFFICIALS: (I.C. 20-516)**

In the absence of parental or guardian consent, the school administrator or designee, may release a student to law enforcement officials if a warrant is issued, if the officer is arresting the student without a warrant, **and**/or the student is released by school officials ~~in writing~~, to law enforcement officials.

Prior to the release of the student to the law enforcement official, the school administrator or designee will have the officer and administrator or designee sign and date the Juvenile Release to Law Enforcement Form. It is the responsibility of the investigating office to notify the parent/guardian of the student.

1. A peace officer may take a juvenile into custody, or a private citizen may detain a juvenile until the juvenile can be delivered forthwith into the custody of a peace officer, without order of the court:
  - a. When he or she has reasonable cause to believe that the juvenile has committed an act which would be a misdemeanor or felony if committed by an adult; or
  - b. When in the presence of a peace officer or private citizen the juvenile has violated any local, state or federal law or municipal ordinance; or
  - c. When there are reasonable grounds to believe the juvenile has committed a status offense.
    - Status offenses are truancy, running away from or being beyond the control of parents, guardian, or legal custodian, and curfew violations.
2. A peace officer may take a juvenile into custody upon a written order or warrant signed by a judge.
  - a. Such taking into custody shall not be deemed an arrest
  - b. When an officer takes a juvenile into custody, he shall notify the parent, guardian, or custodian of the juvenile as soon as possible. Unless it appears to the officer taking the juvenile into custody that it is contrary to the welfare of society or the juvenile
3. A juvenile taken into custody may be fingerprinted and photographed. If the court finds good cause, it may order any fingerprints and photographs expunged.

**NOTICE:**

Students and parents/guardians shall be informed of this policy at the beginning of each school year through publication of the policy or an age-appropriate summary in the student handbook. This policy is published on the school district website, under Policies.

2. Immunization Requirements and Forms Policy –

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
MOUNTAIN HOME, IDAHO 83647  
P O L I C Y  
IMMUNIZATION REQUIREMENTS AND FORMS**

Idaho Code 39-4801 through 39-4805 is the basis for the procedures for requiring and retaining immunization records.

Idaho Health and Welfare School Immunization Link:

<http://healthandwelfare.idaho.gov/Health/Immunizations/SchoolImmunizations/tabid/885/Default.aspx>

To enter or transfer into public schools, all children in preschool and grades K-12 must meet immunization requirements at registration and before attendance. No child shall attend school without proof of immunization status.

The goal of the School Immunization Law is to improve the overall health of Idaho's children by ensuring each child is adequately protected against the vaccine preventable diseases of Polio, Measles, Mumps, Rubella, Diphtheria, Pertussis, Tetanus, Hepatitis A and B, and Varicella.

Immunizations Required:

1. Any school-aged child may attend grades preschool and kindergarten through twelve grades, if otherwise eligible, provided that upon admission and prior to attendance, the parent/guardian provides proof of immunization against the vaccine preventable childhood diseases.
2. If a child has started, but not completed, the required number of immunizations, then prior to admission, an Idaho Conditional Admission to School Form must be submitted as proof of the start of the immunization process. If a parent does not follow through with the Schedule of Intended Immunizations and provide verification of each immunization as it is given, then the child must be denied attendance until verification is provided.
3. Immunization information will be in the form of a record signed by a physician or a physician's representative, or another licensed health care professional; shall verify that such child has received, or is in the process of receiving immunizations as specified by the state board of health and welfare; or can effectively demonstrate, through verification in a form approved by the department of health and welfare, immunity gained through prior contraction of the disease.
4. This statement must provide the vaccine type, number, and date of each immunization the child has received or that the child is immune through prior illness (physician diagnosed measles or mumps disease or laboratory proof of immunity).
5. Immunizations required: (Please refer to the Department of Health and Welfare for a detailed account of the required immunizations.)
  - A. Children born on or before September 1, 1999, must have a minimum of:
    - Four (4) Diphtheria, Tetanus, Pertussis (DTaP), One (1) Measles, Mumps, Rubella (MMR), Three (3) Polio, and Three (3) Hepatitis B
  - B. Children born after September 1, 1999, through September 1, 2005, must have a minimum of:
    - Five (5) Diphtheria, Tetanus, Pertussis (DTaP), Two (2) Measles, Mumps, Rubella (MMR), Three (3) Polio, and Three (3) Hepatitis B
  - C. Children Born after September 1, 2005, must have a minimum of:
    - Five (5) Diphtheria, Tetanus, Pertussis (DTaP), Two (2) Measles, Mumps, Rubella (MMR), Four (4) Polio, and Three (3) Hepatitis B, Two (2) Varicella, and Two (2) Hepatitis A
  - D. 7<sup>th</sup> Grade Immunization Requirements – Effective 2014-15 school year, all 7<sup>th</sup> – 10<sup>th</sup> grade during or after the 2011-12 school year must meet the following minimum immunization requirements in addition to school entry requirements:
    - Five (5) Diphtheria, Tetanus, Pertussis (DTaP), Two (2) Measles, Mumps, Rubella (MMR), **Four (4) Polio** ~~Three (3) Polio~~, One (1) Meningococcal, **Two (2) Hepatitis A**, Three (3) Hepatitis B, and **Two (2) Varicella**

*NOTE: 7<sup>th</sup> Grade Requirement will be extended to the 7<sup>th</sup> – 11<sup>th</sup> grade students in 2015 and 7<sup>th</sup> – 12<sup>th</sup> grade students in 2016.*

Exceptions/Exemptions:

1. Idaho law allows parent/guardians to claim an exemption from immunization requirements for their child for medical, religious, or personal reasons. All exemptions must be documented on the official State of Idaho

Form provided by the Idaho Department of Health and Welfare, Immunization Program. A medical exemption requires the signature of a licensed physician and certification that the child has a medical condition, which prevents him or her from receiving required vaccinations. The law does not allow parents/guardians to claim an exemption because the shot record is lost or incomplete, or because it is too much trouble to contact the physician or clinic and obtain a copy. Schools should maintain an up-to-date list of pupils with exemptions so they can be excluded quickly if an outbreak occurs.

2. A copy of the parent's statement or the physician's statement shall be retained in the student's permanent record file.

#### Exclusion from School:

A student not in compliance with this policy upon first admission in preschool or in kindergarten through grade twelve (K-12) will be denied attendance by this district. Any student denied attendance will not be allowed to attend any schools within this district until he or she is in compliance with this policy.

This district will exclude from school students who are diagnosed or suspected of having a contagious or infectious disease and students who have been exposed to contagious or infectious disease for which they have not been immunized. This district will also close school on order of the state board of health or the local health authorities.

#### Records:

Full and complete immunization records for each student must be retained in the student's permanent record file.

### 3. **Principal Evaluation Policy –**

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193**  
**MOUNTAIN HOME, IDAHO 83647**  
**POLICY**  
**PRINCIPAL EVALUATION**

A Principal's primary responsibility is to supervise the operation and management of their assigned school(s) and shall be under the direct supervision of the Superintendent. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attend the school, management of the school's budget, and communication between the school and the community. Effective administrators are responsible for the collective success of their schools, including the learning, growth, and achievement of both students and staff, and establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Mountain Home School District No. 193 adopts this policy for principal performance evaluations. Multiple measures are utilized in which the evaluation criteria and procedures are research based and aligned to the minimum applicable state adopted standards.

#### **DEFINITIONS**

"Principal" is an employee assigned to administrative duties as a principal or vice principal, has met all of the school principal endorsement requirements for Pre-K-12, and has been issued an administrator certificate with a principal endorsement.

#### **PURPOSE OF EVALUATIONS**

The purpose for conducting administrative evaluations is to assist in identifying employee strengths and weaknesses while providing direction and support for continued learning and professional development. Evaluations may also be used to document areas of improvement and to make decisions regarding personnel actions.

#### **EVALUATION MODEL**

This district's principal evaluation model is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.

## **EVALUATOR**

The superintendent or designee will be responsible for evaluating certificated instructional staff and pupil personnel performance. All individuals responsible for appraising, observing, or evaluating certificated personnel performance will receive training in conducting observations and evaluating effective teacher performance. Such individuals will be required to demonstrate proficiency in conducting evaluations by passing an assessment approved by the Idaho State Department of Education (SDE) prior to September 1, 2018.

