



Wenatchee School District

Regular Board Meeting

Minutes of April 10, 2018 WSD
District Office

Board Members	Staff Present
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Michele Sandberg, President
 Sarah Knox, Vice President & DLT Board Representative
 Sunny Hemphill, Board Legislative Representative
 Laura R. Jaecks
 Walter Newman

Brian Flones, Superintendent
 Cabinet

I. Regular Meeting 6 p.m.

Michele Sandberg, President, opened the regular board meeting at 6:00 p.m. with the pledge of allegiance. She asked those present who wanted to address the board to please fill out a citizen's comment sheet and turn it in. She reminded them there is a 3-minute time limit per person for comments.

President Sandberg asked if there were any changes or actions needed for the agenda. No changes were made.

II. Consent Agenda

MOTION MADE: Laura R. Jaecks made the motion to approve the consent agenda as presented.

SECONDED: Sarah Knox

DISCUSSION: One item was pulled from the consent agenda at the agenda review.

CARRIED: UNANIMOUSLY

Consent Agenda included:

1) Minutes

MINUTES: Regular Board Meeting: 3/27/18 On File

2) Personnel Report

PERSONNEL REPORT PREPARED BY:

Lisa Turner, HR Executive Director: April 10, 2018- On file

3) Vouchers/Payroll

PAYROLL PREPARED BY:

Tami Hubensack, Director of Payroll: None

VOUCHERS & CONTRACTS PREPARED BY:

Karen Walters, Director of Accounting 4/10/2018

General Fund

Check numbers 598113 through 598299 totaling \$386,379.44

Capital Projects Fund

Check numbers 598300 through 598303 totaling \$12,969.35

Associated Student Body Fund

Check numbers 598304 through 598339 totaling \$34,868.30

4) Contracts

4/10/18

Date	New / Renewal / Revision	Federal Yes/No	Agency	Purpose	Amount	Effective Dates	Staff Person Responsible for Contract	Reviewed by	PO Required?
04/03/18	Revision	No	Health Care Authority - Contract #1611	Update sections of original contract	N/A	Upon Completion - Continuing	Denise Watson	Les	No
					Budget Code				
					N/A				
03/19/18	New	No	Cascade Christian Academy	Private School Partnership Agreement	N/A	Upon Approval	Jill Fineis	Jodi S	No
					Budget Code				
					N/A				
03/28/18	New	No	Islandwood	School Overnight Program	\$6,220	4/10/18 - 9/20/18	Tim Sheppard	Jodi S	Yes
					Budget Code				
					0107-27-7100-106				
03/23/18	Renewal	No	USA Football	Provide required football training	\$10 per coach	Upon Completion - Continuing	Jim Beeson	Jon D	Yes
					Budget Code				
					0100-28-7000-000				
03/26/18	New	No	Dual Language Education of New Mexico	Teacher training using project GLAD protocols	\$3,888	4/15/18 - 4/16/18	Cynthia Valdez	Les	Yes
					Budget Code				
					6500-31-7000-000				
03/23/18	New	Yes	Strategic Steps	Continued Tier 3 Training	\$3,100	4/27/18	Jodi Smith	Les	Yes
					Budget Code				
					5200-31-7000-000-3010				
03/22/18	New	No	Wenatchee Valley Museum & Cultural Center	Facility use for Continued Tier 3 Training	\$216	4/27/18	Sarah Hanchey	Les	Yes
					Budget Code				
					0111-31-7000-000				
03/20/18	New	No	CH2O Inc.	HVAC cooling system chemical treatment & monitoring	\$4,000	Annual March to October 2019	Greg Thompson	Les	Yes
					Budget Code				
					-7.76E+03				

5) Surplus Report & Other Consent Items

SURPLUS REPORT PREPARED BY: 4/10/18
Karen Walters, Director of Accounting: On File
CAMPS & CLINICS: None
AGREEMENTS: None

Citizen's Comments Summaries

Aida Bound is a licensed clinical social worker & family therapist and worked in The District of Columbia, inner city and in Wenatchee with English Language Learners, transitional & AVID students. She spoke to diversity in our district; over 50% of population is Latino but none are represented on the board. She feels we must have them represented to have our schools be fair & equal.

