



**Minutes from the Regular Meeting of the Board of Directors
Monday, April 22, 2019**

The Board of Directors held a Regular Board Meeting on Monday, April 22, 2019. The meeting began at 6 pm and was held at Northwood Middle School. Directors Green, Burchard, Olson, Denholm and Wylder were present. Also attending were Superintendent Tom Rockefeller and Assistant Superintendents Ralph Thayer, Wayne Leonard, Kevin Peterson, Heather Havens and Jared Hoadley.

I. Approval of Agenda

Director Wylder made a motion to approve the agenda, as amended (first reading of Policy/Procedure 6113 revision was changed from action to non-action). Director Burchard seconded the motion. The motion carried unanimously.

II. Approval of Minutes

Director Olson made a motion to approve the minutes of the Regular Board Meeting of April 8, 2019, and Special Board Meetings of April 9, 2019 (two meetings), April 10, 2019 (two meetings), April 11, 2019 (two meetings), April 12, 2019, and April 17, 2019, as presented. Director Burchard seconded the motion. The motion carried unanimously.

III. Remarks for the Good of the Schools

In preparation for the Public Comment portion of the board meeting, where the board will hear input from the community on the Modified Education Program that was shared at the April 17, 2019, Special Board Meeting, Director Green read a prepared statement that included:

- A request that all who speak avoid personal attacks and be respectful.
- Acknowledgement that budget reductions are difficult - not a situation anyone wants.
- A request that the community work together to come up with solutions.
- Acknowledgement by the Board that they approved pay raises knowing they were not sustainable without legislative changes. However, responsibility for the current budget situation also rests with union groups who pressed for wage increases and the state legislature who elected to forgo establishing regional teacher salary schedules at the same time they changed the funding formula for public schools.
- Ground Rules for Public Comments: 3-4 minutes in length. Public Comment portion of the board meeting will end at 9:30 pm.

IV. Continuing Business - none

V. New Business

A. Consent Agendas A & B

Director Denholm made a motion to approve Consent Agenda A, as presented. Director Wylder seconded the motion. The motion carried unanimously.

Director Burchard made a motion to approve Consent Agenda B, as presented. Director Denholm seconded the motion. The motion carried. Director Olson abstained from the vote.

B. Superintendent Contract Approval

Director Green introduced Shawn Woodward who was unanimously selected by the Board on April 12, 2019, pending contract negotiations, to be the new Mead School District superintendent. Mr. Woodward, who has served as Lake Pend Oreille Superintendent for the past seven years, will replace Tom Rockefeller who is retiring.

Director Green reported the board and Mr. Woodward have come to terms on a mutually acceptable three-year contract.

Director Olson made a motion to approve the presented Superintendent Contract (July 1, 2019 - June 30, 2022) between the Mead School District and Shawn Woodward. Director Denholm seconded the motion. The motion carried unanimously.

**C. Resolution 19-7
Budget Extension General Fund**

Business Services Assistant Superintendent Wayne Leonard presented Resolution 19-7, Budget Extension General Fund, for board consideration. State law requires that fiscal year budgets be adopted by August 31st. Extensions (increases) to the appropriation level also requires board approval. The adoption of Resolution 19-7 will increase the appropriation level, or spending limit, for the General Fund by \$8,085,000. This is necessary due to increased student enrollment and the impact of bargaining. Adoption of this resolution will increase the budget appropriation in the General Fund to \$140,474,422.

Director Burchard made a motion to adopt Resolution 19-7, Budget Extension General Fund, as presented. Director Olson seconded the motion. The motion carried unanimously.

**D. Student Travel Proposal
Mt. Spokane ProStart Nationals**

CTE Executive Director Doug Edmonson presented for board consideration a request for six Mt. Spokane ProStart students, their advisor Joanie Pringle-Jones and two chef mentors to travel to Washington, D.C., May 5-11, 2019, to participate in ProStart Nationals. Students qualified for this national competition by placing first in the Washington State ProStart Competition.

A recent fundraising event generated sufficient funds to cover the entire cost of the trip.

Director Denholm made a motion to approve the Mt. Spokane ProStart request to travel to Washington, D.C., May 5-11, 2019, to participate in ProStart Nationals, as presented. Director Wylder seconded the motion. The motion carried unanimously.

