

SCHOOL BOARD MEETING  
MARCH 17, 2015  
SCHOOL ADMINISTRATION OFFICE

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

OTHERS PRESENT: Tim McMurtrey, James Gilbert, Cliff Ogborn, Sharon Whitman, Dave & Kathy Holland, Karen Gordon, Nikki Crusier, Marsha Baker, Stehvn Tesar, Albert Longhurst, Bill Magnusson, Adrian Carcas, Anita Straw, Jeff Johnson, John Clark, Denise Weis, Mollie Marsh, Phil McCluskey, Mike Jewell, Sam Gunderson, Mary Kay Johnson, Sharon Goldsby, Kenda Schroeder, Tophier Wallaert, Nyla & Vernon Norris, Marilyn Kellerman, Vickie Armstrong, Rhonda & Rich Urquidi, Lisa Knox

- I. **APPROVE THE MINUTES OF THE SPECIAL BOARD MEETING – PUBLIC HEARING OF FEBRUARY 17, 2015, AND THE REGULAR BOARD MEETING OF FEBRUARY 17, 2015, AND THE SPECIAL BOARD MEETING OF MARCH 10, 2015.** Chairman Alexander called for a motion to approve the minutes of the special board meeting – public hearing of February 17, 2015, and the regular board meeting of February 17, 2015, and the special board meeting of March 10, 2015. There being no comment, Trustee Reynolds moved to approve the minutes of the special board meeting – public hearing of February 17, 2015, and the regular board meeting of February 17, 2015, and the special board meeting of March 10, 2015, with a second from Trustee Donahue. Motion approved.
- II. **FINANCIAL REPORTS** – Cliff Ogborn. Mr. Ogborn reported on the financial statements for February 28, 2015. The statements for February reflected a balance of \$1,514,529. Investments in the State Pool are \$4,377,032. The Income Statement reflected revenue through February as \$19,838,658. Expenses show salaries are at \$8,433,424 of original budget, and benefits are \$2,782,485. We have a net margin of revenue in excess of expenses of \$6,001,198. Trustee Donahue moved to approve the financial report as presented by Mr. Ogborn. Motion seconded by Trustee Reynolds. 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 Donahue. Motion carried. (A full and complete listing of the District’s bills may be reviewed at the District Office, Accounts Payable.)
- IV. **DELEGATION** – None
- V. **PUBLIC INPUT** – None
- VI. **REPORTS** –
  - A. **MOUNTAIN HOME AFB UPDATE** – MHAFB Liaison. Colonel Kubat informed the Board that Mountain Home Air Force Base has formed a parent volunteer committee (Student Advisory Committee), which is an independent parent-led group that’s associated with the Military Readiness Center, and that Colonel Kubat and Mike Jewell are on the committee as advisors. He said this committee is to have a more assessable forum for military parents to discuss their concerns about teachers, principals, staff, administration, and school board.

Colonel Kubat stated that the committee discussed three out of ten subjects on their agenda. He said the first item was that the committee plans to establish a formal process for military parents to submit complaints, concerns, etc., to the committee for consideration; second item was the committee is interested in an education needs survey for military families; third was seeking on-base guidance and assistance for surveying communication strategies. Colonel Kubat continued to say that the committee

also discussed and tabled some additional items for future discussions, first was communication with the school district, schools, and teachers; second was consistency of policies and rules throughout the district; third was concerns about illegal drugs and alcohol on school campuses; fourth was athletic programs standards and adherence to rules and policies; fifth was to bring in a PTA chapter to the district; sixth was to volunteer the possibilities for schools outside of the base; seven was ways to recognize superior performance by teachers and staff. He said the School Advisory Committee hasn't asked for requests immediate action yet, but are still in the discussion and information gathering stage.

Chairman Alexander informed Colonel Kubat that there are already policies in place to address those needs of our school district, and these policies are for all of our parents, we don't plan to break out the military parents separate from the town parents and treat them any differently than from our town parents. He added that all parents are welcome to go before the Board to communicate with the Board, and/or deal with issues, etc. Chairman Alexander continued to inform Colonel Kubat that when speaking of children in schools, the trustees are really talking about all the children in our community; we treat them all the same. He added that he didn't feel that military parents needed to have a group with the heading of Air Force in order to talk to the board. Chairman Alexander also informed Colonel Kubat that if military parents needed to talk to a teacher or principal, all they had to do was to go to the building and talk to that teacher; the same for principals, administrators, school board, etc.; they follow the same protocol that the town parents follow.

