

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of March 19, 2010 Retreat/Study Session
8 a.m. – 2 p.m.
Confluence Technology Center

Board

Walter Newman, President
 Kevin Gilbert, Vice President
 Laura Jaecks
 Gary Callison

Staff

Brian Flones, Superintendent
 WSD Cabinet

The board retreat/study session opened at 8:12 a.m.

BUDGET:

The first presentation to the board was the Budget Update by WSD CFO Les Vandervort. He provided the following cohort comparisons:

1. Cohort Comparisons
 - 2008-09 Cohort Fund Balance Comparison
 - 2004-04 Cohort Fund Balance Comparison
 - 2008-09 Cohort Administrative Costs
 - 2003-04 Cohort Administrative Costs
 - 2008-09 Cohort Teaching & Support Costs
 - 2003-04 Cohort Teaching & Support Costs
 - 2008-09 Cohort Salaries & Benefits/Expenditures
 - 2003-04 Cohort Salaries & Benefits/Expenditures
 - 2008-09 Cohort NERC'S
 - 2003-04 Cohort NERC'S

Mr. Vandervort then provided the following Legislative Budget Rate Sheet for discussion.

2. Legislative Summary (funding reductions)
 - a. OSPI Summary
 - b. Pivot Table

2010 BUDGET RATE SHEET

LEG SESSION 2010

- A. 1. K-3 CERTIFICATED INSTR STAFF RATIO
 2. 4th GRADE CERTIFICATED INSTR STAFF RATIO
 3. CLASSIFIED STAFF RATIO
- B. LEARNING IMPROVEMENT DAYS IN EXCESS OF 180
- C. NERC
 1. BASIC
 2. VOCATIONAL
 3. VOCATIONAL SKILL CENTER
- D. SUBSTITUTE TEACHER
 1. SALARY INCREASE
 2. TOTAL
- E. INCR BEA PER PUPIL 09/10 TO 10/11
- F. TRANSPORTATION
 1. SALARY INCREASE
 2. INSURANCE INCREASE
 3. TOTAL
- G. HIGHLY CAPABLE
 1. SALARY INCREASE
 2. INSURANCE INCREASE
 3. TOTAL
 4. FUNDED PERCENT
- H. TRANS BILINGUAL
 DEDUCT SPI TESTING 1.5%
 1. SALARY INCREASE
 2. INSURANCE INCREASE
 3. TOTAL

	2009-10	2009-10	2009-10	2009-10	2009-10
	ESHB 1244 FINAL BUDGET	ESHB 1244 CURRENT BUDGET	GOVERNOR PROPOSED BUDGET	PSSB 6444 SENATE BUDGET	PSHB 2824 HOUSE BUDGET
A. 1. K-3 CERTIFICATED INSTR STAFF RATIO	53.2/1000	53.2/1000	49/1000	49.5/1000	52.7/1000
2. 4th GRADE CERTIFICATED INSTR STAFF RATIO	53.2/1000	53.2/1000	46/1000	46/1000	52.7/1000
3. CLASSIFIED STAFF RATIO	1/58.75	1/58.75	1/58.75	1/60.00	1/58.75
B. LEARNING IMPROVEMENT DAYS IN EXCESS OF 180	1	1	0	0	0
C. NERC					
1. BASIC	10,179	10,445	10,465	10,424	10,424
2. VOCATIONAL	24,999	25,449	25,499	25,399	25,399
3. VOCATIONAL SKILL CENTER	19,395	19,744	19,783	19,705	19,705
D. SUBSTITUTE TEACHER					
1. SALARY INCREASE	607.44	607.44	607.44	607.44	607.44
2. TOTAL	0	0	0.00	0	0
E. INCR BEA PER PUPIL 09/10 TO 10/11	607.44	607.44	607.44	607.44	607.44
F. TRANSPORTATION					
1. SALARY INCREASE	4.00	4.00	2.00	1.00	4.00
2. INSURANCE INCREASE	48.15	48.40	48.43	48.37	48.37
3. TOTAL	0	0	0	0	0
G. HIGHLY CAPABLE					
1. SALARY INCREASE	0.12	0.33	0.33	0.33	0.33
2. INSURANCE INCREASE	48.27	48.73	48.76	48.70	48.70
3. TOTAL	401.08	401.08	0.00	401.08	401.08
4. FUNDED PERCENT	-1.49	-1.49	0	-2.98	-2.98
H. TRANS BILINGUAL					
1. SALARY INCREASE	0.82	2.22	0.00	2.22	2.22
2. INSURANCE INCREASE	400.41	401.81	0.00	400.32	400.32
3. TOTAL	2.314%	2.314%	0%	2.314%	2.314%
DEDUCT SPI TESTING 1.5%	901.46	901.46	901.46	901.46	901.46
1. SALARY INCREASE	-13.52	-13.52	-13.52	-13.52	-13.52
2. INSURANCE INCREASE	-3.93	-3.93	-7.86	-7.86	-7.86
3. TOTAL	2.10	5.83	5.83	5.83	5.83
	886.11	889.84	885.91	885.91	885.91