## **EVALUATION CRITERIA**

Principal evaluations will be based upon the following domains and components:

1. Domain 1: School Climate
  - An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.
    - a. School Culture: Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
    - b. Communication: Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.
    - c. Advocacy: Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.
2. Domain 2: Collaborative Leadership
  - An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program
    - a. Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
    - b. Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
    - c. Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.
    - d. Leadership Renewal: Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.
    - e. Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.
3. Domain 3: Instructional Leadership
  - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.
    - a. Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
    - b. Instructional Vision: Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
    - c. High Expectations: Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

- d. Continuous Improvement of Instruction: Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
  - e. Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
  - f. Recruitment and Retention: Principal recruits and maintains a high quality staff
- 4. IDAPA 121.02 Professional Practice**
- All principals must receive an evaluation in which sixty-seven (67%) of the evaluation results is based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a through 121.01.c. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all principal evaluations: Parent/guardian input, teacher input, student input, and/or portfolios.
    - a. Parent/guardian Input
    - b. Teacher Input
    - c. Student Input
    - d. Portfolios
- 5. IDAPA 121.03 Student Achievement**
- All principals must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results is based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. Growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation maybe calculated using current and/or past year's data and may use one (1) or multiple years of data.
    - a. Idaho Statewide Assessment
    - b. Principal Annual (SMART) Goal

#### **FUNDING:**

Dependent on the State of Idaho providing funding for principal professional development, ongoing professional development will be provided to MHSD principals.

#### **STAKEHOLDERS INPUT:**

The public may provide principal evaluation input using the MHSD Public Input Form for Principal Evaluations. All input forms must be signed; all unsigned forms will be disposed of. A copy of the input form will be given to the principal. All input forms must be submitted to the District Office no later than March 1.

#### **SOURCES OF DATA**

Each principal will be required to demonstrate proficiency in conducting observations and evaluating effective teacher performance as part of his or her evaluation in addition to the following components:

##### **67% of Evaluation Results**

At least sixty-seven percent (67%) of the evaluation results will be based on Professional Practice Standards and will be aligned to the Charlotte Danielson Framework for Teaching Second Edition. A minimum of two (2) documented observations will occur annually, with at least one observation being completed by January 1 of each year. At least one of the following will be included as a measure to inform the Professional Practice portion of all principal evaluations:

1. Parent/guardian input; and/or
2. Teacher input; and/or
3. Student input; and/or

#### 4. Portfolios

##### **33% of Evaluation Results**

At least thirty-three percent (33%) of the evaluation results in the evaluation for all administrators will consist of evaluation results based on multiple objective measures of growth in student achievement, as determined by the Board of Trustees and based upon research. Growth in student achievement as measured by Idaho's statewide student achievement test will be included.

#### **EVALUATION PROCEDURES**

To ensure that all principals are evaluated on a fair and consistent basis, each principal will be evaluated at least once annually no later than May 1 of each year. The evaluation will include a minimum of two (2) documented observations, one (1) of which will be completed prior to January 1 of each year.

At the beginning of each school year, and no later than September 15, principals will identify and create three (3) SMART Goals for themselves and submit them to the Superintendent or designee assigned to evaluations. These SMART Goals will be evaluated as part of the Principal Evaluations. Along with the SMART Goals, and prior to January 21 of each school year, principals will also complete the Self-Assessment Form given to them by the Superintendent or designee. Principal self-assessments should be centered around their SMART Goals, previous student growth measures and expected student growth measures for the upcoming year, previous student achievement data, and including but not limited to parent/guardian input. The evaluator will notify the principal of factors that will be utilized in measuring effectiveness.

Prior to January 1, the evaluator will conduct a documented observation and provide feedback on the principal's performance for the year thus far. The evaluator will also review and discuss progress toward the principal's SMART Goals, expected student growth measures for the upcoming year, current student achievement data, and including, but not limited to parent/guardian input, and work with the principal to make adjustments accordingly.

At the end of the year, the evaluator and principal will review and discuss the principal's SMART Goals and the achievement of set goals, student achievement data, and parent/guardian input. The evaluator will provide feedback on the principal's performance for the year and assign a final effectiveness rating.

#### **COMMUNICATION OF RESULTS**

A copy of each written evaluation will be submitted to the principal within five (5) school days following the formal evaluation. The principal will have the opportunity to attach a response to his or her evaluation within twenty-one (21) calendar days.

Administrator personnel evaluations will be considered permanent records and will be maintained in each administrator's personnel file. All evaluation records will be kept confidential as required by state and federal law. The rankings of individual certificated personnel evaluations will be reported annually to the SDE as required for state and federal reporting purposes.

#### **PERSONNEL ACTIONS**

The following actions may result from the evaluation process:

1. Renewal of employment contract;
2. Improvement Plan;
3. Renewal of the employment contract under a continued probationary status;
4. A period of probation;
5. Reassignment;
6. Immediate discharge;
7. Non-renewal of employment contract; and/or
8. A letter of reprimand

A letter of reprimand may be issued at any time, with or without a formal evaluation, if an employee is found to be in violation of applicable legal, ethical, or professional standards. Any recommendation to place an employee on a period of probation, discharge the employee immediately, discharge the employee upon termination of the current contract, or reemploy the employee at the end of the contract term under a continued probationary status contract must be approved by the Board of Trustees.

Nothing in this policy shall be read to affect the district's right to immediately, without an evaluation or period of probation, discipline an employee up to and including immediate discharge for reasons other than unsatisfactory service.

When any principal's work is found to be unsatisfactory, a defined period of probation may be imposed for not less than eight (8) weeks as determined by the Board.

The Board will establish a reasonable period of probation before determining that it will not renew a contract due to a report of unsatisfactory performance. The period of probation will not affect the principal's renewable contract status.

Notwithstanding the open meeting law, the Board will make decisions regarding placing a principal on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the Board's decision will be placed in the employee's personnel file.

Prior to the commencement of the probationary period, the Board will provide written notice to the principal, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the principal's performance during the probationary period.

After the probationary period, action will be taken by the Board as to whether the principal is to be retained, immediately discharged, discharged upon termination of the current contract, or reemployed at the end of the contract term under a continued probationary status.

## **REMEDICATION**

Principals placed on probation will receive remediation designed to provide direction and support for improved employee performance. Additionally, principals who are placed on probation may request and/or be assigned a peer mentor.

The evaluator will work with the principal to identify and address the areas of concern, the remediation objectives, the criterion that will be used to measure the progress sought, support resources, provisions for adequate supervision and evaluation of performance during the probationary period, and timelines. Removal from probation will depend on the successful achievement of the articulated goals.

During the probationary period, the evaluator will conduct additional observations as needed to ensure the effectiveness of the remediation measures on the employee's performance.

## **APPEAL**

When disagreement exists regarding the results of the evaluation, the affected principal is entitled to attach a rebuttal to his or her evaluation within twenty-one (21) calendar days. A principal who is placed on probation, immediately discharged, or not reemployed is entitled to full due process rights as outlined in Idaho Code Sections 33-513 through 33-515.

## **MONITORING AND EVALUATION**

The superintendent or designee is responsible for ensuring that the evaluation process is in compliance with state requirements and implemented consistently. The superintendent or designee will continually review and develop the district's personnel evaluation system taking into account input from trustees, administrators, teachers, and parents where appropriate. Any changes to the district's evaluation model will be approved by the Board of Trustees and submitted to the SDE for approval.

### PROFESSIONAL DEVELOPMENT AND TRAINING

The district will provide ongoing training for evaluators/administrators regarding the evaluation standards, tools, and processes. All individuals responsible for evaluating certificated instructional staff and pupil personnel performance will receive training in conducting observations and evaluating effective teacher performance.

Additional staff training and professional development opportunities will be provided throughout the year on an as needed basis to provide principals with the tools necessary to be effective administrators.

### COLLECTING AND USING DATA

Aggregate data will be considered part of this district and its individual schools' needs assessment in determining professional development offerings. The district will report the rankings of individual certificated personnel evaluations to the SDE annually for state and federal reporting purposes.