The board thanked her for sharing her thoughts.

ASB Reports

WHS ASB: Sabastian Pasion, ASB VP

- Robotics Teams are going to World Competition in Kentucky
- Business Leadership Team will be heading down to Georgia for International Competition
- April 19th Mr. Panther talent show coming up which should be a lot of fun, \$6 pre-ticket and \$7 at the door. He gave a summary of the show.
- Student Elections - there is a tie in the President and Vice President, final revote next Thursday

WSHS: None

WVTSC: Evan Olin, ASB VP Representative

- Thank you to the board from ASB and our principal, Pete Jelsing
- The Skill USA competition is coming up next week
- A Car Show fundraiser for children's needs is in the planning
- He is 2nd year at the Tech Center – it has been great experience with good teachers
- Friday the school board will visit, details given
- ASB is talking about having a buddy-system to bring someone to visit tech center

The board thanked the students for their reports.

Field Trip Requests

None

Wenatchee Learns Strategies

Strategy 3: Use the Best Tools & Resources to Advance Learning

Objective 3.3 The Right Tools & Resources For Staff

Policy & Procedure 2021 Library Media Centers 1st Reading

Rosemary Wulf, Newbery and Librarian Team Lead & WHS Librarian Patricia Devereaux presented the following policy for first reading and the procedure for information. The policy changes are to bring the policy into compliance with what the district is currently doing and update WAC's and RCW's.

Policy No. 2021
Instruction

LIBRARY MEDIA CENTERS

WAC 392-204-009 **Definitions.**

"Teacher-librarian" means a certificated teacher with a library media endorsement under **WAC 181-82A-202 (1)(i), 181-82-344, or 181-82-346.**

"School library information and technology program" means a school-based program that is staffed by a certificated teacher-librarian.

WAC 392-204-020

School library information and technology program.

~~Library media staff shall collaborate as instructional partners and informational specialist with teachers to develop student's information and technology skills. Library/media staff will assist students and teachers by providing access to materials and securing information from other sources.~~

Library/media centers will be used to support the attainment of the state's learning goals. **The school library information and technology program is to include resources that promote a positive impact on student learning, such as a variety of resources for reading advocacy, student communication skills, electronic and print information, and resources that support student mastery of the essential academic learning requirements in all subject areas and the implementation of the district's school improvement plan, consistent with the goals for Washington common schools, as adopted by the state board of education. Each center shall be provided with a collection of print and electronic information, instructional equipment and other learning resource materials to promote a positive impact on student learning. These resources will support the district's school improvement plan and student mastery of the essential academic learning requirements in all subject areas.**

[Statutory Authority: RCW **28A.320.240**, WSR 16-01-059, § 392-204-020, filed 12/11/15, effective 1/11/16. Statutory Authority: 2006 c 263, WSR 06-14-009, recodified as § 392-204-020, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW **28A.320.240**, WSR 05-08-013, § 180-46-020, filed 3/28/05, effective 4/28/05; WSR 92-24-025, § 180-46-020, filed 11/24/92, effective 12/25/92; Order 15-75, § 180-46-020, filed 12/11/75.]

WAC 392-204-025 **Services.**

- 1) The teacher-librarian, through the school library information and technology program, shall collaborate as an instructional partner and informational specialist with classroom teachers to develop students' information and technology skills, help all students meet the content goals in all subject areas, and assist high school students completing the culminating project and high school and beyond plans required for graduation under **WAC 180-51-061**.

- 2) The teacher-librarian's duties may include, but are not limited to, collaborating with his or her school to:
- (a) Integrate information and technology into curriculum and instruction including, but not limited to, instructing other certificated staff about using and integrating information and technology literacy into instruction through workshops, modeling lessons, and individual peer coaching;
 - (b) Provide information management instruction to students and staff about how to effectively use emerging learning technologies for school and lifelong learning, as well as in the appropriate use of computers and mobile devices in an educational setting;
 - (c) Help teachers and students efficiently and effectively access the highest quality information available while using information ethically;
 - (d) Instruct students in digital citizenship, including how to be critical consumers of information and provide guidance about thoughtful and strategic use of online resources; and
 - (e) Create a culture of reading in the school community, by developing a diverse, student-focused collection of materials that ensures all students can find something of quality to read and by facilitating school-wide reading initiatives along with providing individual support and guidance for students.