I. LAP	281.71	282.63	282.70	282.56	283.00
1. SALARY INCREASE	-1.18	-1.18	-2.36	-2.36	-2.36
2. INSURANCE INCREASE	0.54	1.49	1.49	1.49	1.49
3. TOTAL	281.07	282.94	281.83	281.69	282.13
4. ADDTL BILINGUAL % - 20% IF POV>40%	Yes	Yes	Yes	Yes	Yes
J. SPEC ED FED FUNDS INTEG (Rpt 1220 Line I.2)	-24.00	-24.00	-24.00	-24.00	-24.00
K. LEA FUNDING REDUCTION Effective (01-01-2011)	0%	0%	100%	0%	0%
L. FRINGE BENEFITS IN PERCENT					
1. CERTIFICATED MAINTENANCE	14.43	14.43	14.43	14.43	14.43
2. CLASSIFIED MAINTENANCE	16.58	16.58	16.58	16.58	16.58
3. CERTIFICATED INCREASE	13.79	13.79	13.79	13.79	13.79
4. CLASSIFIED INCREASE	13.08	13.08	13.08	13.08	13.08
M. EMPLOYER RATES					
1. TRS	6.14	6.14	6.14	6.14	6.14
2. PERS	5.29	5.29	5.29	5.29	5.29
3. SERS	5.43	5.43	5.43	5.43	5.43
N. INSURANCE BENEFIT ALLOCATION	745.00	768.00	768.00	768.00	768.00
O. RETIREE SUBSIDY	59.59	64.90	64.90	60	
P. SAL INCR PERCENT FORMULA STAFF	0%	0%	0%	0%	0%
CERT INSTR STAFF MINIMUM BASE SALARY	34,237	34,237	34,048	34,048	34,048
CLASSIFIED MINIMUM SALARY	31,865	31,865	31,865	31,865	31,865
ADMINISTRATIVE MINIMUM SALARY	57,986	57,986	57,986	57,986	57,986
Q. STUDENT ACHIEVEMENT (PRIOR YR FTE ENROLL)	131.16	99.32	0	0	0
R. FULL DAY KINDERGARTEN % OF ENROLL FUNDED	20%	20%	0%	20%	20%
S. NATIONAL BOARD TEACHER CERTIFICATION	5,090	5,090	5,090	5,090	5,090
NATIONAL BOARD CHALLENGING SCHOOLS	5,000	5,000	5,000	5,000	2,500

Originated by John Jenft - Updated for 10-11

Version 1.3 Prepared by: Office of Superintendent of Public Instruction
Estimated Impacts of 2009-11 Proposed Supplemental Budget(s) on State Revenues
Based Upon School Districts' Budgeted 2009-10 Data Except Where Noted Below

