

**MINUTES OF THE BOARD OF TRUSTEES
SPECIAL MEETING/WORK SESSION
Pocatello/Chubbuck School District No. 25
Tuesday, November 12, 2013
Board Room at the Education Service Center
1:30 p.m.**

BOARD MEMBERS/SUPERINTENDENT PRESENT:

Janie Gebhardt, Chair
Jackie Cranor, Vice Chair
Paul Vitale, Clerk

Jim Facer, Asst. Treasurer
Dave Mattson, Member
Mary M. Vagner, Superintendent

A Special Meeting/Work Session of the Board of Trustees of Pocatello/Chubbuck School District No. 25 was held on Tuesday, November 12, 2013, at 1:30 p.m. in the Board Room at the Education Service Center, 3115 Pole Line Road, Pocatello, Idaho, as provided in Section 33-510, Idaho Code;

Convene Work Session

Chair Gebhardt Convened the Work Session at 1:34 p.m. She reviewed the agenda and the addendum and said the Special Meeting/Work Session was for the purpose of the administration discussing with the Board the following topics:

1. **Convene Work Session**
2. **Region 5 PTA Presentation and Q&A**
3. **Head Start Annual Board Training**
4. **GATE Program Update**
5. **Kinport/New Horizon Center Instructional Focus Visit Summary**
6. **Truancy Court Statistics**
7. **Technology Support**
8. **Reports:** *CIP Committee Update; Festival of Trees Update; Fix It Committee Update; Safety Committee Update; Legislative Meeting Topics*
9. **Public Comment**

Board Protocols for Public Comment will be followed at all Board Meetings. Patrons wishing to address the Board will fill out Form AD 2 – Request to Appear before the Board and present it to the Board Chair or Board Secretary prior to the meeting. Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the proper staff member for follow-up. The Board is informed of these efforts by the staff member responding to concerns.

Board Operating Principles #22 & 23:

22) The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; 23) Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board.
10. **Adjourn**

Region 5 PTA Presentation and Q&A

Ms. Vagner introduced Ms. Mary Kae Ryner who was the new PTA President and Ms. Leslie Schei who was previous PTA President. She said the Board requested more information about the PTA program. Ms. Ryner said she was starting her first year as the PTA President. She said the PTA's Mission was to make every child's potential a reality. She said anyone could become a member of the PTA. She said the goal of the organization was to bring families together to build relationships and encourage student success and overall wellbeing. She said the PTA website was a great resource with a lot of information and a good place to review programs. She said the programs helped engage families. She said it was the oldest advocacy group for children in the nation. She said the motto was Every Child One Voice. She said the organization was able to do so much because of the membership. She said advocacy groups collaborated with the PTA to make programs available. She said PTA Advocacy Day was Saturday, November 16th. She said last year the PTA collaborated with the ISBA and IEA during the election. She said it was a great opportunity for parents to get involved and know what was going on.