Colonel Kubat said that he understood, but the needs of the military families on the base exceed the capability of the existing support structure. He said that there are more questions, comments, and needs than what they can handle.

Colonel Kubat stated that he understood that there are procedures in place that address parental concerns of the district and that there is a process that goes with that; however, not everyone grew up in this community and not everyone understands how this district does things as compared to the other school districts that they have previously lived. He said that every single school district has handled things differently and there is no consistency from school district to school district on how things are handled, so military parents need a forum to figure out how to integrate with the local school district and to address their issues.

Trustee House responded that having a forum for military parents to help each other is understandable, but all the military parents had to do is call the district. She said that this district has wonderful and very competent teachers, principals, and administrators, and teachers would answer any questions.

Colonel Kubat replied there are many military parents who don't know how to integrate. Chairman Alexander said that the district is always willing to work with the airbase, as we have in the past, and as we are with all parents.

Colonel Kubat then proceeded to invited Trustee Zone 2 and Trustee Zone 3 to go to the air base to meet with the military parents, preferably at Stephensen because Zones 2 and 3 encompasses the military families living on base. He added that the participants in the meeting would be the two trustees, wing commander, base commander, and liaison person, two parents from the Student Advisory Committee, the school principal, and a representative from the base traffic safety and from civil engineering. Colonel Kubat informed everyone that during the informal meeting discussion would be on the overall district and school education philosophies, the educational goals for their military students, possible changes to the physical dimension to the school lease, which affects whether the base private housing contractor and the school district manage and fund property maintenance, and traffic flow and pedestrian concerns in and around SES. He then said that he hopes Trustee 2 and Trustee 3 participate in the discussion.

Trustee House replied that as the Trustee in Zone 2, she thanked the Colonel for his invitation and that she has responded to the invitation several times that she feels that those kinds of meetings should be an open forum transparency meetings for the entire community and board so that all of the school board trustees get the same information and at the same time.

Trustee Donahue stated that regarding the perceived communication issue, the fact is that when military families come in, they don't know where to go, or what the procedures are, or who to go to for help and guidance, and she understood the military's need for their own committee, but in reality your entity should meet with your parent group and discuss the issues or problems and then bring that discussion to the Board.

- B. BUILDING HIGHLIGHTS – BMHS – Stehvn Tesar.** Mr. Tesar presented the highlights of BMHS. He started by giving a brief overview. He said that they opened in January 2013 with 30-students, Mr. Tesar, and Mrs. Goldsby. Mr. Tesar informed everyone that the first semester was a battle, but they were very successful and there were students calling to be put on the waiting list for the following school year.

Mr. Tesar reported that the biggest highlight from last year was that BMHS graduated 24-students who would have otherwise not graduated from high school. He continued to report that they then increased their student population to 70-students and added a counselor and teacher. Mr. Tesar explained that the new teacher had a Master's Degree in Anthropology and Archeology, and he was an archeologist before transitioning into teaching; we now offer classes in anthropology and archeology. He added that BMHS is following the progressive growth plan of don't get too big too fast.

Mr. Tesar stated BMHS meets both the first and second qualifying tiers for at-risk students with the first tier being that all students at BMHS qualify as high-risk students, at risk of not graduating or at risk of dropping out of school. He said that 57% of the students have repeated at least one grade; 87% of the students have been absent more than 10% of a semester; 86% of the students have an overall GPA of less than 1.4 GPA; 87% of the students have failed one or more academic subjects; 76% of student are two or more semester credits behind their graduation rate.

Mr. Tesar then explained that the second tier of the at-risk qualification was that BMHS has two students that have or had a substance abuse problem, fifteen students are pregnant or a parent; six students are emancipated; seven students are previous dropouts; six students have other problems; four students are court referrals, and three students are MHSD Board referrals.