**E. First Reading Policy & Procedure 6113 Revision
Use of School Facilities**

Facilities & Planning Executive Director Ned Wendle presented for first reading consideration a revision to Policy & Procedure 6113, Use of School Facilities. The presented draft policy condenses the identified facility use groups from five to four. The presented draft procedure references a new online Facility Use Application, adds a new \$5 non-refundable registration fee and addresses the use of district athletic equipment.

While not a part of the proposed policy/procedure revision, the board was also provided with a proposed 2019-2020 Facility Use Fee Schedule and two spreadsheets. The first compares current Mead School District fees with neighboring school districts and the second compares proposed fees with the same neighboring school districts.

This was the first-reading of a policy/procedure revision. No action was taken.

VI. Reports

A. Financial Report for the month of March 2019

Business Services Assistant Superintendent Wayne Leonard presented a brief financial report for the month of March 2019. April enrollment is up 14.5 FTE from March and the district's cash balance at the end of the 2018/19 fiscal year is predicted to be down \$3 million from last year.

B. Superintendent's Report & Discussion Items

Superintendent Rockefeller had nothing to report.

VII. Public Comments - Modified Education Program

Public Comments on the proposed Modified Education Program to address a projected \$12 million budget short fall began at 6:30 pm. Forty-three individuals spoke. A list of speakers and a brief summary of their remarks is attached.

VIII. Executive Session

At 9:30 pm Director Green called for an Executive Session of approximately 30 minutes for the purpose of reviewing the performance of a public employee.

At 10 pm Director Green returned the meeting to Open Session. No other business was discussed and no action was taken.

IX. Adjourn

The meeting was immediately adjourned at 10 pm.

President

Secretary

#1 - Brandon Martin (student) – His story . . . RA has changed his outlook on the world. 7th grade started questioning why he was in school . . . no idea what he wanted to do. Went to RA exhibition in 8th grade. They wanted to show off what they learned. RA was at first different to him . . . but he caught on quickly. Teacher (John Marshall) fostered his interest in photography and he started a small business. 2.8 GPA to 3.5 GPA . . . grades kept getting better. He wants to learn because of RA.

#2 – Devan Smith (student) – Also RA student. Did not know how to manage his time. He now takes responsibility. He is now more responsible and his GPA has improved. 3D modeling, arts, goes to drama at Mt. Spokane. He has found a nice community at RA.

#3 - Dylan Schuler (student) – 70% at Mead High School. Advocating for two high school counselors and 8 elementary social workers. He read his remarks. He is a Spokane Scholars winner and he will be attending Stanford next year. Counselors greatest asset.

#4 – Tricia Kannberg (parent) – Reading her daughter prepared statement. Maddie Kannberg (she is unable to attend April 22 or April 24). She wants others to experience the same things she has. Maddie can't learn from a text book. They build rockets, build furniture, etc. On her own behalf – she is a principal in a neighboring district and understands the budget situation. Feels they are pitting programs against programs . . . unfortunate. They will hear great stories from many. Doesn't want the board to pick one program over another.

#5 – Shams Khalid (student) – ELL program advocate. She and her sisters came with little English. Teachers have been important to help them transition. She could not converse like she does if it were not for the ELL teacher support she has received. She has taken SAT and has submitted college applications . . . she has been accepted to University of Washington.

#6 – Krystal (SFCC nursing student) – Her parents went to M.E.A.D. in the 1990s – they were problem children. In the fall of 1998, mother was pregnant. If M.E.A.D. were not an option she would have had to drop out of high school. Mother could continue going to school because of M.E.A.D. Graduated on a Friday and had Krystal on the next Tuesday. She finished at the top of her class from Mt. Spokane a few years ago. Please don't close M.E.A.D.

#7 – Lillian Penfield (student) – Mead High School student. Concerned about new (provisional) teachers who have had an impact on her. She also advocated for RA and the learning style offered there. She additionally advocated for M.E.A.D. & ELL program. She also advocates for ASB activities – Leadership Camp. Advocates for all the extra opportunities at Mead. Also counselors . . . Melanie Fender & Colleen Thornton.