She said on Advocacy Day parents would discuss local and national positions, Common Core, funding and would participate in a question and answer session. She said the event would be held in Boise. She said the organization would also have an Idaho PTA Legislative Day in February. She said Governor Otter and Superintendent Luna spoke to the group the year before. She said the group had a Legislative VP that testified before the Education Committee. She said parents were able to meet with law makers. She said she had the opportunity to ask questions of the Education Committee during last year's legislative session. She said Hawthorne Middle School students attended PTA Legislative Day and were able to have lunch with legislators and ask questions. She said several students returned the following year. She said the PTA Convention was in Pocatello and was a great way for members to get the training they need. She said the convention had workshops and a general session. She said a teacher from Tyhee Elementary presented one of the classes and talked about the good things going on in the schools. She said Chubbuck, Gate City and Tyhee Elementary were able to raise \$4,200 for The Tenley Foundation to help students with cancer. She said there were several PTA programs that encouraged family engagement like Take Your Family to Work Day, Family Reading, A Parent's Guide to Student Success and the PTA School of Excellence. She said in 2002 Tyhee Elementary was awarded a grant for Take Your Family to Work Week from the National PTA Program. She said the PTA asked schools to submit their favorite activities for their records. She said Chubbuck Elementary had a Breakfast Buddies program where the PTA served pancakes and Title I provided books for the families to take home. She said the programs helped to enhance reading among families. She said parents liked having breakfast and reading with their kids before they went to work. She said the PTA also had health and safety programs like Healthy Lifestyles and Safety at Home and Play. She said the PTA applied for all kinds of different grants. She said Gate City Elementary started the Watch Dogs programs that allowed fathers to volunteer to monitor students on the playground, during lunch and during transportation drop off and pick up times. She said a lot of the schools had Fun Runs sponsored by the PTA. She said Washington Elementary just had its 5th annual Wolf Run and 76 students beat the principal's time. She said Benny the Bengal cheered students on at the event. She said the PTA received a grant for the Arts in Education and the theme this year was Believe, Dream, Inspire. She said six categories would be awarded including literature, music composition, photography, visual arts, dance choreography and film/video production. She said the top three submissions in each category were submitted for the regional competition. She said top picks were then submitted for the state and national competitions. She said last year there were 24 winners from the District. She said students were either awarded a merit or excellence award and the students always did well. She said the PTA had an awards ceremony at the end of the year to display the student's artwork. She said some of the artwork was amazing. She said another program was the Start the Arts Program where parents volunteered to start an art project. She said one year the project was a quilt that students were given one square to complete the Starry Night quilt. She said her son won the quilt during the awards ceremony which was hung in their home. She said students really enjoyed working on the project and getting to know the parents. She said parents really enjoyed being able to teach the students. She said the PTA was responsible for a variety of activities including teacher appreciation days, box tops, fundraising, carnivals, art, school pride, grandparent's day, red ribbon week and book fairs to help schools because of limited budgets. She said when a school was a PTA school it had access to unlimited resources. She said her job was to help answer questions and if she did not know she asked the Idaho State PTA Board or the National PTA President. She said there was always someone that could help. She said being able to learn about and speak for children was a great thing. Ms. Gebhardt asked how many of the District's schools had PTAs. She said all three of the high schools, one middle school and nine of the elementary schools were PTA schools. Ms. Cranor thanked Ms. Ryner and Ms. Schei for everything they did to support schools and for being a positive influence in the community. She said it made a difference for the whole school when parents got involved in a positive way. She said it was good to hear about all of the good things the PTA was doing. Ms. Schei said she worked as an interventionist for the Title I Program and often saw children that did not have the same opportunities as her own children and she wanted to help as many children as she could. She said she originally started as a parent volunteer at Chubbuck Elementary but became involved with PTA at the state level in order to advocate for children and give them a voice at the legislative and state level. She said fundraising was an important function of the PTA but it was also so much more than that.

Head Start Annual Board Training

Ms. Young said Board training was an annual requirement of the grant and she appreciated the Board allocating its time for training. She said most of the current Board Members were familiar with Appendix A that outlined the duties of the council, the Board and the local program. She said included in the packet was a rubric that reviewed the responsibilities of the council and governing body. She said the council decided that the most effective way to

manage responsibilities was to designate a liaison that would participate in the planning and self-assessment to make sure Head Start was meeting the grant regulation requirements. She said monthly policy council packets were sent out to members prior to the meetings and included updates from the previous meeting. She said compliance requirement updates were provided at the monthly meetings. She said Dr. Mortensen was a member of the Policy Council. She said the Governing Body was not required to have the required levels of expertise as long as it had access to experts throughout the District. She said the designated liaison was approved by the Board annually. She said included in the packet was a document that detailed the Governing Body's legal and fiscal responsibilities. Ms. White said projected on the screen was the Head Start homepage. She said the website was a resource for the governing body to review what was happening with the program. She said there was a staff link to access relevant tools and Policies and Procedures. She said the Federal Performance Standards and the School Readiness Act of 2007 were posted to the website. She said the Head Start Monitoring Tool was also posted. She said all of the tools could be accessed as needed. She said the annual report was posted to the website that had information on the staff, calendar and newsletters. She said the program brochures were also posted. She said the website was one of the tools used for the outreach program. She said the program's Mission and Vision and the income guidelines were posted. She said she hoped the Board would utilize the website to access the tools. Ms. Cranor said she read through the newsletter and was very impressed.

