

**BATTLE CREEK PUBLIC SCHOOLS BOARD OF EDUCATION**  
**Special Meeting**  
**June 8, 2015**  
**Board Room of the Administration Building, 3 West Van Buren**

**PRESENT - BOARD OF EDUCATION**

Todd Stagner  
Scott Cubberly  
Kellie Thomas  
Karen Evans  
Catherine LaValley  
Nathan Grajek  
**ABSENT**  
Art McClenney

**Present – Administration**

Dr. Linda Hicks – Superintendent  
Kim Parker-DeVauld – Assistant Superintendent for Curriculum, Instruction and Assessment  
Stephen Sestina – Executive Director of Human Resources  
Marilyn Wieschowski – Executive Director of Financial Services  
Monique Wells – Director of Student Services  
Chad Osborn – Director of Technology

**MINUTES**

The meeting was called to order by Dr. Todd Stagner at 5:32 p.m. All board members were present except Art McClenney. Approximately 60 citizens were in attendance including school personnel.

**APPROVAL OF AGENDA**

Catherine LaValley made a motion to accept the agenda. The motion was supported by Karen Evans. The agenda was unanimously approved.

**Motion approved 6 – 0**

**Public Comment**

**Linsay Girst-** In support of Janet Brainard. Heard her position would be eliminated. She is vital to the success of the 9<sup>th</sup> grade academy.

**Brianna K. Coleman**– Student in support of the Skills Room Support Teacher at Northwestern Middle School, Ms. Wells.

**Amanda Ripley**- In support of Janet Brainard. In her efforts, she has increased attendance 87% in the 9<sup>th</sup> grade academy.

**Josh Farrow**- He received an email regarding the 4<sup>th</sup> and 5<sup>th</sup> graders. Do we have money to put into a sinking ship? You are trying to break-up a winning team. Why?

**O.T.** –He heard of a restructuring of commissary to be moved into the High School. He does not know what we are doing with the District. Make cuts to make to schools and move forward. In his eyes two schools is not enough. Cut three schools, get it over with and try to bring back something positive into the district.

**Jerry Ball** – Not in support of 4<sup>th</sup> and 5<sup>th</sup> graders going to Urbandale. LaMora Park was considered closing because of low population, now if you send the 4<sup>th</sup> and 5<sup>th</sup> graders to Urbandale, in 3 grades or less you are going to have 120-130 kids. You won't keep a school open with that few kids. Why would you single out LaMora as the only school to send 4<sup>th</sup> and 5<sup>th</sup> graders to another school? He gave statistics regarding school.

**Alden Felder** – In support of Janet Brainard. She is involved in the lives of the students and staff at BCCHS. She is versed in the laws of truancy. We need her at the school. She is an effective communicator. For the good of the district, we cannot allow layoffs to continue to happen. We are driving quality teachers from our district.

**Sandi Brunner** – Let's begin to focus on creating a positive image and letting the parents and schools know that we care about them. The more information shared the better.

**Pam Cosgrove** – She is not in support of LaMora Park becoming an early childhood center.

**Adrian Bass** – Decided not to speak.

**Cristina Rincón** – Supports LaMora Park. Why are we continuously losing effective principals? Look at what will strengthen the families and the success of the students. How are we going to improve trust levels within the schools and the families?

**Alex West** – Student at NWMS. Benefited from being in the Skills Room. Ms. Wells helped him concentrate on work and refocused. She has helped him stay out of trouble. If it wasn't for her he probably would not be in school right now. The question for the board is will there be funding for the Skills Room next year?

**Mary Brown** – Support of the Skills Room at NWMS. There are some excellent programs and this is definitely one of them. Her concern is the ability for middle school students to process things emotionally. It is a difficult time when bodies are changing, when feelings are changing, the innocence of elementary school is falling away and they are starting to become aware of more adult concerns. The Skills Room is a great place for them to process those feelings. They learn how to work

with peers in a more cooperative fashion. If the Skills Room was not there, what supports do we have for the students at the middle school to help the students with the difficult times in their lives?

**Sally Ball** – LaMora Park playground attendant. In support of Principal Ben Rodgers. He makes personal contact with each student and encourages each student. What other principal do you know who does that? He is a good principal and he cares about the students. Don't split the staff and students apart. Please think about what you are doing.

