



**Minutes from the Regular Meeting of the Board of Directors  
Monday, June 13, 2022**

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The Board of Directors held a Regular Board Meeting on Monday, June 13, 2022. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. Directors Burchard, Denholm, Olson, and Gray were present. Director Cannon was excused. Also attending were Superintendent Shawn Woodward, Chief Financial Officer Heather Ellingson and Assistant Superintendents Heather Havens and Jared Hoadley.

**I. Pledge of Allegiance**

The meeting began with President Burchard asking all to rise for the Pledge of Allegiance.

**II. Approval of Agenda**

Director Denholm made a motion to approve the meeting agenda, as amended (New Business, Item D, Civics Education Policy Discussion, was removed). Director Gray seconded the motion. The motion carried unanimously.

**III. Approval of Minutes**

Director Denholm made a motion to approve the minutes of the May 23, 2022, Regular Board Meeting, as presented. Director Olson seconded the motion. The motion carried unanimously.

**IV. Remarks for the Good of the Schools – Public Comment**

President Burchard first opened the floor for board comments followed by comments from the nine individuals who signed-up to speak.

*Board Comments*

Director Gray, who was in attendance at the Mead Learning Options graduation ceremony on June 9<sup>th</sup>, was very complimentary of the event and noted in particular how nice it was for all of the programs operating under the Mead Learning Options umbrella to celebrate their graduates together.

Director Olson, who along with Director Cannon, shook the hands of 500+ Mt. Spokane and Mead High graduates, commented on this impressive group of young adults who are moving out into the world.

*Public Comments*

Antionette Go, a Mead School District parent and staff member, addressed the board on behalf of a group of families who are concerned about the level of support for special needs students. (Many of these families were in attendance.) This group of parents recently met and compiled a list of 30 specific concerns. In the time allotted to her for Public Comment she shared twelve of these including: levels of SLP and OT/PT services, how the lack of meeting current needs can be rectified with even fewer resources, and wondering why there were no reductions proposed for sports and other co-curricular activities. Special needs families feel as if they are always the first on the chopping block which is disheartening as these students already face so many uphill battles. Regarding inclusion, Mead is in the dark ages compared to districts on the west side of the state. The group requests the district find a better solution to address budget issues that does not negatively impact special education resources.

Brian Vaughn (Mead School District parent), taking up where Antionette Go left off, shared concerns 13-30 including: how special education cuts will impact student safety, where the money raised through property taxes is being spent, and the lack of an appropriate Autism program. He additionally suggested sports/extra-curriculars be cut before reductions are made to special services programs and wondered about the para-educator plan for next year. Rather than come to Mead, he and others now encourage families of special needs children to go to school in the valley.

Stacie Davis, mother of three children who attend school in the Mead School District, including a 7<sup>th</sup> grade son with extreme dyslexia, shared his journey in the district that included “begging” for testing. If you met her son you would have no idea he has a disability. She noted one in five students is dyslexic and most are not receiving services. Her son, who has received private tutoring for years, needs his resource room instruction to make progress. Because of his reading struggles her son comes home from school every day exhausted because he has to work so hard. Two years ago the state passed legislation regarding required instruction for those with dyslexia. It took until May of this year for her son to receive the services set forth in this legislation. She commended staff who work miracles despite lack of curriculum and shared it is foolish to think you can meet student needs with less resources/staff.

Ron McInerney, a resident of the district, first noted the powerful testimony of the previous speaker (Stacie Davis). At the May 23, 2022, board meeting Mr. McInerney referenced the financial information shared by Superintendent Woodward on April 25, 2022, related to the resolution passed by the board modifying the district’s education program by making reductions that range from \$2-3.3 million. As he did on May 23<sup>rd</sup>, Mr. McInerney once again suggested, since student enrollment is actually lower than in 2017, the district consider closing down the three new schools that were opened after 2017 thereby saving \$3.3 million in operating costs. He asked that the board give this suggestion serious consideration.

Regarding school safety, Mr. McInerney, who works in construction, shared he has it on good authority that outside doors, other than the “single point” of entry door, at least in Spokane, are not always locked during the school day like they should be. Regarding glass he shared tempered glass can be shattered with the butt of a gun. A good alternative would be laminated or wired glass. The Mead School District community is trusting schools to care for students and keep them safe.