### INDIVIDUALIZED PRINCIPAL EVALUATION RATING SYSTEM

Evaluations will be used to identify employee proficiency and record professional growth over time. The individualized teacher rating system will have a minimum of **four (4)** ~~three (3)~~ rankings used to differentiate performance of teachers and pupil personnel certificate holders including:

1. Unsatisfactory = U (3.50-4.00)
2. Basic = B (2.50-3.49)
3. Proficient = P (2.00-2.49)
4. Distinguished = D (1.00-1.99)

### RATING MATRIX

Professional Practice – 67%					
		Unsatisfactory = U (1.00)	Basic = B (1.67)	Proficient = P (2.34)	Distinguished = D (3.01)
Student Achievement – 33%	Unsatisfactory = U (1.00)	Unsatisfactory = 1.00	Unsatisfactory = 1.67	Basic = 2.34	Proficient = 3.01
	Basic = B (1.67)	Unsatisfactory = 1.33	Basic = 2.00	Proficient = 2.67	Proficient = 3.34
	Proficient = P (2.34)	Unsatisfactory = 1.66	Basic = 2.33	Proficient = 3.00	Distinguished = 3.67
	Distinguished = D (3.01)	Unsatisfactory = 1.99	Proficient = 2.66	Proficient = 3.33	Distinguished = 4.00

Overall Summative Rating
3.50-4.00 = Distinguished
2.50-3.49 = Proficient
2.00-2.49 = Basic
1.00-1.99 = Unsatisfactory

### PERSONNEL RECORDS

**MHSD shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for the State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (I.C. 33-518)**

**D. POLICY ADOPTION – 2<sup>nd</sup> Reading – James Gilbert.**

- 1. Employee Insubordination Conduct Policy** - Mr. Gilbert presented the 2<sup>nd</sup> reading of the proposed revision of Mountain Home School District No. 193 Employee Insubordination Conduct Policy. He stated that there was some impassioned input, which he appreciated, and he informed the Board that from input that was emailed to him earlier in the last couple of weeks, the word “Disputing or…” was stricken and the words “legal and lawful” were added. He informed the Board that this policy was to address all employees and not just teachers, and that the district was legally advised to have an insubordination policy due to a recent incident. Mr. Gilbert also informed the Board that two additional teachers and two additional classified members were added to the policy committee so that the committee could receive more direct input from the buildings before it goes to the Board. He added that he still foresees there being a need for having an insubordination policy, but would like to refer this back to the Policy Committee so that the committee could receive suggested verbiage from staff and bring it back to the Board next month. The Board concurred.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
MOUNTAIN HOME, IDAHO 83647  
POLICY  
EMPLOYEE INSUBORDINATION CONDUCT POLICY**

The MHSD Board of Trustees feels that in the educational setting, there are high expectations for employee behavior. This is necessary to ensure effective and efficient operation of the school and to model and reinforce appropriate professional interactions for our students. Accordingly, employees shall treat all Administrators and Colleagues in an appropriate professional manner.

Employees shall comply with all work-related orders, instructions, and directives issued by a proper authority. Insubordination, manifest disrespect, acts or language that hamper(s) the school district or the school’s ability to control, manager of function; displays of unacceptable modeling of rules for students or staff; or any other serious breaches involving improper attitudes or improper action toward persons in positions of authority is just cause for and may result in employee discipline, up to and including possible termination.

Examples of improper conduct include, but are not limited to:

- Disobeying an appropriate order, instruction, or directive of a Supervising Employee or Administrator.
- Refusing to accept a reasonable and proper work assignment or directive of a Supervising Employee or Administrator.
- ~~Disputing or~~ Ridiculing Supervising Employee, Administrator, or Authority.
- Exceeding authority.
- Using vulgar or profane language to a Supervising Employee or Administrator

**E. POLICY REVISION – 2<sup>nd</sup> Reading – James Gilbert**

- 1. Curriculum Materials Development & Adoption Policy** - Mr. Gilbert presented the 2<sup>nd</sup> reading of the proposed revision of the Mountain Home School District No. 193 Curriculum Materials Development & Adoption Policy. He stated that this policy had some major revisions to add new language as suggested by EMT, as well as incorporate the Curriculum Development Policy. There

has been no patron or staff input since the last board meeting. Trustee Donahue motioned to approve the 2<sup>nd</sup> reading of the proposed revision Curriculum Materials Development & Adoption Policy, as presented by Mr. Gilbert. Trustee Reynolds seconded the motion. Motion approved.

**MOUNTAIN HOME SCHOOL DISTRICT NO. 193**  
**MOUNTAIN HOME, IDAHO 83647**  
**P O L I C Y**  
**CURRICULUM MATERIALS DEVELOPMENT & ADOPTION**

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

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

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

**Except under extraordinary circumstances, curriculum additions or deletions must be approved by the Board of Trustees prior to implementation in the schools. The procedures for curriculum additions or deletions approval are to be established by the Superintendent or designee.**

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

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

**Curricular materials are exempt from bidding requirements.**

**DEFINITION:**

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

**STATE APPROVED MATERIALS:**

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

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

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

**CURRICULAR MATERIALS ADOPTION COMMITTEE:**

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

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

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

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

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

**CONTROVERSIAL MATERIALS:**

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

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

**VIII. NEW BUSINESS –**

**A. TRAVEL REQUEST –**

1. Journalism Club – MHHS – National Journalism Competition, Denver, Colorado, April 16-19, 2015 – Sue Martin. Mrs. Martin requested permission to take the MHHS Journalism Club to the National Competition in Denver, Colorado, April 16-19, 2015. Trustee Checketts motioned for approval of the travel request for the MHHS Journalism Club to travel to Denver, Colorado, April 16-19, 2015, as presented by Mrs. Martin. Trustee Reynolds seconded the motion. Motion granted.
2. Spanish Club – MHHS – Trip to Peru, Multiple Places in Peru, March 19-27, 2015 – Lucas Rekow. Mr. Rekow requested permission to take the MHHS Spanish Club on a trip to Peru, March 19-27,

2015. Trustee Donahue motioned for approval of the travel request for the MHHS Spanish Club on a trip to Peru, March 19-27, 2015, as presented by Mr. Rekow. Trustee Reynolds seconded the motion. Motion approved.

**B. OUT-OF-DISTRICT OPEN ENROLLMENT APPLICATIONS** – James Gilbert. Mr. Gilbert requested approval of the open enrollment application for the 2015-2016 school year.

1. Jeff & Megan Blanksma for Adrie, 9<sup>th</sup> grade, MHHS, and Tucker, 7<sup>th</sup> grade, MHJH
2. Bruce & Rebecca Lampman for Emily, 10<sup>th</sup> grade, MHHS, and Rachel, 7<sup>th</sup> grade, MHJH
3. Daniel & Kathy Mori for Julianne, 11<sup>th</sup> grade, MHHS
4. Corey Arellano for Mathew, 10<sup>th</sup> or 11<sup>th</sup> grade, MHHS
5. Brett & Jennifer Schildgen for Cody, 3<sup>rd</sup> grade, East

The parents will provide transportation to and from school.

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

**C. APPROVAL OF AUDITOR** – Cliff Ogborn. Mr. Ogborn asked for approval of independent auditing firm of Eide Bailly again this year as the auditors for the FY14-15 District audit. He stated Eide Bailly is the only school-auditing firm in this area. He added that Mr. Gilbert and he discussed the audit with another auditing firms, but neither of them felt that the other companies had enough staff to do an audit or lacked knowledge of GASB Regulations. Mr. Ogborn informed the Board that he would continue to research other options, but regarding the FY 2015 audit, he recommended the District use Eide Bailly for another year. Chairman Alexander mentioned that Eide Bailly is very expensive and they take a long time. He added that there seemed like there would be a demand for school audits, but apparently, there isn't, so we have no choice but to use Eide Bailly. Trustee Reynolds motioned for approval of Eide Bailly as the auditors for the FY14-15 District audit. Trustee Donahue seconded it. Motion approved.

**D. SCHEDULE BUDGET HEARING** – Cliff Ogborn. Mr. Ogborn requested that the District Budget Hearing date be set for June 16, 2015, at 7:00 p.m., preceding the regular board meeting. Trustee Donahue motioned to hold the budget hearing for June 16, 2015, at 7:00 p.m., at the district office. Trustee House seconded the motion. Motion granted.

**E. SCHEDULE BUDGET WORKSHOP** – Cliff Ogborn. Mr. Ogborn requested the budget workshop be held on April 28, 2015, at 7:15 p.m. He added that the legislature should be finished by then, and if the network is still working, it gives the district enough time to make changes as needed before the budget hearing. Trustee Checketts motioned to hold the budget workshop on April 28, at 7:15 p.m., at the district office. Trustee House seconded the motion. Motion carried.

**F. APPROVE SPECIAL EDUCATION MANUAL** – Albert Longhurst. Mr. Longhurst presented the 2015 Special Education Manual; the last revision was made in 2009. He then reviewed some of the changes, and asked for the Board's approval of the manual. Trustee Donahue motioned to approve the 2015 Special Education Manual as presented by Mr. Longhurst. Trustee Reynolds seconded the motion. Motion passed.

**G. RESOLUTION 15-05 CALLING FOR A TRUSTEE ELECTION** – Tim McMurtrey. Mr. McMurtrey requested the adoption of this resolution to start the process for the trustee election, May 19, 2015. For Zone 1, Zone 3, and Zone 5. Chairman Alexander gave a synopsis of what the resolution entailed. Trustee House motioned for the adoption of Resolution 15-05 Calling for Trustee Election for Zones 1, 3, & 5, as presented by Mr. McMurtrey, with a second from Trustee Donahue. Roll call vote followed.