**Terri Gould** – In support of LaMora Park. There ought to be more important issues in your think tank to worry about such as how we are going to get these empty building out to potential buyers. Maybe we should go on to the discipline issues that are off the hook in this district. FYI – it's the reason people leave our district outside of the economy. Get a grip on disciplinary issues. Demands transparency. Give LaMora Park support or leave them alone.

**Inez Crane** – In support of LaMora Park – parents and grandparents. When you have a fine oiled machine working right, you don't tweak it. Removing one part will equal friction. The principal cares and respects children. He encourages them to become what they want to become. The future of LaMora is in your hands. This is the first school I've ever felt comfortable in because of my disability. I get respect. They are taught values at that school. Please let Mr. Rodgers return.

### **Middle School Transformation**

Kim Parker-DeVauld presented a power point presentation of a plan that is being considered and a response of trying to get improved results for kids. Together with the principals of NWMS and Springfield Middle School, they discussed the overview of the plan of reorganizing staff and programming at the middle school level. The plan consists of a 6<sup>th</sup> grade academy, an advisory program, increased interventions in Math, English and Language Arts, and an optimal time for the principal and assistant principal to monitor and support effective teaching and learning.

Bernard Brown – Two-year growth until at grade level for the incoming 6<sup>th</sup> graders. To do this, our first year plan is to go through this with our 6<sup>th</sup> grade academy and then year two, implement those same supports at the 7<sup>th</sup> grade level, then by year three, we found the grants necessary to fund the full implementation of the middle school plan for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. So the long term vision for us is to get two years of growth for every student until they are at grade level for this incoming class of 6<sup>th</sup> graders.

The 6<sup>th</sup> grade academy is to mirror the 9<sup>th</sup> grade academy model with intensive instructional support. Teachers will receive professional development to learn the techniques in the 6<sup>th</sup> grade academy model, and the academy approach shrinks the number of students and the number of people who are responsible for students' success.

The next part of the plan is an advisory program centered on the pastoral care model Dr. Hicks had shared with us from Great Britain. Some of the learning taken from that model is to build on our peer to peer connections as well as mentors in our schools. We looked to see what area our students needed the most support in and that was mentors from the adults as well as peer to peer. One of the programs with this advisory model is to make it a 6/8 grouping so that those incoming 6<sup>th</sup> graders will have the same adult mentor for three years in each middle school.

The next part we want to focus on is increased intervention in Math and ELA. We need to look at two factors – targeted intentional learning plus time equals our learning. Students need more time. With the 6<sup>th</sup> grade academy model, the kids will have the same teacher that works with the same student during the extra time. For the 7<sup>th</sup> and 8<sup>th</sup> grade what we are going to look at is hiring a math support person and an ELA support person to provide that additional time to them. That student will have a contact teacher and an additional support teacher for math and/or ELA as needed. The 6<sup>th</sup> grade academy model is that whom every your teacher is for 6<sup>th</sup> grade math, that is the same teacher providing the extra help.

Changes at NWMS – it will impact the electives. Physical education will be a required semester for all 6<sup>th</sup> graders; conditioning will remain a semester; PE will remain for 7<sup>th</sup> and 8<sup>th</sup> grade; health and EDP will remain for 7<sup>th</sup> grade; band, choir and other music electives – instead of taught by 1 ½ FTE, it will be taught by one FTE, but offered through the additional programming based on the new schedule. Art will remain. Spanish will remain; dance will remain. For math, we will look at our STEM based learning at every grade level.

Changes for Springfield – they have similar changes. Physical Ed goes down to semester long for all 6<sup>th</sup> graders, they will cut ½ FTE; 7<sup>th</sup> and 8<sup>th</sup> grade remain the same. Band, choir and other musical electives will go down ½ FTE. Art, Spanish and French will remain. Technology courses will still be offered for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. Electives will be choice based on availability and student-based intervention needs. Based on your core academics, then what is left will a choice of electives.

Another change is the Dean of Students also known as School Administration Manager. The goal is to work within our existing FTE provided. Looking at behavioral data, 20% of our students result in out-of-school suspensions and/or behavior resource room referrals. Those students need intensive resource support that pull away from the current principals and assistant principals. Our goal is to provide the families and the students those needs through a Dean of Students or a School Administration Manager. This is a person the families and students can connect with that is visible for them when they need communication.