Mr. McInerney, on the subject of Visual Learning Systems, wondered why the district, considering the trauma of the last two years, would implement something like this that has not received proper vetting. He read information from the Visual Learning Systems website and shared concerns about more and more screentime for students. Superintendent Woodward, for the record, noted this was not something ever presented or discussed at a board meeting. Doug Turner (community resident), who in a summary report to Mr. McInerney about the May 23<sup>rd</sup> board meeting, was the one who told Mr. McInerney about Visual Learning Systems. Mr. Turner noted it was part of the PLC presentation. Superintendent Woodward clarified the Wednesday Late Start Proposal presentation, that provides PLC time for teachers to collaborate, referenced a book titled *Visible Learning*. This is not the same as Visual Learning Systems. To provide additional context/clarifying information Superintendent Woodward offered to sit down and talk with both Mr. McInerney and Mr. Turner.

Tia McInerney, a resident of the district, expressed concern about vaping in school bathrooms and wondered why this problem has not been addressed. Students are dehydrating themselves so that they do not need to use restrooms. A list of health issues that arise from dehydrating was shared. She requested bathroom safety be on the agenda at the next board meeting.

Tonya Moreno, parent of a special needs son who struggles with anxiety, is ADHD and on the spectrum, shared they do not feel welcome in the Mead School District. They have tried a part-

time, online schedule but still her son did not receive instruction for two months. Her experience has been very frustrating. She and other parents want to know what the plan for special needs children is.

Karly Searl, mother of adopted four-year old twins who are on the spectrum, who is herself a 4.0 Mead graduate, noted she was the beneficiary of the prominent general education/extra-curricular type opportunities available in the Mead School District. Now as the mom of special needs children she realizes her kids need Mead more than she did including the services provided by para educators. Her children deserve a voice. She has hired an outside individual to help her maximize the IEPs for her children. She noted preschool enrollment issues and that her twins need services just to survive.

Troy Mize, parent of a 6<sup>th</sup> grade Autistic son with an IEP, noted the importance of schools helping with socialization. If providing that help is cut the impact will be huge for families. He noted the importance of being able to read social cues. For Autistic children, who cannot read social cues, socialization instruction is vital. He is concerned about the impact to children like his son if special education staff is reduced.

Jennifer Killman, mother of three boys (two at Evergreen and one at Highland), is concerned about screentime noting, in particular, the lack of access controls on district laptops. She is personally very involved in the Evergreen Living Outdoor Classroom and believes the type of hands-on science instruction that takes place in this environment is preferable to online instruction. She would like to see all schools have an outdoor learning space. She noted the screentime battle that takes place, particularly with their middle school son, at home. He indicates he needs his computer for homework but they often see him playing games. She also noted all of her children have district computers but do not know how to type. She is concerned about the cutting and pasting/plagiarism that takes place and encouraged the district to consider investing in software that limits computer use when children are at home.

President Burchard reminded/invited community members to reach out to the district via phone or email with issues/concerns. Director Denholm asked that the list of 30 special education concerns be emailed to Superintendent Woodward.

On the topic of budget and some areas of misinformation, Superintendent Woodward clarified that each year all district programs/systems are audited. Regarding special education the district, for next year, will allocate para educators based on student need rather than teacher FTE. As shared at previous board meetings, this could result in a cost savings but may also result in no reduction at all. Early estimates indicate the district could actually end up spending more on paraeducator services in the 2022/2023 school year because of the change in how allocations will be determined.

On the subject of Education Specialists, Superintendent Woodward reminded Mead is the only district in the state currently using this model. After careful analysis the district has determined it can revamp and do the work performed by these individuals more efficiently and for less money. The new model will be shared with the board in August or September.

In response to a question from Director Gray, Superintendent Woodward assured the district will meet the paraeducator needs of all special education students. While acknowledging how paras are allocated is a shift from what currently takes place, Superintendent Woodward noted it is a needed shift.

In response to a question from Director Olson, Superintendent Woodward shared additional information on the bathroom situation, and why many are kept locked during the school day at both high schools, will be covered later in the meeting during his Superintendent Report.

