

**MINUTES OF THE BOARD OF TRUSTEES  
SPECIAL MEETING/WORK SESSION  
Pocatello/Chubbuck School District No. 25  
Tuesday, March 11, 2014  
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 (Excused)  
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, March 11, 2014, 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 1:32 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. **Annual Overview of Technology Department**
3. **Elementary and Secondary Writing Assignments/Differentiated Compensation Update**
4. **Head Start Grant**
5. **Alameda Middle School Space Needs for 2014-15 and Teen Parent Day Care Program Assessment & Recommendation**
6. **Graduation Behavior Protocols**
7. **Reports:** *Legislative Report; Insurance & Budget Committee Reports; Wellness Dashboard Review; Premium Differential*
8. **Budget Development Timeline and Budget Preparation for 2014-15:** *Health Insurance; Enrollment Projections; Cost Increases; Balancing the Budget for FY2015*
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**

**Annual Overview of Technology Department**

Mr. Jolley introduced the Technology Department's team. He said the Education Center staff consisted of himself, the Network Administrator, Joel Burkman and the Application Specialists, David Warburton, Scott Currie, Eric Salce and Alex Brown. He said that team made up about 90% of the Help Desk. He said also housed at the Education Center was the Telephony/Programming Specialist, Keary Tonks and the Technology Training Specialists, Trent Merica and Cheryl Spall. He said Mr. Merica and Ms. Spall were unable to attend due to a Conference in Seattle and Mr. Tonks was out ill. He introduced the Computer Repair Supervisor, Alan Sudweeks and the Computer Repair Technicians, Dori Dunn, Travis Hopkins, Alfredo Enriquez-Najera, Stoney Burt, Paul Janney and Ana Cash. He said the two newest technicians were hired to help with the increased workload for equipment installation due to SBAC. He said the technology department managed more than 7000 PCs, 1200

iPads, 500 printers, 800 projectors and 250 Promethean Boards. He said the department also managed 200 network switches, 30 physical servers, 47 virtualized servers and hosted over 70 terabytes of storage space which was equivalent to more than 100,000 CDs. He said the District had 20 gbps fiber optics connecting the Technology Service Center backup at 10 gbps, three of the high schools with 2 gbps and all of the other schools with 1 gbps. He said the District had 200 mbps internet bandwidth and would have to be upgraded again to meet the ever increasing demands of “bring your own device”. He said 1 terabyte of data was transferred in and out of the District every day and over 5 terabytes of data internally. He said 85% of the emails received by the District’s server were spam. He said an estimated 250,000 emails were originated for internal and outgoing emails each month. He said the technology department staff managed, updated and provided technical support for more than 100 applications including Infinite Campus, Microsoft Office, Datawise, PLATO, Destiny, Moodle, Compass, Read 180 and many others. He said over the previous year the department was able to upgrade its internal network to faster speeds, install a generator and UPS system to provide an uninterruptable power source for the Data Center, install projectors in every classroom, completed the first phase of wireless network installation to enable schools to handle the implementation of BYOD and installed new PC labs at Highland High School and Irving Middle School. He said the department also rolled out new mobile labs at all schools with 32 laptops per mobile lab, started the process for installing audio systems in all classrooms and completed installation at the high schools. He said the audio systems included a pendent microphone for the teachers. He said the District started the transition to the Lync system which was completed at the District Office, Technology Service Center and Alameda Middle School. He said the department would begin completing the transition at the maintenance shop and all of the high schools in the spring and over the summer. He said in the future the department planned to complete audio system installation in the elementary and middle schools, increase the wireless access points in all schools, replace the elementary labs and teacher computers and replace the computers at Century High School and the Education Center. He said most of the computers were too old to use and would be recycled. He said elementary teacher computers would be used in middle school labs. He said included in the addendum were draft copies of the five year replacement schedules for computers and network switches. Ms. Vagner said Mr. Jolley was working with Mr. Smart, Mr. Reed and herself to lay out the full technology replacement schedule in order to stabilize resources for maintenance and technology as part of the CIP Committee’s recommendation. She said once the administration was able to see the scope of the necessary replacements it would be presented to the Board and incorporated with the District’s CIP Plan. Mr. Mattson asked what an uninterrupted power source was. Mr. Jolley said it was a backup battery that supplied power to the Data Center during a power outage for up to 45 minutes at which time a natural gas generator would automatically switch on to supply continuous power. He said the District’s phone system drew power from the network switches and if the power went out the District Office still needed to be able to operate the phone system. Ms. Cranor asked how BYOD worked. Mr. Jolley said the first phase of wireless access was complete and the technology department would continue adding density to the wireless access points which would allow students to connect to the internet with their own device without bogging down the network. He said students would only have access to the District’s applications. He said the District was working on an electronic device checkout system for students that did not have their own devices. He said the District already had many devices that students could be given access to. Ms. Vagner said Mr. Jolley had worked closely with the Instructional Directors to support the instructional programs. She said the scope of what the technology department maintained was vast and the District was grateful for the addition of two technology technicians. She said the District was also grateful for the level of customer service the technology staff maintained even under enormous pressure and stressful situations. Mr. Jolley said he was also very appreciative to have such a high performing team and a talented staff.

