

GARFIELD SCHOOL DISTRICT #302

REGULAR BOARD MEETING

Thursday, October 27, 2022

Held in the Garfield School Library

I. OPENING OF MEETING:

The Garfield School Board meeting was called to order at 7:01 p.m. by Board Chair Sean Neal.

A. ATTENDANCE:

Garfield Board: Paula Adams, Ryan Pfaff, Matt Bofenkamp, Sean Neal, and Justin Honcoop

Palouse Board: Jessica Smith, Jessie Twigg-Harris, Shealyn Holbrook, Heidi Evans, and Andra Edwards

Also Present: Garfield Superintendent/Principal Brett Agenbroad

Palouse Superintendent/Principal Mike Jones

Administrative Assistant Debbie Anderson

Guests: Community members

B. REQUEST TO ADDRESS THE BOARD: None.

II. CHANGES TO THE AGENDA: None.

III. CONSENT AGENDA:

A. Accounts Payable:

1. General Fund:

October - Warrants: 30210196-30210204, 30210206, 30210209-30210218,
30210220-30210222, 30210224-30210231, 30210233-30210243
for \$72,814.68

2. Capital Projects:

October - Warrants: 30210205, 30210207-30210208, 30210223 for \$342,107.00

3. Payroll:

October - Warrants: 30210244-30210252 - \$9,925.75
Warrants: 30210253-30210262 - \$70,144.48

Payroll Electronic Transfer

October - \$105,387.18 (Direct Deposit)

Payroll Electronic Transfer Fed W/H & SS

October - \$32,969.64

B. Approval of Minutes

1. September 29, 2022

C. 2022/2023 Staff Hires

1. John Gehring – Middle School Boys Basketball Head Coach

2. Dawson Dugger – Volunteer Coach for Middle School Boys Basketball

D. Red Cross Facility Use Agreement.

MOTION: A motion to accept the Consent Agenda was made by Justin Honcoop and seconded by Paula Adams. The motion passed with the following roll call vote:

Ryan Pfaff – Aye

Paula Adams – Aye

Matt Bofenkamp – Aye

Sean Neal – Aye

Justin Honcoop - Aye

IV. OLD BUSINESS: None.

V. NEW BUSINESS:

A. Consideration/Approval: Administration is seeking approval for Mr. Dan Kallaher to teach an elective Vocational Arts Woods Class as an out of certification teacher as authorized under WAC 181-81-0110.

MOTION: Matt Bofenkamp moved to approve Mr. Dan Kallaher to teach an elective Vocational Arts Woods Class as an out of certification teacher as authorized under WAC 181-81-0110, seconded by Ryan Pfaff. The motion passed with the following roll call vote:

Ryan Pfaff – Aye	Paula Adams – Aye
Matt Bofenkamp – Aye	Sean Neal – Aye
Justin Honcoop – Aye	

B. Consideration/Action: Administration is seeking approval to provide a nine-week elective program in Trap Shooting at the 7th and 8th grade level.

MOTION: Paula Adams moved to approve the nine-week elective program in Trap Shooting at the 7th and 8th grade level, seconded by Justin Honcoop. The motion passed with the following roll call vote:

Ryan Pfaff – Aye	Paula Adams – Aye
Matt Bofenkamp – Aye	Sean Neal – Aye
Justin Honcoop – Aye	

REPORTS:

A. Superintendent Report:

1. Ms. Jenny Marshall – Presentation on Really Great Reading Program as a pilot to filling the Phonemic Awareness gaps in our adopted Wonders reading curriculum.

Brett Agenbroad: I would like to introduce Jenny Marshall. Jenny is a 7-year contract reading specialist with both the Palouse and Garfield School District. Mike has a longstanding relationship with her, as do both our lower elementary programs. I have just been able to recently meet and understand what Jenny is doing here. When I find a professional who knows her/his subject so well, and has such a passion and excitement, I would like them to talk to our board and just enlighten them on the good things that are going on academically. The conversation revolves around our Wonders curriculum which is up for adoption and review in the spring. I was able to sit in by invitation on Mike's elementary faculty meeting yesterday and really my primary interest was the curriculum discussion. We have an elementary reading curriculum that does a pretty darn good job. Our comprehension scores are quite high, but what it doesn't do is teach phonics real well. So as we know, no curriculum is perfect and that was brought out in the faculty meeting in Palouse the other day, but we do know this one and our teachers know how to use it and there is a deficiency in it so we have a patch. My understanding is that last year they began to really work on a Really Great Reading phonics decoding patch, or pilot program, and this year we are really trying to get data off of it. So, there will be more implementation data mining this year and it will give us a basis to help determine if we look at new curriculum, do we look at the next edition of the current Wonders curriculum, which we already know and understand it and have a patch for the phonics deficiency.