~~ Summarized By District ~~

Name	Wenatchee
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Description	Group	Source				
		2010-11 Projected Funding Level	Current 2009-10 Funding (Nov 2009)	Governor's Budget Difference from 2010- 11 Projected	House Budget Difference from 2010-11 Projected	Senate Budget Difference from 2010- 11 Projected
Basic Education Programs	Basic Programs	37,708,279	37,602,214	8,447	(8,797)	(8,797)
Classified Staff Ratio Reduction	Extended Basic Programs	0	0	0	0	(133,993)
Full Day Kindergarten	Selected Grants and Allocation	893,452	887,498	(893,452)	(858)	(45,819)
Highly Capable	Extended Basic Programs	67,805	67,805	(67,805)	(15)	(15)
I-728 - Student Achievement	Selected Grants and Allocation	714,393	943,413	(714,393)	(714,393)	(714,393)
Inflation Costs of Health Insurance	Extended Basic Programs	173,695	0	0	0	0
K-4 CIS Staff Ratio Change	Extended Basic Programs	0	0	(1,014,332)	(104,355)	(932,940)
LEAP 2 Salary Sched Revisions - CIS	Extended Basic Programs	0	0	(139,795)	(139,795)	(139,795)
Learning Assistance Program	Basic Programs	1,169,938	1,165,707	290	1,535	(290)
Local Effort Assistance	Selected Grants and Allocation	3,563,230	3,413,785	(2,565,526)	0	0
Middle School Vocational	Selected Grants and Allocation	0	0	0	0	0
Special Education	Basic Programs	3,879,673	3,868,989	798	(845)	(845)
Summer Skills Center	Selected Grants and Allocation	113,688	113,688	0	0	0
Transitional Bilingual	Basic Programs	1,293,721	1,293,721	0	0	0
Transportation Operations	Basic Programs	1,063,566	1,058,086	658	(658)	(658)
Grand Total		50,641,439	50,414,907	(5,385,110)	(968,181)	(1,977,544)

3. Budget Survey

a. Most common responses

Wenatchee School District

2010-11 Budget Survey

This is a summary of the budget survey posted on the WSD website. This survey was a forum for staff, community, and students to submit suggestions for budget savings as well as key programs and/or staff to retain.

The responses are first broken down into the most consistently offered suggestions. Additional subject area responses are then listed.

Number of responses: 292

Areas of response: Ranked in order of majority of responses

1. **Travel (67)** - Although travel has been restricted since last year, many comments indicated travel could be reduced any further.

Out of state travel is restricted to events "required" by a grant or program.
In state travel is restricted to what's necessary and essential.

Travel itself is not necessarily a high savings object. Generally, budgets are set up to be able to shift travel expenses that aren't spent into other objects (supplies, contract services, equipment). However, travel costs are reflected in other cost areas such as professional development, substitute costs and, generally, time out of the classroom.

2. **Instructional Coaches (63)** – Most common comment was to put instructional coaches back in the classroom.

Instructional coaches are paid out of special programs (Title I, II, III, LAP).
There isn't a direct funding connection between coaches and the state funding reductions being considered.

Coaches can assigned back to classrooms or the way the model is delivered can be changed.

Any budget savings are provided only if other BEA expenses are assigned to those special program dollars.

3. **Sports (52)** – Suggestions include going to "pay to play", reducing the number of coaches per sport, reducing middle school sports, reducing travel (away games).

Sports and extra-curricular activities are "levy" funded. Reducing this area saves dollars that can be applied to BEA.

4. **Administration (46)** – Includes administration in general and district office specifically. Basically, share the wealth (or lack of it).

5. **Professional Development (Training) (44)** – General theme was to give training a rest. Cost of subs and time relevant factors to reductions.

6. **Maintenance & Operations (23)** – Concerns raised about effectiveness of and need for some M&O staff.

7. **Curriculum (20)** – Delay adoptions. Some questions about which consumables are really necessary.

8. **Paper Waste (19)** – Several comments about copy paper being wasted. Also to use white paper instead of colored paper

9. **Field Trips (18)** – Allow only field trips that are directly related to learning.

10. **Building Budgets (16)** – Many staff willing to reduce building / classroom budgets to help.

11. **Paraprofessionals (16)** - General classroom, PIP, special ed one-on-one para's, library para's were suggested positions to reduce. Many comments also went the other way and described the need to keep para's.

12. **All Day Kindergarten (13)** – some kids not ready.

13. **Four (4) day week (12)**

14. **Energy conservation (8)**

Other ideas suggested:

1. Eliminate **Day Care** if it's not self sufficient.
2. **Bus Routes** – consolidate or run more efficient routes.
3. Suspend or eliminate some **committees** (articulation, cadre, horizontal)
4. Eliminate **Elementary Art** specialist positions
5. Reduce **Enrichment coordinators** (also reduce the one day a week meeting out of the classroom)
6. Technology (hardware updates, TRT's)
7. Eliminate **late start Mondays**
8. Eliminate **Make Your Day** program
9. Eliminate **dual language** program
10. Eliminate **after school** programs
11. Eliminate **food** at meetings
12. Reduce traveling of **itinerant staff** so period of instruction isn't lost
13. Reduce district **security** person and car
14. Eliminate the 3 **middle school athletic director** positions
15. Eliminate **assistant athletic director** position
16. Reduce number of **building secretaries**
17. Increase revenue with **commercial sponsorships**
18. Sell **surplus** property
19. Reduce number of **nurses** (also comments about keeping nurses)
20. **Consolidate** Wenatchee, Eastmont, Entiat, Cashmere, Cascade

4. District Reduction Recommendations

OBJECTIVES AND PRIORITIES

Our top priority is to preserve jobs and avoid a reduction in force.