## V. Continuing Business

### A. 3<sup>rd</sup> Reading Policy & Procedure 4311 Adoption School Safety & Security Services Program

Family & Student Services Director Josh Westermann presented the adoption of Policy & Procedure 4311, School Safety & Security Services Program, for third reading consideration. Having a school board approved policy/procedure that addresses the district's School Safety and Security Services Program is a requirement of Substitute House Bill 1214 passed by the state legislature in 2021. WSSDA Sample Policy 4311 and Sample Procedure 4311 are templates for the presented drafts. The presented policy and procedure comply with state/federal statutes and clearly outline the duties of a School Resource Officer.

The presented policy sets forth the purpose of the School Safety & Security Services Program, which includes the improvement of safety and the educational climate at school.

In the *Limitations* section the policy states, "The primary responsibility of maintaining proper order and conduct in the schools resides with school principals or their designee, with support of other school staff." The School Resource Officer (SRO) is prohibited from being involved in formal school discipline situations that are the responsibility of school administrators.

Other sections of the policy address *Requests for Intervention* and *Law Enforcement Activity & Immigration Enforcement*, as well as *Annual Review & Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies*. Any agreement must include: 1) a clear statement regarding SRO duties and responsibilities as they relate to student behavior and discipline; 2) a jointly determined hiring and placement process and a performance evaluation process; and 3) an avenue to confirm the SRO has completed an appropriate training series. The agreement review and adoption process must involve parents, students and community members.

The presented procedure includes sections on *Safety & Security Staff Training*, *Complaint Resolution Process* and *Annual Data Collection & Reporting*. A comprehensive list of data to be collected is set forth in the procedure. This data, along with a copy of any signed agreements between the district and a law enforcement agency or security guard company, must be submitted annually to OSPI.

No first reading (May 9, 2022) or second reading (May 23, 2022) changes were recommended.

Director Denholm made a motion to adopt Policy/Procedure 4311, School Safety and Security Services Program, as presented. Director Olson seconded the motion. The motion carried unanimously.

### B. 2<sup>nd</sup> Reading Policy & Procedure 3241 Revision Student Discipline

Family & Student Services Director Josh Westermann presented a revision to Policy & Procedure 3241, Classroom Management, Discipline and Corrective Action, for second reading consideration. This policy/procedure was adopted on September 10, 2018, with no revisions approved since that time. While WSSDA Sample Policy 3241 and Sample Procedure 3241 were used as templates for the presented revisions, both of these WSSDA templates were reviewed by the district's attorney with recommended changes incorporated into the presented drafts. The presented revisions bring this policy/procedure into compliance with discipline changes approved by state legislators via SSHB 1191. Because of the extensive nature of the revisions, they were presented as standalone documents with current Policy 3241 and current Procedure 3241 provided to board members for reference.

The presented revisions align both the policy and procedure to current state law and current district practices. In addition to changing the policy/procedure name to "Student Discipline" the

revisions contain definitions as set forth in SSHB 1191 including those specifically related to all forms of exclusionary discipline.

The presented policy places a focus on school discipline that supports students with best practices and strategies. For example, there is a focus on prevention and an individualized approach to meeting student needs. Additionally, schools must attempt other interventions before utilizing exclusionary discipline.

Included as a part of the procedure is a *Behavioral Violations - Best Practices and Strategies* matrix tool for the purpose of bringing consistency and an equitable approach to exclusionary discipline. The matrix clearly spells out what to do in specific circumstances.

In response to a first reading question from Director Cannon, Mr. Westermann shared discipline situations arising from extra-curricular and co-curricular *Codes of Conduct* violations are addressed on page 3 and page 4 of the procedure.

In response to a question from Director Gray, Mr. Westermann noted the proposed revisions are designed to establish clear guidelines and strong, consistent consequence boundaries.

Director Burchard noted the presented revisions emphasize the goal of keeping kids in school and promote more parent/school/student early interventions. Director Gray agreed keeping kids in school is important while at the same time teaching the right lessons when discipline is required. Director Denholm noted there are times when an expulsion is appropriate especially when one person's behavior negatively impacts ten others.

Mr. Westermann shared that in the past a first discipline step, at times, was to simply remove a student from school. As set forth in the presented policy/procedure revision, a typical first step would now be to ascertain how to help and work with the student and family.