Jenny Marshall: I am a speech/language pathologist. Speech/Language pathologists are trained in phonological processing and that is going to be a big deal when we look at some of the information. Like Brett said, I have been in Palouse and Garfield for several years. Last year was the first year that early literacy screenings had to take place for Kindergarten, 1st grade and 2nd grade. We have to screen for early signs of dyslexia. You can look up the OSPI codes on that. We have to screen in these areas – phonological awareness, phonemic awareness, letter sound knowledge and rapid automatized meaning. So there are a whole list of screenings that we can use to find those things, you will see a couple different pieces of data using different screening tools. So, we have to screen and track data multiple times through the year, three times for 1st and 2nd grade, and two times for Kindergarten. We don't start until a little bit later in Kindergarten.

We have to monitor those 2-3 data cycles and decide if whatever intervention we are using is working or not, and then we have to apply different tiered systems of support.

Tier I: General Education

Tier II: This can happen in Gen Ed, it can include title and can include small groups.

Tier III: Special Education

So the national reading panel says that there are certain instructional methods that work better than others. The best way to teach reading is to pay attention to that phonemic awareness, phonic skills, etc. That is why I am here. We are trained in phonological processing. So, just taking into account what the reading panel is saying makes for good reading skills. Also, we need to teach these skills explicitly and symptomatically. What I really want to show you is just a little snippet of the data that we are starting to collect. This is 1st grade data from this fall. You will see that our math reading scores (green and blue are grade level or above grade level, yellow and red are below grade level and extremely below grade level) look pretty good and you see a lot of green there. When we start looking at this first DIBELS Letter Naming Fluency, you see a lot of red in that column. When we get to the third column the DIBELS Phonemic Segmentation Fluency, you will see yellow, a little bit of red and a little bit of green. The other thing I want you to pay attention to is that DIBELS Nonsense Word Fluency. So how well can a student read nonsense words and that is really important when you are looking at if a child knows good foundational phonics skills and you will see a lot of yellow in that column. So, this is just a little snippet of data from last year. Another piece of data, looking at K, 1st and 2nd grade shows that this is not a teaching problem, this is not a teacher problem, we are seeing this across grade levels across both schools. But what it tells us is that those skills in phonemic awareness, phonological processing, are weak for our Wonders curriculum. Another data from winter of last year, shows a little bit of yellow but we have students in green and blue, looking like it is okay, the spring tests are not looking good, MAPS scores are looking good. However, you go to the phonemic awareness piece and the phonics piece you really see where that lights up. These are students who are performing well on our MAPS test but are not performing well with phonic awareness and phonics. That brought us to a lot of discussions last year. Discussions on something we call quick drills where we are really drilling this Letter Naming Fluency and this Phonic association. When we saw that it was a good percentage of the class that was struggling with phonic awareness and phonics, what can we do about that, and that is where we brought in the discussion with the Really Great Reading.

So, here is what we are using for Tier I. Our reading curriculum is Wonders. They offer a Tier II component called Wonders Works, and then we started implementing this really great reading program, which can be used whole class, it can be used at Tier II, and it can also be used at Tier III, so depending on how far back we are trying to help a student. The teachers also learned about a year and a half ago (we have been on this path for about 3 years) that students learned how to do quick drills. I won't get into quick drills; they very much tie to what Really Great Reading is doing in the classroom. So that is what we have going here. We are excited to see some of this data come in and see if it starts moving kids in that area of phonics and phonemic awareness and phonological processing. This is the program for Kindergarten; it is very nice and visual and we have these fancy new interactive panels where the kids can go up and start moving tiles around. So far kids really seem to love it, it is bright, colorful, and interactive. When we backtrack to how this all started with the dyslexia screening, students have to be taught in a multi-sensory way, and so this program is doing things that are multi-sensory for students. We found another problem when we started looking at the data and that was just, "Hey, all kids are kind of struggling with the phonemic awareness and phonological processing," but tying it into dyslexia it has to be multi-sensory. This program is very interactive and kids seem to love it. Why do we really care about phonemic awareness? – it really predicts later reading and spelling. So it is a big deal. We have seen the data of students who don't read well and how that looks come high school, after high school, and I don't like that data so we are going to do everything we can to fix that problem. There is a lot of stuff on the Really Great Reading website. They have some really