Mr. Tesar reviewed BMHS first Smart Goal. He said the first goal was to improve student attendance to 92%, but they are currently only at 88% and they hope to meet their goal within the next eight weeks. He added that prior to coming to BMHS, the students' averaged 75% attendance, so BMHS has seen definite growth in attendance.

Mr. Tesar explained that their second smart goal was student achievement and growth. He added that the purpose of BMHS was to reengage these students. Mr. Tesar reported that regarding 60-BMHS students who were previously enrolled at MHHS, only 50 of the students had a 60% success rate of earning a credit, so eventually they would either timeout or dropout; 10% of the students had a 99% success rate of earning a credit; the 10% are the student-parents. Mr. Tesar reported that after enrolling in BMHS, the students have a 97-98% success rate of earning credits for graduation.

Mr. Tesar informed everyone that the third focus was on the graduation rate. He said he used the average number of MHSD graduates from the last five years, the average being about 223 graduates, and then the number of graduates in 2014, there being 219 graduates from MHHS and 243 graduates from BMHS, the average went from 223 graduates over the last five years to 227 graduates in one year, which is a 2% growth in one year; BMHS plans to graduate about 25-27 students this year.

Mr. Tesar reported on some of the school happenings including that none of his teachers wanted textbooks because textbooks don't work well in the alternative setting. He added that the alternative education approach works very well and there is so much information on the internet that is useful and practical to the alternative instruction. Mr. Tesar explained how some of the teachers use their past career employment, classes, and experiences and turn them into practical teaching instruction, such as one teacher who was took her personal finance class and decided to incorporated algebra and geometry into

the instruction. She then by using all the mathematical measures had the students build two chicken coups from donated materials; the students were able to sell the coups. Mr. Tesar informed the Board that the TA Program continues between BMHS and HMS. He also informed the Board the HMS teacher really appreciated the help from the students.

Mr. Tesar reported on some of the new developments at BMHS. He said that BMHS just completed the last part of the school accreditation process, and they have already been informally notified that they passed with excellence. BMHS will now have its own accreditation separate of MHHS.

Mr. Tesar informed the Board that BMHS has a Student Leadership group that focuses on improving the school and school grounds; they are currently renovating working on a 1928 trophy case and plan to put a time capsule in it. He also wanted to let the Board know how much heart BMHS students had. He said that BMHS had a student battling Hodgkin's Lymphoma and the BMHS students got together and partnered with Fatty's Pizza and sold pizza at Homecoming; they raised \$400-500 dollars for the ailing student. He added that his might not seem like a lot of money to many people, but BMHS students have very little if any money of their own, and here they graciously donated their time, money, and the donation money to the ailing student.

Mr. Tesar reported on the Military Science Class Students. He stated that the US Army is teaching the Military Science Class and BMHS currently has 9-students attending the class and two that are already committed. Mr. Tesar jokingly said that he being from a family of "Blue" (Air Force) wanted the Air Force to be equally represented, but only the Army seems to be teaching the Military Science Class.

Mr. Tesar also reported on the BMHS Daycare. He said that there was much blood, sweat, and tears that went into the formation of the daycare. He informed the Board that the daycare has six to seven children in the daycare this year. Mr. Tesar presented a slide show on the before and after pictures of the old basement becoming the new daycare. Mr. Tesar added that so many people questioned and criticized why the district would condone a daycare at BMHS, and he said that he found a good article explaining the statistics and why MHSD or any school district should support a daycare within the district. He continued to report that 33% of teenagers who drop out of high school do so because of pregnancy and parenthood; only 51% of women who have a child while in high school earn their diploma; women with no diploma earned an average of \$17,000 per year, which is \$8,000 less than a someone with a high school diploma and \$18,000 less than someone with a college degree; only 2% of teenagers who have a child before the age of 18-years earn a college degree. Mr. Tesar added that the completion of a high school diploma lowers the probability of adults receiving public assistance benefits (welfare) by 40%, and food stamps by 19%. He then referred the Board to the pie chart of the school district's students whose lives because of one poor decision "threw them a curve ball" in which their lives are now forever changed. Mr. Tesar then said that we now have that support system in place for these students to continue and complete their high school education; these student-moms and student-dads are now getting a high school degree and/or post-secondary education, which will reduce relying on government assistance.