**MOUNTAIN HOME, IDAHO**  
**RESOLUTION 15-05 CALLING FOR A TRUSTEE ELECTION**

WHEREAS, in accordance with Title 33, Chapter 4, Section 33-401, Chapter 5, Section 33-503; Title 34, Section 34-106(1)(a)(8), Idaho Code, the Board of Trustees of Mountain Home School District No. 193 and the Elmore County Clerk (County Clerk) shall cause to be conducted its Trustee Election on the third Tuesday of May for the purpose of electing a trustee for Trustee Zone-1, electing a trustee for Trustee Zone-3, and electing a trustee for Trustee Zone-5.

WHEREAS, in accordance with Section 34-1407, Idaho Code, no write-in vote for school trustee shall be counted unless a declaration of intent has been filed indicating that the person desires the office and is legally qualified to assume the duties of school trustee if elected. Such declaration of intent shall be filed no later than forty-five (45) days before the day of election, and

WHEREAS, in accordance with Section 33-502B and 34-1407, Idaho Code, if after the date for filing written nominations for the office of trustee, it appears that only one (1) qualified candidate has been nominated, and if no declaration of intent has been filed as provided for by Section 34-1407, Idaho Code, no election shall be held for that position, and the County Election Clerk shall within forty-five (45) days before the scheduled date of the election declare such candidate elected as trustee, and

NOW, THEREFORE, be it resolved by the Board of Trustees of School District No. 193, Elmore County, as follows:

Section 1 That a Trustee Election is hereby called to be held in Mountain Home School District No. 193, Elmore County, Idaho, on May 19, 2015, for the purpose of electing a Trustee for Zone-1, electing Trustee for Zone-3, and electing a Trustee for Zone-5.

Idaho Code shall be fully applicable and shall govern all school elections. All school elections shall be administered by the Clerk of Elmore County wherein the district lies. That said election would be conducted by the County Clerk in accordance with Title 33, Section 33-401, Idaho Code, Title 34, Section 34-1401, Idaho Code.

Section 2 That on Tuesday, May 19, 2015, the polls shall be opened between the hours of 8:00 a.m. until 8:00 p.m. (I.C. 34-1409).

Section 3 That said election shall be held as specified in the Notice of Election, as published by the County Clerk in accordance with Title 34, Section 34-1406, Idaho Code, and set out in Section 9 herein.

Section 4 That said election shall be administered and conducted by the County Clerk of the county wherein the district lies and in accordance with Titles 33 and 34, Sections 33-401 and 34-1401, Idaho Code. The County Clerk shall appoint two (2) or more election judges, one (1) of whom shall be designated chief judge, and the number of clerks deemed necessary by the County Clerk for each polling place, in accordance with Title 34, Section 34-303, Idaho Code.

Section 5 That the polling places of said election should be established by the Elmore County Commissioners not less than 30-days before any election in accordance with Title 34, Section 34-302, Idaho Code, as follows:

**Trustee Zone-1, Trustee Zone-3, and Trustee Zone-5**

Voters residing in Trustee Zone-1, voters residing in Trustee Zone-3, and voters residing in Trustee Zone-5 will go to **their regular polling place**, in their respective trustee zone/precinct, as established by the County Commissioners.

Section 6 That no person shall vote at such trustee election who is not at the time of election (Titles 33 and

34, Sections 33-405, 34-107, 34-402, 34-403, 34-404, and 34-405, Idaho Code):

1. A United States citizen, a qualified elector of the state, county, and district, and qualified elector of the trustee zone for at least 30-days preceding the day of election, a registered voter in the District, and 18 years of age or older, within the meaning of Article 6, Section 2 of the Idaho Constitution; and
2. A registered elector governed by the provisions of title 34, Idaho Code.
3. A bona fide resident of the same trustee zone as the candidate for school trustee for whom the elector offers to vote.

Section 7

That voting at said election shall be by secret and separate ballot, and each ballot shall be prepared by the Clerk of the Board of Trustees and shall be submitted to the Elmore County Clerk, and shall be substantially in the following form:

**OFFICIAL BALLOT**  
MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
ELMORE COUNTY, IDAHO  
MAY 19, 2015

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INSTRUCTIONS: Vote for such candidate(s) as you desire by placing an X in the small square at the right of the name(s), or by writing in the name of the person, you desire to vote for, and place an X in the square at the right of their name.

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CANDIDATES FOR MOUNTAIN HOME SCHOOL DISTRICT NO. 193 TRUSTEE ZONE-1

---

TRUSTEE ZONE-1  
(Vote for One)

Candidate Name .....	<input type="checkbox"/>
Candidate Name .....	<input type="checkbox"/>
Candidate Name .....	<input type="checkbox"/>
_____	<input type="checkbox"/>
Write-In	

**OFFICIAL BALLOT**  
MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
ELMORE COUNTY, IDAHO  
MAY 19, 2015

---

INSTRUCTIONS: Vote for such candidate(s) as you desire by placing an X in the small square at the right of the name(s), or by writing in the name of the person, you desire to vote for, and place an X in the square at the right of their name.

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CANDIDATES FOR MOUNTAIN HOME SCHOOL DISTRICT NO. 193 TRUSTEE ZONE-3

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TRUSTEE ZONE-3  
(Vote for One)

Candidate Name .....	<input type="checkbox"/>
Candidate Name .....	<input type="checkbox"/>

Candidate Name .....   
 \_\_\_\_\_ .....   
 Write-In

**OFFICIAL BALLOT**  
 MOUNTAIN HOME SCHOOL DISTRICT NO. 193  
 ELMORE COUNTY, IDAHO  
 MAY 19, 2015

INSTRUCTIONS: Vote for such candidate(s) as you desire by placing an X in the small square at the right of the name(s), or by writing in the name of the person, you desire to vote for, and place an X in the square at the right of their name.

CANDIDATES FOR MOUNTAIN HOME SCHOOL DISTRICT NO. 193 TRUSTEE ZONE-5

TRUSTEE ZONE-5  
 (Vote for One)

Candidate Name .....   
 Candidate Name .....   
 Candidate Name .....   
 \_\_\_\_\_ .....   
 Write-In

Section 8

That immediately following the close of the polls, the judges must immediately proceed to count the ballots cast at such election. The counting must be continued without adjournment until completed and the result declared (I.C. 34-1201). The County Board of Commissioners shall be the County Board of Canvassers and the County Clerk shall serve as their secretary for this purpose. The County Board of Canvassers shall meet within ten (10) days after the election for the purpose of canvassing the election returns of all precincts within the county (I.C. 34-1205, 34-1206). The County Clerk shall certify the election results to the Clerk of each political subdivision for which an election was held. The person receiving the greatest number of votes cast within the Zone shall be declared by the MHSD Board of Trustees to be the trustee from that Zone (I.C. 34-1201 and 34-1410). Each political subdivision shall issue the appropriate certificates of election (I.C. 34-1410). Candidates for office elected in May shall take office on the date specified in the Certificate of Election, but not more than sixty (60) days following the election (I.C. 34-106(2)).

Section 9

That the County Clerk shall have published the Notice of Election, which is substantially in the following form:

**NOTICE OF DISTRICT ELECTION**

NOTICE IS HEREBY GIVEN: That the Mountain Home School District No. 193 will be conducting an Election for the following purpose: **Trustee Zone-1 Election, Trustee Zone-3 Election, and Trustee Zone-5 Election**

To elect one trustee residing in Zone 1 to serve for a term of four (4) years from Zone No. 1, and one trustee residing in Zone 3 to serve for a term of four (4) years from Zone No. 3, and one trustee residing in Zone 5 to serve for a term of four (4) years from Zone 5.

Only those qualified electors residing in Trustee Zone 1 may vote for a Zone 1 candidate; only those qualified electors residing in Trustee Zone 3 may vote for a Zone 3 candidate, and only those qualified electors residing in Trustee Zone 5 may vote for a Zone 5 candidate, to be held on Tuesday, the 19<sup>th</sup> day of May, 2015, on which day Polls will be open from 8:00 a.m. until to 8:00 p.m.

Voters residing in their respective Trustee Zone will go to **their regular polling place**, in their respective trustee zone/precinct, as established by the County Commissioners.

Signed \_\_\_\_\_  
Election Official

Section 10 The County Clerk shall give Notice of Election for election by publishing such notice in the Mountain Home Newspaper, the official newspaper of the county. The notice shall state the date of the election, the polling places, and the hours during which the polls shall be open for the purpose of voting. The first publication shall be made not less than twelve (12) days prior to the election and the last publication of notice shall be made not less than five (5) days prior to the election. The County Clerk shall cause to be published a facsimile, except as to size, of the sample ballot be published in one (1) newspaper published within the county or one (1) newspaper that has general circulation within the county. Such publication shall be in conjunction with the second notice of election required by Idaho Code 34-1406.

Passed and approved this 17<sup>th</sup> day of February 2015.

