

MINUTES OF REGULAR BOARD MEETING
BOARD OF TRUSTEES OF JT. SCHOOL DISTRICT NO. 151
THURSDAY, MARCH 18, 2021 AT 7:00 P.M.

BOARD MEMBERS: Heber Loughmiller Zone 5, Board Chairman
 Ryan Cranney Zone 1
 Jeff Rasmussen Zone 2, Board Vice-Chairman (Excused)
 Darin Moon Zone 3
 Bruce Thompson Zone 4 (Excused)

ADMINISTRATORS: James Shank Superintendent
 Sandra Miller Assistant Superintendent

LEGAL ADVISOR: Lance Loveland (or representative from the law firm of Parsons, Smith
 Stone, Loveland, & Shirley LLC.)

TREASURER: Chris James
CLERK: Pamela Teeter

PUBLIC RELATIONS: Debbie Critchfield (Excused)

NEWS/MEDIA:

Chairman Loughmiller called this meeting to order.

REGULAR SESSION: (7:00 p.m.) Motion by Ryan Cranney and seconded by Darin Moon to enter into Regular Session Board meeting. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

PRESENT: Chairman Heber Loughmiller, Trustees: Ryan Cranney, Darin Moon, Superintendent James Shank, Assistant Superintendent Sandra Miller, District Attorney Lance Loveland, Fiscal Manager/Treasurer Chris James, Clerk Pamela Teeter

PLEDGE OF ALLEGIANCE: The Pledge of Allegiance was led by Chairman Cranney.

GUESTS: Ryun Payne, Michelle Marchant, Andrew Wray, Paul Pugh, Ludean Henderson, Dan Bolingbroke, Steve Copmann, Diana Gill, Jacoby Sneddon, Marlene Jennings, Brandi Bedke

CONSENT AGENDA: Motion by Darin Moon and seconded by Ryan Cranney to approve the Consent Agenda items: B-F. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

- Minutes – March 18, 2021 Regular Board Meeting
- Bills: February - March Accounts Payable
- Separations, New Hires
- Leave(s) of Absence
- Alternate Authorizations
- Trip Request(s)
- Student Teacher
- DDRC Recommendation
- Policies

SEPARATIONS: The separations are as follows:

Certified: Jan Kidd, Declo High School Teacher; Patricia Critchfield, Dworshak Elementary School Teacher; Vickie Smith, Oakley High School Math/History Teacher

Classified: Susan Nichol, Transportation Bus Driver; Abigail Mazur, Declo Jr. High School SPARKS After School Para; Emilia Larson, Special Services Substitute; Mike Christensen, Raft River High School Girls' Basketball Assistant; Mario Delbosque, Transportation Mechanic; Jackie Harris, Raft River High School Assistant Dance Coach; Makayla McClaws, White Pine Elementary School Para; Devore Hope, Substitute

NEW HIRES: The new hires are as follows:

Certified: None

Classified: Tracy Bradshaw, Declo Jr. High School Assistant Track Coach; Lindsey Koyle, Transportation Substitute Bus Driver; Mary Skaggs, Burley High School Color Guard Coach; Teresa Durfee, Raft River High School Head Volleyball Coach; Alexis Gardiner, Substitute

LEAVE(S) OF ABSENCE: Request approval for the Leave(s) of Absence for Employees 2021H, 2021I and 2021J.

ALTERNATE AUTHORIZATIONS: Request Approval for an Alternate Authorization Teacher to New endorsement be submitted to the State Department of Education as it has been determined that an area of need exists in the district for Kathleen Whitlock to teach Art at Declo High School while she completes her Praxis tests to obtain this endorsement.

TRIP REQUEST(S): Request Board approval for an in-state and overnight trip request from Paul Pugh to take the High School orchestra on an orchestra tour in April.

STUDENT TEACHER: Request approval for the placement of Tammy Cooper at Burley High School with Janet Cole as her mentor.