Mr. Tesar thanked the Board for their support throughout the entire process of establishing an alternative school and daycare. He also thanked Mary Kay Johnson, school counselor, for her time and hard work that went into starting a daycare center. Mr. Tesar thanked all of the donors of the donated materials, supplies, monies, etc. for the daycare center: Alpha Omicron - Chapter 1950; American Legion Auxiliary, B & C Welding, Bennett Creek Farms, Celia Tindall, Chartwells, Dave and Jan Saindon, David and Ann Rutan, Doug and Darlene Black, Epsilon Sigma Alpha, Hearts for Healing, Idaho Flooring Company, Jack Post, Mountain Home Lions Club, P & C Plumbing, Rhonda Siira, MHSD Maintenance Department, Steven and Helen Percy, Thrifty Auto, and Ytuarte Construction. He especially wanted to give special recognition to Jim Alexander and his wife Cookie for their very generous donation of \$23,000, and for being one of the daycare centers biggest supporters. Mr. Tesar stated that he knew that Chairman Alexander and all of the School Board Trustees sit upon a thankless position, but BMHS and the Daycare owe their success to the Board's support.

Mr. Tesar concluded by reviewing the future plans of BMHS. He stated that BMHS would have its own

accreditation separate from MHHS and because of this, BMHS students would like to have their own graduation ceremony under BMHS. He added that BMHS should have up to 85-students next year and would need additional staffing. Mr. Tesar said that he would like to pursue becoming a Title I school because the students qualify. He would like to add a support center for 7<sup>th</sup> and 8<sup>th</sup> graders for the 2016-17 school year, to help the 7<sup>th</sup> and 8<sup>th</sup> graders that made poor choices and have been expelled from school and at such a young age. He again thanked the Board for their support.

Chairman Alexander stated that he has said many times that MHSD never wanted to be in the alternative school business and yet this is the district's second alternative school, with Richard McKenna being the first. He said that RMK decided to become their own charter school and when they did that, they changed how they operated so much that when MHSD students went out there to enroll, they would be turned away. He added that left MHSD no choice but to start another alternative school; we needed to take care of those students who for one reason or another had to be expelled from the public school setting. Chairman Alexander continued to say that the district has learned a lot along the way, and during the recent accreditation visits, the accreditation committee was "blown away" by BMHS, so much in so they already informed Chairman Alexander and Mr. Tesar that BMHS would become the model for alternative schools throughout the state, and that is a really good feeling.

Trustee House stated that she really appreciated the endeavor of establishing some sort of 7<sup>th</sup> and 8<sup>th</sup> grade support center, because it is really needed in this community. Chairman Alexander added that the only problem with that is there is very little space to expand, and when we started BMHS, the district didn't have any money, we relied on grants from the state and relied on the generous donations from patrons and businesses in our community.

Chairman Alexander wanted everyone to know that with regards to the alternative school setting is that not just anyone could be a teacher in an alternative school or be the administrator, it takes a very special type of person to be involved in the alternative setting. He then said that the alternative school teaching staff and administrator must possess the personality and patience to educate these kinds of students, they must also be able to communicate and educate in such an abstract manner and with an abstract ability then what is seen in a regular classroom, it takes a special kind of teacher. Chairman Alexander then concluded that he was really proud of BMHS and staff, because something needed to be done to break the cycle of some of these students, and something needed to be done to help and support the other students, and we the district have done that; we're seeing the results and it makes us all feel very proud.

- C. MOLD TEST UPDATE** – James Gilbert. Informed the Board that the test was completed in February and according to the Microbiologist tasked with the testing and analysis, we were assured that HMS's mold levels are not only in the acceptable range, but also within the acceptable and reliable range, so HMS is safe for students and staff. Chairman Alexander noted that when speaking with the microbiologist, the microbiologist informed him that many people have far more mold in their home carpets than what existed in HMS. He also noted that the problem with leaky roofs and concrete damage is the structural damage, it's unpleasant to look at, it smells, and we still need to get the roof fixed in that building. Trustee House thanked those employees who work in that building for emptying the pails of water, or mop up the floors, and for their hard work to maintain the building.