President Burchard asked that the policy/procedure revision be brought back for third reading, as an action item, at the next board meeting. Board members were encouraged to reach out to Mr. Westermann prior to the next meeting with questions.

### **C. Wednesday Late-Start Proposal**

Learning & Teaching Assistant Superintendent Heather Havens briefly recapped information that was shared at the May 23<sup>rd</sup> board meeting regarding the Wednesday Late-Start Proposal. For elementary, middle and high schools the school day would start 10 minutes earlier on Mondays, Tuesdays, Thursdays & Fridays. On Wednesdays the school day would start 40 minutes later. The net result is an additional 1200 minutes for teachers to work collaboratively, as well as an additional 412 minutes of direct student instruction each school year. This increase in instructional time (10 minutes each week) is due to the fact that the school start time on Wednesdays, while 40 minutes later based on the proposed new school start times, is only 30 minutes later than the current, 2021/22 school year, start times.

The time gained on Wednesdays would be dedicated to teacher collaboration. During this collaboration time teachers will be able to develop professionally and work with colleagues to improve instructional practice. The presentation also included accountability measures for teachers, considerations for the impact on families and shared creative solutions for students and families who might need additional support during the late start time. The goals for this change are greater growth and achievement for students.

Ms. Havens explained the rationale for selecting Wednesday as the late start day, as opposed to a Monday morning for example, which is a day/time teachers attend to the details of making sure the week gets off on the right foot. While Learning & Teaching recommends Wednesday as the

late start day, Ms. Havens was clear to point out having PLC time is the top priority regardless of which day of the week it takes place.

President Burchard requested, at a minimum, an annual board update on the effectiveness of the late start/PLC time on student learning. Director Gray, asking about outcomes, wondered what should be expected at two years, five years, twenty years, to which Ms. Havens shared her expectation that there would be steady, incremental growth.

Director Gray referenced parents wanting daily schedule consistency and, therefore, wondered about Friday as an option. Ms. Havens shared that Fridays have the highest weekly teacher absenteeism rate.

Responding to a question from Director Olson, Ms. Havens assured that at both elementary and secondary the option to drop students off early would be available.

Director Olson indicated he likes Wednesdays and noted the board could always reconsider the day of the week in the future. Director Denholm also noted the ability to adjust the late start day and likes that the proposal includes increased instructional minutes.

Director Olson made a motion to approve the Wednesday Late Start Proposal, as presented. Director Denholm seconded the motion. The motion carried. Director Gray, explaining her no vote, shared that while she supports PLC time and increased instructional minutes, she does not feel the board was adequately prepared to make this decision. She does not believe her questions regarding how the district will gauge effectiveness were adequately answered.

On the topic of determining the effectiveness of the late-start/PLC time, Superintendent Woodward referenced the draft District Scorecard that will include student growth and achievement data, as well as one, three and five year goals. The scorecard will consider many metrics and let the district know where adjustments need to be made.

**VI. New Business**  
**A. Consent Agenda**

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

**Consent Agenda**

**1. Hired Certificated Personnel:**

Katie Bagdon	Special Services	Cert	1.0 FTE Continuing Assistant Director Special Services effective 7/1/22
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**2. Hired Classified Personnel:**

Robert Lee	Mt. Spokane	Class	1.0 FTE Continuing Athletic Director effective 7/1/22
John Barrington	Mead High School	Class	1.0 FTE Continuing Athletic Director effective 7/1/22 (resigning MEA certificated position effective 6/30/22)

**3. Hired Certificated Substitutes:**

Whitney Womac	Katie Morris	Shelly Hicks	Kristi Lupton	Stephanie Williams
Teresa Everett	Dawn Matlock	Jayne Grimes	Karly Wittkopp	Kaitlyn Zemke
Elizabeth Lewis				

**4. Hired Classified Substitutes:**

Kirsteen Winn	Hailee Muller	Angie Richardson	Michelle Mielke	Robert Smalley
Claire Sinner				
Elizabeth Lewis				

**5. Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.**

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has

been made available to the Board. As of this day, **June 13, 2022**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 106623 to 106223** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 1,066,938.51
General Fund - PR	10,450,518.13
ASB Fund	57,104.58
Capital Projects Fund	218,861.80
Trust Fund	3,000.00