The transformation plan for the middle school is aligned to the best practices. We know we need time and targeted instruction for all of our students who are not at grade level. We need timely intervention for each student – based on intervention rather than remediation. They need additional support.

### **Questions:**

Cathrine LaValley – The NWMS data for at-risk programs as compared to the rest of the district. This was offered by two of our students to the board, and I see that as a valuable question as we go forward with your decision making. Can you address the question – at-risk programs compared to the rest of the district?

*Kim Parker- DeVauld: I think I understand that question regarding funding and budgeting – I can't answer that question with clarity so I'd like to do the research, find out where we are and get back to you if it's okay.*

Scott Cubberly – Just a couple of things – I’ve seen some differences between the Springfield program and Northwestern. One of the reasons we’ve made the decision to close WK was that we were going to have a consistent offerings at the two middle schools. By looking at what is presented, I don’t see that the consistency is there. We are not offering the same thing at both middle schools. So if we can look at addressing that and finding a way to make that happen, I think that is something we need to look at doing.

*Kim Parker-DeVauld: One of the things that we have to remember that we have created some sort of differences based on the Reach Program, which does not allow us to have that flexibility across both buildings. That’s one. The second thing is that we as a District have embraced NWMS as a STEM Magnet. This will create some differences across both buildings. We are trying to create some consistency, but when we decided that NWMS would go towards a STEM and Springfield will continue with Reach, there are some differences there.*

Nathan Grajek – So you said the Dean of Student will come out of the current FTE. I’m curious how that will work.

*Bernard Brown: When we do the master schedule, and increase our core teachers, it allows for them to teach some electives. This allows us to cut a FTE out of our elective programming which allows us to fund the FTE for the Dean of Students.*

Dr. Todd Stagner – Needed explanation on slide 3<sup>rd</sup> or 4<sup>th</sup> slide of the presentation. *Explanation was provided.* Our current class schedule is 50-51 minutes for these students. We are looking at giving them more hours with less time, what will the class time be at?

*Bernard Brown: To make this program will work, it will be 47-48 minutes. We shrunk passing time, to keep our instructional time. This is just at NWMS. Springfield student program time will remain unchanged.*

Dr. Stagner – Have we ever done this at any of the middle schools before?

*William Martin – In the three years that I have been here, we have never had any intervention like this.*

*Bernard Brown – The only intervention that we have started this year at NWMS in second semester was a math lab which is similar to the model and will continue for the 7<sup>th</sup> and 8<sup>th</sup> grade and it’s based off of the 9<sup>th</sup> grade academy model. Our success rate is 50% of the students in the math lab making catch up growth. This is a combination of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.*

Dr. Stagner – Concerned about frustration levels for students and teachers if the students are only being taught by one teacher. Sometimes a different approach can make the difference.

*For the first time ever we will offer multiple teachers at the same course level. We will have two 6<sup>th</sup> grade math teachers so that will also allow their PLC’s to investigate how better scores were reached.*

Catherine LaValley – Can you tell me how many teachers were involved of this design? I know you’ve taken over a year. How many teachers were involved?

*Bernard Brown: At NWMS, the plan and the proposal were brought to our IL Teams. It's a team of teachers we meet with every two weeks. It was presented at the PULL meeting for NWMS, a parent group meeting, and two different times it was presented at parent meetings and part of that was collection and feedback from the parents of what their needs are. The excitement from the parents is that this meets the needs of the student who require extension and those who need additional time.*

Cubberly – Just to clarify, how many teachers are on the Instructional Leadership Team?

*Bernard Brown – Six for NWMS.*

*William Martin –The same at Springfield, six.*

### **Discussion of 2015-2016 Budget**

Dr. Hicks – We have been discussing for several months about the budget for the 15-16 year, this is an opportunity for us to discuss it before next week's meeting.

The first thing is our Revenue and Expenditures. Included in that we'll talk about the Outdoor Education Center and the potential budget reductions in Fund Equity. As we have discussed previously in terms of our revenue expenditure, the State has made some decisions regarding our finances for next year that has been taken into consideration. We've received some additional at-risk funds that are not yet reflected in this number, so that would be an amount of money that we would need to include in this. This is consideration without any reductions that we have not approved so far. We would end up with a \$2,000,000 shortfall. This is where we are at in terms of our per pupil allotment. \$7,391 is a juggling act of give and take. We end up with about \$90 more per student.