\_\_\_\_\_  
Chairman Alexander

\_\_\_\_\_  
Vice-Chairman Reynolds

\_\_\_\_\_  
Trustee House

\_\_\_\_\_  
Trustee Checketts

\_\_\_\_\_  
Trustee Donahue

\_\_\_\_\_  
Clerk Whitman

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

Chairman Alexander ..... Aye  
Vice-Chair Reynolds ..... Aye  
Trustee House ..... Aye  
Trustee Checketts..... Aye  
Trustee Donahue ..... Aye

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

**H. FACILITY COMMITTEE RECOMMENDATION** – Tim McMurtrey. Mr. McMurtrey informed the audience that the Board had tasked him with forming a committee to determine how to address the district’s facilities. He said the committee was a committee of local parents and that four of the committee members were in attendance to make their recommendation regarding the facilities issues. Mr. McMurtrey thanked the parents who stepped forward to be on the committee including the four in attendance: Brandie Garlitz, Courtney Lewis, Dan Day, and Gary Kubat. He also informed the Board that the committee members met several times, they visited the facilities, they went up on the roofs, etc. Mr. Dan Dey, the last presenter requested that the committees’ presentation become record. The presentation is attached as follows:

\_\_\_\_\_  
“Facility Advisory Committee Presentation | 2015

(Mrs. Brandie Garlitz)

Who are we?

- Concerned Parents with students in different phases of schooling throughout the community
- Recognized problems throughout facilities in the district; voiced our concern
  - We know that the board is aware of the state of the buildings but others here tonight may not be. Here is a list of some of the issues we concerned with to keep everyone on the same page:
  - Hacker
    - Leaky roof, pooling water in hallways/classrooms, water leaking into lockers, plants growing in lockers due to wet conditions, light fixtures filling with water and falling to ground, ceiling tiles cracking, mold/mildew, unhealthy learning environment
  - High School
    - Pavement destroyed, pooling with large amounts of water
    - Facility not sufficient for student population
    - Classrooms need renovation
    - Gym/locker rooms need updating
  - Elementary Schools
    - Pavement redone
    - Update electrical in schools to support technology
    - Roof leaks at Base Primary
  - Junior High
    - No heat in entryways/space heaters everywhere in the winter

*\*High school is in obvious need of renovation and a “center of gravity” to the public. Building a new high school (HS) facility will go a long way towards dramatically boosting public discussion and support. However, new HS construction cannot even be considered until significant safety issues, such as failing roofs, have been addressed. We need to prioritize the fires that need to be put out in order to create a time/space buffer to support new school construction.*

**Goals:**

- Identify major issues in SD 193 facilities
- Bridge concerns between parties to find a solution/ensure community involvement/by in
- Put forth recommendation to school board with a plan moving forward
- Recommendations are based on information provided by SD 193

*(Mrs. Courtney Lewis)*

**Recommendations:**

**Indirect**

- Do not replace the assistant superintendent position-Mr. Gilbert has already stated that this was the plan moving forward
- Create grant writer position (FT/PT) to bring in capital to the district and free up money in education spending
  - We understand that grant writing has its challenges and can be inconvenient however we believe that it is a way to bring money into our schools and should be explored further
  - Gooding School District utilized grant writing
    - Awarded 3M over 3 years for educational programs (<http://www.kl2grants.org/samples/sample2.htm>)
  - West Ada School District utilized grant writing
    - Hired grant facilitator
    - Utilized bottom up approach involving teachers in the process
      - Awarded over 1.5M in grants for hardware, software, other classroom tools in 2013-14 alone (<http://www.digitalpromise.org/districts/=meridian-joint-school-district-no-2>)

- Engage local volunteers/organizations to assist/problem solve (Think outside the box)
  - Have more district face time at public events
    - Perhaps stagger parent teacher conferences between schools (rather than having them on the same day) and have a school district representative attend to engage the public, hold town halls that encourage questions/conversation from the public, send out a district newsletter
  - Builds credibility/confidence with public; demonstrates ability to look for innovative problem solving
  - Work with BSU engineering department to determine risk assessments while mitigating cost to the district
  - Work with outside organizations (BSU) for information on grant writing process to mitigate cost to the district
- Climate Survey
  - Run by a third party (could even be a group of volunteers or a committee similar to this facilities committee)
  - Send out survey (reaching staff, students, parents) assessing community concerns, issues, perceptions, regarding impressions on district transparency, status of school facilities, information availability

*(Mr. Dan Dey)*

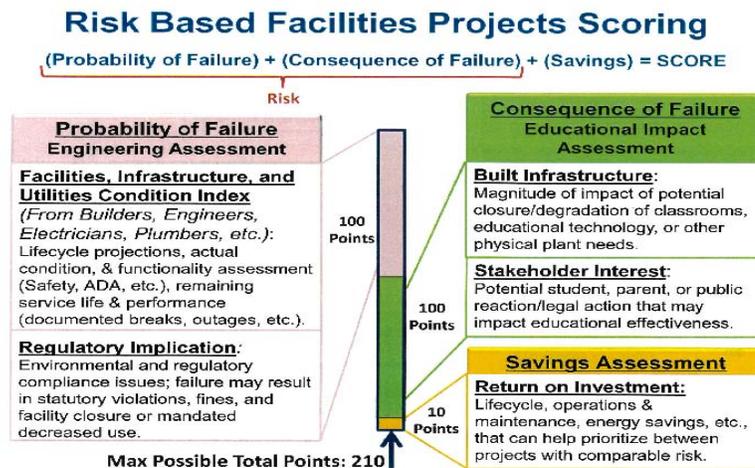
**Direct**

- Risk Assessment
  - Rate each facility identifying safety issues from high to low
  - Make risk assessment accessible to community
- Public Relations
  - Have a school district public relations representative
  - Be **AGGRESSIVELY TRANSPARENT**; communication is paramount
  - Work closely with MHAFB personnel
    - they have a vested interest in our school district with concerns as well
    - open up lines of communication for innovative problem solving
    - engage state representatives
  - Engage the retiree community
    - A robust education system will be the pillar of the community economy
    - Need a strong economy to grow the city and keep young people here to take care of and provide services for retirees
  - Long memory in the community for past projects that have been viewed as unsuccessful and a distrust between the community/SD
    - accept these perceptions/address head on with plan to change perception
    - utilize outside, third parties to complete risk assessments to eliminate negative perceptions/enhance transparency
    - engage the community/address concerns
      - climate survey
      - create community by-in
  - General unawareness of the extent of issues with the facilities throughout the community
    - Educate community on the state of the schools
    - Host a walk through night of Hacker to view damage to ceilings/classrooms/damaged lockers
    - Invite local/state law makers into facilities
    - Expand information dissemination outside of the local paper
      - send information home
      - engage local news stations
      - hold town hall meetings
      - engage school parent groups/boosters

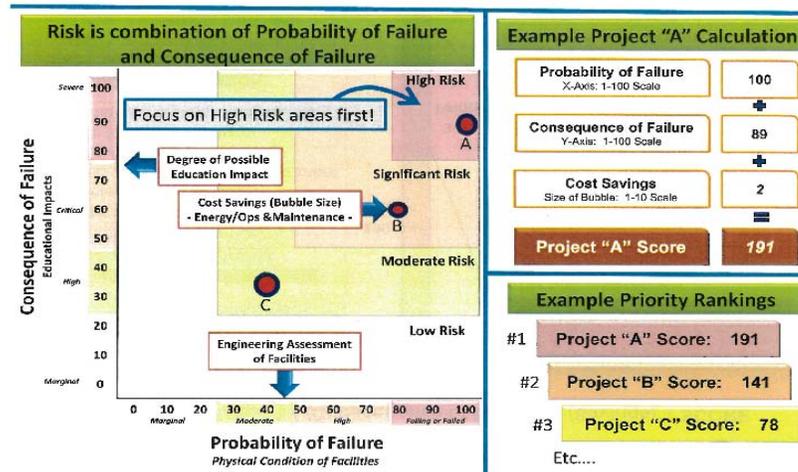
- Put forth Levy
  - Ask for \$5M Plant Facility Levy
    - Money cannot be used for anything outside of facility repairs/improvements as addressed in risk assessment
    - Recommend 20 year flat roof repair of Hacker (highest priority repair) with water proof barrier (\$1.35M)
      - building needs other repairs, fix the roof in order to move on to other bigger, community centered, projects (High School) then later go back and re-evaluate Hacker Middle School building for possible new facility
    - Present 5 year plan to put out immediate fires, maintain present facilities, move on to larger projects such as new HS
      - Ensure plan is adhered to and transparent to the community
        - COMMUNICATE progress
      - Appropriate funds for major projects
      - Eliminate "Unappropriated Funds" and designate where money is going (transparency)

**Conclusion**

- Problems within district concerning facility repairs are larger than a failing roof (PR, perception within community) and must be addressed head on and with abundant communication and transparency
- The recommendations we have made are based on current information provided by the school district. When risk assessments take place more problems may be discovered and that dollar amount may no longer be accurate and require adjustment.
- It is our understanding that the school board has committed to moving forward with our recommendations. We request a continued, open dialogue and action plan utilizing our recommendations moving forward
- Questions?