GATE Program Update

Ms. Luras said the District was required to submit an annual GATE Program report and a three year plan. She said Idaho Code required a plan for screening and identifying students that qualified for GATE. She said the program was funded by the general fund since there were no state funds allocated. She said this was the first year the District was required to submit an annual report. She said her responsibility was to facilitate the program which represented about 25% of her responsibilities. She said her responsibilities as the GATE Program facilitator was the administration of the safety plan, supervision of two staff members and the development of honors curriculum and assessments. She said there were two certified facilitators at Gateway and a third was working on her GATE certification from the state. She said the report articulated the screening tools used to identify gifted learners. She said the GATE program did not have any dropouts the year before. She reviewed the three year plan. She said Part A was an extension of the District's Vision and Mission and outlined how the program met social emotional and cognitive needs. She said Part B identified how the District served students in all five areas. She said the District recognized the importance of each area but due to limited resources it was only able to identify academic giftedness. She said the other areas were integrated and opportunities were provided for students to expand. She said Section C outlined the program goals that were based on research and best practices. She said the plan was required to identify professional development needs and options for expansion. She said in the past the District received professional development funds, \$20,000 for general education teachers, gifted facilitators and for AP and dual enrollment. She said the District no longer received those funds from the state. She said the plan articulated the need for those funds. She said Section D outlined the options K-12 beginning with elementary. She said students K-2 were served in the regular classroom with collaboration. She said the District began formally screening and identifying gifted and talented students in the spring of the 2nd grade. She said students needed to have qualifying scores in order to be eligible for services. She said those students attended a pullout program one day every week. She said the program was based on research and best practices and was aligned to the common core. She said the plan articulated that GATE was a part of the District's RtI program and served 2 – 5% of the population. She said grades 6 – 8 had exploratory classes and clubs which varied by school. She said some of the classes included career exploration, choir/orchestra, art, math counts, robotics and chess. She said grades 9 – 12 were served through honors, AP and clubs. She said there was a mastery advancement program that allowed students to test out. She said the District also offered acceleration classes. She said students that scored over 98% qualified as gifted. She said the plan would be submitted to the state prior to the November 27th deadline. Ms. Gebhardt asked what would replace the ISAT as the identifier in the future. Ms. Luras said the District would use the ULSAT until the state finalized the SBAC and the new cut scores. Ms. Cranor asked if the GATE Program was mandated by the state. Ms. Luras said yes. Ms. Cranor clarified that the program was mandated by the state but was not allocated any funds for the program by the state. Ms. Luras said that was correct. Ms. Cranor asked about the GATE endorsement. Ms. Luras said the endorsement was not required and did not affect the District's HQ status. She said previously the \$20,000 was an incentive for teachers to become endorsed but without the funds there was no incentive. Ms. Cranor asked if the teachers were ever funded by the state. Ms. Luras said professional development was the only thing funded in the past. She said teachers and supplies were always funded out of the District's general fund. Ms. Vagner said the District also used to provide

grade level bussing from each of the schools but now students were transported by 3-5 groupings per school. Mr. Mattson asked about the Mastery Advancement Program. Ms. Luras said the program was required by the state and allowed students to demonstrate mastery and test out of a class.