nice case studies on the Really Great Reading, showing that when the program is implemented what the outcomes are and they are pretty powerful. I can attest to a lot of what they are doing just because I have specialty training in dyslexia and how they are teaching. I have been able to witness first-hand how powerful it is for students to be taught in that way. So, while we kind of started with this early literacy and we have to do this for dyslexia, we found there is another hole here that we need to talk about for all students and guess what, some of this training that we are doing for dyslexia is really good for all students. I just want to say here today that I am here because I want to be accountable for what we are trying to do here in Garfield and Palouse. We have to do this with fidelity, we have to start collecting the data, but we need to do it with fidelity otherwise we really won't know if the data is powerful. We talked about the supplemental program of Really Great Reading, we also have cuss drills that we are trying to use, and we just need to see if we can use the data and show that there is any growth over time. So, teachers are tracking it now and we will track it again in winter and then again in the spring. Any questions that I could answer?

Brett Agenbroad: All of this effort in the early grades is to meet that national mandate of read by Grade 3. We have all heard through the Bush and other administrations what happens to students statistically that cannot read at proficiency after the 3rd grade. I appreciate what you said, that you are here to be held accountable and I think that is what we are all doing, is trying to be accountable to the data and the students and it is these data sets that guide us. I really appreciate you staying and talking to us. This may not have been new to some of you but this was new to me coming in and it was informative getting to know what Jenny is doing and our staff with the data analysis and collections.

Heidi Evans: Thank you for putting together that presentation. I have children who are in that target demographic, so what can parents do to help with the phonemic awareness?

Jenny Marshall: It is a lot of sound games. If you are riding in the car and you are just playing games, like "I see an oak tree over there, what is the first sound you hear in tree, just so they are really paying attention to sounds, that is that phonemic awareness piece. That is the easiest onset one. Then we start saying, "okay, what is the last sound you hear in that word" to see if they can identify it. Then, "what is the middle sound you hear in that word." A lot of rhyming games, identifying syllables. Letter sound association is really powerful, so how we treat with the dyslexia therapy is that they have to be able to identify a sound and write that grapheme on paper. Depending on how old your children are, but if they are at that writing stage say, "We are going to play a game and I am going to say some sounds and see if you can write them down."

Heidi Evans: Thank you, that is very helpful.

Brett Agenbroad: Our backup boiler from Cole arrived yesterday, it has been staged. The electric company has been here all-day trenching. We expect to fire the new boiler on the 10th of November.

ADJOURN: There being no further business the Garfield Board adjourned at 7:22 p.m.

Board Chairman: _____

Superintendent: _____

PALOUSE SCHOOL DISTRICT #301

REGULAR BOARD MEETING

Thursday, October 27, 2022

Held in the Garfield School Library

I. OPENING OF MEETING:

The Palouse School Board meeting was called to order at 7:22 p.m. by Board Chair Jessica Smith.

A. ATTENDANCE:

Palouse Board: Jessica Smith, Jessie Twigg-Harris, Shealyn Holbrook, Heidi Evans, and Andra Edwards

Garfield Board: Paula Adams, Ryan Pfaff, Matt Bofenkamp, Sean Neal, and Justin Honcoop

Also Present: Palouse Superintendent/Principal Mike Jones

Garfield Superintendent/Principal Brett Agenbroad

Administrative Assistant Debbie Anderson

Guests: Community members

B. REQUEST TO ADDRESS THE BOARD: None.

II. CHANGES TO THE AGENDA: None.

III. CONSENT AGENDA:

A. Accounts Payable:

1. General Fund:

October - Warrants: 30111327-30111330, 30111332, 30111335, 30111337, 30111339, 30111341, 30111343-30111346, 30111348, 30144350, 30111352-30111356, 30111358, 30111360-30111367, 30111369, 30111371-30111372, 30111374-30111380, 30111382-30111384, 30111386, 30111388-30111397, 30111399-30111400 for \$100,303.88.