8 – Christopher Phelps (student) – freshman RA. School was not fun – he thought it was boring. He wakes up and is excited to go to school every day. He would hate to see RA go away.

#9 – Taylor Farr (student) – RA student (10th grade). He is autistic. He can't learn the regular way. He can't take regular tests. He has been special ed all of his life. He went to Evergreen.

Barely made it through Northwood. He can't learn how most people do. He is now running his own lawn care business. Without RA he feels he will have to drop out of school. RA makes a difference in the lives of kids.

#10 – Debbie Wiechert (social worker @ Meadow Ridge) – representing all eight social workers. Advocating for the kids they serve. Tells personal stories of the students they help . . . heavy situations and less impactful but still stressful situations (divorce, anxiety). She and all social workers could go on and on about the ways they help students. Asking that the board protect the most vulnerable of students . She is disheartened that the district is considering cutting social workers. Social workers have the professional qualifications to help students and mitigate trauma.

#11 – Bruce Olgard & Craig Taylor – M.E.A.D. principal. Overall cost to the district. Consider lives of students and their parents. Many of these students have lost hope. This is a safety net for them. Online classes will isolate these students. This will close a safety valve. He runs into past students who tell him that they would not have survived without M.E.A.D. Craig Taylor – alternative program counselor & worked at M.E.A.D. Teachers help move kids to graduation. Shared the story of a student that the M.E.A.D. program saved her life.

#12 – Karina Berven – Greg Conley – M.E.A.D. teachers who are advocating for all M.E.A.D. students. Many students have major health issues. Also they help pregnant students. Many students with full-time jobs that support their entire families go to M.E.A.D. because of the flexible schedule the school can provide. Greg – Trauma situations. Shared the story of a student and her tragic situation. This student cannot attend school five days a week, six periods a day. She needs the alternative learning environment M.E.A.D. offers. By the numbers they know they do not see the number of students they would see in a traditional high school . . . Read “why” statement about positioning all students for success now and in the future.

#13 – Andy & Susie Buell (parents) – three teenage boys. Third child started in preschool because of drug addiction. Educational Specialist helped this child be successful. Tells the story of how she (Jodie Ash) has helped him and been a part of his life for his entire time in school. Cuts indicate that if your child needs special services it will be hard to succeed at Mead. Andy, student taught, coached and served on a committee. Look at what should be cut at the upper end.

#14 – RA Staff (Regan Drew & John Marshall) – They are proud of the roles of their students. She is a life-long Mead resident . . . went to school here, and now lives and raises her children here. She moved back 10 years ago . . . RA she was a founding member. At RA they like to think about problems . . . they solve real world problems. RA is vital . . . Visitors come and always ask how have you done this as a public school? They are proud of what they and their kids have done. John Marshall . . . has kids all stand who are in the audience. He talks about the impact others have had on him in the Mead School District. He then shares the accomplishments of their students, the places they have been invited to speak and the grant monies they have received. They have 90 students apply for 40 spots. Proud of how they work with the Mead

community at large. They feel they have something to offer to other teachers in the district. Read a letter about the unique opportunities RA offers from a former student.

#15 - Matt Green – (math teacher @ RA) – Read a letter from a person (WSU team) who has done survey work with RA students.

#16 – Alisa May (intermediate resource room teacher at Evergreen) – Speaking on behalf of Ed Specs. Mead's first line of defense against formal complaints. Talks about why she left Spokane to come to Mead . . . in Spokane each Special Ed teachers is working two full time jobs and not doing either one of them well. Concern that kids won't make adequate progress if teachers are not in position to teach and must do compliance work.

#17 – Zoe (junior at M.E.A.D.) – has gone there for a little over a year. Tells her story from being at Shadle. She didn't just find a place to learn but a place to grow. Please keep M.E.A.D.

#18 – Emily (MEAD) student – has social anxiety. She got bored in class before coming to M.E.A.D. M.E.A.D. has made her the person she is today. She is thankful for the opportunities M.E.A.D. has afforded. M.E.A.D. hits every point of the district's WHY statement.

#19 – Salem & Her Mom – Salem has a profound disability. She calls up Salem's para ed Shelia. . . not in the audience . . . "probably at a job interview." Without Shelia (para) Salem's world gets smaller and smaller. They want to appeal to the board to preserve para ed positions.