Kinport/New Horizon Center Instructional Focus Visit Summary

Mr. Wallace said on October 22-23, 2013 the State Department of Education conducted an instructional core visit. He said the purpose of the focus visit was to observe instruction and conduct interviews with teachers. He said focus groups were held with certified and classified staff, students and parents. He said the report was built off of the nine characteristics of high performing schools and the state provided feedback on seven of those including high standards and expectations, effective leadership, high levels of collaboration and communication, curriculum, frequent monitoring, focused professional development and high levels of parent and community involvement. He said the feedback was based on three areas and the school was commended for engaging students in instructional practices and continuing to push high levels of student thinking. He said the school's response and plan of action was focused in five areas. He said the school would focus on establishing a regular communication with parents and give them a voice. He said the school also organized a Parent Advisory Group that had its first meeting that day. He said parents would learn about educational initiatives and would have a voice in school matters and would have increased involvement in school activities. He said the second area of focus was teacher training on higher level questioning techniques. He said the school adopted PEAK which had a section on effective questioning and teachers would be trained on the 9th and would have classroom observations to make sure the questions were being implemented. He said the third area was a formal approach to PLCs and collaboration. He said training would be provided on how to use data to improve student learning. He said PEAK would provide a template for teachers. He said the fourth area was how to write student friendly objectives and how to use them actively throughout instruction. He said the training would be combined with the training on the 9th. He said the program outlined the goal to increase observation in the classroom. He said the training would provide coaching and strategies and would have a formal procedure for coaching and feedback. Ms. Cranor said she was impressed that the school was already following up on the recommendations from the focus visit and had a plan in place. Ms. Vagner said Mr. Wallace provided an impressive introduction of the school for the SDE team. Mr. Wallace said he and the staff deeply appreciated the relationship with the District's administration and the support of the School Board. Mr. Mattson asked if the state review would be an annual requirement. Mr. Wallace said it was a result of the school's improvement status and the School Improvement Grant. Ms. Vagner said the school improvement status was frozen for two years and the grant was for three years.

Truancy Court Statistics

Mr. Hobbs said the Truancy Court program started in 2007-08. He said since the program's implementation the District's graduation had gone up significantly. Ms. Land said Truancy Court was created by the Juvenile Justice Department, probation and the School District. She said the purpose of Truancy Court was to intervene in truancies before they reached a formal court hearing. She said law enforcement issued citations for habitual truancy and the students and families were referred to the truancy program. She said the program required students to submit to random drug testing and required families to follow the rules. She said Truancy Court was held every Tuesday and the program coordinator had access to attendance and grade information for the students. She said students that maintained perfect attendance throughout the program were rewarded and students that had unexcused absences would not advance and could be issued further citations. She said in Phase I of the program students would attend weekly for three weeks before progressing to the next phase. She said in Phase II students would attend every other week and would complete the program when they achieved perfect attendance. She said Phase III was four weeks long and included a review of attendance and the payment of fees. She said the program was based on best practices and collaboration. Mr. Mauger said the seven strategies were outlined and included a comprehensive approach. He said when students entered the program a case management plan was created and drug testing was mandatory. He said about 25% of students did not test clean at the start of the program. Ms. Land said the program was there to help families and had a rigorous evaluation and assessment. She said the objectives included a review of goals, dissemination of statistics and implementing practices for combating truancy. She said the referral process was reviewed regularly along with any suggestions for improvement. She said the program encouraged a single referral pathway and productive communication with the schools. She said the program assessed the risks and needs of students and provided access to resources for parents. Mr. Mauger said the previous referral process was cumbersome and the system was adapted based on citations. Ms. Land said the first way to get families into the program was self-referral. She said the most common way for families to enter the

