



**Minutes from the Regular Meeting of the Board of Directors
Monday, November 8, 2021**

The Board of Directors held a Regular Board Meeting on Monday, November 8, 2021. The meeting began at 6 pm and was held at District Office. The meeting was also available via a Zoom webinar link with login information posted on the Mead School District website. Directors Denholm, Olson, Cannon and Green were present. Director Burchard was excused. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley. Director Denholm asked all in attendance to please wear a mask in compliance with the current state mandate.

I. Approval of Agenda

Director Olson made a motion to approve the meeting agenda, as presented. Director Green seconded the motion. The motion carried unanimously.

II. Approval of Minutes

Director Olson made a motion to approve the minutes of the October 25, 2021, Regular Board Meeting, as presented. Director Cannon seconded the motion. The motion carried unanimously.

III. Remarks for the Good of the Schools

Prior to opening the floor for remarks, Director Denholm reminded that remarks should be limited to 3-5 minutes in length.

Director Olson positively commented on the Northwood Veteran's Day Video featuring three retired veterans. He thanked principal Troy Hughes and teacher Tina Edinger for their work on the video noting, in particular, the positive message focused on honesty and integrity.

Director Olson additionally offered congratulations to the Mead High School Cross-Country Team (girls) on placing 1st at the State Cross-Country Meet in the 3A classification and, regarding volleyball, noted both Mt. Spokane and Mead High have advanced in 3A post-season competition and will play each other on Saturday, November 13th, 3 pm at Lewis & Clark High School.

Director Denholm offered his congratulations to the many fall sport athletic teams from both Mead High and Mt. Spokane who earned WIAA academic honors.

CTE Director Doug Edmonson shared the district, at Mead High School on Wednesday evening (November 10th), will host a Trades Night from 5-8 pm. There will be 42 trades groups represented at the event providing students and parents with the opportunity to learn about a variety of trades-related jobs.

IV. Continuing Business - none

V. New Business

A. Consent Agenda

Director Green made a motion to approve the Consent Agenda, as presented. Director Cannon seconded the motion. The motion carried unanimously.

**B. 1st Reading Policy & Procedure 3225 Adoption
School-Based Threat Assessment**

Student & Family Services Director Josh Westermann presented the adoption of Policy/Procedure 3225, School-Based Threat Assessment, for board consideration. This policy/procedure, which would be a new policy/procedure, formalizes the district's current practice regarding school-based threat assessment. WSSDA Sample Policy 3225 and Sample Procedure 3225 are the templates for the presented drafts.

The district uses the Salem-Keizer threat assessment system that, as set forth in the presented policy/procedure, includes partnering with community agencies to evaluate threats. Threat assessment teams must be multidisciplinary and multiagency and, if a potential threat involves a special education student, the team must include a special education staff member.

The procedure provides definitions for the following: school-based threat assessment, school-based threat management, threat, low risk threat, moderate risk threat, high risk threat and imminent threat. It additionally includes the six principles that form the foundation of the threat assessment process, as well as a section on identifying and reporting threats.

There is no financial or staffing impact associated with the presented draft policy/procedure.

In response to a question from Director Green, Mr. Westermann reported that, while the district has had a Threat Assessment Team in place for several years, the board has never formally adopted a threat assessment policy/procedure. Adoption of the presented policy/procedure would formalize the district's current practice regarding school-based threat assessment.

No first reading changes were recommended. Director Cannon recommended the policy/procedure adoption be brought back for second reading as a non-action item to give himself and others, including Director Burchard who was not in attendance, the opportunity for further review before taking a formal vote on the policy/procedure adoption.

This was a non-action item.

C. Highly Capable Program Grant Renewal Authorization

Robin Placzek (Learning & Teaching Assistant Director) presented the annual Highly Capable Program Grant renewal authorization for board consideration. This state funded grant supports program options for students who perform, or show the potential to perform, at a remarkably high level when compared to students of similar experience or environment. Submission of the request to continue receiving grant funds requires school board authorization.

The amount of funding anticipated from the grant for 2021-2022 is the same as in 2020-2021 . . . approximately \$300,000. Grant funds cover costs related to the daily provision of appropriate instructional support for students with the highly capable designation. Besides instructional resources within the district's MTSS framework, the grant covers the cost of professional development for general education staff so that identified students are receiving support as part of their daily school experience. This year these funds will also support costs associated with establishing a designated HiCap lead at each district elementary school. Ms. Placzek shared another use of grant funds will be supporting development of Mead's Full-Time Gifted Program, which will begin in the 2022-2023 school year.