2. Capital Projects:

October - Warrants: 30111385 for \$7,004.00.

3. Payroll:

October - Warrants: 30111317-30111320 - \$ 292.96

October - Warrants: 30111401-30111408 - \$13,235.17

October - Warrants: 30111409-30111422 - \$78,924.68

Payroll Electronic Transfer

October - \$114,351.24 (Direct Deposit)

October - \$ 1,268.62 (Direct Deposit)

Payroll Electronic Transfer Fed W/H & SS

October - \$ 223.34

October - \$41,412.80

B. Approval of Minutes

1. September 29, 2022

C. Employee reclassification - Shyra Hallan

1. Move from Secretary (D) to Business Office Assistant (F)

MOTION: A motion to accept the Consent Agenda was made by Shealyn Holbrook and seconded by Heidi Evans. The motion passed with the following roll call vote:

Andra Edwards - Aye

Heidi Evans - Aye

Shealyn Holbrook - Aye

Jessie Twigg-Harris - Aye

Jessica Smith - Aye

IV. OLD BUSINESS: None.

V. NEW BUSINESS:

A. Hagan Grant:

Mike Jones: We do not need a motion, I just need a signature from the board chair, this is just informational. The Hagan Grant is going towards the Learning Garden opportunity. We are applying for a \$50,000 grant to work on that project.

Jessica Smith: Do we know anything about what our chance of getting this grant are?

Mike Jones: Zero if we don't apply. This is due on November 1st. Lindsay Brown is working on this grant. She and I met today for a while to finish that off and we should be in good shape. We have received a Hagan Grant previously seven years ago for robotics so we do have a history of getting one.

B. Review of Board Retreat:

Mike Jones: On October 8, we had our board retreat. Several different things came out of it. One of them was walking about the facility and looking at long-term planning; which we will go over in part of the superintendent report. We talked about budget and financials and as you see on the financials we did see a dip in our capital projects and Jeremy sent a note on that to the board and we will be reimbursed on part of the capital that is coming from Apollo. Current projections and status are sound moving into the spring. We talked a little bit about what that is looking like as far as student projections, as far as what is Apollo is doing on the building itself and some of the commitments there, as well as commitments we would like to do particularly in the high school wing, modifying some classroom arrangements and expanding some offerings. So, we have some different things going on there. The programs itself, I am glad Jenny was here and was able to talk. Like she said, it has been a 3-year process. We started actually with Summit Therapy working on dyslexia when some of that first came out and we have sent several kids to Summit, working with them 1 on 1. But now we are transitioning back after Jenny Marshall has become trained, and with this transition our teachers are excited in both communities. I am excited to see where we are going to go with that. We have conferences that are coming up and again we will revisit that. But one of the curriculum pieces is seeing if Wonders is meeting our needs and they are hoping to work together so that they are all on the same page. Looking at extracurricular in athletics and academics and where we standing there. We are actually really excited that the number of students that are participating in offerings in the school. We are working on expanding some of our afterschool programs; we know that childcare and some of those things are a factor with a lot of our families, so expanding some of our afterschool programs would help there. This is a really brief synopsis of what we discussed. We were basically here from 9:00 a.m. to 4:00 p.m. looking at some of the different data pieces and things that way.

Jessica Smith: I especially enjoyed the tour. It is always fun to get to walk around the school and see that there is always something new.

C. Policy 4260 – Clover Park Technical College, Weight Room Use:

- a. Review of – Facility Use Agreement
 - i. Organizational Use Form
- b. Individual Use Agreement/Weight room specific
 - i. \$5.00 per month or \$60.00 per year
 - ii. January 1 – December yearly
 - iii. Offset wear/provide for replacement of equipment (175 codes issued currently)