We plan to accomplish this through three primary strategies:

1. Reduce services and/or align existing resources to preserve programs.
2. Use the district transfer processes to fill identified open positions with existing staff.
3. Utilize reductions in operational expenditures to preserve staff positions and insure that key district and school initiatives are able to move forward.

1	Departmental	District Office	50,000	Board, Business, HR
		Learning & Teaching	48,000	Curriculum adoptions
		Public Relations	22,000	Reduce newsletter costs
		Technology	10,000	4 TRT positions (3@middle, 1@HS)
		Enrichment (travel)	4,000	
		Day Care	50,000	
			184,000	
2	Administrative	Asst Supt HR	80,000	
		District Office	20,000	
			100,000	
3	Athletics	Staff Absorption	28,000	
		Travel / Officials	10,000	
		Middle school AD	13,000	
			51,000	
4	M&O	Staff Absorption	70,000	
		(1) custodian	45,000	Attrition
		Supplies, Travel, Cap	50,000	
			165,000	
5	Cert Staff	2 Learning Improvement Day's	280,000	
		Absorb 10.0 teachers	720,000	1,000,000
		Grand Total		1,500,000
6	Miscellaneous	Security	40,000	
		Travel	30,000	
		PIP Paras	30,000	
		Music trips	5,000	
		Field trips	5,000	
				110,000

5. Budget Reduction Communication Plan

a. Steps and Process

HR Director, Lisa Turner, WenEA President, Gayle Northcutt and Superintendent Brian Fones outlined the steps and process that took place last year and how they plan to continue with that same process. Mr. Fones shared the letter with the board that was sent out to the staff concerning the process and objectives. Ms. Northcutt shared some of the staffs' concerns and anxieties. She is keeping communication open between administration and the certified staff. Ms. Turner is communicating with the bargaining units to keep the classified staff informed. The board thanked the cabinet and Mr. Fones for keeping jobs by creative means and thinking outside the box.

Brian Fones- Strategic Initiatives Planning for 2010 – 2011

Discussions:

- Facilities – future with the budget cuts, bonds and levies. Areas of discussion:
 - Facilities/College
 - Steering Committee
 - WVC Video
 - April 9th Kickoff
 - New Special Projects Coordinator Jake Walker will attend next board meeting
 - Assistant Superintendent Jon DeJong share the following letter.
Dear Community/Staff Member,

In December of 2008 the Citizen's Facility Committee presented a recommendation to the Wenatchee School Board to pursue a bond issue in the Spring of 2010 to address facility needs at Washington Elementary, Wenatchee High School, and Abraham Lincoln Elementary. At that time the school board decided to postpone the bond measure because of the economic climate and the need to concentrate on passing a maintenance and operations levy in the spring.

It has been fifteen months since the decision to postpone the bond issue and our facility needs continue to grow within the school district. We are excited to start the process of following up on the facility committee's recommendation and look at the feasibility of running another bond proposal in the Spring of 2011.

The Charge

The Wenatchee School District Board of Directors has charged the superintendent with reconstituting the Citizen's Facilities Committee for the purpose of bringing a bond proposal to the board by October, 2010. The committee will review the recommendation brought to the board in 2008 and will also look at the following issues:

- Whether to include the Secondary School's Study Committee recommendations in the bond proposal.
- Whether it makes more sense to replace or remodernize Washington Elementary.
- Considerations of other facility issues that might need to be addressed in a long-range facility plan.

We are hoping that you will consider being a part of the Citizen's Facilities Committee. Many of you have served in the past and your time and expertise is greatly appreciated. We are asking that all members commit to making a minimum of 5 out of the 6 meetings that are scheduled. Regular participation is critical to maintaining momentum and continuity. The first scheduled meeting will be on Thursday, April 8th, at 6:30p.m. in the Wenatchee School District Office boardroom. If you are willing to serve, [please RSVP to Barbara Larkin <larkin.b@mail.wsd.wednet.edu> no later than Friday, March 26.](mailto:larkin.b@mail.wsd.wednet.edu) Thank you for your consideration.