I thought we'd start this evening out with a discussion about the OEC, because we have been trying to figure out where we go from here with the OEC. We haven't made the progress that we've hoped for in terms of some of our community foundations of weighing in on this project. This is a good time for Connie Duncan to come and share with us.

Connie Duncan – For the last five or six months, Dr. Hicks and I have been meeting with local foundations. One of your suggestions to ask for the entire amount of the entire OEC – doing all of the work entailed in the study that was presented last fall, which was over \$8,000,000. One of the suggestions from the foundations was can you shrink that a little bit and make the budget smaller.

I restructured the budget to \$890,000. It would take care of some of the emergency structures, as well as some program development and some fund development leadership over a two-year period.

The “ask” to the foundations were smaller, a \$890,000 to the foundations as far as the total budget. They met privately and discussed it as a group of funders. Then the funders went back to their foundations for more discussion.

Two of the foundations said they wanted to hold off until we find out what BCPS is going to do because they did not want to invest money into an entity that will close that next year.

At the same time, the appraisal came in from the camp. That was presented. The overall project has had three components to it: 1 – Business Plan; 2 – Site Appraisals; and 3 – then discussions with funders in the community.

When we discussed this last Fall and then earlier this year, the thought was that if we did not have funders in the Battle Creek area, we are not going to make it by writing \$30,000 and \$40,000 grants, we would need to go to other funders that could help us do that.

That is where we are right now. We are on hold with funders and you have the appraisal in your packet.

### Questions

Scott Cubberly – I'd like to know if Lakeview, Harper Creek and Pennfield sent their students to the OEC this year?

*I don't have it with me but that was also a question sent from one of the funders. We can get that information to you but I don't have it tonight.*

If our other surrounding districts are not sending their children to our facility, they are sending them somewhere else or not at all. What is the cost for us to still provide to our students an opportunity for an outdoor experience, for instance at the Sherman Lake OEC or the Y Center facility? Is it a cost savings by doing that way verses by operating our own camp?

*That was presented last Fall with the whole business plan, we have got copies. The comparison of that as well as the comparison of what we paid for our own students versus what others schools pay – clearly for a number of years, the subsidy has come from BCPS. On the same note, BCPS has not paid the camp for the total cost of the education. If it had, there wouldn't have been as large a deficit. Battle Creek doesn't pay the total cost of the education while other districts do. The other piece that was pretty clear in the business plan was that significant work has to be done in order to market that camp both to local and other schools. One of them is your main competition has an environment that is much different – the state of the buildings, the state of the programs. A significant study was done using many entities regarding what kind of programs should be offered in order to market to a larger audience. I would encourage you to go back to the re-programming piece, because without that then there is not potential growth. One of the funders wanted to focus on programming making this the deep STEM outdoor center in the state.*

Catherine LaValley – Ms. Duncan, I did bring the report to refer to that. I just had a thought and I don't know much about fundraising but looking at creative ways to raise money, is there any possibility of creating a GoFundMe account? Previous attendees of the OEC could donate through this site. Then it just grows over a period of time. As a school district, I don't know if there are any limits or if we are not allowed to do fundraising through that route. Do you know anything about that?

*I know that a lot of schools do, not as a district, but for programs within the district. I think those are great short term pieces. I don't think it is going to net you \$8,000,000, but what it might do is bring some of the people that are still passionate about the camp ready to come forward if the district decide to have the camp remain open.*

I guess I see it as harnessing that energy to be a helper for the future of the Outdoor Education Center, and a way to participate in that future.

Karen Evans – Connie can you tell us in that renovation budget of \$890,000, is that just for renovations for new buildings at the camp or does that account for a new manager to help us get our PR out, to help us advertise?

*One of the things the funders were interested in is that position. It's a two-year position that focuses on fund development. If the OEC remains open, the next stage is writing the formal grants and doing that kind of work for the funders, and the GoFundMe, and of the other potential grants that are out there. In that two-years, it calls for an Executive Director position whose job it is to do fund development. Also in that is program development, on a much smaller scale is in that as well as renovations and repairs. It was a list of about \$1,000,000 of what the architect deemed necessary repairs, but we can scale that down to less than that, because of the repairs the district is doing anyway.*

Kellie Thomas – Do you see any possible funding within the next few months to get this up and running? I do understand we are on somebody else's time line.