DDRC RECOMMENDATION: Request acknowledgement and approval of the District Discipline Review Committee's (DDRC) recommendation for Student 2021A upon legal advice of the District Attorney, Lance Loveland.

POLICIES: Request approval for Policy amendments to:

POLICY 842 PAYROLL PERIODS: Policy 842 will read as follows:

Cassia County Joint School District No. 151 will issue one payroll per month, on the 25th day of the month. When the 25th falls on a weekend or holiday it will be paid on the next consecutive business day.

Salary payments for certificated personnel will be prorated on a twelve-month (12-month) basis. Certificated personnel may not draw their summer checks in advance unless they terminate their employment with the district at the conclusion of the school year.

The payroll for all other personnel is authorized on the basis of the time sheet submitted to the central office. Time sheets are submitted via the electronic time keeping system or other district approved method. Salary payments for all classified non-seasonal employees will be prorated on a twelve-month (12-month) basis. Prorated salaries are calculated from the first-day to the last-day of the month; time sheets used for tracking extra-hours and leave run from the 11th of the prior month to the 10th of the current month.



LEGAL REFERENCE:

Idaho Code Section 33-506

ADOPTED: May 8, 2000

AMENDED: March 18, 2021

POLICY 970 SERVICE ANIMALS: Policy 970 will read as follows:

Cassia County Joint School District No. 151 acknowledges its responsibility to make reasonable accommodations to permit persons with disabilities to be accompanied by a service animal in all areas where the public is normally allowed to go, including in its school buildings, classrooms, and at school functions.

DEFINITIONS

“Handler” means an individual with a disability or another individual who has been designated to control the service animal and attend to its needs.

“Miniature horse” means a very small horse generally ranging in height from 24 to 34 inches measured to the shoulders and generally weighing between 70 to 100 pounds. A miniature horse will be allowed to act as a service animal where reasonable.

“Service animal” means any dog (or, in specific circumstance, a miniature horse (see “Miniature Horses” section below)) that is individually trained to do work or perform tasks for an individual with a disability including a physical, sensory, psychiatric, intellectual or other mental disability. No other species of animal, whether wild or domestic, will be permitted as a service animal. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals for the purposes of this definition.

Examples of such work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

PROCEDURE

All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the superintendent and must contain documentation of proof of vaccinations as required by state or local law. This written request must be delivered to the superintendent’s office at least ten (10) days prior to bringing the service animal to school or to a school function.

STAFF INQUIRIES

Staff will not inquire about the nature or extent of an individual's disability. Staff may not make inquiries about a service animal when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling an individual’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

When it is not readily apparent to staff what service the animal provides, staff may make the following two (2) inquiries to determine whether an animal qualifies as a service animal:

1. Staff may ask if the animal is required because of a disability; and
2. Staff may ask what work or task has the animal been trained to perform.

Staff may not require documentation regarding a service animal, such as proof that the animal has been certified, trained, or licensed as a service animal; licensed as a pet; or vaccinated. Staff may not ask that the animal demonstrate its ability to perform the work or task. The district will not charge surcharges for a service animal, provided, however, if the district’s normal policy is to charge individuals for the damage they cause, the district reserves the right to charge an individual with a disability for the damage caused by his/her service animal.

HANDLER RESPONSIBILITIES

1. The handler must be in full control of the service animal at all times.
 - a. Service animals must have a harness, leash, or tether unless these devices interfere with the service animal’s safe, effective performance or the individual’s disability prevents the use of these devices, in

which case the individual must maintain control of the animal through voice, signal, or other effective controls.

2. The handler must care for and supervise the service animal at all times, which generally means as follows:
 - a. The district is not responsible for providing a staff member to walk the service animal, respond to the animal's need to relieve itself, or to provide any other care or assistance to the animal.
 - b. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent/guardian is responsible for providing care and supervision of the animal.

The district recognizes that in certain circumstances the handler may need assistance in providing care and supervision for his/her service animal (for example, leading a service animal outside to relieve itself). In such circumstances, the district will consider a request for a reasonable accommodation. The district is not obligated to approve a requested accommodation that would fundamentally alter the nature of the district's services, programs or activities, or which would pose a direct threat to the health or safety of students, staff or others.