Director Olson made a motion to authorize submission of the Highly Capable Program Grant renewal paperwork for the 2021-2022 school year. Director Cannon seconded the motion. The motion carried unanimously.

VI. Reports

A. Highly Capable Program Report

Elementary Education Director Rob Haugen shared information on Highly Capable and Gifted Education in the Mead School District, including a planned program change starting in 2022-2023 at the K-5 level. Report highlights included the following:

- What is required by law?
 - Washington's Highly Capable Program is a component of the state's basic education program. As such, each school district in the state must define and provide, five days a week, an educational program for Highly Capable students.
 - A Highly Capable Program must comply with specific program-related provisions that, integrated as a whole across the K-12 continuum, will deliver a comprehensive and equitable education for Highly Capable students.
- Tiered Support
 - The Mead School District provides a continuum of support to all students including those who are identified as Highly Capable.
- Planned K-5 Program Revisions (2022-2023)
 - Currently instructional supports for K-5 Highly Capable students are available primarily in the general education classroom setting.
 - Starting in the 2022-2023 school year, using the program offered in the Peninsula School District as a framework, Mead will expand its K-5 Highly Capable Program to include two (grades 2-3 & grades 4-5) full-time Highly Capable classrooms. This program expansion will be housed at Farwell Elementary.
- Why expand now?
 - Aligns with Mead School District Strategic Priorities & Target Objectives. Specifically ensuring academic success and high levels of learning for ALL students by developing innovative choice programs, and ensuring appropriate Multi-Tiered Systems of Support (MTSS) are in place for both behavior and academics.
 - Helps ensure educational equity (MSD Policy 3212) for Highly Capable students that is high quality and relevant.
- What will it look like?
 - Kindergarten-Grade 1: Students in Kindergarten and 1st grade will receive differentiation and critical thinking opportunities in their classrooms and as part of their school's respective MTSS structure.
 - Grades 2-5 Highly Capable Support: Students demonstrating highly capable aptitudes in at least one area will be served in their neighborhood school with support through its MTSS structure. Each student will have an Individualized Learning Plan (ILP). Support will be targeted and may include cluster grouping, WIN time, differentiation and extracurricular activities.
 - Grades 2-5 Full-Time Gifted Education: Students demonstrating outstanding aptitude or competence in multiple areas will be identified through a process that includes a Multi-Disciplinary Team (MDT). Two full-time classes, grades 2/3 and 4/5, will be located at Farwell Elementary School. Transportation will be provided.
- Fiscal Impact (Offset by \$300,000 annual Highly Capable Grant)
 - Certificated staff for two full-time classes (up to \$280,000).
 - School-based Highly Capable Liaison at each elementary site (stipend position) to assist with the facilitation/advocacy of highly capable support and professional learning for classroom teachers. (\$20,000 . . . \$2,000 at ten elementary schools).
 - Curriculum to support full-time classrooms and provide additional materials for Highly Capable support in general education classrooms. (Amount TBD.)
 - Transportation costs will be dependent upon existing elementary shuttles. Housing the full-time program at Farwell, which is centrally located, will help with the cost of transportation.

Responding to questions from the board, Mr. Haugen assured the full-time program is open to all district students. Each year there is an open window for students to be nominated for assessment to determine highly capable designation in one or more domain. Staff and/or parents can nominate students. The district's Multi-Disciplinary Team, looking at multiple measures and using a fair selection process, will make the final determination on which students are appropriate for the full-time elementary program.

B. 2020-2021 Year-End Financial Report

Chief Financial Officer Heather Ellingson presented a year-end financial report for the 2020-2021 school year. It typically takes 6-8 weeks for the district to close the books and finalize reporting after the end of the year. The district uses a modified accrual accounting method, which means the district initially records revenue and expenditures based on when cash is received throughout the year. This is adjusted after year end to accurately reflect the activity of the fiscal year.

First noting it was a very unpredictable year from a financial standpoint because of COVID, Ms. Ellingson reviewed enrollment, revenue, expenditures and ending fund balance for the General Fund for 2020-2021.