[Statutory Authority: RCW [28A.320.240](#), WSR 16-01-059, § 392-204-025, filed 12/11/15, effective 1/11/16. Statutory Authority: 2006 c 263, WSR 06-14-009, recodified as § 392-204-025, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW [28A.320.240](#), WSR 05-08-013, § 180-46-025, filed 3/28/05, effective 4/28/05; WSR 92-24-025, § 180-46-025, filed 11/24/92, effective 12/25/92; Order 15-75, § 180-46-025, filed 12/11/75.]

The superintendent shall establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in ~~2021P-2020P~~.

Legal References: WAC 392-204 392-190-055 Library Media Centers Textbooks and instructional materials — Scope — Elimination of sex bias — Compliance timetable

Management Resources: *Policy News*, April 2005 State Board of Education Revises Library Media Rules *Policy News*, October 2007 Elimination of Outdated and Obsolete Policies

The procedure changes were to update the process and procedures and to support the policy. The procedure is an information item and is on file.

Discussion followed:

- Possible library funding from the state discussion
- \$20 per student increase
- Librarians have not planned anything or received details of the increased line items.
- They will meet with their Team Leaders, Ron Brown and Sarah Hanchey.
- Spanish translations addressed, contacting WSSDA to see their recommendations
- E-books are available for checkout
- Realia (pictures, games etc.) definition explained
- Suggested by a board member to have all policies and procedures translated into Spanish, administration is looking into it.

The policy will come back at the next board meeting in the consent agenda. The board thanked Ms. Wulf and Ms. Devereaux for the presentation and for answering their questions.

Strategy 1: Design the Personalized Learning of the Future

Objective 1.1 Flexible Personalized Learning System

After School Programs Update

Carolyn Griffin-Bugert, Grants Coordinator presented the following materials to the board, and After-School Programs staff attended to support the program and answer questions.

Staff attending: Marya Madsen, Lewis and Clark Site Coordinator, Anne Pankow, Lincoln, Jonathan Umana, Mission View, Lucas Prichard, Columbia, Demerey Moore, Orchard, Maura Danforth, Pioneer and Assistant Grant Coordinator, Maggie McManus, Newbery (not present). Ms. Griffin-Bugert thanked Supt. Flonas and Mr. Eagle, Director of State and Federal Programs.

AFTER SCHOOL EXPANDED LEARNING PROGRAM:

Funded by grants since 1997, all salaries included.

MISSION

....provide academically struggling students with high quality educational, recreational, cultural and enrichment opportunities outside of the regular school day

Expanded Learning vs. Extended Learning

(Extended is material learned during school day and extending it. Expanded Learning - we do education differently in different ways – Enrichment)

- 1,000+ students per year
- 5 elementary, 2 middle schools
- Below grade level (elementary)

- 84% Free/reduced lunch
- 72% Hispanic
- 26% Migrant
- 5% Homeless

WE SERVE:

Ms. Griffin-Bugert described the typical student having “strikingly worrisome lives’ and the younger children are academically behind. Four schools ending grants this year, two schools have a two more years and in 2022 ends for Newbery.

Grant #1: Ends August 2018

	Students served	Average Daily Attend	Low Income	Hispanic	Migrant	Homeless
Orchard	185	50	89%	71%	31%	6%
Pioneer	223	71	79%	61%	24%	4%
Mission View	138	68	81%	72%	27%	6%
Columbia	124	70	93%	79%	21%	2%

Grant #2: Ends August 2020

	Students served	Average Daily Attend	Low Income	Hispanic	Migrant	Homeless
Lincoln	125	55	91%	82%	30%	10%
Lewis & Clark	125	75	86%	86%	20%	5%