**6. Approved Requests for Unpaid Leave (i.e., parenting, medical, Good of the District, etc.):**

Rachel Markum	Shiloh Hills	Cert	.5 FTE Leave (of a 1.0 FTE Contract) 22/23 school year
Behka Corker	Highland	Cert	1.0 FTE Leave 22/23 school year
Melissa Kehr	Special Services	Cert	.6 FTE Leave (of a .6 FTE Contract) 1 <sup>st</sup> semester 22/23 school year
Charmaine O'Donnal	Evergreen	Class	Leave for the entire 22/23 school year
Vieyn Krop	Shiloh Hills	Class	Leave M-W for the entire 22/23 school year
Melissa Johnson	Student & Family Services	Class	6/10/22, 6/13/22 & 6/14/22

**7. Approved teachers teaching "Outside of Endorsement" during the 2021/22 school year.**

**8. Approved Mead High School Summer Tennis Camp fee (elementary & middle school \$50, high school & advanced juniors \$90.**

**9. Approved Mead Summer STEM Camp fee of \$135/module.**

**10. Approved Employee Termination:**

Katie Spiger	Mead High	Class	6/3/22 (job abandonment)
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**11. Approved Requests for Retirement/Resignation:**

Kristin Sims-Cutler	Special Services	Cert	Retirement effective 4/22/22 (School Psychologist)
Colleen Kutz	Brentwood	Cert	Retirement effective 6/30/22 (Teacher)
Janel Smith	Mountainside	Cert	Resignation effective 8/29/22 (Teacher)
Rose Kingma	Five Mile Prairie	Class	Resignation effective 5/25/22 (LDE)
Thomas Shaw	Transportation	Class	Retirement effective 6/120/22 (Bus Driver)
Jacob Harbert	Northstar	Class	Resignation effective 5/25/22 (LDE)
Jacob Oritt	Mead High	Class	Resignation effective 8/29/22 (Interpreter)
Amber White	Prairie View	Class	Resignation effective 6/1/22 (Para Ed)
Steven Acosta	Mead High	Cert	Resignation effective 8/29/22 (Teacher)
Ann Reyes	Mountainside	Class	Retirement effective 8/29/22 (Para Ed)
Teresa Thompson	Shiloh Hills	Cert	Resignation effective 6/14/19 (Teacher - on leave the past three years)
Bonnie Murphey	Highland	Cert	Retirement effective 8/29/22 (Teacher)
Veradean Helmuth	Transportation	Class	Retirement effective 8/29/22 (Bus Driver)
Catherine Young	Northwood	Class	Retirement effective 8/29/22 (Para Ed)
Sarina Hartsell	Colbert	Class	Resignation effective 6/20/22 (Para Ed)
Colleen Bloom	Creekside	Cert	Retirement effective 8/29/22 (Preschool Teacher)
Paula Magluyan	Evergreen	Cert	Retirement effective 8/29/22 (Teacher)

**B. 1<sup>st</sup> Reading Policy & Procedure 2161 Revision  
Special Education and Related Services For Eligible Students**

Special Services Director Jay Tyus presented the revision of Policy/Procedure 2161, Special Education and Related Services for Eligible Students, for first reading consideration. This policy/procedure was adopted on September 24, 2007, with revisions to the policy approved on March 10, 2008 and July 20, 2016. Revisions to the procedure were approved on March 11, 2010, January 12, 2015 and July 20, 2016. The presented revisions bring this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022. WSSDA Sample Policy 2161 and Sample Procedure 2161 were used as templates for the presented revisions.

Special Education procedures are designed to: 1) Ensure that students who are eligible for services under the Individuals with Disabilities Act are served appropriately and given assurance of individualized support for their success, and 2) Limit the district's liability and ensure

fiduciary responsibility by enacting policies and procedures that mitigate potential litigation and risk.