program was by a referral from the School District or a citation from law enforcement. She said referrals at the secondary level were completed less by parents and students were held more accountable and were generally a result of missing Friday Night School or were recommended by the DDRC committee. Mr. Mauger said the program was initially only set up for secondary students but elementary principals requested help with truancy issues. He said if truancy issues could be corrected at the elementary level they would carry forward at the middle and high school levels. Ms. Land said elementary students were rewarded with candy or a bowling pass which seemed to work really well. She said there were also sanctions for violating the truancy program rules that could include fines, community service, a letter of apology, chores at home or even jail time for parents that had been cited. She said last year the program had 95 families, 65 of them new and included 54 youths and 11 parents. She said 365 families had participated in the program since 2008. She said eight of the 65 participants were referred by the School District and the remaining 87% were referred through citations from law enforcement. Mr. Mauger said the youth in juvenile court were required to have an attorney unless they were 14 years old or over. He said the truancy program coordinators would like to see more referrals from the schools rather than through citations from law enforcement. Ms. Land said after the school had worked with a student through Friday Night School or DDRC then the only step left was a citation. She reviewed a graph showing the level of referrals or citations by school. She said the amount of days missed before Truancy Court were much higher than after a student attended Truancy Court. She said the attendance comparison was completed one year after the student attended truancy court. She reviewed the average GPA before and after completion of the truancy program. She said the average GPA increased after completion. She said 70.6% of participants were successful. She said students that were unsuccessful in the program tended to commit a new crime. She said the number of students that committed a new offense after completing the program was minimal. She said early intervention and referrals were critical. She said if a student was referred to the program it was free of charge for the family. She said if a student was cited by law enforcement, fees were assessed for the family. Mr. Mauger said originally the program was funded through a grant which covered 75% of the costs and after the grant funds ran out the Juvenile Justice Department and the School District split the costs. He said the Juvenile Justice funds would be exhausted in 2015 and the Truancy Court coordinators in collaboration with the School District would apply for another grant. He said they appreciated the District's support and everyone was benefitting from the program. He said in looking at the data the majority of students with truancy issues were abusing alcohol or drugs. He said early intervention was the key to correcting the problem. He said substance abuse and truancy went hand in hand and was a national pattern. He said the program provided the early intervention needed to prevent students from dropping out. Ms. Cranor said she attended a workshop in Boise and heard from a lot of Districts that they were desperate for a program like this. She said it was a really good program. Mr. Mauger said the key was assessing the situation and getting to the root cause of truancy and providing support for the student and family.

Technology Support

Mr. Smart said included in the packet was a memorandum and supporting documentation relative to technology support along with the recommendations of the Technology Coordinator and the Instructional Technology Committee. He said the proposal was to restore the two technology positions that were eliminated as part of the District's budget reduction process in the spring. He said it was quickly becoming apparent with the significant increase in technology that was needed due to the implementation of the ICS and SBAC test that the technology department would not be able to keep up with the workload unless the two positions were restored. He said the department needed people to take care of the new technology. He said the technicians would help maintain the additional equipment in the schools. Mr. Smart said the second part of the proposal was to restore three furlough days due to the fact that three times per year, furlough days were split on days when teachers were still in school and left the technology staff shorthanded on those days. He said restoring those days for the technology staff would allow them to keep up with the workload. He said the third document in the packet showed the options for funding the restoration of two technicians and three furlough days. He said now that the administration knew the District would have more units than originally anticipated, it could use the additional funds to pay for the technology support proposal. He said the District's anticipated salary apportionment was also significantly less than originally thought due to the number of retirements. He said the net difference from the increased units and number of retirements would come out to about \$550,000 to help with the technology restoration proposal. He said technicians were currently about three weeks behind. He said the technicians tried to handle emergencies first but less critical projects were being delayed for 3 weeks or more. He said in addition to the increased demands of the ICS and SBAC test the District was also installing more Promethean Boards than ever in the schools. He said any issues with Promethean Boards could not be handled remotely and required the technician to be on site at the

school which took up more of the technicians' time. Ms. Vagner said another issue the District had to consider was the fact that with seven weeks of testing necessary to administer the SBAC test a computer could go down and could potentially have a negative impact on scores if there were not enough technicians to help handle problems immediately. Ms. Gebhardt asked if the restoration would put the department ahead of the demand. Ms. Vagner said it would even out some of the demand. She said Mr. Jolley was aware that the restoration would remain status quo for the next couple of years and the department would have to make do with the staff it had until additional funding became available from the state.