- **Enrollment** - The initial budget estimated enrollment at 10,574. This was revised to 10,127, which was representative of where the year ended . . . a decrease of approximately 450 students from the initial projection.
- **Revenue** - Original revenue estimates were based on initial enrollment projections. The decline in enrollment resulted in a loss in state apportionment funding. This was offset by ESSER funding, state enrollment stabilization funding and transportation stabilization funding. The district ended the year with actual revenue of \$147.5 million.
- **Expenses** - Opening in the fall of 2020 for in-person instruction, and the social distancing requirements associated with this instructional model, resulted in the need for additional staff. PPE was required and additional cleaning protocols were established to reduce the spread of COVID. Technology was purchased to allow for 1:1 devices for all students. These additional COVID related expenses necessitated a budget revision from \$141.5 million to \$145.5 million. The actual amount spent was \$144.3 million. Of the \$13.6 million ESSER/CARES funding received the district has claimed \$11.9 million. The remaining \$1.5 million will primarily be used to provide learning recovery activities in the 2021-22 school year.
- **Ending Fund Balance** - Thanks to additional COVID related funding the district ended the year with a net increase to its fund balance of \$3.2 million. Total ending fund balance is \$15.0 million (10.63% of budgeted expenditures). This is just inside the Board adopted goal of 10-15% for total fund balance and slightly low when looking at the Committed, Assigned and Unassigned portions (CAU). The Board goal for CAU is 8.33% (1/12). The current district CAU is 7.8%.

Ms. Ellingson also briefly reviewed the ending balances for the ASB, Debt Service, Transportation Vehicle and Capital Projects funds. The district's 2020-2021 ending financial report will be available on the OSPI website in the next couple of weeks and the annual audit performed by the State Auditor's Office will take place sometime this winter.

C. September 2021 Financial Report

Chief Financial Officer Heather Ellingson presented a brief financial report for the month of September 2021. Enrollment once again this year has been very difficult to project. The district estimated enrollment to be slightly less than at the end of the 2020-2021 school year (10,084). October 1st enrollment was 10,228 students, 144 over budget. State apportionment funds are initially based on budgeted enrollment. This will be adjusted to actual enrollment in January.

Ms. Ellingson reminded that the district budgeted a net decrease to fund balance for 2021-2022 of \$7.2 million. This was due to a combination of decreased enrollment while maintaining staffing at similar levels to 2020-21. The district continues to have some additional COVID related expenditures (PPE & testing). This year the district is additionally facing staffing shortages (substitutes, bus drivers, para educators, kitchen workers, custodians, etc.) not dissimilar to those experienced throughout the nation. At this point in time it is difficult to predict the financial impact of these staffing shortages.

Director Denholm thanked Ms. Ellingson and noted, with the opening of Skyline, it is nice to see more balanced enrollment at district elementary schools.

D. Superintendent's Report & Discussion Items

Noting the ambitious plans to, for example, start an elementary Dual Language Program and Full-Time Gifted Program next year, Superintendent Woodward publicly thanked the District Admin Team for their hard work moving forward with these initiatives that align with the district's Strategic Plan.

Expressing appreciation to building teachers/staff, Superintendent Woodward shared that during the past week he was able to visit 20-25 classrooms (something he plans to do every week) where he witnessed:

- Excellent student behavior
- High levels of student engagement
- Enthusiastic staff
- Kids working hard, laughing and engaged

Later in the week a Communication Survey will be sent to district families. This will provide baseline information for Public Information Officer Todd Zeidler to use in crafting a District Communication Plan. This will be an annual survey.

In addition to the 1st place state finish by the Mead High School Cross-Country Team (girls) referenced earlier in the meeting, Superintendent Woodward shared the following athletic accomplishments:

- 3rd Place State Finish - Mead High School Boys Cross-Country
- 3rd Place State Finish - Mt. Spokane High School Girls Cross-Country
- 6th Place Individual Cross-Country State Finish - Mt. Spokane Freshman Parker Westermann (son of Student & Family Services Director Josh Westermann)
- Addison Edmonson (daughter of CTE/Technology Director Doug Edmonson) - Spokesman headline for scoring two goals in recent Mt. Spokane High School playoff soccer win.

Responding to a question from Director Olson, Superintendent Woodward shared the district, thanks to the efforts of Assistant Superintendents Heather Havens and Jared Hoadley, has the necessary teacher substitutes in place for Friday, November 12th. To help with current substitute shortages the district has increased pay in most job classifications and is now competitive with what is being paid in the area.

VII. Adjourn

The meeting was adjourned at 6:45 pm.

President

Secretary