## Risk Based Facilities Assessment



Mrs. Brandie Garlitz presented to the Board one of three parts of the Facility Committee's Recommendations, Issues and Goals. She started by saying that she is a parent and part of a parent group for eight years; an active participant in the community; a concerned parent like so many other concerned parents who have students in different grades and therefore attending school in different buildings. She continued to say that the committee knew that the Board was aware of the problems and the state of the buildings, but others may not be aware. Mrs. Garlitz gave her presentation as noted above. She added that electrical in all the schools needed to be upgraded to handle technology. She continued to say that the parent group at East Elementary raised enough money to increase the amount of computers only to find out that the building didn't have the necessary wiring upgrades for technology; those kinds of things are frustrating to the parent groups. Mrs. Garlitz concluded that new high school was needed; however, new construction cannot be considered until significant safety issues have been addressed and corrected.

Mrs. Courtney Lewis presented part two of the committee's recommendations, Indirect Recommendations. She began by informing the Board that there are significant issues with the community buy-in, other failed levies, lack of community involvement, and the uncertainty of community support. She said that during their meetings, the talk was about how best to finance all of the issues. Mrs. Lewis added that the problem is that we are now at the point where a decision needs to be made and money needs to be spent. She said the committee felt that the community needed to come together with the school board and educators, and the best way to accomplish that would be a combination of information, getting the community into the buildings, and improve the perception of the lack of clarity and transparency regarding the budget and how taxpayer's money is being spent. Mrs. Lewis continued to say that Mr. Gilbert did inform the committee that he didn't plan to fill the assistant superintendent's position next year and she felt that that would go a long way to build the communities trust. Mrs. Lewis then gave her presentation as noted above. She added that regarding grant writing, it would build confidence from the community if it looked like the district was trying to do something. Mrs. Lewis stated that that people don't attend school board meetings regularly or attend parent conferences, so the Facility Committee felt that the district should have a newsletter or something similar. She concluded by stating that the important thing to the committee was to have clarity and have a third party send out a survey to the community that was not facilitated by the school district, administration, or employees.

Mr. Dan Dey presented part three of the committee's recommendations, Direct Recommendations. He

stated that he couldn't believe that the schools have gotten to the place they are in now. He also thanked those parents who have remained involved in their child's school, especially parents such as Brandie and Courtney. Mr. Dey requested their document become part of the record. He then gave his presentation as noted above. He began by reviewing the Risk Assessment Chart. He added that the Facility Committee recommended a third party come into the district and draft a risk assessment; prioritize the issues; provide a timeline for the projects. Mr. Dey stated that the third party recommendation is so that it would not seem that a particular school was given priority over another school due to the parents involved having children in that particular school. He also said the committee recommended using the engineering students as BSU or some other third party. Mr. Dey mentioned that the Facility Committee also recommended that the district have/hire a public relations representative who would deal with facilities issues, but that person shouldn't be the superintendent or assistant superintendent. He asked that the Board be aggressively and completely transparent and address issues before the issues go to social media so that the community would be aware of them long before social media addresses them; don't insulate us, the community. Mr. Dey added that the district needs to engage in the retirees and retirement community because retirees believe they don't have a invested interest since they don't have children or grandchildren attending school, but in reality, the students of today are the retirees' caretakers of tomorrow; they need to invest in our students or our students will continue to move elsewhere. He said that the committee recommended that the district engage our state representatives, but when the committee tried to engage our state representatives, it didn't go well.

Mr. Dey said that the Facility Committee didn't know the exact cost of replacing roofs and other such projects, but they had received several roofing estimates from people such as John Cristobel; estimates ranged from \$750,000 to \$10 million. He continued to say that the committee recommended "putting out the fires" first and then addressing other projects. Mr. Dey added that the Facility Committee felt that there was more than just "putting out the fires" and that most everyone around knew that a new high school needed to be built. He stated that before a new high school could be built, the roof at HMS needed to be replaced. Mr. Dey informed the Board that the Facility Committee recommended that a Plant Facility Levy of \$5 million dollars be put forth to the community in August 2015. He continued to state that \$1.3 million be used for a 20-year roof at HMS. Mr. Dey notified the Board that the Facility Committee recommended the district consider appropriating funds for future projects and that any unappropriated funds be used as well. Mr. Dey concluded by saying the problem is bigger than the HMS roof, or needing a new facility, that public relations needed to improve and is a key to success.

Trustee House clarified that the committee's priority is to address the roof at HMS by holding a Plant Facility Levy of \$5 million in August 2015. Mrs. Garlitz responded that from what the committee heard from different patrons is that the levy would probably fail, but the committee felt that it would be good PR with the community to show that the district had a Risk Assessment Plan and would like to fix the roof with a 20-year roof first, before all other projects are considered, and then have a plan that addresses the other projects; then levy for a new high school.

Chairman Alexander informed everyone that most of our buildings are sixty-plus years old, and we built over-builds on the roofs at the elementary schools, which seemed to fix most of the problems at the elementary schools, but unfortunately, that happened about the same time that the state took funding away from education and from school districts. He added that school districts throughout Idaho have had to go to their communities to levy for money to cover day-to-day costs, including ours'. Chairman Alexander continued to inform everyone that our district used to have a Plant Facility Levy that was run every five-years, and that our community would approve it. He added that the Plant Facility money was used to maintain our buildings, but with the failure of the 2011 Plant Facility Levy, what was left in the fund had been depleted to maintain just the basics of the district's facilities. Chairman Alexander said that if the district still had Plant Facility money, what has happened at HMS would never have happened. He continued to say that the district is going to be retiring the debt of the bond of the MHJH, so if we pass a bond for \$5 million, we could dovetail that with the current bond, and yet essentially maintain the taxes for 5-years; that's one option. He inquired about the \$1.35 million HMS roof estimate. Mrs. Garlitz clarified that the estimate was just an estimate; it didn't include everything. She continued to say that the

community would need to see the progression and the timeline, so that they could see how and where their tax money is being used. Discussion about types of roofs, cost-effectiveness of roof versus old buildings, etc., began. Mrs. Garlitz asked what would happen if the levy fails; even if the levy passed, work wouldn't begin until the following school year, so what is the backup plan should the levy fail; what is the contingency. Trustee House stated that has been what the district has been facing for a number of years now. Mrs. Garlitz stated that if this levy fails, the district could forget about the community passing a bond for a new high school.

Mr. Dey and the Facility Committee requested the Board have complete transparency and communication, and they would like the Board to reply to the Facility Committee's recommendations. Chairman Alexander informed Mr. Day that the committee would not see any disagreement from the Board, but would like the numbers firmed up first to get a better idea of the cost. Discussion continued regarding the mold issue, mold report, ozone machine, etc.

The Board thanked them for all of their hard work. Chairman Alexander added that many schools throughout the state are falling apart and the different school districts, including ours, haven't been able to pass Plant Facility Levies, because once the Plant Facility money expired, communities didn't vote for the levy again due to the other tax levies that they were having to pay in addition to school levies. He added that our community has supported the Supplemental Levy and he didn't want to abuse the communities support.

Chairman Alexander addressed the grant writer recommendation. He said that the district has had grant writers, but the grant money that came into the district never justified the cost of hiring a grant writer. He added that the district has to be careful with many of these grants because finding grants that don't bankrupted a district is difficult; most of the grants have certain stipulations requiring districts use that companies equipment/supplies for a set amount of years, and to continue to run a program for a set amount of years, but the grant money would only be for a year or two or three. He said that the district would have to pay the remaining years from district's general funds.

Discussion continued regarding grants, levies, etc. Trustee House asked if anyone was able to contact other districts to see how they ran successful levies. Mrs. Lewis replied that most of the levies statewide failed and that one of the elementary schools in Salmon was condemned yet the community refused to pass a levy to repair the school, so the State of Idaho came in and levied the community anyway; it was mandated by the State. Mrs. Garlitz reminded the Board that a story airing on KBOI Channel 2 News about HMS is also covering how the lottery money isn't allocated where people think it is going, and how our state representatives have chosen not to come in and be a part of our schools, even with public invitations, which is frustrating. She added that our community needed to look at our representatives voting records for the next election. Chairman Alexander added that before the school financial debacle, our district and community was successful passing levies, but when the state took away the property taxes from companies, they forced the additional tax burden onto the "little" people; people can no longer afford extra taxes.