MINIATURE HORSES

A miniature horse will be permitted as a service animal where reasonable. Staff may make the same inquiry and ask the same questions when it is not apparent what services a miniature horse provides, as set forth in the "Staff Inquiries" section of this policy.

The following four assessment factors will be used in determining whether a miniature horse can be reasonably accommodated in school buildings, in classrooms, or at school functions:

1. The miniature horse is housebroken.
2. The handler has sufficient control of the miniature horse.
3. The facility can accommodate the miniature horse's type, size, and weight.
4. The miniature horse's presence will not compromise legitimate safety requirements necessary for the safe operation of the facility.

EXCLUSION OF SERVICE ANIMALS

A school administrator may exclude a service animal or ask an individual with a disability to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:

1. The service animal is out of control and the handler does not take effective action to control it.
 2. The service animal is not housebroken.
 3. The service animal's presence would fundamentally alter the nature of the service, program, or activity.
 4. The service animal presents a direct threat to the health and safety of students, staff, or other individuals.
- In determining whether a service animal poses a direct threat, the district will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services would mitigate the risk.

If a service animal is excluded, the individual with a disability will be given the opportunity to participate in the service, program, or activity without having the service animal on the premises and/or may be offered other alternatives to the service animal that are effective in performing the functions required with respect to the individual's disability.



LEGAL REFERENCE:

Americans with Disabilities Act, 28 C.F.R. Part 35 (as amended 2010)

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

28 C.F.R. §35.130(b)(7)

28 C.F.R. §35.136

28 C.F.R. §35.139

Alboniga v. School Board of Broward County Florida, 87 F.Supp.3d 1319 (2015)

ADOPTED: March 18, 2021

POLICY 972 FACILITY THERAPY DOGS: Policy 972 will read as follows:

The Cassia County Joint School District No. 151 supports the use of facility therapy dogs for the benefit of its students subject to the conditions of this policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well-being, low blood pressure, decreased anxiety, improved self-esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is training/trained to respond to, and reading to the dog.

DEFINITIONS

“Animal Assisted Activities” and “Animal Assisted Interactions” are non-goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational and/or recreational activities that enhance the quality of life.

“Animal Assisted Therapy” is a goal-driven intervention, which is directed and/or delivered by a health, human, or education service professional and is meant to improve physical, social, emotional and/or cognitive function of an individual.

A “therapy dog” is a dog that has been individually trained, evaluated and registered with his/her handler to provide Animal Assisted Activities, Animal Assisted Therapy and Animal Assisted Interactions within a school or other facility. Therapy dogs are not the same as “emotional support animals” or “service animals.” Service animals are permitted on school grounds in accordance with the school district’s service animal policy (See Policy 970). A therapy dog is the personal property of the handler and is not the property of the school district. The handler shall assume full responsibility for the therapy dog’s care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

A “handler” is an individual school district staff member or volunteer who has been individually trained, evaluated, and registered with the therapy dog to provide Animal Assisted Activities, Animal Assisted Therapy, and Animal Assisted Interactions within a school or other facility.

THERAPY DOG STANDARDS AND PROCEDURES

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school district property:

Request

At the request of the principal or the principal’s designee, a handler who wishes to bring a therapy dog to school district property shall submit a completed written request form to the Superintendent or the Superintendent’s designee for approval (See Form 972F1). The request shall be submitted for approval each school year and/or whenever the handler wishes to use a different therapy dog. Such approval may be rescinded at any time at the sole discretion of the Superintendent or the Superintendent’s designee. Once the Superintendent or the Superintendent’s designee approves the request, a plan for dog visits shall be developed with the Principal or Principal’s designee.

Training and Registration

The handler shall submit proof of registration as a therapy dog handler with each individual therapy dog he or she plans to bring to the school district. Such registration shall be from Canine Companions for Independence, or such other therapy dog registering organization as determined by the Superintendent. At a minimum, such registration

shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two (2) years and shall remain current and in good standing at all times.