Mike Jones: So, a little history on 4260. This deals with our facility use agreements, specifically in policy. Brett and I talked a little bit about that the other day. 4260 came into play with our CNA program and partnership with Clover Park. Clover Park is a technical college and cannot offer courses through public school, there has to be an MOU and a facility agreement on that. So this is an organizational agreement and I am putting it out there for initial reading so that you have an opportunity to look at it before we finalize it and approve it. The form that I gave you is from the lawyer and the recommendation there. The primary issue on that is ensuring that it has insurance and that the agreement is put together. I am not asking for any action, it is purely informational. It then leads into, however, further discussion. One of the things that came out was then individual use of our facilities, in particularly the weight room itself. We have approximately 175 codes that we have given out for our weight room use. The weight room is being used literally around the clock. It is interesting to see when people choose to work out, but it is a community service that we do want to continue to provide and continue to have there. One of the things our staff asked is if we could put a nominal fee, and \$5.00 a month or \$60.00 a year is what we are suggesting. That gives us capital and a line item to then replace equipment, manage those pieces. What we don't want to do is make it a 15-page, sign-your-life-away document for our community members, we want to keep it simple. Right now our form is literally one page and very simple, and we want to try and stay within these boundaries. So, this is all informational and just an opportunity for the board members to take a look at those pieces. So, we will take action on this at the next meeting. Just to add, we got together with Counsel on Aging a couple of years ago and put the weight room piece together and offered SAIL classes for some of our older citizens and so in the fee structure that would still be free. We are not going to charge for senior citizen use over a certain age, and still keep that open. Holli Parrish has been running that and does a great job with it and we want to continue to develop that partnership.

D. Superintendent/Principal Report – Mike Jones:
Principals Report –

- Football and volleyball are wrapping up here shortly. Volleyball finished this week, football will be finishing next week. There is a football game tomorrow in the afternoon, a 3:00 p.m. start. Officials have become an issue throughout the year and it is our turn to do the afternoon game versus an evening game. This gives the referees a chance to double up on their games.
- Cross Country is involved with their Regional Meets currently; it looks like we have a good chance with our girls' team going to State as a team. We have several boys that look like they are going to make it to State.
- November 14th we will gear up with winter sports – basketball and wrestling. Garrett Parrish and Nate Holbrook are getting numbers right now and in talking with Garrett we are looking at around 16 girls playing basketball. Nate Holbrook is looking at about the same number on the boys side, if not a few more. So, we will have both varsity and JV strong teams there.
- We did put out information and asked for interest in cheer but at this time we don't have any interest in high school cheer. So, I am not anticipating pursuing that at this time. We have six students at the National FFA convention. Kirk and Mellissa Dugger are back with them, along with Stephanie Yonko. Their itinerary consists of visiting Vanderbilt University and one of the things that we always try to do is get them to one or two different universities in the area. They are going to go to Purdue. No one is competing this year, but they are experiencing that event and will bring home a lot of information. They don't know it yet but I am going to try and get them to come in at the next meeting in November to present to you. We are going to try and get back in the rotation schedule of sending students back every 2-3 years. If they do qualify in an event we will make sure that they can get back there to participate and the board and boosters have been supportive of this in the past.

- We do have a number of students in robotics and FFA involved with Haunted Palouse. It is nice to have Haunted Palouse back.
- Our elementary just finished the Book Fair and brought in around \$3,000 in the Book Fair itself. Mrs. Olsen wants us to specifically thank all those volunteers for coming in and spending the evenings selling books and working with folks. It is amazing how many students have never seen or been to the book fair.
- November 10th we will have the Veteran's Day Assembly here in Garfield and we want to make sure and thank both Rebecca Hemphill and Matt Zook. Rebecca does a great job organizing and setting this up. Both of them do a great job getting the kids prepared for those activities. No school on November 11th.
- We just finished our Living Voices presentation. The University of Idaho music and band are going to potentially come in on November 4th, so we have a lot of different activities coming in.
- November 3, Career Connect Washington will be coming in and we are hosting their regional meeting. This will include also ESD, local businesses, universities, WSU hospitality, CNA and NA programs with Clover Park, as well as Pullman School District, Oakesdale, and some others coming in and looking at developing and continuing on through some of those partnerships.
- I have sent the board members articles from the Association of Washington Business. We gained some really good press on that and KHQ is coming down in the next two weeks to do an interview on that and Ryan and I talked here the other day and Chipman and Taylor will be coming out Tuesday to meet with us on that program itself, so we are developing a couple of partnerships with some of our local folks in that industry.
- November 17th, we will have the Career Fair here. This involves all the Whitman County small schools – Colfax, St. John, LaCrosse, Tekoa-Rosalia, Oakesdale, and Colton are all going to be in our building, along with a number of universities and other folks. Hopefully this spring they are also planning on potentially a middle school career fair and we have typically taken that on in Palouse.
- As far as staff, we continue to work on engagement focus in class, STAR frameworks, and you heard tonight what Jenny Marshall is working on. This is not just meant to be games, it is hands-on engagement, manipulation, and how are kids working and talking about material. A big thanks to Trevor and Brian for setting up the big 6-foot boards in the classrooms.
- We are going to be looking at putting our intensive schedule out for the second year. Last Thursday I presented to the ESD Superintendents what we are doing with that program and we will probably have several of those Superintendents in our building working with us on how to set some of those up.
- Last night we had our 2nd Parent Night with officers Anderson and Handley. It was open to Q&A and some different discussion, but it was all on social media and some alcohol issues. The social media one is a large issue.
- We will be doing a class for the high school students and potentially the middle school students together regarding some of the dangers of social media and the pitfalls of social media and where those are going, and that is one of the things that came out of our parent discussions, they want more information.