Reports: *CIP Committee Update; Festival of Trees Update; Fix It Committee Update; Safety Committee Update; Legislative Meeting Topics*

Mr. Reed said the CIP Committee met that morning. He said Mr. Facer attended the meeting. He said the committee discussed the estimated revenue for the next fiscal year and what resources were available to fund facilities and projects identified for replacement. He said the schools had submitted their exhibits for projects they wanted completed that year. He said the committee would meet again after Thanksgiving. He said the Board was aware of the need for new special education busses. He said the District received three bids. He said one of the bids did not include a bid bond which was one of the minimum requirements. He said the other two vendors were Rush Truck Center and Western Mountain Bus Sales. He said the District almost always awarded the bid to the lowest bidder, but after discussing the bids with transportation he learned there were significant service challenges with Rush Truck Center. He said the transportation department had tried over the last few years to work with the company to improve the level of service but instead it had deteriorated. He said Rush Truck Center sent the busses to Idaho Falls to be serviced and instead of taking a few days for repairs busses would be out of service for up to three weeks. He said the administration recommended going with Western Mountain Bus Sales whose bid came in higher but had a good service relationship with the District. Mr. Vitale asked if the company's service shop was local. Mr. Reed said yes and the company also allowed the District's mechanics to make minor repairs in-house which saved even more time and money. Ms. Cranor asked how special education bus routes worked and asked why they never had many students on board. Mr. Reed said the busses were smaller and could only handle up to twenty students depending on their needs. He said another reason there were not very many students on a bus at one time was because the District was required to go door-to-door for special education students. He said it took more busses to transport special education students and currently the District had no spare special education busses. Ms. Vagner said the special education students that received door-to-door transportation were those that had specialized transportation outlined in their IEPs. She said the District also had to provide bus aides for students with greater needs in order to prevent the bus driver from becoming distracted. Ms. Cranor asked if Head Start used to pay for special education bussing. Mr. Reed said yes. Ms. Vagner said the District was currently picking up the cost of transporting Head Start's special education students. She said there was also an influx of special education students enrolled in the District this year which contributed to the lack of busses. Ms. Gebhardt asked if the special education busses had special attributes that the regular yellow busses did not. Mr. Reed said yes the special education busses had wheelchair lifts and special seating to accommodate wheelchairs and belts.

Ms. Allen said there were only 17 days left before staff and volunteers began setting up for the Festival of Trees. She said the Pocatello/Chubbuck School District #25 Education Foundation hosted the event and was a wonderful community event. She said all of the sponsorships were secured and the committees were finalizing plans and displays. She said there were six events planned for the week and took 14 committees to put it all together. She said staff members were already selling tickets. She said she would meet with committee heads to finalize last minute arrangements and the last committee meeting would be held on November 20th and everything should be ready to go by then. She said staff and volunteers would start setting up at the Stephens Performing Arts Center November 30th – December 1st. She said the staff and volunteers were very much appreciated. She said television advertisements started running in the past couple of weeks. She said the Festival of Trees was a wonderful family event for parents and children to see all of the beautiful trees and displays and to attend the various events. She thanked the Board for its participation and Ms. Cranor for gathering donations. She said the Festival would run starting Wednesday, December 4th through Saturday, December 7th. She said the Employee Appreciation Night would be held Wednesday, December 4th from 5:00 p.m. – 7:00 p.m. She said the Board was invited to attend and meet and greet. She said the event would be held in the Rotunda but would not have school skits or performances this year per the request of the principals due to the increased demands on teachers this year. She said most of the schools had already volunteered to donate and decorate trees and were helping with other events and had asked to defer the skits. Ms. Cranor said she would encourage Board Members to attend the Opening Night Gala if possible. She said it was a lovely event. Ms. Allen said the theme for this year's Gala was "Silver Screen".

Dr. Howell said the last Fix It Committee meeting only lasted about 10 minutes. He said the meeting was very efficient and productive. He said the primary focus of the meeting was to finalize the RIF policy and procedure. He said Policy 7135 was for administrative-certificated staff and Policy 7136 was for certificated staff. He said the Policy states that any Reduction in Force would be conducted in a fair and orderly manner. He said the District had been fortunate that its primary source of reductions was able to be handled through attrition over the last few years. He said previous legislation prohibited the District from using seniority as a factor during a Reduction in Force but the legislation was recently overturned and could now be considered once again. He said the committee worked together to develop the language for seniority. He said also included in the packet was the RIF rubric – teacher profile. He said the rubric had one small change in language that specified “longevity with the District”. He said the policies would be brought to the Board for a first reading at the November Board Meeting.