### **Elementary and Secondary Writing Assignments/Differentiated Compensation Update**

Ms. Vagner said Dr. Mortensen, Principal Alessi, Mr. Devine, Principal Wilkes and Assistant Principal Delonas would present the Elementary and Secondary Writing Assignment information and Mr. Smart would cover the differentiated compensation information. Dr. Mortensen said she appreciated Principal Alessi attending to represent the elementary schools. She said the focus had been on writing this year. She said it was a big shift to focus on writing in all content areas. She said tying compensation to performance on writing was really making teachers look at writing in a different light. She said Principal Alessi’s presentation was not specific to Syringa Elementary but was a general representation of what most of the elementary schools were seeing. Principal Alessi said she became principal in 2009 and language arts was identified as an area for growth and the staff received training from Christianne Lane on writing strategies and returned for a follow up training the next year. She said that was the start of the journey on the focus on writing. She said elementary staff in all schools completed writing and literacy training in the fall to begin the transition to the Common Core and to piece together how this would

work to replace work books. She said the staff at Syringa Elementary focused on writing and applying the professional development training it had received from Christianne Lane. She said the following year was the second year of the writing pilot which gave teachers the chance to do common prompts, meet with grade level teams and score to get consistent papers and rubrics. She said all of it was focused on transitioning to the Core Standards. She said this year teachers set goals in grade level teams and determined the writing sample for the fall. She said most of the teams chose goals that were aligned to unit plans in order to create cohesive instruction for the entire unit. She said the writing assignments included expository, descriptive, persuasive and narrative writing styles. She said some of the teams chose the same prompt for both the fall and winter depending on how the units aligned. She said the best part was reading the writing samples submitted by students. She read an example from a kindergarten student. She said it was amazing to see the amount of growth from the fall to the winter. She said the depth of the reports from second graders was impressive. She said grade level teams had an emphasis on writing posted in the hallways and teachers showed their students the kind of assignments that other students were completing which motivated students to do better. She said teachers were amazed at the depth of student thinking and the tools they were utilizing to articulate their thinking. She said a student being able to articulate his/her thinking was an important part of the transition to the Common Core. She said different grades were approaching the assignment in different ways. She said the staff at Syringa Elementary benefited from the professional development writing workshop. She said the students were so proud of their work. Dr. Mortensen said at the last cluster school meeting the emphasis was on writing and teams shared their samples and discussed strategies. She said in addition Zaner-Bloser was providing District-wide training and the administration had received such a great response that a third day of training was added. She said the secondary was also sending teachers to the training which was helping teachers as a whole understand the standards and what children were being asked to know and to do. She said the response spoke to the momentum that the administration was building with regard to the writing emphasis in the District. She said included in the packet was an analysis showing where the District began and where it was now. Ms. Cranor said she was impressed with what students were learning and how the students were able to articulate their thinking and draw conclusions. She said the teachers were doing a wonderful job and it was clear that the standard was much higher than it had ever been in the past. She said she loved reading the student writing samples posted in the hallways at the schools. She said students were making quick progress and had already improved so much. Ms. Gebhardt said the amount of increased vocabulary was extensive. Principal Alessi said students wrote their samples and then had to go through the revision stage which included corrections like capitalization, punctuation and spelling. She said most students said the revision stage was their least favorite part of writing but were getting better at it. Ms. Gebhardt said it was particularly hard because the English language can use one word in many different ways. Mr. Devine said the focus on writing had always been in English and then the District held writing professional development and had the administrators complete a book study on the Core Six. That highlighted the value of compare and contrast as you read, think and write. He said the secondary schools decided the 2<sup>nd</sup> trimester would be the best time to complete a writing assignment and would have students do the first one with no training and then would have them complete another writing assignment after being taught and would then compare the two writing samples. Principal Wilkes said students completed the prewrite assignment in the 2<sup>nd</sup> trimester and only 34% were proficient. She said teachers were really worried and wondered what they would do. She said the writing concept was not embraced by all teachers right away but the more teachers collaborated and identified strategies it really brought the school together and teachers were starting to tackle Common Core as a team. She thanked Mr. Devine for his leadership and for helping identify a common goal for teachers. She said after the second write the number of students' proficient had more than doubled and teachers were astounded at what they could accomplish in one trimester; to have such a profound effect on reading, writing, thinking and comprehension was amazing to them. She said the improvement was in all content areas like PE and math and not just English. She said her staff had been very vocal about student growth and how it had helped teachers and students in every department. She said even though the compare and contrast writing assignment was over, teachers were continuing to work on projects and collaborate. She said teachers were continuing to learn strategies by participating in professional development opportunities. She said teachers were giving students their writing samples back because they were so proud of the pre and post-write results. She said before students were given articles with the key points already highlighted for review and now students were getting those articles and having to identify the key points themselves and was really helping students in all areas. Ms. Delonas said their results also included 75 special education students. She said the special education students represented a significant portion of the school's population and they wanted to represent all students in their writing results. She said it was definitely an area to bolster but it had been transformative. She said a band teacher had come to her asking for help with incorporating the writing assignment but another teacher overheard and came into her office to offer her ideas and to volunteer to help. She said