Superintendent Report –

- As far as the facility – the roof is completed at this point. Fencing will be completed at the end of this week. They are installing gates and they have to move the west side of fencing yet. The cooler is on schedule and I met with them the other day. We just started planning the solar project and had a little bit of debate on where those solar panels will be placed. The plan is, as of right now, installation on the annex building itself on the roof, out of site, but provide a clean energy source.

- As far as Apollo, Jessica and I met with Apollo here the other day and went through planning and we are on schedule there. We are working out a couple of details with them but looks to be on schedule. We will have a more in-depth meeting in the next month or so just to make sure that everybody is on the same page. But, as of right now things are in-line.
- The Learning Garden, as above, the Hagen Grant is due November 1st. I would like to point out that Liz Rousseau, Nicole Flansburg, and Katarina Geist, have been working with Lindsay Brown on setting this up, and if anybody wants more information on that come see me. WSU did a drawing for us and came out and did some things that were pretty cool. We will be incorporating our landscape design, floral, and some of our FFA folks in this program.
- One of the things that we did talk about was that we signed a contract with Intrigue Communications and that will be an upgrade to our overall system – camera system – and we will go into the Annex building specifically, which is the first concern, and then over the course of the next 1-1/2 years multiphase upgrades built in.
- Planning on improvements on the lower building – insulation of the TK room.
- At this point it looks like we will be having baseball back in the high school.

ADJOURN: There being no further business the Palouse Board adjourned at 7:46 p.m.

Board Chairman: _____

Superintendent: _____

GARFIELD SCHOOL DISTRICT #302
PALOUSE SCHOOL DISTRICT #301
REGULAR JOINT BOARD MEETING
Thursday, October 27, 2022
Held in the Garfield School Library

I. OPENING OF MEETING:

The Garfield-Palouse Joint Board meeting was called to order at 7:46 p.m. by Board Chair Sean Neal.

A. ATTENDANCE:

Garfield Board: Paula Adams, Ryan Pfaff, Matt Bofenkamp, Sean Neal, and Justin Honcoop

Palouse Board: Jessica Smith, Jessie Twigg-Harris, Shealyn Holbrook, Heidi Evans, and Andra Edwards

Also Present: Garfield Superintendent/Principal Brett Agenbroad

Palouse Superintendent/Principal Mike Jones

Administrative Assistant Debbie Anderson

Guests: Community members

B. REQUEST TO ADDRESS THE BOARD:

Connie Newman: I am here as a community member and as a Pullman Regional Hospital Foundation Director. I joined the Board of Directors about five years ago and one of the main reasons that I did was because of my interest in the Pullman Regional Hospital Athletic Training Program, and that is what we are going to talk about tonight and hopefully bring some awareness to the program and explain the benefits of it for Garfield and Palouse.

This program has been in place now for five years. I want to go over how it is funded and our desire to continue that in the community. About five years ago the hospital had a little extra money and they went to Dr. Tingstad, an orthopedic surgeon with Pullman Regional Hospital, and asked him that if he had a magic ball and could create some sort of a program with this money what would he do; and he talked about his years of experience and his concern about student athletes and when they are not given the right preventative measures, the right training in athletic programs, and then also the correct emergency care at the time of injuries at practice or at games, the lifelong problems that students end up with because of that. So as a result, Pullman Regional Hospital started a pilot program five years ago, which is the Pullman Regional Hospital Athletic Training Program.