Sincerely,

Jon DeJong
Assistant Superintendent

Mr. Fones and Mr. DeJong asked the board for direction concerning the bond after a discussion about the SSSC short-term solution. Review of the different options and the recommendations of the Facilities Committee in December of 2008 is important information they felt they needed to revisit and refresh. The board suggested:

- Inventory of schools conditions
- SNW – what are current costs

- Tours of schools to have visuals
 - Communication to public in video media and website
- The board advised Mr. DeJong to proceed with what he was doing.
- MYD classroom management program and the clear decision and communication to the public discussed.
 - Assign an owner of the program
 - All the responses the board/district has taken since the parent concerns were pointed out
 - Nine Characteristic Survey results and questions were discussed in detail
 - Communication with principals on positive reinforcement
 - Possibility of research on the PBIS study
 - Newsletter Articles (importance about communication to our public & community)
 - Public Meeting after spring-break to announce the budget plans and allow public comment (board meeting).

District Initiatives

Mr. Flones pointed out that Ms. Smith would be giving an overview of the initiatives and how we are working throughout the district in meeting those goals.

Assistant Superintendent Jodi Smith- Learning and Teaching – presented the following.

1. District Initiatives Long Range WSD Initiatives K-12– Ms. Smith covered each area of each section, explaining Initiatives, implementers and agents and explaining the color coordination of each chart.
 - Red: Institutionalize/sustain: Implementation is complete – Change in practice institutionalize – High levels of support are no longer needed – Accountability measures are in place.
 - Green: Launch/Implement: provide training and support – Monitor progress of implementation
 - Yellow: Research/Plan/Develop: Research and explore – create background knowledge and awareness – Formulate action plan – Begin work

Discussion points and board questions during presentation:

- Create shared piloting and best practices
- Invitation to attend training with Mike Mattos – May 5th and 6th
- Students’ parents involvement is important for success/Family Advocate’s role is it being used properly
- Pyramid of Intervention at every school is important
- Intentional Learning is ongoing
- Diminishing culture of kids - working to the top
- Shift is taking place from “My Kids” to “Our Kids” in every school
- Program restraints on how many we can serve a challenge
- Using AVID Model on teaching organization to students would be beneficial

Mr. DeJong explained the Professional Learning Communities Rubric chart to the board and answered questions concerning:

Rationale: Research/Plan/Develop Stage/Launch/Implementation Stage and Institutionalize/Sustaining Stage. He explained how it progressed through the levels starting with relationship to the District → Principals → Teachers → Students. See below:

Professional Learning Communities Rubric

Rationale:

	Research / Plan / Develop Stage Research & Explore – Create background knowledge & awareness; Formulate action plan; Begin work (May include a pilot) 2008-2009	Launch / Implement Stage Provide training and support; Monitor the progress of implementation 2009-2010 and 2010-2011	Institutionalize / Sustaining Stage Implementation complete; change in practice institutionalized; high levels of support no longer needed; monitored routinely 2011-2012
District	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Provide training through: <ol style="list-style-type: none"> Building teams attending PLC Summits and PRTI training. Leadership Academy for principals. Horizontal and content team training. Monitor building progress on PLC implementation via principal 1 on 1's and the PLC assessment results shared at supportive reviews. 	<ul style="list-style-type: none"> Continue to monitor the implementation of PLC's through the self-assessment and supportive review process.
Principals		<ul style="list-style-type: none"> Provide building leadership/training in the areas of: <ol style="list-style-type: none"> Creating, implementing and monitoring PLC foundational structures such as, mission/vision, norms, collective commitments, and celebrations. Working w/ staff to develop an effective, articulated PRTI and enrichments. Monitoring the effectiveness of team collaboration time and promoting the use of power standards, common assessments, analyzing student work, and team planning. 	<ul style="list-style-type: none"> Model and Monitor the areas of: <ol style="list-style-type: none"> Using PLC foundational structures such as, mission/vision, norms, and collective commitments to guide building/team work. PRTI effectiveness Team collaboration time centered on the use of power standards, common assessments, analyzing student work, and team planning.
Teachers		<ul style="list-style-type: none"> Teachers will: <ol style="list-style-type: none"> Be familiar with and utilize the PLC model for team collaboration. Participate in the development of the mission/vision, norms, and collective commitments. Learn to work in collaborative teams using power standards, common assessments, and the analysis of student work to guide instruction. Learn to write and use formative assessments. 	<ul style="list-style-type: none"> Teachers will: <ol style="list-style-type: none"> Utilize the PLC model for team collaboration. Use the building/team mission/vision, norms, and collective commitments to guide their work. Work in collaborative teams using power standards, common assessments, and the analysis of student work to guide instruction.
Students			