## VII. UNFINISHED BUSINESS –

### A. POLICY REVISION – 3<sup>rd</sup> and Final Reading – James Gilbert

1. **Curriculum Materials Development & Adoption Policy** - Mr. Gilbert presented the 3<sup>rd</sup> and Final reading of the proposed revision of the Mountain Home School District No. 193 Curriculum Materials Development & Adoption Policy. He stated that this policy had an additional revision since the last board meeting. Trustee Checketts motioned to approve the 3<sup>rd</sup> and final reading of the proposed revision Curriculum Materials Development & Adoption Policy, as presented by Mr. Gilbert. Trustee Donahue 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 studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, and limited English proficiency.

**CURRICULAR MATERIALS ADOPTION COMMITTEE:**

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

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

Instructional materials used in Mountain Home School District No. 193 shall not discriminate against any individual in any way, specifically on the basis of age, race, color, creed, national origin 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.

- B. POLICY REVISION – 2<sup>nd</sup> Reading – James Gilbert.** Mr. Gilbert presented the 2<sup>nd</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. There has been no additional input since the last board meeting. Trustee Donahue motioned to approve the 2<sup>nd</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:**
- 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**
  - The student completes alternative requirements as outlined in the Alternative Graduation Requirements and Plan – BMHS and Alternative Graduation Plan Rubric – BMHS; or**
  - The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; or**
  - The student is considered a LEP student through a score determined on a language proficiency test and has been in a LEP program for three (3) academic years or less.**

and

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

- 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:**
  - Transferred to the District during the student's 11<sup>th</sup> grade;**
  - Was homeschooled during the student's 11<sup>th</sup> grade;**
  - Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.**
- 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 2<sup>nd</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. There has been no input since the first reading. Trustee House motioned to approve the 2<sup>nd</sup> reading of the proposed revision of the Restraint or Seclusion of Students Policy, as presented by Mr. Gilbert. Trustee Checketts 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.

### VIII. NEW BUSINESS –

#### A. IN LIEU OF TRANSPORTATION REQUEST – James Gilbert. Mr. Gilbert presented a transportation reimbursement request for approval.

1. Pat & Cyndie Christensen, for Kylie Banta, 7<sup>th</sup> grade, Pine School

A motion by Trustee Donahue to approve the In Lieu of Transportation request as presented by Mr. Gilbert, with a second by Trustee Reynolds. Motion approved.

#### B. STEPHENSEN ELEMENTARY KINDERGARTEN TUITION PROGRAM APPROVAL – Phil McCluskey. Mr. McCluskey thanked the Board for allowing the full day tuition kindergarten. Mr. McCluskey requested approval to continue to hold the full day, tuition based, kindergarten at Stephensen Elementary. He stated that this year was the pilot program to determine if the program would be successful and it the program has more than proved itself successful. He then informed the Board that the program provides military parents with a full day kindergarten option to better prepare their students.

Mr. McCluskey explained the benefits of having a tuition-based full day kindergarten; how the full day kindergarten students are flourishing; how the tuition helps pay for the class and for equipment SES wouldn't normally be able to purchase for a kindergarten class. He continued to explain that the students are provided enrichment opportunities that aren't available to half-day kindergarten students. He added that the full day kindergarten students receive additional math, reading, reading intervention if needed, writing, and are even able to have fieldtrips; the children also receive art and science by parent volunteers that teach those two classes.

Mr. McCluskey presented testimonials from some of the parents whose children are enrolled in the full day tuition based kindergarten class. He also said that he has a waiting list for the upcoming year and has received correspondence from many incoming military families who are interested in signing their children up for the full day kindergarten.

Mr. McCluskey explained a few changes he planned to make next year including acceptance to the full day kindergarten will be by lottery and not by first come first serve; he would like to add another teacher. He briefly explained some of the activities of the full day kindergarten students. He then introduced Mrs. Norris, the full day kindergarten teacher.