Program Structure

- Grant funded (97%)
- After school and summer
- 5 days/week
- Free hot meal
- Homework help
- Experiential learning - enrichment
- Positive adult role models
- Transportation home
- ESL & GED for family members

Grant #3: Ends August 2022

	Students served	Average Daily Attend	Low Income	Hispanic	Migrant	Homeless
Newbery	95	60	72%	58%	25%	5%

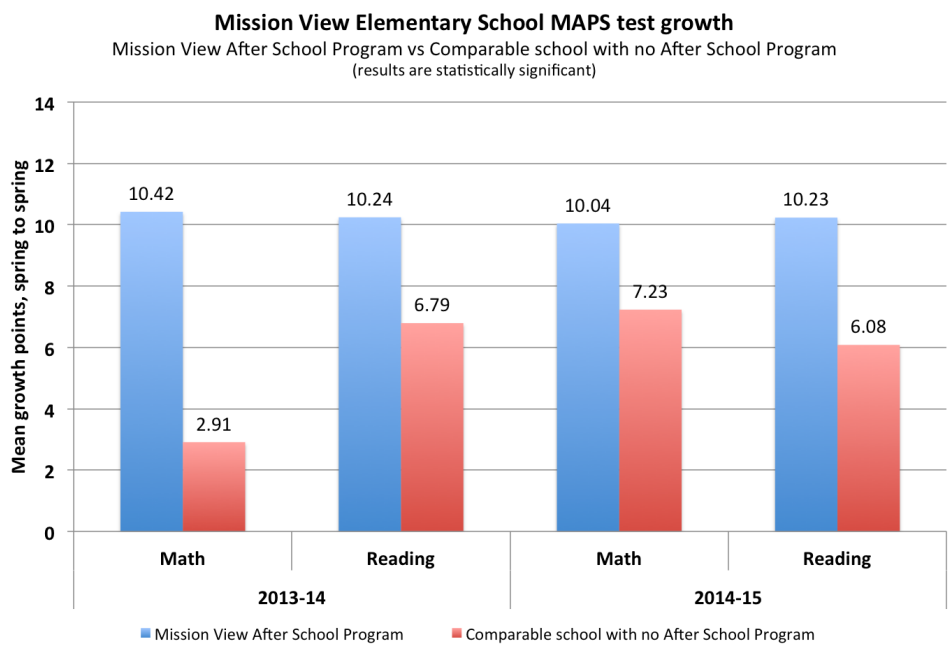
- STEM: Science, Tech, Engineering, Math
- STEM: Science, Tech, Engineering, Math
- Natural Science & Conservation
- Active Games
- Cooking
- Arts, Crafts & Performing Arts
- Experiences

Lewis and Clark: 6-week winter schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Active Games	CampFire Club	Crafts	Computer Science	Woodworking
Arts & Crafts	Urban Agriculture	Cooking	Natural Science	Computers
Cooking	Slimy Sewer Science	STEAM	Chess	
			Dance	
Math is Cool	Strings		Strings	

Community Partners (4)
<ul style="list-style-type: none"> • CampFire NCW • City of Wenatchee Public Works Department • Cascadia Conservation District • Wenatchee River Institute
Weekly STEM Activities (8)
School partners (2)