Ms. Smith explained in detail and answered board questions on all the K-5, 6-8 and 9-12 charts in the attachment.

- ❑ Development and Implementation calendar is in place for each area, K-5, 6-8, 9-12.

Wenatchee School District Learning System Development and Implementation Calendar /Plan										District K-5										
K-5 Core Content	Calendar of Progress	PLC Foundational Structures		PLC #1 What do we want our students to learn? How does WSD believe this occurs?						PLC #2 How will we know if students have learned?				PLC #3 What will we do if they have not learned?				PLC #4 What will we do if they have learned?		
		Norms/Mission	Vision/Collective Commitments	What			When	How Effective Instructional Practices			Assessment System				Pyramid of Intervention				Supplemental Enrichment/ Extensions- tier 1 & 2	Extra-Curricular Enrichment Opportunities
				Power Standards Identified	Power Standards Unwrapped	Power Standards aligned to the Adopted curriculum	Academic Vocabulary Identified	Pacing Guides Developed	*Daily Learning Targets/ Language Objectives					Common Formative Assessments & Rubrics	Common Summative Assessments & Rubrics	Vital Few #3's, i.e. student feedback, data folders, etc.	Tier 1-Classroom Intervention	Intervention Specialist Curriculum		
Language Arts	2009-2010	Cadre	Cadre																	
	2010-2011																			
	2011-2012																			
	2012-2013																			
Math	2009-2010	Cadre	Cadre																	
	2010-2011																			
	2011-2012																			
	2012-2013																			
	2013-2014																			
Science	2009-2010	Cadre	Cadre																	
	2010-2011																			
	2011-2012																			
	2012-2013																			
	2013-2014																			

*A research-based instructional strategy proven effective for English Language Learners.

Research/Plan/Develop:	Research & explore. Create background knowledge & awareness. Formulate action plan. Begin work.
Launch/Implement:	Provide training & support. Monitor progress of implementation.
Institutionalize/Sustain:	Implementation is complete. Change in practice institutionalized. High levels of support are no longer needed. Accountability measures are in place.

(NOTE: This timeline will be adjusted as needed)

TB/3-15-10

Several areas were discussed and covered in the presentation format. Some of the important points of discussion as follows:

- ❑ The K-5 Mathematics Rubric covered in detail & discussed.
- ❑ Instructional Coach Reassignment discussion followed.
- ❑ In the overall movement of reaching kids the Intervention Pyramid is a key piece.

- ❑ The constant change in math has made it difficult but we are going forward and not letting it slow down or stop our progress.
- ❑ Collaboration is an important piece in the teacher's first year. It enables them to get the feel of the district, a plan and the direction we are going.
- ❑ Discussion on national testing standards – our students are already testing higher than national standards.
- ❑ ELL is 17% of our student population, district efforts in reaching all of them continues to narrow gaps.
- ❑ The board agreed that this plan gives them confidence that we are heading in the right direction.
- ❑ Stepping up the rigor was a focal point of discussion. While money is diminishing expectations are not.
- ❑ Everyone agreed they want to see a return on the district's investment in the students' achievement results.
- ❑ Mr. DeJong noted that the cabinet has given the board a ton of information and material for them to digest. The board indicated they appreciate having a better understanding and knowledge of student learning.
- ❑ Mr. Fones added that this is where we are right now and we plan to stick to it as we follow through with this plan, with constant re-evaluating and checking on progress. The cabinet will keep the board informed.

The calendar for more Study/Retreat dates was discussed and will be filled in later. STEM Tour – April 20th was also discussed and Mr. DeJong invited board members to attend.

Meeting adjourned at 2:10 p.m.

Board President

Superintendent