We are handing out some flyers tonight and this is actually a flyer from a fund-raising event that we did in August, so we brought it for your informational purposes. The purpose of the program is for prevention and treatment. It is currently in four schools – Pullman, Colton/Uniontown, Garfield-Palouse, and Potlatch, ID. So, we are very fortunate to have it in our communities. I have asked why those schools, and this is just where the programs landed partly because of the community interest and interfacing with the program and the community support for it at the time. I think bringing awareness, learning more about it, keeping it top of mind and keeping that support for the program, I think will help to ensure its longevity in our schools, which is part of the reason I volunteer with the Pullman Regional Hospital.

What do we get from Pullman Regional Hospital and the school's participation in it? We get a full time certified and licensed sports medicine professional. They are not volunteers, they are not interns, these are either physical therapists or sports medicine trained professionals and they are full-time. So, you don't see them all summer long, but the hospital pays them a full-time year-round salary, and that is important because we have had Amy Vu in our school district now for five years. It allows them to purchase homes and to stay in our communities and become a part of our community and have that longevity with the student athletes which is so important in building the trust so that they will actually go to their trainer if they are having issues or problems that they might not have done otherwise. A lot of us in this room were Gar-Pal high school athletes and remember what it was like before there was a full-time trainer. Even back when we went to State my senior year for basketball, we had a trainer but for some of the sports, not all of

them, and they weren't always at all of the games or all the practices. We weren't quite sure what to expect. Students were wrapping other student's ankles and certainly in emergency situations there was not always a trainer on the floor. The trainers recognize and evaluate injuries; they develop rehab plans and actually provide rehabilitation services to the students while they are at the school and during practices throughout the year. They also implement preventative programs which are very important; everything from head injury to physical injury prevention. The one that I am particularly interested in is the emergency care that is provided on scene. So, Dr. Tingstad didn't just dream this idea up and then step away from the table. The entire orthopedic program at Pullman Regional Hospital, including partners in dentistry and eye care, are part of this program, and one of them is on-call every single time when your students step onto the floor or onto the field for a game. So, if your student has a compound fracture on the football field, or on a basketball court, or if they lose a tooth, or have an eye injury, that trainer immediately is able to call that professional that is on-call. This is really important in Palouse because while we have an excellent and outstanding first responder team, we can't transport. The EMT's can be there and can provide some care until the Pullman or Colfax ambulances come and transport. During this time you have the trainer on the phone with the orthopedic surgeon, or eye doctor, and actually following instructions from their guidance. A student from a particular district was able to save their teeth because of that immediate emergency care that happens.

On an annual basis we serve over 750 kids. If you look at the handout that Stephanie Pierce, Director of Development for the Pullman Regional Hospital Foundation, gave out tonight and if you look at the impact at the top right it shows that in the five years that we have been providing this service you can see the actual number of treatments: 2017-18 there was 10,000, 2018-19 there was 14,000, but of course during covid those treatment numbers were lower. Already this year alone we are at 67,000 treatments. Every single time there is an actual treatment for a student within these four schools it is reported. At this point in the school year that already equates to \$182,958 of treatment services that are free to students and families that are being provided in the school. The other thing that is really important, that a lot of people don't realize, is that the medical care is also free. So if your student is injured and is referred to Dr. Tingstad, or the dentist or eye doctor, and they go in for imaging or for treatment, or any services related to an injury that they received during their care of the athletic trainer, there is no charge. So, if there is a co-pay there is no charge. If there is no insurance the hospital doesn't charge them anything for their care.

Looking at the annual cost, it cost the Pullman Regional Hospital \$333,000 to do this program annually. It is at a cost of around \$5,000 for Garfield-Palouse, that is all the school district pays. This goes towards a full-time certified and licensed athletic trainer. So, where does the rest of the funding come from? There is a group of people that are Foundation board members, of which I am a part of, and we do year-round fundraising for a variety of different ventures, and this is one of them. We raise and help to coordinate raising \$166,000 that goes towards the program and then the hospital contributes \$127,500. So, that is part of the reason why I am here tonight is just to bring awareness to the program. It is so incredibly valuable, and I want to see it continue in Garfield and Palouse. We hope that we can continue it in other communities as well. It can't happen and it can't continue without being top of mind, people having awareness about it, and then understanding that there is a philanthropic component to this and if everybody can just be aware of it, and when you have an opportunity or feel compelled to participate, we can share different ways that you can do that. Stephanie will share some ideas and ways that the school board and the administration can participate and be helpful as well, such as putting information in your school newsletters, and the staff at the Foundation can provide that information to share, telling people, spreading the word, making sure that our neighbors and friends in Garfield and Palouse understand this program and how valuable it is to the community. One of the other things I love to see is just a little blurb at the bottom of all of our Garfield-Palouse programs at athletic events such as "did you know that this is funded by....", and philanthropic efforts with maybe a QR program to learn more about this program here just to keep it top of mind. I would also like to ask everybody to save the date for August 4, 2023. We have an annual fundraiser. It