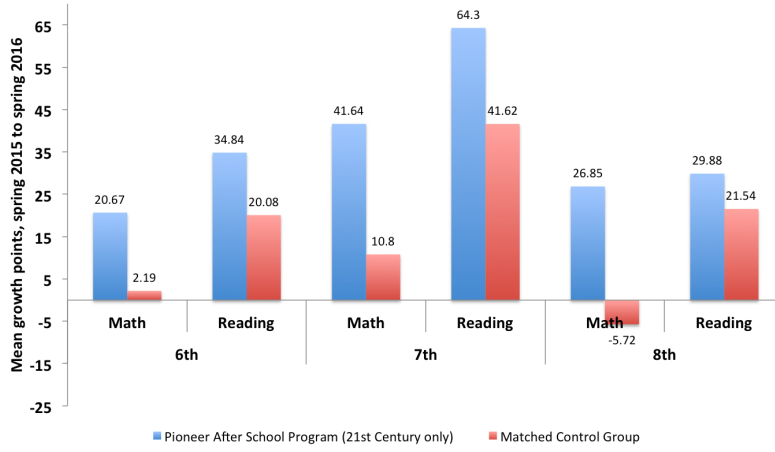
IMPACT: ACADEMIC

- Expanded Learning: Enrichment



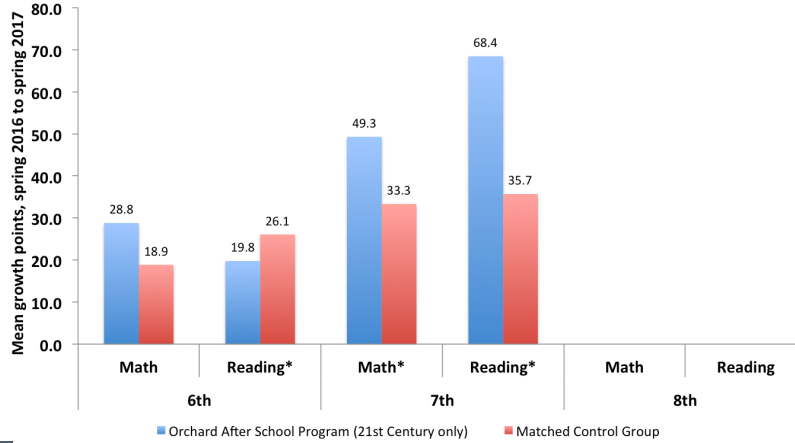
**Pioneer Middle School SBAC test growth
2015 - 2016**

Pio 21st Century students vs Comparable school with no After School Program



**Orchard Middle School SBA test growth
2016 - 2017**

OMS 21st Century students vs Comparable school with no After School Program
* indicates statistically significant p<.10



Relationships

Impact: Social / Emotional

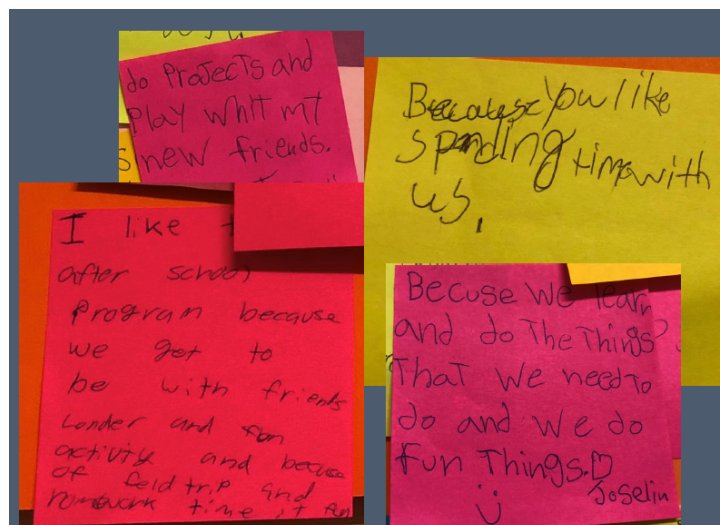
Belonging and Engagement

- "I fit in at this program"
- "The adults in this program take time to get to know me"
- "What we do in this program will help me succeed in life"
- "This program helps me build new skills"

	Mostly or completely true
Orchard	66%
Pioneer	92%
Mission View	81%
Columbia	88%
Lewis & Clark	89%
Lincoln	94%

Kids say it best...

"I get help with my homework."
 "I learn cool stuff."
 "I'm not home alone."
 "People are fighting at home."
 "Because you care about us."
 "I like to come! It's fun!"