without this assignment, two teachers from completely different content areas coming together and collaborating would have never happened. She said it was eye opening for teachers that had never had to include writing in their teaching to grapple with how they would get their students to write. She said watching the teachers come together to brainstorm strategies was amazing. She said the school's Common Core Coach had taken over Professional Development Mondays to discuss writing and teachers were taking initiative. She said initially there was a lot of push back and complaints but teachers were really starting to buy in and see the value. Principal Wilkes said the professional development provided by the District had really helped teachers learn a lot from each other. She said Irving's special education and DLP students were also included in the school's results. Mr. Devine said it was great to see teachers step up to become Idaho Core Standards facilitators for a very small stipend. Mr. Smart said the legislature allowed Districts to use 40% of the differentiated compensation money for professional development. He said the District was allocated \$850,000 for differentiated compensation and 60% of that would go directly to teachers and the other 40% would be used for professional development and most of that would be paid to teachers in the form of stipends. He said the District had about 700 FTE that were eligible to qualify for differentiated compensation. He said only school based staff were eligible. He said if everyone qualified teachers would receive around \$700. He said if school based classified staff were included, the payments would be around \$217 for classified and \$475 for certified. He said this year the District included provisions that any teachers who were absent for most of the year would not be eligible for differentiated compensation. He said there were currently 45 employees that would not be eligible for compensation due to the number of days absent. He said the administration determined that excessive leave amounted to anything beyond the teacher's personal and sick leave allotted for the year. Ms. Vagner said the next step would be to collect the final goal sheets from the schools and identify if teams met their goals. She said the District would then submit the goal statements to the state. She said the secondary schools completed their assignment in the 2<sup>nd</sup> trimester and elementary schools would wrap up in the 3<sup>rd</sup> trimester. Mr. Smart said differentiated compensation payments would be made in June after all the school's results were in. Ms. Cranor said it was great to see teachers buying into the importance of writing and to see how much it had helped students. Ms. Gebhardt said it appeared that there was more buy in this year because teachers were included in the process.