Mrs. Norris informed the Board of the curriculum she uses for the class and how she incorporates identifiable subjects that kindergarten children could relate to, i.e. using plush toy penguins for the Penguin Unit. She continued to inform the Board on how well the students learn math and reading and how well they write; the children love to learn. Mrs. Norris added that the children are so excited about learning that the midday naptime was abandoned because the students wanted to keep learning. She concluded by showing some of the projects involving math and the activities used so the children could relate to the math, reading and incorporating fun activities to make learning more enjoyable, and writing using evidence-based subjects.

The Board thanked Mr. McCluskey and Mrs. Norris for all of their hard work and planning to make the Tuition-based Full Day Kindergarten program successful. Discussion ensued regarding the number of kindergarten classes, the staffing numbers, and how well the children have fit in into the full day program. Trustee Donahue stated that she only wished it could be provided to all of the other elementary

schools in the district. A motion by Trustee House to forego the Tuition-based Full Day Kindergarten program as a pilot and for it to continue hereon, received a second from Trustee Checketts. Motion approved.

- C. BEREAVEMENT/SICK LEAVE BANK COMMITTEE MEMBERS** – James Gilbert. Mr. Gilbert presented the status of the Bereavement/Sick Leave Bank and the annual request of the appointments to the Sick Leave and Bereavement Leave Banks. He informed the Board that the committee is to consist of three MHEA members appointed by the MHEA, one classified employee, and two members appointed by the Board of Trustees. He also mentioned that he and Jim Alexander are the two Board appointed members and then requested that the Board reappoint Chairman Alexander and him to the committee. Trustee Donahue moved to approve Bereavement/Sick Leave Bank Committee members as presented by Mr. Gilbert. Seconded by Trustee Reynolds. Motion granted.
- D. DRIVERS EDUCATION BUDGET** – Cliff Ogborn. Mr. Ogborn presented the Driver’s Education Budget for FY2016 to the Board for approval. He stated that this is a self-sustaining fund; all expenses come from student fees and the small reimbursement from the state. He added that based on the student fee increase, the state would reimburse the lesser amount on the cap, so by asking students to pay more for class, the state pays less. Mr. Ogborn said that there is no supplemental funding from the general fund. He informed the Board that the district runs approximately 340-students through Drivers Education annually and that he didn’t believe there would be an increase from the state funds. Mr. Ogborn explained how the state reimburses and how the student fees cover the cost of the program, but during the Student Fee Increase Public Hearing, Mr. Schaufele asked for a \$2 salary increase for the driver education instructors, but that would lower the amount funded by the state, so suggested the salary increase be \$1 more. Discussion continued on what was covered by state funds and student fees. Trustee House motioned for the approval of the Drivers Education Budget for 2015-2016, as amended with a \$1 salary increase to \$21 per hour for the driving instructors, as submitted by Cliff Ogborn. Trustee Donahue seconded the motion. Chairman Alexander voted nay. Motion carried.
- E. INTERNET CONNECTIVITY BID AWARD** – Cliff Ogborn. Mr. Ogborn presented the bid tabulation sheet regarding both the Internet Access Bid and the Wide Area Network Bid. He explained the tabulation formulas and rubric used to determine who would best meet the needs of the MHSD, and the different bids received. Mr. Ogborn recommended the Board approve Tek-Hut as the district’s internet and wide-net provider. Trustee Checketts clarified that this is a better deal than what the state provided, and Mr. Ogborn replied yes. Trustee Donahue motioned to approve Tek-Hut as the Internet Access and Wide Area Network provider to MHSD as presented by Mr. Ogborn. Trustee Reynolds seconded the motion. Motion approved.
- F. PERSONNEL** – James Gilbert. Mr. Gilbert requested approval of the personnel items. Trustee House motioned to approve the personnel items as presented by Mr. Gilbert, with a second from Trustee Reynolds. Motion carried.