Community Partners

- Town Toyota
- Wenatchee Valley College
- WSU Extension
- Cascadia Conservation District

Aging & Adult Care	Numerica Performing Arts Center
CampFire NCW	Papa Murphy's Pizza
Cascade Columbia Fisheries Enhancement Group	Riverfront Rock Gym
Cascadia Conservation District	Stage Kids
Chelan County PUD	Team Naturaleza
Chess 4 Life	TOGETHER! For Youth
City of Wenatchee Public Works Dept.	Town Toyota Center
City of Wenatchee	Washington Trust Bank
Columbia Valley Community Health	Wenatchee Public Library
Community Foundation of NCW	Wenatchee River Institute
Girls on the Run	Wenatchee Valley College
WSU - 4-H & Master Gardeners	Wenatchee Valley Museum and Cultural Center
Mela Coffee Roasting Co.	Wenatchee YMCA
Mountain Sprouts	Others....
North Central Regional Library	

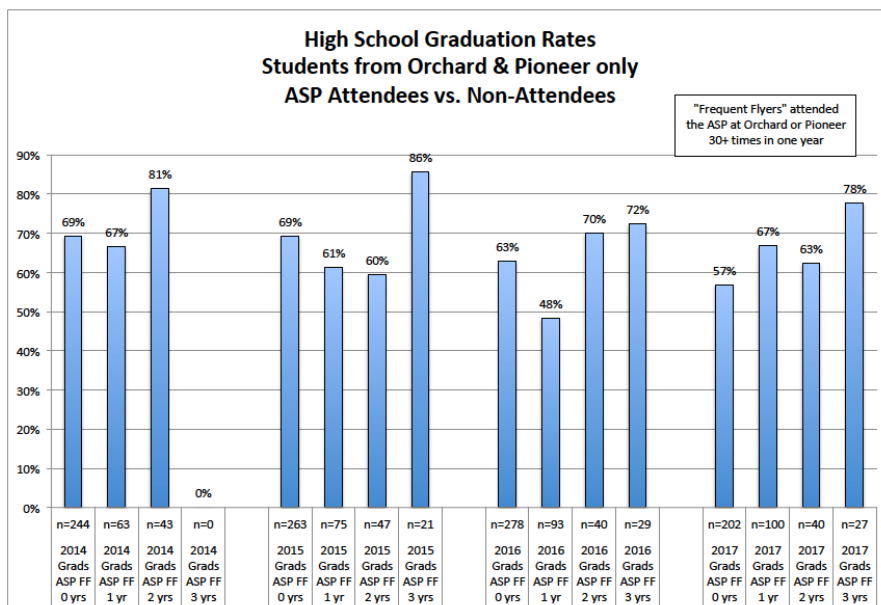
Leveraging Resources

Estimated annual value of community partnerships:

\$120,000+

Discussion Points:

- We target and invite the students who fall into the “low-achieving” category.
- Funding is based on serving a particular number of students.
- Shared pictures of the students in educational activities;
- The students see themselves in different career opportunities that they may not ever have the opportunity to do if not in this program.
- Runs on a 6-week schedule, example of a day at Lewis and Clark – in one week four community partners were involved with the students;
- Also 8 STEM activities and music activities every week;
- The Academic Impact is big: Approach is in enrichment learning, not more of the same;
- We hire an external evaluator to look at our program outcomes:
 - Worked with us for 8 years
 - PhD trained Statistician
 - Quasi-experimental research design
 - We give her data of students in the after school program
 - She matches those students by the demographics and academics
 - Compares test-score growth of our students with comparable student in the WSD who are not in the after school program
- 2013-15 results - sharing those outcomes because WSD has been recognized by the state for the amazing outcomes, we are proud of them, charts shared above, MV Maps Testing, elementary school examples also shared with the board;
- Pioneer & OMS charts shared for examples -middle school, shared above.
- We cannot say these are excellent scores due just to after school programs but we can say we have impacted them, because every school does something different, that is unique to their particular demographic, intervention, etc.
- Explained some of the challenges of tracking students but there is possibly LAP dollars that can be utilized to track progress.
- Supt. Flones asked if graduation rates are effected by the after school program: It is difficult to say since there are only after school programs at Pioneer and OMS and not Foothills, but Ms. Griffin-Bugert provided a chart outlining some results which are promising.