### **Head Start Grant**

Dr. Mortensen said Head Start was in the process of preparing the grant application which it did annually. She said included in the packet was a summary of the four parts that needed to be included in the grant. She said the administration documented progress toward goals and wrote new goals that the school was expected to accomplish in the coming year. She said the self-assessment that was included was very comprehensive. She said family services inclusive of parent communication were also evaluated. She said the final piece of the evaluation was relative to facility safety and transportation. She said the information included in the grant showed how the program was operating, how it met requirements and showed the requested funding for the following year. She said the administration recommended that the Board approve the submission of the grant at the Regular Board Meeting the following week. She said the Board would receive an electronic copy of the grant application prior to the April 1, 2014 submission deadline. She said after Head Start received approval from the Board to submit the grant and obtained the Board Chair's signature the grant process would be finalized and Head Start would be able to submit the grant. Ms. Gebhardt said the Head Start program removed transportation the year before as part of sequestration and asked if the administration was looking into reinstating transportation since the sequestered funds were being returned to programs. Ms. Cranor said when reading through the parent surveys the biggest complaint seemed to be the removal of transportation. Dr. Mortensen said in the directives from National Head Start organization it stated that anything that was cut due to sequestration should be given first consideration when restoring programs. She said it was up to the Policy Council to make a decision as to what it would do with the money. She said most parents communicated with the administration that they did not have a problem providing transportation for their students. Ms. Cranor said her understanding was that in the beginning parents were okay with it, but that the most recent survey results showed it was the most complained about area. Dr. Mortensen said she and Ms. Young had been documenting student absences and requesting to know the reason for the absence and transportation had not been a major deterrent. She said the Policy Council would review the absence data during the conversation regarding sequestered funds and would include parents in the process.

### **Alameda Middle School Space Needs for 2014-15 and Teen Parent Day Care Program Assessment & Recommendation**

Mr. Devine said Alameda Middle School was in need of more space which prompted the administration to look at the necessity of the day care program at the school and the level of usage. He said after an analysis of the program

was conducted it was decided that the program could be discontinued without a major impact to students and staff. He said the current resources used to run the day care program would be redirected while still meeting the needs of teen parents and providing the necessary space for the growing programs at Alameda Middle School. Mr. Vitale asked if teen parents would get help with finding another day care. Mr. Devine said yes. He said counseling and social work personnel would now become a resource for teen parents to secure help with day care and other resources available to them. He said the District would not be responsible for transportation but the staff member would help teen parents make arrangements for transportation. Ms. Cranor asked if the .33 position would be transferred to the New Horizon Center. Mr. Devine said yes. Ms. Cranor asked if the school already had a CRW. Mr. Devine said yes. Ms. Vagner said right now the counselor at New Horizon Center was performing the duties of a registrar and a secretary. She said if a part time registrar was added the counselor and secretary could pick up more of their own professional duties. She said the administration was looking at how to use the available resources more efficiently. Ms. Cranor asked what would happen to the playground equipment. Mr. Devine said the equipment would be reallocated to another PTE program.

### **Graduation Behavior Protocols**

Mr. Devine said included in the packet was a memorandum detailing the proposed graduation behavior protocols. He said after the many disruptions during the graduation ceremonies last year the administration determined it needed to look into what could be done to improve student and audience behavior during graduation. He said the principals met and discussed some strategies and identified the protocols outlined in the memorandum. He said the first strategy would be to meet with seniors and clearly outline and communicate expectations throughout the year. He said the relationship between the principal and students was crucial. He said there would be two staff members placed on either side of the students to monitor behavior during the event. He said letters would be mailed home communicating the expectations for students and their families. He said cameras would be installed on either side of the stage and diplomas would not be handed out at the time of the event which was a common practice in other School Districts. He said diplomas would be mailed to students pending a review of their behavior. Mr. Vitale asked what would happen if the students misbehaved. Ms. Vagner said by law students were only entitled to a transcript and not a diploma. Ms. Cranor said she was not sure that would be enough of a deterrent. She said she wondered if things got bad enough if the Board should walk out. Mr. Devine said the administration planned to stop graduation until order was restored if things got that bad. He said the District would also hire two police officers to monitor audience behavior and would escort any unruly participants out of the building. He said expectations would also be handed out to attendees as they arrived. He said food and drink would not be permitted during graduation and no concessions would be sold. He said ISU selling concessions during graduation was never discussed with the administration and last year was the first time it had occurred. He said it added to the unruly atmosphere. He said another strategy discussed was to shorten the event by reducing the number of musical presentations and speakers. He said the administration also considered reading the names faster and having two Board Members hand out the diploma covers. Mr. Vitale said he agreed with the proposed protocols and thought it was a good idea. Ms. Cranor said students needed to realize that graduation was a privilege and that disrespectful behavior did not need to be tolerated. Mr. Devine said it was take clear communication and reinforcement from the administration but he believed the protocols would work. Mr. Mattson asked if all of the teachers should be at graduation. Ms. Vagner said generally all of the teachers attend. She said they usually lined up in the back and shook the students' hands as they walked from the stage.