#20 – Noah Prosser (RA student) – Shares his thoughts on why the district should keep RA open. STEM careers . . . Quotes Barack Obama. Shares the importance of science. RA 100% graduation rate. School structure is very friendly to students . . . especially when it comes to self-time management. Students produce professional quality work. He enjoys going to school and feels challenged. Promotes options . . . asks that they do whatever they can to keep RA open.

#21 – Carrie Dinwoodie (nurse) – Certificated school nurse. Thanks for support. Statement on behalf of all nurses . . . also on behalf of all students. 952 health care plans for life threatening conditions. 42 medically complex students. Cannot have health care plans without nurses . . . just like you cannot have students without teachers. School nurses keep students in school.

#22 – Christopher Lopes (community member) – Advocates for RA. Talks about the many things he sees that RA does for students. Works in IT industry.

#23 – Trish Henry (District Librarian) – Requests cutting hours rather than cutting positions. Libraries throughout the district now have consistency from school to school. She is one librarian for all secondary schools. Paras help with bar coding text books. She personally provides support for a variety of areas. She detailed the things that will be lost.

#24 – Lily Marshall (RA graduate in 2018) – Talks about the opportunities she had at RA and the upcoming opportunities for RA students.

#25 – Toby Doolittle (MEA President) – Thanks the board for their willingness to hear everyone. He believes the district is a little ahead of themselves. He went over those . . . lots of things that will have a direct impact. Encourages folks to contact their state legislatures. Strong disconnect . . . cuts outlined disproportionately impact most vulnerable students. Administrative cuts are essentially non-existent. He is very disappointed that admin is not impacted. Compares student growth percentages with increases in administrators. Talks about the great things his members do. To not see equity in cuts is disappointing . . . he wants the district to go back and show equity in cuts.

#26 – Taylor Wilson (graduate student at WSU) – speaking in support of Social Workers. Talks very positively about her experience in Mead. Counselors go above and beyond. Kirsten (Brentwood) goes above and beyond. She is grateful for her experience and points out the great work they do. She strongly advocates for them.

#27 – Jodie Ash (Ed Specialist) – She tells a story about bullying and a student with Downs Syndrome and a student who stood up for her. Really the story is about Jody. Jody stands in the gap for the underdog . . . she won't take no for an answer. She believes budget cuts are discriminatory. She finds it disturbing . . . if you are not disturbed you are not paying attention. 20% are impacted cuts. \$12.2 . . . 81% are being placed on the backs of 20% of most vulnerable students. Problematic from a civil rights point of view. **Theme** – "If you are not disturbed you are not paying attention." Brings the story back around to the little girl who has grown up and now stands in the gap . . . She is an educator, advocate, voice and a bridge . . .

#28 – Dr. Keri Swan (professional of counseling) – speaking as an advocate for social workers. She places candidates with our school counselors. She believes they are some of the best.

#29 – Teresa Hunkey (parent – mother sophomore at RA) – She advocates for RA. Daughter talks about how she is proud of herself. Shares all of the things her daughter now volunteers for at Regal Elementary and at Farwell Elementary. Daughter has blossomed because of RA . . . gives all of the credit to the RA teachers. She guarantees if her daughter was still at Mt. S she would not graduate and may not be alive.

#30 – Pedro Tomazzelli (graduate Mead High 2015) Whitworth student (he will be student teaching at Mead High as part of MIT program- Advocates for ELL students. Benefits . . . taught English but also social skills . . . assimilation.

#31 – Pete Arthur (former M.E.A.D. teacher) – 35 year educator in the Mead School District. Founding teacher for M.E.A.D. and principal at M.E.A.D. 30 years ago given the okay to study an alternative high school (from Bill Mester). Wonders why a program focused on differentiation would be considered for cuts? For many M.E.A.D. students it often just comes down to size. He is still thanked for helping students who might not otherwise have had opportunities.

#32 – Heather Thoburn (School Psychologists) – advocating for Educational Specialists. Parent communication suffers when educators are stretched too thin. School Psychologists could not do their job, because of caseload, without Ed Specs. Ed Specs are critical in making sure the district retains its excellent audit ratings.