- After school program students are the highest risk students, but the numbers show promise, not particularly sound but interesting data, she pointed out to the board.
- The program is based on relationships, we hire college students and community members and they work as mentors, ethnically similarity and Spanish speaking – benefits for all students;
- Hired almost no certified staff, mostly college students;
- Involved in national survey on Social and Emotional Learning:
 - Test scores are not everything,
 - There is growth in other ways,
 - Measure how they are feeling about themselves,
 - Measure that they feel better about learning,
 - They are more successful with positive social and emotional growth.

- Partnerships/Sponsors bring staff and supplies and we provide the students we receive \$120,000 worth of services, which are donated.
- Five Options: Each option discussed with the board as follows –

FUTURE FUNDING OPTIONS

Option #1: Replicate Existing Programs - 100% paid by district

	2018-19	2019-20	2020-21	2021-22	2022-23
Orchard	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Pioneer	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Mission View	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Columbia	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Lincoln			\$125,000	\$125,000	\$125,000
Lewis & Clark			\$125,000	\$125,000	\$125,000
Newbery					\$125,000
Cost to district	\$500,000	\$500,000	\$750,000	\$750,000	\$875,000

Option #2: Reduce program costs, 100% paid by district

	2018-19	2019-20	2020-21	2021-22	2022-23
Orchard	\$91,000	\$91,000	\$91,000	\$91,000	\$91,000
Pioneer	\$101,000	\$101,000	\$101,000	\$101,000	\$101,000
Mission View	\$97,000	\$97,000	\$97,000	\$97,000	\$97,000
Columbia	\$87,000	\$87,000	\$87,000	\$87,000	\$87,000
Lincoln			\$125,000?	\$125,000?	\$125,000?
Lewis & Clark			\$125,000?	\$125,000?	\$125,000?
Newbery					\$125,000?
Cost to district	\$376,000	\$376,000	\$626,000?	\$626,000?	\$751,000?

Decrease admin oversite, reduce staff hours and contract length, eliminate summer, less sophisticated data evaluation, etc.

Option #3: New grant with significant district cash match

	2018-19	2019-20	2020-21	2021-22	2022-23
Orchard	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Pioneer	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Mission View	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Columbia	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Lincoln			\$125,000?	\$125,000?	\$125,000?
Lewis & Clark			\$125,000?	\$125,000?	\$125,000?
Newbery					\$125,000?
Cost to district	\$240,000	\$240,000	\$490,000?	\$490,000?	\$615,000?

Two more years to pursue funding options
Grant funding not guaranteed

Option #4: Significantly change current program structure (reduce program costs and potential outcomes)

Combine with school district's daycare program
Pursue state licensing
Combine OMS & Pio programs; Col and MV programs
Reduce number of days offered
Reduce number of students served
Charge a sliding fee
Pursue levy funding
Other...?

- Ms. Griffin-Bugert has written all the grants so far and she is leaving at the end of this year and would like to get something in motion for the district. She is available to write a grant application before she leaves.
- Option: #1: WSD pick up all the costs of the programs;
- Option #2: Discussion on shrinking the programs to conserve funds;
 - She points out that the integrity of the programs needs to stay in place.
- Board asked Ms. Griffin-Bugert to explain the costs of staff –
 - 75-78% of funds go to pay staff
 - \$500,000 grant - \$120,000 goes out yearly in hourly payroll
 - \$30,000 a year for buses
- Option #3: A new grant posted by OSPI in a few days, there is no way we can apply again, because we have received so many of them and facets of the grant is to show how we can sustain the program.
 - We had 5-year grants back to back equaling 10 years for Pioneer and Orchard from OSPI
 - Only way we can do it again is with a clever maneuver – of which would be, if we, WSD, matched funds of \$240,000 per year to OSPI \$260,000 per year.
 - She floated idea to OSPI and received favorable views – this could open doors to continuing the programs
 - It would give us another 5 years to work on something that can become stable
- Option #4: drastic cuts, which will compromise the programs but enable the district to decide what it wants to offer
- Last option to abandon all programs and the ones (Lincoln, Lewis & Clark & Newbery) will continue until funds run out in a couple of years.
- Ms. Griffin-Bugert recommends that she writes the OSPI/WSD matched funds grant (Option #3) for the funding - all we can lose is her time if district can't come up with the matching funds, but if we don't try we won't know.
 - Discussion on the process of Option #3, questions answered about other possibilities.
 - Criteria that OSPI has for running the program is very specific, minimum is student face time 12.5 hours a week.
 - The staff is trained and ready to continue, by interrupting the program now we may lose those trained individuals, because they will find other jobs.
 - Ms. Griffin-Bugert made the proposal to Supt. Flonex earlier and now needs the board approval to continue the grant writing process for Option #3.
- Supt. Flonex recommends that the district go forward now and give Ms. Griffin-Bugert the okay to pursue the grant with matching funds of \$250,000 from the district. That would give the district two years to sort this out, and have time to come up with other options.
- A Board member noted that if the grant were received the board would have the opportunity to withdraw from the obligation if the district does not have the budget. That is done in the consent agenda of approving grants received.
- Mr. Eagle, Dir. of State and Federal Programs, told the board they could go ahead with a motion at this point because the board does approval of the grant later, that is if the district receives it from OSPI.
- It was decided that there was no need for a two-week public notice, since the grant has not been awarded yet and will come back to the board at a later date if received.