Health and Vaccination

The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date at all times.

Licensing

The handler shall submit proof of licensure from the local dog licensing authority (e.g. city or county).

Insurance

The handler must submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

STANDARDS AND PROCEDURES AT SCHOOL

Once a handler has been approved by the Superintendent or Superintendent's designee to bring a therapy dog on school district property, such handler shall adhere to the rules of his/her registering organization and the following rules of the school district:

Identification

The handler and therapy dog shall wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog. The handler shall bring only registered therapy dogs onto school district property and may bring only one such dog at a time. The handler shall not bring young children along to the school district when handling a therapy dog.

Health and Safety

The handler shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury and of the temperament appropriate to working with children and others in the schools.

Control

The handler shall ensure that the therapy dog wears a collar or harness and a leash no longer than four feet (4') and shall maintain control of the therapy dog by holding the leash at all times that the therapy dog is on school district property, including during breaks, unless holding such leash would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the handler shall maintain control of the therapy dog at all times and shall not tether the therapy dog to any individual or object.

Supervision and Care of Therapy Dog

The handler shall (i) be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in a school building or on school property; (ii) not leave the therapy dog unsupervised or alone on school property at any time; and (iii) limit the

therapy dog's work to two (2) consecutive hours at a time. The school district is not responsible for providing any care, supervision or assistance to the therapy dog.

Authorized Area(s)

The handler shall ensure that the therapy dog has access to only such areas of the school buildings or properties that have been authorized by school district administrators.

Allergies and Aversions

The handler shall remove the therapy dog to a separate area as designated by school administrators in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway or classroom.

Recordkeeping

Volunteer handlers shall sign themselves and their therapy dog in upon arrival at any school and shall sign both out upon departure from the building. Handlers who are school district staff shall sign in their therapy dog upon arrival and sign him/her out upon their departure.

Photographs

The handler shall not take any photographs of students or staff without first obtaining a written photo release.

Fees and Gratuities

The handler shall not charge a fee for the work they perform with the therapy dog, shall not borrow money or personal items, or receive any personal gratuity, gift or tip, such as money or jewelry from students or staff in the district.

Multiple Therapy Dogs on Site

The handler shall confirm whether or not there will be any other therapy dog(s) on site prior to scheduling any visit with a therapy dog and shall take steps with appropriate staff to ensure that the dogs do not engage inappropriately while on school property. When multiple therapy dogs are engaged in a planned activity on school district property, the handlers shall ensure that the dogs have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure that the dogs are each on a four-foot (4') leash, given work space at least eight feet (8') from each other and are given no opportunity for contact or socialization with each other while working.

Damages and Injuries

The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students or others in the school caused by the therapy dog.

Exclusion or Removal from School District Property

A therapy dog may be excluded from school district property if a school administrator determines that: (1) the handler does not have control of the therapy dog; (2) the therapy dog is not housebroken; (3) the therapy dog presents a direct and immediate threat to others in the school; or (4) the therapy dog's presence otherwise interferes with the educational program. The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.



LEGAL REFERENCE:

Idaho Code Sections
33-512

ADOPTED: March 18, 2021

POLICY 972F1 FACILITY THERAPY DOG REQUEST FORM: Policy 972F1 will read as follows:

Board Policy 972 governs the use of therapy dogs in schools. Requests for therapy dogs shall be submitted to the Superintendent or Superintendent's designee for approval each school year and/or whenever the handler wishes to use a different therapy dog.