### **Reports: *Legislative Report; Insurance & Budget Committee Reports; Wellness Dashboard Review; Premium Differential***

Ms. Vagner said included in the addendum was the latest Capitol Notes. She said the legislature would conclude on March 21<sup>st</sup>. She said that legislation regarding further Business Personal Property tax exemptions would be reintroduced. She said the exemption would be raised from \$100,000 to \$250,000 which would result in the further loss of revenue for the state and would end up impacting governmental entities including School Districts. She said there was some controversy regarding the wireless funding for School Districts from the state for Districts that did not participate in the state directed wireless installation. She said Districts would receive \$21 per high school student to help pay for wireless installation regardless of what wireless service it chose. She said the state would continue to fund Schoolnet. She said the Albertson's grant would run out after this year but the state decided it would fund Districts for other systems as long as the program interfaced with ISEE. She said the District utilized Mileposts which did not interface with ISEE but Infinite Campus did interface with ISEE and could be used as a valid reporting system. Mr. Smart said the state continued to feed Schoolnet with digital content and teachers had access to those resources. Ms. Cranor asked if the District would get a significant

amount from the state. Ms. Vagner said the administration would receive a distribution list from the state. She said the IEN contract was addressed that day. She said the state was still working on the \$7.3 million to fund ENA through the end of June. She said the FCC could decide that there were irregularities with the state's awarding of the ENA contract and the state could be barred from receiving its e-Rate reimbursement. She said if that happened the state could have to repay \$13.3 million to the federal government. She said there was legislation that would change the teacher evaluation percentages and would allow children to provide input into their teacher's evaluation regarding performance. She said there was no restriction on the age of the student, so kindergarten teachers could conceivably be evaluated by kindergarteners. She said 15% of the evaluation would be based on the input, 25% on professional practice and 50% on growth. She said another bill granted organizations the ability to write off up to 50% on its state income tax for donations to private scholarship entities. She said there were two bill drafts dealing with student data protection. She said Senator Guthrie asked the administration what it thought of the bill. Ms. Vagner said the administration communicated that it did not have a problem with the bill prepared by Senator Goedde as it provided the same protection that was already required by federal law. She said a bill was being drafted by Dean Mortimer from the House Education Committee to form a committee that would review all of the questions on the SBAC test for sensitivity, bias and any social engineering. She said the review committee would consist of 30 members from six regions and would cost \$75,000 per year. She said the Classified Employee Grievance process passed. She said the Sunset bills passed the Senate Education Committee and were on the House floor. She said the proposed religious freedoms bill was dead. She said the bill requiring Districts to post fiscal audits was dead. She said the Leadership Premium bill was waiting for the Governor's signature. She said the bill regarding strategic planning and board training was on the Senate floor. She said the proposed bill for Safe and Drug Free Schools money was headed to Senate floor. She said Use It Or Lose it passed in the Senate Education Committee and was headed to the House floor. She said the Parents Rights bill passed through the House Education Committee and was headed to the Senate floor. She said the Hours of Instruction for Alternate Schools was headed to the House Education Committee the Payment Schedule passed the Senate Education Committee and was headed to the House floor. She said Class Size passed the Senate Education Committee and was headed to the House floor. Mr. Smart said employee participation on MyRegence.com was between 80-90%. He said MyRegence participation targets were shown at the top of the Wellness Dashboard Report. He said the District had reached the required target in order to get a 4% reduction on its premium renewal. He said the biometrics screening was another component and employees had until June to complete their biometric screening. He said the District already reported the participation information from the Health Fairs in January and February. He said the loss ratio was up for December which was not unusual. He said overall the District's loss ratio had remained low. He said dental and vision losses were slightly over the goal targets and could impact the renewal rate. He said the Wellness/Insurance Committee would meet the following Monday to discuss the direction of the Wellness Program for the District. He said employees that did not complete their wellness participation requirements last year were now required to pay a premium differential of \$35 per month. He said those funds were being deposited into a Premium Differential Fund account and would be used to fund the Wellness Program. He said the bill from Portneuf Medical Center for the blood draws during the Health Fair would also be paid for out of that fund. He said the District's Cafeteria Plan deposit was \$8,400 and any money that was not spent by employees was returned to the District. He said that money would also be used to fund the Wellness Program. Ms. Cranor asked what the target levels meant. Mr. Smart said the first level required 75% of employees to participate which would earn a 1% reduction on the District's insurance premium reduction, he said the next level required 80% for a 2% reduction, then 85% for a 3% reduction and finally 90% in order to reach the highest level of 4% insurance premium reduction. He said the target levels applied to MyRegence.com participation, General Health Assessment (GHA) completion, completion of an online 6-week program and proof of an annual biometric screening. He said the District would only receive an insurance premium reduction on the lowest level of participation, so even if three of those targets were at the 4% reduction level and one of the targets was at the 1% reduction level, the District would only receive a 1% reduction on its insurance premium renewal. He said that was why it was critical for employees to participate in all of the target areas. He said the Budget Committee would begin its work later in the month and would wrap up in May.