Board President Michele Sandberg noted that they are changing the After School Program Update from an information item to

an action item. President Sandberg asked each After School Staff person to come forward and introduce themselves.

MOTION MADE: Sarah Knox made the motion to go forward by having Carolyn Griffin-Bugert pursue the grant writing process including the district matching funds of \$250,000 for the WSD After School Program.

SECONDED: Walter Newmwn

DISCUSSION: Director Jaecks shared that the board wanted to thank Ms. Griffin-Bugert and her staff for all the work they are doing to help our students be successful and thanked Ms. Griffin-Bugert for her dedicated mission of over 20 years in this program and for what she has given to the district, she added that it has been a fabulous gift, and wanted to convey the gratitude for Ms. Griffin-Bugert’s efforts to touch so many children in the district and make a difference in their lives throughout many years.

PASSED UNANIMOUSLY

Board Communication

- Director Jaecks and Director Newman attended the State Auditors Exit meeting. It was an excellent audit and the district passed with flying colors. The board congratulated the district for doing a great job.

Superintendent’s Report

- The Assessment Workshop was moved from April 20th to April 19th so everyone could attend.
- Superintendent Flonos reminded everyone that the April 24th board meeting has been moved to Monday, April 23rd. Agenda Review will be April 20th at 9 am.
- Supt. Flonos recommended that the April 16th WHS schedule review be postponed to another date. He and the team will be meeting this Thursday with the Janet Gordon Group, our independent consultant/evaluator of the schedule. We are adding student, staff and parent surveys with the focus groups. He explained there would not be time for anyone to gather the information and put it in a format for an informative workshop on Monday. The consultant was agreeable to adding the surveys.
- Director Hemphill wondered why parent and student surveys were added. She feels this is dragging out the process. She wants more information in numbers in a data driven kind of way and is concerned it is getting too late to make changes for next year.
- Supt. Flonos feels having more information from those involved would be a more informative sample of data.
- Director Newman agreed that the additional surveys were of added value.
- Director Jaecks added that she feels by receiving partial data we would have the tendency to be thinking on one-track but the more information that is added can give the full picture and helps to formulate the facts. Her concern is formulating an opinion too early without all the data would be an inaccurate view of the schedule.
- President Sandberg feels that changing the design of the consultant may make this a longer process and she feels we should stick to the original design of the consultant, since she is the expert. She also feels the workshop is more of a way that Principal Anderson can share what he is seeing and his ideas. She would be fine with having it on a board meeting night. Her recommendation is that we follow through with the original design without parent and student surveys.
- Supt. Flonos will check with Mr. Anderson and with Janet Gordon, our consultant, tomorrow. They will make a timeline and see what she thinks about the other surveys. Decision about the April 16th meeting will also be discussed tomorrow.

Meeting Adjourned

MEETING ADJOURNED: President Sandberg adjourned the meeting at 7:40 p.m.

President

Superintendent Date_____