Name of Handler: _____ Date: _____
Address: _____ Phone Number: _____
Email: _____ Name of Dog: _____ Breed: _____
Handler's and Dog's Certification Date: _____
Name of Certifying Organization: _____
School(s) where therapy dog will be used: _____
Please describe, in detail, what the dog will do at school: _____

Please attach the following to this form:

- Proof of registration as a therapy dog handler with the individual therapy dog to be used (Note: Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years).
- Proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date at all times.
- Proof of licensure from the local dog licensing authority.
- Copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

Handler Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Superintendent (or Designee's) Signature: _____ Date: _____



ADOPTED: March 18, 2021

INFORMATION ITEMS:

CORRESPONDENCE, DELEGATIONS AND RECOGNITIONS(S) OF EXCELLENCE:

Oakley Elementary Principal Brandell Bedke recognized the following employees as Employees of the Month of March:

- Lyn Hale
- Kelli Gage

Oakley Jr/Sr. High School Principal Ryun Payne recognized Lisa Hitt and Michelle Marchant as Employees of the month for March:

- Michelle Marchant
- Lisa Hitt

Assistant Superintendent Miller recognized Financial Specialist Gail Gallegos as the Employee of the Month for March from the District Office.

These employees were awarded a certificate and a gift card to a restaurant of their choice by the Cassia County Joint School District in appreciation of their dedication and hard work.

ACTION ITEMS:

CALL TO BID FOR SCHOOL SURPLUS ITEMS: Motion by Ryan Cranney and seconded by Darin Moon to declare items as surplus property from Burley Jr. High School and Oakley Elementary School and approve a Call for sealed bids to be opened on April 9, 2021 at 2:00 p.m. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

BUDGET HEARING: Motion by Ryan Cranney and seconded by Darin Moon to approve scheduling a Budget Hearing on Thursday, June 17, 2021 at 6:30 p.m. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

Mr. James noted per a recent press release that within the next thirty (30) to sixty (60) days they should have an allocation out to the school districts and it looks like the spend window is about four (4) years. We do not have to spend it right away.

POLICY 611: Motion by Darin Moon and seconded by Ryan Cranney to approve the deletion of Policy 611 Alternate Route to Graduation Plan as it is no longer a viable policy. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

Discussion:

Superintendent Shank explained to the Trustees that this will not make much of a difference. He used his daughter as an example of a student who comes in from out of state and if there is a need for some action it will be brought before the Board of Trustees on an individual basis.

Assistant Superintendent Miller added that this policy also had to do with achievement levels on the ISAT score and if a student didn't meet a certain score he/she was not allowed to graduate. Because we do not do that anymore this policy does not need to exist.

DISTRICT CALENDARS: Motion by Ryan Cranney and seconded by Darin Moon to approve the District Calendar Revisions for School Year 2021-2022 and for the new District Calendar for the 2022-2023 school year. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

Discussion:

Assistant Superintendent Miller explained that because of the 4-day school week, this is reflected in both of the calendars. There is not a lot of wiggle room for changes due to the hours required by the State. We had a calendar committee meeting and had good representation there. She thanked Ms. Teeter who put it together and co-chairs the committee with her. She then, explained the days of the start of school and the need to change the semester to ending in January. The 2022-2023 SY calendar mirrors the 2021-2022 SY calendar. She then explained that if there were a snow day there would be a couple of different options of making the time up: Going to school on a following Friday or perhaps attending school remotely as each student will have a chrome book for the entire year. Chairman Loughmiller clarified that the snow day would need to be made up somehow to which Ms. Miller acquiesced.

Chairman Loughmiller clarified that the reason for starting school on the Monday following the fair is to be able to end before Memorial Day to which Ms. Miller agreed.

Trustee Moon asked if attendance would be taken on a snow day to which Ms. Miller agreed it would be taken by the teacher.

Trustee Moon asked how the acceptance is, realizing now, the ramifications of the 4-day school week to which Ms. Miller stated she has not heard anything negative, yet. She believes people are still very much in favor of it. Mr. Moon stated he received a couple of emails with questions of the 4-day school week and wondered if that tone carried over or if this is still a positive. Ms. Miller clarified that she has only heard

all positive. She noted that today when she was on the Zeb Bell show the woman who was interviewing her asked if we were still doing the 4-day school week and when Ms. Miller stated we were, the interviewer raved about it. Superintendent Shank noted that it has been all positive.