Ms. Vagner said included in the packet was the District’s Employee Safety Plan that was developed by the Safety Subcommittee. She said Mr. Facer and representatives from Idaho Power and Simplot participated on the committee. She said the District did not have a previous formalized safety training plan which was necessary for the maintenance and operations trades. She said it took a full year for a formalized training plan to be completed and implemented. She read the safety purpose statement. She said the next departments that would have a formalized training plan completed were Food Service and Transportation. She said the plan laid out expectations for supervisors and employees and identified a Level 1, Level 2 and Level 3 safety risk regarding the work completed by staff. She said a Level 3 safety risk was a non-routine complex task that required multiple staff to complete. She said all of the online training available to the District through the Safe Schools site was laid out for each of the applicable job categories. She said supervisors and employees were currently in the process of completing the required training. Mr. Facer said the committee was helped tremendously by the expertise of the Simplot and Idaho Power representatives. He said a lot of the District’s safety protocols were being practiced but had not been formalized on paper. Ms. Vagner said Dr. Mortensen chaired the committee and would continue to that role as the committee finalized the process for Food Service and Transportation. She said the safety training mirrored the District’s policy review requirements but took time to implement. She reviewed the agenda for the legislative meeting. She said comments would be succinct and the administration would work through the topics quickly. She said the topics included a review of student achievement data, ICS and SBAC needs, the history of budget reductions, the history of textbook adoptions and cycle of renewal, State Superintendent Luna’s proposed public schools budget and finally a review of the District’s input for the legislative session. She said Mr. Smart would review the levels of understaffing and would explain that the District was using about \$1.5 million to cover operational expenses that would have otherwise been allocated to salaries if the District was not able to understaff. She said the administration would present the issue of Average Daily Attendance (ADA) versus Average Daily Membership (ADM). She said if the state planned to shift to ADM it would need to put new money into the allocation and if it did not put new money into the allocation Districts would be better off staying with ADA. Ms. Cranor asked about the difference between the two. Ms. Vagner said with Average Daily Membership, funding was based on enrollment rather than attendance and a student taking a sick day would not affect the District’s funding. She said with ADA the District would not be funded for a student that was out sick. She said the administration would also discuss the impact of ISEE on staff workloads. Ms. Gebhardt said there were many complaints across the state with ISEE. Ms. Vagner said the administration would discuss operational needs and cost increases and explain that Districts needed flexible operational funds to pay for cost increases. She said the administration was building a Supplemental Levy history to show the increase from about \$4 million to \$8.5 million over the last eight years. Ms. Cranor said the District would not be able to keep increasing the Supplemental Levy. Ms. Vagner said Dr. Howell would talk about the challenge of recruiting and retaining HQ staff. She said it was even difficult to recruit elementary teachers this year which was very unusual and if the state did not feed the salary schedule the District would continue to lose its ability to recruit and retain staff. She said if the state planned to shift from the current salary schedule to a career ladder, the ladder should be clearly outlined. She said Dr. Howell would also comment on the classified grievance process which had been discussed for quite a while. She said the administration would discuss professional development funding and the operational money. She said Mr. Devine would speak to the issue of students leaving the District to attend online charter schools and coming back after one year with one or two credits compared to fifteen credits. She said this was creating a need to provide intensive credit recovery options for those students. She said the alternative online charters were not producing successful students. She said finally Dr. Mortensen would speak to the level of readiness for Kindergarten students. She said the need for preschool funding had been discussed in the past but the administration was learning just how great the gap was that students were coming to Kindergarten with. Ms.

Cranor said funding for Kindergarten had been cut so much that she could not see making a case for preschool funding with restoring funding for Kindergarten.

Public Comment

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There was no public comment at the time of the meeting.

Adjourn:

Chair Gebhardt adjourned the Work Session at 3:41 p.m.

APPROVED ON:

17 December 2013
By:

Janie Gebhardt
Chair

MINUTES PREPARED BY:

[Signature]
Secretary, Board of Trustees

ATTESTED BY:

[Signature]
Clerk