The presented revisions to the policy are minimal.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Important shifts include:

- Amending the process for Specific Learning Disability Evaluation/Qualification from the Discrepancy Model (formalized testing with cut score qualifications) to allow for Response to Intervention models and patterns of strength and weakness. By 2028 the district must have in place a robust system for ensuring scientific, research-based interventions are employed through a RTI approach for Specific Learning Disability Qualifications. (Prior to 2028 the section of the procedure that addresses this area will need to be, once again, revised/updated.)
- Clarity around interpreters, First Language support and communication, as legally required, have been added.
- Graduation requirements now require a detailed Transition Plan and High School & Beyond Plan. These plans allow access to alternate pathways for credits and course of study.
- Regarding restraint, isolation and reasonable use of force, revisions are primarily connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices.

Prior to the next board meeting Director Denholm indicated he would reach out to Mr. Tyus to set up a time to discuss the proposed changes in more detail.

No first reading changes were recommended. President Burchard requested the policy/procedure revision be brought forward for second reading at the next board meeting as a non-action item.

### **C. 1<sup>st</sup> Reading Policy 3246 Review & Procedure 3246 Revision Restraint, Isolation and Other Uses of Reasonable Force**

Special Services Director Jay Tyus presented the review of Policy 3246 and revision of Procedure 3246, Restraint, Isolation and Other Uses of Reasonable Force, for first reading consideration. This policy/procedure was adopted on July 18, 2011, with revisions approved on December 14, 2015 and September 12, 2016. The presented review/revision brings this policy/procedure into compliance with the state's new special education reporting process that requires school districts to analyze and update their special education policies and procedures by August 31, 2022.

WSSDA Sample Procedure 3246 was used as the template for the presented procedure revisions. Current Policy 3246 was compared to WSSDA Sample Policy 3246 with no policy changes recommended following this comparison/analysis. The review of the policy was brought to the board as the district must, to comply with new state requirements, show the policy was revisited to ascertain if revisions are needed.

Presented procedure revisions include changing existing language to meet the requirements of new legislation and/or policy governance. Primary revisions are connected to the type of training to be used and the increased attention to de-escalation strategies, and a system that has its emphasis in trauma-informed practices. Restraint, isolation and reasonable use of force data will be reported annually, as legally required, to OSPI.



No first reading changes were recommended. Board members were invited to reach out to Mr. Tyus with questions. President Burchard requested the policy review/procedure revision be brought forward for second reading at the next board meeting as a non-action item.

## **VII. Reports**

### **A. Superintendent's Report**

Superintendent Woodward reported on the district's Class of 2022 graduation ceremonies and the success of students graduating from Mead Learning Options programs, Mead High School and Mt. Spokane High School. He expressed his thanks to each of the school principals (Nick Edwards, Jeff Naslund and Chelsea Gallagher), as well as Director of Secondary Education Darren Nelson, noting in particular the work involved in making a last minute weather related location change for the Mead High and Mt. Spokane events. Acknowledging how unpredictable weather can be in June, Superintendent Woodward shared the district will be looking to secure an indoor venue for future graduations.

Secondary Education Director Darren Nelson presented a report on the current issues of restroom vandalism and vaping particularly at district high schools. Technology, supervision and new access systems are under consideration/review with the goal of helping to curb current inappropriate behavior in restrooms. The district is testing out new sensor and door access technology, working on adding more supervision in schools and making changes to classroom bathroom use check-in/check-out procedures.

While the current vandalism situation is not as bad as in the fall following a Tik Tok "devious licks" challenge, Mr. Nelson acknowledged vaping is worse since COVID. He also noted all schools in the area are experiencing the same challenges. With the addition of new technologies, better access controls and enhanced supervision the hope is that the situation will improve next year.

In response to a question from Director Gray, Maintenance Director Travis Bown shared the district is working to find the sweet sensor spot so that they are triggering when appropriate. Early indications are promising and the district hopes to have sensors installed in all bathrooms in the fall.

In conclusion, Mr. Nelson shared he is hopeful, with the opportunity to reset expectations in the fall, something that has not happened in the past few years because of COVID, the bathroom situation will improve.

## **VIII. Executive Session**

At 7:35 pm President Burchard called for an Executive Session of approximately 15 minutes to hear a Harassment, Intimidation and Bullying Appeal.

At 8 pm President Burchard returned the meeting to Open Session. No other business was discussed and no action was taken.

## **IX. Adjourn**

The meeting was adjourned at 8 pm.

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**President**

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**Secretary**