BURLEY HIGH SCHOOL GRADUATION REQUIREMENTS: Motion by Darin Moon and seconded by Ryan Cranney to approve the requirement of 48 credits for graduation from Burley High School. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

Discussion:

Superintendent Shank invited Burley High School Vice-Principal Andrew Wray to step to the mic to answer any questions from the Board of Trustees. He noted that Burley High School is requesting (due to the master schedule change) the change of the graduation requirements for their school from 50 to 48 credits. This is to help provide some additional opportunity for students in the event that they need to take something different or fall behind and need to catch something up. In terms of specifics he is asking Mr. Wray to answer questions to Global Studies and how that will look going from a year-long class to a semester and one less elective.

Mr. Wray stated that the State requires 46 credits, Cassia County School District requires 50 and the four credits we require over the state minimum are PE, computer classes, and two (2) credits of Global Studies or World History class. When Global Studies was created it was based off of a one (1) semester class they got from Eagle High School (he believes) and they added a few things to the class but there was some redundancy to that and they confidently felt they could take that class back to a one (1) semester class which was the original intent when it was created. Then, Burley High School will have one less elective class that they would need to take. This is where it would be decreased from 50 to 48 credits.

Trustee Cranney asked about the 11th grade science and if it is an option to which Mr. Wray stated that science can be taken either in 11th or 12th grade and it can be chemistry, geology, physics, etc.

Superintendent Shank noted the other schools who are on an A/B block support the reduction for Burley High School. And, in the future those schools may come back with the desire to increase the credits for their schools but he noted that is down the road. This mostly affects the freshman class coming in.

Superintendent Shank stated that he would like to commend the work of the committee. They were very good at working on this. He feels they came up with good recommendations on this.

Trustee Moon asked Mr. Wray to explain in layman's terms that our students are not getting less of an education. He asked Mr. Wray to convince him this is so to which Mr. Wray stated a student on the new schedule over four (4) years will get 54 credits. That is more than 50 credits for any of those students who decide to take seminary, bible study or any other course that doesn't count for credit or if they miss or fail a class they will have to do some make-up. If that student takes seminary all four (4) years they will get 48 credits which will be less than the 50 credits. What the administration is trying to do is this, using Global Studies as an example where they teach North and South America and Europe along with Africa and Asia all year. He noted in Jr. High students are taught about Europe, Africa and Asia in 8th grade and they have the class again in their freshman year and the following year they get US History where they learn about North and South America. So, we are teaching it twice and if one semester is taken away the students are not necessarily missing anything because they are still getting it at least twice in their high school career. Mr. Moon clarified there is still opportunity for electives in the 50 credits and this is about choice to which Mr. Wray agreed.

Trustee Moon asked Mr. Wray to convince him that this wasn't done just for Seminary to which Mr. Wray stated that right now as freshmen, they have five (5) required courses so on a 7-period day they would get two (2) electives, that's it. On an 8-period day they got three (3) which still isn't that much more. If the

recommendation is adjusted to 50 then, they will stay with the three (3). Mr. Moon asked if this is more about choice than seminary to which Mr. Wray stated absolutely, they will stay with the same number of electives. Mr. Moon restated his question this is not about “less”, it’s about “choice” to which Mr. Wray agreed stating it is creating more opportunities for choice. He noted Burley High School is adding zero hour that will allow that choice.

Mr. Moon commended Burley High School for their work.

Trustee Moon commended the District including the teachers and administrators for going back to school this year. He appreciates so much from the paras to the teachers to the District Office has forged ahead in the face of where everyone else in the nation was running out of the building this District ran into the building. He stated he is so pleased that our students have been able to continue their education.

ADJOURN: (7:35 p.m.) Motion by Darin Moon and seconded by Ryan Cranney to adjourn. Voting Aye: Cranney, Moon, Loughmiller; motion carried.

Heber Loughmiller, Board Chairman

Pamela Teeter, Board Clerk