Chairman Alexander inquired if the Facility Committee members were willing to continue; the response was definitely. He said that he really appreciated everything they have done and if they have any PR ideas, he would really like to hear them, the Board would take all the help they can get.

Chairman Alexander then stated that to pursue this, the Board would need solid figures and asked if this would be a bond or levy election. The Facility Committee responded that it would be a Plant Facility Levy. Chairman Alexander informed everyone that depending on the amount of the levy, it would require either a 55% majority vote or 66+2/3% majority vote to pass. He asked for clarification that the Facility Committee recommended that a \$5 million Plant Facility Levy be run August 2015; the Facility Committee responded yes. The Board concurred that within the next couple of months, a decision would be made regarding holding a Plant Facility Levy.

- I. DISTRICT CALENDARS – MHSD & BMHS – 2015-2016** – James Gilbert. Mr. Gilbert presented the proposed 2015-2016 District and BMHS Calendars for approval. Mr. Gilbert added that parents would be happy that PD Days coincide with school breaks. A motion by Trustee Reynolds to approve the 2015-2016 District and BMHS Calendars as presented by Mr. Gilbert, with a second by Trustee Donahue. Motion passed.
- J. POLICY ADOPTION** – 1<sup>st</sup> Reading – James Gilbert. Mr. Gilbert presented the 1<sup>st</sup> reading of the proposed adoption of Mountain Home School District No. 193 Employee Use of Social Media & Electronic Communications Policy. He stated that this policy addresses issues that have been happening with employees and social media in the state of Idaho, but that he and the Policy Committee were not comfortable with the language and hoped that there would be a lot of input; the committee agreed to go ahead and have a first reading so that input could be made. Mr. Gilbert added that most of the language is practical advice and common sense, and this has been addressed with the Professional Standards Committee. Chairman Alexander said that this is just the beginning of being in a digital age. Mr. Gilbert addressed the audience and asked them to send in their input to the Policy Committee. Trustee Donahue motioned to approve the 1<sup>st</sup> reading of the proposed adoption of the Employee Use of Social Media & Electronic Communications Policy, as presented by Mr. Gilbert. Trustee Reynolds seconded the motion. Trustee Checketts voted nay. Motion approved

**1. Employee Use of Social Media & Electronic communications Policy**

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

**P O L I C Y**

**EMPLOYEE USE OF SOCIAL MEDIA & ELECTRONIC COMMUNICATIONS**

Mountain Home School District recognizes the value and importance of electronic communication, online presence, and innovative technology tools to enhance the learning experience and work environment within the District. The District also recognizes the obligation of teachers and administrators to be positive ambassadors for our schools and to teach and ensure responsible and safe use of these technologies.

Employee use of electronic communication and entertainment devices may interfere with or disrupt the educational process as well as distract personnel from their job responsibilities. Additionally, employee use of social networking and other Internet or electronic communication may interfere with the employee’s professional relationships with students, parents, and members of the community.

Your use of technology, whether in or out of the classroom, can jeopardize your career and more. It is possible that a school employee may be disciplined or discharged for their off-duty blogging activities. The First Amendment protects the speech of public employees *only to the extent that they are speaking as private citizens on matters of public concern. MHSD employees, volunteers, coaches, etc., are prohibited from discussing work-related matters on social media (i.e., can’t make derogatory comments about administration, co-workers, the district, students, etc.) and are subject to disciplinary actions for doing so.*

Violation of this policy may result in disciplinary action up to and including termination.

**DEFINITIONS**

“Electronic communication and entertainment devices” include, but are not limited to, personal cell phones, tablets, personal computers, laptops, iPads, iPods, Blackberries, pagers, MP3 players, and other similar devices or media players, without regard to the commercial name or manufacturer of the device, whether handheld, car models, laptop or other computer usage, or combinations of any of the above.

“Social media networks” include, but are not limited to, websites, web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public that does not fall within the

District's technology network (e.g. Facebook, Twitter, LinkedIn, Flickr, YouTube, Instagram, Snapchat, MySpace, blog sites, Wikipedia, etc.).

### **USE OF PERSONAL ELECTRONIC DEVICES AT SCHOOL**

Employees are required to limit their personal use of electronic communication and entertainment devices to emergencies or during authorized breaks. Such devices are prohibited from being used during instructional time unless the specific use is consistent with legitimate, instructional purposes.

### **PROFESSIONAL COMMUNICATIONS**

Employees must be respectful and professional in all communications at all times. Employees may not use obscene, offensive, profane, or vulgar language; or engage in communications or conduct that is harassing, threatening, bullying, libelous, or defamatory, or that discusses or encourages any illegal activity, sexual behavior, sexual harassment, bullying, or the inappropriate use of alcohol or illegal drugs.

Employees may not act as a spokesperson for the District or make comments as a representative of the District, except as authorized by the Board, Superintendent, or Designee. When authorized as a spokesperson for the District, employees must disclose their employment relationship with the District.

### **COMMUNICATIONS WITH STUDENTS**

The Board recognizes that there are occasions when a district employee may have a legitimate educational need to communicate with a student outside of school hours. Any communication between a district employee and a student via telecommunications, text messages, e-mails, and/or any other medium must have an educational purpose and be professional in content and tone.

Employees who engage in such communications with students are expected to act as representatives of the district. Any communications with students may be subject to review by the district. Employees will not make any statements or forward information that could reasonably be perceived to be:

1. In violation of federal or state laws, or district policies;
2. Personal in nature;
3. Obscene, vulgar, or inappropriate in content;
4. Harmful to a student;
5. Disruptive of the educational process; or
6. In violation of FERPA and other confidentiality requirements.

At the discretion of the Superintendent or designee, employees may be required to copy all such communications to students to the building administrator or designee.

In the event an employee receives any communication from a student that is inappropriate or creates concerns, the employee has an obligation to report such communication to the building administrator or designee.

### **E-MAIL**

All employees are assigned a district e-mail account, which should be used for all official business. Employees should use their district e-mail account when acting in the capacity of a district employee and when corresponding with parents or students. Employees may not use their district assigned e-mail address for communications on social media networks without prior district approval.

### **SOCIAL MEDIA**

Employees are prohibited from discussing students and work-related matters on any social media network. Employees

are expected to comply with the following guidelines when engaging in communications on social media networks:

1. In the event the employee identifies himself/herself as an employee of the district, he/she must post a disclaimer that the views expressed by the employee are personal and not made in his/her capacity as an employee of the district.
2. Information posted by an employee must comply with state and federal laws, and district policies, guidelines, and procedures.
3. Employees may not disclose information on any social media network that is confidential or proprietary to the district, its students, or employees or that is protected by data privacy laws.
4. Employees may not post copyrighted images or materials without prior permission from the owner, unless it falls within an exception and complies with copyright laws.
5. Employees should always present themselves in a professional manner and exercise good judgment relative to any information posted or any sites linked to the employee's social media network page or blog.
6. Employees must recognize that statements or innuendo publicly displayed on the Internet may have negative ramifications on an individual's position as a role model for students of the district.
7. Employees may not use or post the district logo, motto, slogan, mascot, or other district branding without permission from the superintendent or designee.

Employees may not post any school-related images on any social media network without permission from the superintendent or designee.

If information is posted on a social media network that evidences that the employee has engaged in conduct in violation of applicable federal and state law or district policies, the district may take disciplinary action, up to and including termination.

The district reserves the right to monitor employee comments and postings to the extent permitted by law. Where applicable, employees may be asked to disclose the existence of and to provide the district with access to an employee's website, web log, or other personal social media network as part of an employment selection, promotion, disciplinary process, or investigation.

### **ELECTRONIC COMMUNICATIONS AND SOCIAL NETWORKING PRACTICAL ADVICE AND FOR SCHOOL EMPLOYEES**

Your use of technology, whether in or out of the classroom, can jeopardize your career and more.

#### **Email and Text Messages:**

- DO communicate with students or parents through your work email address or a school-sponsored event.
- DO NOT email students or parents from your personal email account unless it's for educational or professional purposes.
- DO NOT text message a student, or respond to a text message from a student unless it's for educational or professional purposes.
- DO NOT instant message a student or respond to an Instant message from a student, unless the message is sent through an employer-approved course site and unless it's for educational or professional purposes.
- DO NOT respond if a student texts you, IM's you, or emails you at your personal mail address.
- DO notify an administrator immediately if you have any concerns about the contents of a student communication.
- DO be aware that emails and text messages are not necessarily private. These records can be discovered through litigation.

#### **Blogs:**

It is possible that a school employee may be disciplined or discharged for their off-duty blogging activities. The First Amendment protects the speech of public employees *only to the extent that they are speaking as private citizens on*

***matters of public concern.*** MHS D employees, volunteers, coaches, etc., are prohibited from discussing work-related matters on social media (i.e., can't make derogatory comments about administration, co-workers, the district, students, etc.) and are subject to disciplinary actions for doing so.