#33 – Michelle Benavides (parent) - She has a profoundly deaf child who attends Northwood. She has fought for her child all of her life. She tells the story of her son. Talks about people in power . . . she expects them to be the experts . . . she does not understand how people in power can be ignorant. Administrators become detached and forget what it is like to be in the classroom. She filed a Citizen Complaint . . . OSPI found for her on every count. She then bought a house in Mead . . . he was at Prairie View . . . She believes it is because of the above and beyond services that Mead provides that she has had an excellent experience. She brags about Mead to special needs families. She is scared to death about what is going to happen to all of these students. Her son wondered about stuttering . . . she believes the board shows these students don't matter because the budget cuts are targeted at special ed.

#34 – Tina Elliott (representing Ed Specs) – Mead established this position over 40 years ago. Talked about what Mead gets from Ed Specs and what students get from Ed Specs. Outlines the work that Ed Specs do. They attend every IEP meeting in the entire district. In other districts principals attend these meetings if they are able to. She provided what she considers to be a highlight of what Ed Specs do. They consider themselves to be a bargain.

#35 – Parent – advocate for M.E.A.D. Tells the story of her son Dakota (brother passed away from cancer at age 8). Perfect attendance at M.E.A.D. . . . he needed the environment of M.E.A.D. She is concerned that another student may not find the same benefits Dakota did at M.E.A.D. Cannot put a price on the value of hope. Every child at M.E.A.D. has an untold story. Asks that the board please consider the impact of not having M.E.A.D.

#36 – Jennifer Jamison (Mt. Spokane teacher) – Impact most vulnerable students. Mead has always had a reputation of educating all. Questions from students for the board to consider: Why most vulnerable? Why so many assistant superintendents? Why no cuts at DO? Why not equal across the district?

#37 – Kerry Boman (mother of four boys) – RA parent. Tells the story of son and how traditional schools do not meet his learning style. Looking for a good educational fit. They could have chosen anywhere in the country. They chose Mead . . . they have family here. Her son enjoys going to RA every day . . . she is concerned for her son if RA is cut. Imperative alternative education is not taken away. Risk losing kids if we try to move them back into a traditional setting.

#38 – Jennifer Goodwin – MEAD graduate. She was able to make up credits and graduate on time. Highly individualized approach. She shares the cohort model . . . coaching and mentoring. 64% of school districts have an alternative model. To erase that in the Mead School District

would be a shame. She shares her story of success . . . high school graduate, college graduate and hopes to go to law school. She asks that the district take a harder look at their budget to see where else they can cut.

#39 – Valerie Edwards (works in real estate & is a mom) – Mead is the only school district where the name of the district is critical to the listing. Her son is 11 – 6th grade at Farwell. Insulin dependent. They are in Mead because every school has a nurse. They want to make sure schools are doing everything they can do to help students. She acknowledging budgeting is difficult.

#40 – Antonette Barker – She would not be here if it were not for M.E.A.D. Important not to cut such a great program. She is the student who fell through the cracks. She considers M.E.A.D. family. Read the definition of family. Whole student approach. She believes the district should look at expanding the program.

#41 – RA Parent (Pat Bergstrom) – At risk . . . We often look to cut programs that are considered “prevention.” Really not a cost savings because of the long-term costs. Talks about life-long friends and the RA community. RA and the “can do” attitude. No bullying at RA. She feels RA is her family. Urges as a taxpayer to look at the budget and fight for these kids. Board needs to stand up and say these kids matter.

#42 – RA Parent (Adel Nemen) – grew up in communism. She was a number. She advocates for students who do not fit in a box. She does not want students to get lost and just become a number. She believes once something is closed it is hard to bring it back.

#43 – Anna Bennet (PV parent) – They have a type I diabetic child at PV. Concern that the district will cut the nurse who takes care of Jacob. She tells the story of her son – 17 months diagnosed. She educates the board regarding diabetes and how it impacts students. Shares how the nurse is trained to see things that a device cannot communicate. Nurses receive ongoing education about new technologies. When her son was diagnosed she did not think he would be able to go to school. Nurse is critical for her son to attend school.