### TEACHER APPOINTMENTS - 2015-2016 SCHOOL YEAR

#### CONTINUING CONTRACTS

ACARREGUI, ERIN S  
 ACKLEY, SHARON L  
 AIRHART, SHONDA K  
 ANDERSON, JOE R  
 ARMSTRONG, VICTORIA D  
 ARRIETA-RESNICK, NEKANE F  
 ASH, ROSEMARY R  
 AUBERT, KRISTINA L  
 BARGMAN, LORI  
 BELK, ROBBIE S

LYONS, REBECCA S  
 MANANTAN, ASHLEIGH M  
 MARTIN, SUSAN J  
 MCCLUSKEY, TRACY L  
 MCLEAN, CARA L  
 MCMURTREY, CHERYL K  
 MEDERIOS, SCOTT H  
 MESERVY, LISA M  
 MILLIGAN, ROBIN L  
 MODDE, AMANDA A

BOWLDEN, ANNE M  
BOWMAN, DARRELL L  
BRANTLEY, MAURA N  
BRANTLEY, MICHAEL J  
BRUNGARDT, VALERIAN  
BUNDY, MATTHEW J  
BURKE, JANIE A  
BURNINGHAM, ANNA D  
CAMPBELL-HUGHES, JANET E  
CHERRY, HEATHER  
CLARK, ELISABETH  
CLARK, JAMES R  
CLARK, JAMES W  
COCHRAN, KRISTA L  
COOK, CYNTHIA M  
COOK, DAVID L  
COOK, WILLIAM F  
CORDER, JULIA A  
COTTON, ANDREA J  
COX, SUZANNE M  
CRAWFORD, KATIE J  
DARKES, CARRIE L  
DAWSON, SAM E  
DAY, DAN E  
DEVORE, ROY LENNY  
DEVORE, SARAH K  
DEVORE, TRAVIS A  
DICKINSON, JOSH L  
DINGUS, JANET L  
DUNCAN, CRAIG C  
FAHEY, AMANDA L  
FEEKES, REBECCA A  
FEENSTRA, ANDREA M  
FISH, ANGELA E  
FLOYD, BRIAN T  
FREEMAN, DEBORAH L  
GAINES, KRISTIN K  
GALLOWAY, STEVEN D  
GLIDDON, ANN M  
GOODSELL, BRENDA A  
GORMAN, DEBRA S  
GUSSENHOVEN, KAYE M  
HAFNER, JOHN A  
HANKINS, SANDRA A  
HARRIS, HEIDI R  
HEINZE, BETHANY A  
HENKE, TRAVIS J  
HENKE, TRICIA N  
HENNESSEY, SHANA L  
HERRBOLDT, AMY L  
HILER, STEPHANIE M  
HOLLAND, DAVID M  
HOLLAND, KATHRYN Y  
HOYE, MICHELE M  
HUDSON, KATHERINE A  
MOLONEY, NANCY S  
MOSLEY, ELIZABETH A  
MUILENBURG, JESSICA  
MULALLEY, LARRY J  
MURPHY, STEPHEN R  
NEGRI, CHRISTINE D  
NICHOLAS-SANDBERG, DENISE L  
NORRIS, NYLA L  
OGAARD, JUDY L  
OLSON, RITA A  
PAGE, TAUNYA L  
PEARLMAN, ELISE S  
PETTI, JOHN H  
PRIOR, REBECCA N  
PROUTY, FREDERICK M  
RAEZER, GEORGE L  
RAUB, BRENDA L  
REKOW, LUCAS E  
REYNOLDS, KERRI L  
RHATIGAN, SARA D  
RILEY, BROOKE M  
RODNEY, AARON K  
ROSE, ROCHELLE A  
RUDEEN, TENILLE C  
SANDERS, TERRI M  
SAYER, JEREMY B  
SCHAUFELE, PAUL R  
SCHIPANI, ROBYNN M  
SCHROEDER, KENDA L  
SCHULTZ, AMANDA D  
SEXAUER, KATHY A  
SHERIDAN, MICHELLE M  
SIEVERS, ALICIA J.  
SMITH, DEENA R  
SMITH, ERIKA A  
SMITH, LONNI M  
STARKEY, PATRICK L.  
STEAR, MICHAEL L  
STOVER-RUSSELL, LISA A  
STOWELL, MARSHA L  
STROHM, JENNIFER L  
SUGDEN, RAEGAN S  
SULFRIDGE, DONNA R  
SUTTON, MELONIE C  
TIPPETS, JERRY C  
TULLMAN, ELENA  
URQUIDI, RHONDA L  
URQUIDI, RICHARD J  
VANDEBERG, KIMBERLI A  
VAUGHN, CARLOTTA  
VIAL, CAROL A  
VICK, JAMIE L  
VOGT, ERIC A  
VOGT, GINGER L  
WALKER, ROBIN H