An employee's speech is NOT protected if:

- It is spoken within job duties.
- It deals with private, personal matters.
- It causes disruption in the workplace.
- It is unlawful or untrue.

Blogs about innocuous subjects, such as baseball, gardening, or music, are not likely to come under scrutiny from your employer. However, these blogs will not be protected under the First Amendment as "matters of public concern," so exercise good judgment when blogging.

Your personal blog will probably NOT be protected if it includes:

- Personal and Intimate information.
- Criticism of school officials, students, and staff.
- Sexual references or profane remarks.
- DO be aware of your employer's blogging policy.
- DO limit access to your blog.
- DO understand that blogging anonymously does not necessarily protect you. Your Identity can be discovered through litigation.
- DO monitor postings to your blog constantly, and remove any that are inappropriate.
- DO educate yourself on the comment approval/disapproval functions of the particular blogging site.
- DO NOT post materials about your job duties, colleagues, administrators, or students.
- DO NOT blog about disciplinary actions that have been or may be taken against you.
- DO NOT blog about anything that might adversely affect your employer or disrupt your workplace.
- DO NOT blog about personal subjects (i.e. dating, romance).
- DO NOT post sexual references, vulgar or profane language, or discussions of drug or alcohol use.
- DO NOT post vulgar, profane, or otherwise inappropriate graphics.

### **Social Networking Sites:**

Privacy options give you control over who can see your profile, but are not foolproof. Employees MAY be disciplined based on the materials posted to their social networking pages.

- DO be aware that users can search for you by anything in your profile (your employer, university, etc.).
- DO control who sees your page. Set your privacy settings so that only "friends" can review your information.
- DO NOT accept anyone who you do not know as a friend. DO monitor comments that are posted to your page.
- DO delete any inappropriate language or content.
- DO monitor your friends' photographs. If someone "tags" you in an inappropriate photograph, remove the tag and ask that the photo be taken down.
- DO disable the Google search function on Facebook.
- DO NOT join "groups" that may be considered unprofessional or inappropriate, and leave any such group where you already hold membership.
- DO NOT post inappropriate, vulgar, or obscene language or materials.
- DO NOT post language or materials that could be considered inappropriate or unprofessional.
- DO NOT post photos that could be considered inappropriate or unprofessional.
- DO NOT post links to materials or groups that may be considered inappropriate or unprofessional.
- DO NOT accept friend requests from students or their parents unless it's educationally or professionally appropriate.

Do use common sense when using technology. If you have any questions or concerns about any of the advice, please contact your supervisor/administrator.

- K. POLICY REVISION** – 1<sup>st</sup> Reading – James Gilbert. Mr. Gilbert presented the 1<sup>st</sup> reading of the proposed revision of Mountain Home School District No. 193 Graduation Requirements Policy – MHHS and of Mountain Home School District No. 193 Graduation Requirements Policy – BMHS. He said that these policies had to be revised to address the options for students who fail to test as advanced or proficient on the ISAT test. He added that it also addresses the options for students who missed taking the statewide administration of the college exams or who qualify for special education. Trustee Checketts motioned to approve the 1<sup>st</sup> reading of the proposed revisions of the Graduation Requirements Policy – MHHS and Graduation Requirements Policy – BMHS, as presented by Mr. Gilbert. Trustee Reynolds seconded the motion. Motion granted.

**1. Graduation Requirements Policy – MHHS -**

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

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

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

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

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

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

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

and

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

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

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

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

and

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

## 2. TRANSFER CREDITS FROM TRADITIONAL SCHOOLS

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

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

## 3. TRANSFER CREDITS FROM CORRESPONDENCE / VIRTUAL SCHOOLS

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

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

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

##### DEFINITIONS:

Graduation Credits: Credits applied to the Mountain Home School District's graduation requirements must be earned in grades 9 through 12.

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

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

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

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

##### EXCEPTIONS

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

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

##### ADDITIONAL GRADUATION REQUIREMENTS

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

#### 2. Graduation Requirements Policy – BMHS -

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

The Board of Trustees of Mountain Home School District is committed to maintaining a rigorous curriculum and

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

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

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

OR

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

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

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

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

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

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

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

and

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

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

and

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

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

and

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

## 6. TRANSFER CREDITS FROM TRADITIONAL SCHOOLS

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

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

## 7. TRANSFER CREDITS FROM CORRESPONDENCE / VIRTUAL SCHOOLS

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

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

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

### DEFINITIONS:

Graduation Credits: Credits applied to the Mountain Home School District's graduation requirements must be earned in grades 9 through 12.

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

1. The course meets the same standards that are required in high school as demonstrated by the successful completion of the End of Course examination with a grade of C or above;
2. The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught; and
3. The school providing the school is accredited as recognized by the Idaho State Board of Education.

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

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

### EXCEPTIONS:

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

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

### ADDITIONAL GRADUATION REQUIREMENTS

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

3. **Restraint or Seclusion of Students Policy** - Mr. Gilbert presented the 1<sup>st</sup> reading of the proposed revision of Mountain Home School District No. 193 Restraint or Seclusion of Students Policy. He said that this policy was revised so that the district is compliant with special education federal and state requirements. Trustee House motioned to approve the 1<sup>st</sup> reading of the proposed revision of the Restraint or Seclusion of Students Policy, as presented by Mr. Gilbert. Trustee Donahue

seconded the motion. Motion carried.

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

**PURPOSE:**

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

**The Board also recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others.** ~~As some students may exhibit behavior that poses a risk of harm to the student, other students, staff members, or district property, the Board recognizes that it may be necessary for a qualified staff member to place in seclusion or restrain a student to protect students, staff, and/or district property from harm. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion. The following policy is to assure that our commitment to providing an education program is not disrupted and that a safe learning environment is maintained at all times.~~

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

**EMERGENCY BEHAVIORAL INTERVENTIONS:**

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

- L. POLICY REVIEW** – No Changes – James Gilbert. Mr. Gilbert informed the Board that the Student Handbook Policy, Title I – Comparability of Services Policy, Title I Program – Parental Involvement Policy, and the Gifted & Talented Education Policy were reviewed by the Policy Committee and they determined that no revisions were necessary. Trustee Donahue motioned for approval of the reviews with no changes of the Student Handbook Policy, Title I – Comparability of Services Policy, Title I Program – Parental Involvement Policy, and the Gifted & Talented Education Policy as presented by Mr. Gilbert, with a second from Trustee Checketts. Motion approved.

1. Student Handbook Policy
2. Title I – Comparability of Services Policy
3. Title I Program – Parental Involvement Policy
4. Gifted & Talented Education Policy

- M. PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items and addendum. He added that regarding the addendum, he wanted it on record that Darin Higgins accepted the head coach football position as selected by the Football Committee. Mr. Gilbert continued to inform the Board that Mr. Higgins came to Mountain Home and met with parents and athletes, and then we received word on Friday that Mr. Higgins resigned his position, so we are currently without a football coach; the

Football Committee is in the process of filling that position. Trustee House motioned to approve the personnel items, administrative appointments, regular appointments, resignations, and addendum, as presented by Mr. Gilbert, with a second from Trustee Reynolds. Motion granted.

**ADMINISTRATIVE APPOINTMENTS – 2015-2016 SCHOOL YEAR**

Abbott, Tili G., Assistant Principal, MHHS  
 Cotton, Mark A. Assistant Principal/Activities Director, MHHS/MHSD  
**Tesar, Stehvn J., Principal, BMHS**  
 Ward, Jessie A., Assistant Principal, MHJH  
 Clark, John F., Principal, HMS  
 Gordon, Karen S., Principal, East Elementary School  
 Straw, Anita S., Principal, North Elementary School  
 McCluskey, Phillip D., Principal, Stephensen Elementary School  
 Crusier, Nichole C., Principal, West Elementary School

**APPOINTMENTS**

Bundy, Nathan, Assistant Varsity Track Coach, MHHS  
 Floyd, Todd, Assistant Varsity Softball Coach, MHHS  
 Higgins, Darin, Head Varsity Football Coach, MHHS  
 Wilson, Wenda Lee, Cook I, HMS  
 Yates, Lynnsey, Assistant Junior Varsity Softball Coach, MHHS

**RESIGNATIONS**

Mayo, Amanda, Special Education Paraeducator, West Elementary School  
**Higgins, Darin, Head Varsity Football Coach, MHHS**

IX. **EXECUTIVE SESSION – None**

X. **ADJOURNMENT** – All business of the Board having been completed, Chairman Alexander called for a motion to adjourn. A motion from Trustee Reynolds to adjourn was seconded by Trustee Donahue. Motion carried. Meeting adjourned at 10:00 p.m.

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Chairman Alexander

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Clerk Whitman