**Budget Development Timeline and Budget Preparation for 2014-15: Health Insurance; Enrollment Projections; Cost Increases; Balancing the Budget for FY2015**

Mr. Smart said the administration learned last week that the state put 1% into the base salary for new teachers. Ms. Cranor asked if the state made any changes to the amount for ADA. Mr. Smart said the state did not make any changes to ADA funding but did increase the discretionary funding by \$2,200 per unit which amounted to another \$1.4 million for the District. He said the state also allocated money for technology and professional

development. He said one time money was allocated for curriculum and content which could be used to purchase e-books or textbooks. He said the District would get about \$160,000 and was still behind by \$1 million in textbook adoptions. He said the state would provide Districts with the distribution list at the end of the month. Ms. Cranor said she read in the paper that the state did not fund school safety. Ms. Vagner said the state was allocating funds for Safe and Drug Free Schools. Mr. Smart said it had been about 3 or 4 years since the state had allocated any money for Safe and Drug Free Schools. He said the administration would attend the Post Legislative Tour on April 3<sup>rd</sup>. Ms. Vagner said included in the packet were the elementary and secondary enrollment projections. She said the administration was hoping it would not have to make any staffing reductions this year but the District was not in a restoration mode. She said the secondary would need an additional 3 FTE to handle the increase in enrollment for next year. She said the elementary would be staff neutral next year. She said the Board would receive a staffing timeline in its March Regular Board packet. She said the administration was anticipating issuing contracts in May. Mr. Smart said the biggest unknown each year was kindergarten enrollment. He said his projections reflected a flat enrollment increase overall. He said the District would probably end up staff neutral overall. He said the budget timeline was included in the packet. He said the administration had to have a complete budget put together before the Budget Hearing in June. He said the preparation of the budget would be discussed at every Board Meeting leading up to the Hearing. He said patrons would also have the opportunity to provide any input relative to the budget during the Board Meetings. He said contracts had to be issued by June 15<sup>th</sup>. He said it would be nice for Principals to be able to deliver final contracts to staff before they left for the summer. He said it was the first time in a long time that the District would be able to issue contracts before teachers left for the summer.

**Public Comment**

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

**Adjourn:**

Chair Gebhardt adjourned the Special Meeting/Work Session at 3:15 p.m.

**APPROVED ON:**

15 April 2014  
By:

Janie Gebhardt  
Chair

**MINUTES PREPARED BY:**

[Signature]  
Secretary, Board of Trustees

**ATTESTED BY:**

[Signature]  
Clerk