JACKSON, LEN C  
 JETT, SANDRA J  
 JOHNSON, MARY KAYE  
 KEENER, BRENT J  
 KELLERMAN, MARILYN J  
 KERFOOT, TONY R  
 KIRK, SAMANTHA R  
 KNUDSON, LYNN J  
 KNUTSON, MELISSA A  
 KOHRING, KAREN M  
 LEE, CHRISTINE A  
 LOCKETT, ROBERTA J  
 LOPEZ, JOSE N  
 LORD, LINDA D

WALLAERT, KRISTOPHER K  
 WARTHEN, PAM M  
 WEBB, JANET L  
 WEBER-PATZKOWSKY, LAURA R  
 WEIS, DENISE J  
 WEYGINT, ALLEN W  
 WEYGINT, ELLEN L  
 WHITE, SAMMY A  
 WILCOX, KENDRA L  
 YOUNG, BRET M  
 YOUNG, DANIEL B  
 YOUNG, JODY A  
 YOUNG, VICKI L  
 ZIELKE, PAMELA S

**APPOINTMENTS**

Clark, James R., Head Varsity Football Coach, MHHS  
 Magnusson, William, Energy Conservation Specialist, MHSD

**RESIGNATIONS**

Benningfield, Kaori; Cook II, East Elementary School; effective: March 18, 2015  
 Ogaard, Kent, Head Varsity Girls' Soccer Coach, MHHS; effective: March 13, 2015

**RETIREMENTS**

Burke, Betty; 3<sup>rd</sup> Grade Teacher, West Elementary School; effective: May 22, 2015

- IX. **EXECUTIVE SESSION** – Personnel Matters. Chairman Alexander called for a motion for the purpose of allowing the Board to retire into executive session in order to discuss personnel matters as authorized by Section 67-2345, Idaho Code, to discuss personnel matters as authorized by Title 33, Chapter 5, Section 33-506(2), 33-510, 33-512, 33-513, and Title 67-2342 through Title 67-2345, (1)(a)(b), Idaho Code. After a full and complete discussion and upon motion duly made by Trustee House and seconded by Trustee Reynolds, the following resolution was presented:

**RESOLUTION TO ADJOURN INTO EXECUTIVE SESSION**

BE IT SO RESOLVED That the Board of Trustees of School District No. 193 recess from an open meeting into the following executive session(s) pursuant to Section 67-2345, Idaho Code, in order to discuss student matters regarding three early graduation requests, the status of negotiation proceedings, and personnel issues as authorized by Section 67-2345, Idaho Code, for to discuss personnel matters as authorized by Title 33, Chapter 5, Section 33-506(2), 33-510, 33-512, 33-513, and Title 67-2342 through Title 67-2345, (1)(a)(b), Idaho Code.

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

**NAME OF TRUSTEES**

Chairman 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, the chairman had declared said resolution adopted, and the Board recessed into executive session at 8:55 p.m. to discuss personnel matters regarding the Superintendent's Contract.

Assistant Superintendent asked that all but the Board of Trustees leave the executive session at 8:55 p.m. Mr. Gilbert then assumed the Deputy Clerk duties. Others present: The attending Board members and Assistant Superintendent Gilbert. Following a full and complete discussion of the Superintendent's Contract, the Board reconvened into open session at 9:55 p.m. Trustee Donahue motioned to approve the Superintendent Contract of James Gilbert. Trustee Checketts seconded the motion. Trustee Reynolds voted nay. Motion approved.

- 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 Checketts. Motion carried. Meeting adjourned at 9:55 p.m.

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Chairman Alexander

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Clerk Whitman

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Deputy Clerk Gilbert