is a lot of fun and it is just a fundraiser that we do a 5th quarter rally, it is out at the Red Barn in Colton, super fun, music, and it is another way to learn about the program. You can invite a friend to it that is learning about it, and then go and have a good time and participate in the fundraising efforts for the program.

Stephanie Pierce: One other idea that the schools can participate in is, we can provide you with something very similar to this flyer, or this exact same thing, provide you with envelopes and even the mailing and address labels, and you can mail them out to your student's parents. This will help them be aware that their kids are getting care. One thing that I do want to share, that Connie hit on, is that when students rehab, they are rehabbing at school so you don't have to drive them to Pullman, you don't have to come to Summit Therapy or any of the other therapy places in town, they are getting care at the school while they are at practice, if they are sidelined for a bit, from these trainers. So, it has been over one million dollars in care in five years, which is significant. I am grateful for everybody who supports it; it is a huge benefit to the students. Thank you for allowing us, not only here today, but also allowing us to be in your school to take care of your children.

Connie Newman: Thank you for having us.

II. CHANGES TO THE AGENDA: None.

III. CONSENT AGENDA:

A. Approval of Minutes: 9/29/22 - (Not available at this time – will be on November agenda)

B. HS/MS ASB:

MS ASB: None

HS ASB: \$14,776.23

Warrants: 30111331, 30111333, 30111336, 30111338, 30111340, 30111342, 30111347, 30111349, 30111351, 30111357, 30111359, 30111368, 30111370, 30111373, 30111381, 30111387, 30111398.

MOTION: A motion to accept the Consent Agenda was made by Jessica Smith and seconded by Shealyn Holbrook. The motion passed with the following roll call vote:

Jessica Smith – Aye	Ryan Pfaff – Aye
Andra Edwards – Aye	Paula Adams – Aye
Jessie Twigg-Harris – Aye	Matt Bofenkamp – Aye
Heidi Evans – Aye	Justin Honcoop – Aye
Shealyn Holbrook – Aye	Sean Neal – Aye

IV. OLD BUSINESS:

A. Discussion/Action: Possible Revision(s) to current Cooperative Agreement.

Sean Neal: I think where we left things is that at the last meeting we had come to a general consensus on all sections on of the agreement and so I would just open it up for discussion since everyone has had a few weeks to review that, if there are other items that we need to discuss, and/or potentially a motion to adopt.

MOTION: Matt Bofenkamp moved to adopt the previously agreed upon cooperative agreement in the October 3rd revision that we received from Jessica Smith. This was seconded by Jessica Smith. There being no public comment, the motion passed with the following roll call vote:

Jessica Smith – Aye	Ryan Pfaff – Aye
Andra Edwards – Aye	Paula Adams – Aye
Jessie Twigg-Harris – Aye	Matt Bofenkamp – Aye
Heidi Evans – Aye	Justin Honcoop – Aye
Shealyn Holbrook – Aye	Sean Neal – Aye

V. NEW BUSINESS:

A. CTE – Perkins Grant (Informational Report) No action required.

Mike Jones: Mark Sawyer was not able to make it tonight. This is very simple; it is an assurance page for the Perkins Grant. It only requires Jessica Smith and Sean Neal's signature for board chairs. This is a federal grant, and it is assuring basically that we were following the plan requirements, Washington State Code, etc.

REPORTS:

A. **Superintendent Report:**

Brett Agenbroad: I would like to congratulate both boards on their work on the cooperative agreement.

ADJOURN: Jessica Smith moved to adjourn the meeting, Ryan Pfaff seconded. There being no further business the Garfield-Palouse Joint Board Meeting was adjourned at 9:00 p.m.

Board Chairman: _____

Superintendent: _____