*I think part of that funding is going to depend on whether the board decides to move forward in keeping the OEC open. You've got an appraisal to consider and bid, and the cost of closing. This year's numbers is a little less when you get to the general fund. But I don't see any funding happening before the start of the school year. I think when one funder moves, the others will then move as well, but we are really on their time frame as to when they will give us an answer of interest. Then, comes the formal piece of that.*

Scott Cubberly – Would it be possible to have leverage – we have someone who market the Math and Science Center, would it be possible to leverage that and have the Math and Science Center - the thought is that if you are going to have a STEM focus the OEC, to be able to take the expertise from the M&SC and leverage the marketing aspect, curriculum development, all of the STEM focus of the center with the OEC.

*Susan Buckham is not here right now so I hesitate to answer for the Math and Science Center. When we talked last fall, the staff at the Center has already played a role in the program redevelopment and will continue to do that. Whether the marketing director would have time, I don't know. These are two different entities where one is selling and product and the other is selling a service.*

Catherine LaValley – You had also mentioned about selling the farm house as potential capital coming into the Center.

*Last Fall, that was a recommendation in the appraisal to sell one or two of the acres also. But according to the appraiser, it would not impact programming. Both studies call for the potential sale of that farm and one to two acres along with it.*

Nathan Grajek - You said one of the speed bumps of the funders in the uncertainty. I have not heard much discuss of selling the OEC outright, I'm wondering if there is something we can do to grease the skids. Is it possible to create a resolution or draft a letter saying that we are committed to keeping it open. Not sure how that works or if we can even do something like that.

Scott Cubberly – Personally, I struggle with trying to keep this entity open when we have the issues facing our district like declining enrollment, us having to close buildings. If we talk about keeping cuts away from the kids, I think we can do a better job in using our dollars and still provide to our children and our district a quality experience that engages them in science and technology. This is my position on that.

Kellie Thomas – Has there been any discussion with the students that when they do the labs maybe use the OEC? Whether there are mini camps or day long studies or something like that. I know they pay to go do studies at Cedar Point.

*I think that is always open and one of the most powerful experiences in my career was out at the OEC where teachers and students completed a one-week, overnight research. Again, even if that were to take place, we would be just one customer. There are a lot of people who have said what a wonderful partnership this would be. At the end of the day we have to decide can we find the money to renovate the programming and renovate the buildings. If not, is it going to cost more to close or sell it.*

Dr. Hicks – So our next topic, Kim Parker-DeVauld is going to talk about the Early Childhood Pilot and give an overview of what that is about.

Kim Parker-DeVauld – I am here to talk about the Early Childhood pilot proposal for LaMora Park. I want to start by saying this is a response to us being faced with financial constraints associated with declining enrollment. Central Office was charged with a goal of finding a sustainable solution to right-size the district while improving student achievement. Our goal was to capitalize on the success of LaMora Park and create a sustainable program that would allow us to maintain LaMora Park as an elementary and approve student achievement across the district.

Our proposal is not to close LaMora Park but to create a sustainable program that will grow and increase our enrollment over time. We have received investments from the Kellogg Foundation that would allow us to dig deep in the Pre-k / 3 realm. This is an opportunity to use those resources that will provide us with professional learning opportunities, model classrooms, and/or professional learning communities with the teachers.

By creating this pilot for one year, we would hopefully expand over the next two to three years by adding more Pre-K – 3 classrooms. We are asking to move one 4<sup>th</sup> grade and one 5<sup>th</sup> grade class to Urbandale Elementary. Not to create a smaller LaMora, but to open opportunities to create a larger LaMora Park Elementary, and really speak to the needs of our early elementary students ensuring that they are at grade level by the end of third grade. This allows us to avoid school closure and create long term sustainability. It lacks the need to create transportation changes and it lacks the need for staffing reorganizations.

We are being told by the state that our at-risk funding is based on the success of our kindergarten through 3<sup>rd</sup> grade classrooms. By creating this program we will be able to look at our achievement in that area and provide an opportunity to get better, and then make sure it rolls out to the entire district.

We want to increase collaboration and learning for our pre-k through 3 teachers across the district by bringing them over to LaMora to see these classrooms in action and use that as a professional

development site. We are also thinking about specialized leadership that focuses on the k-3 and creating an innovation program that will attract families for increased enrollment.

Our opportunity here is to stabilize class sizes and create an opportunity for the 4<sup>th</sup> and 5<sup>th</sup> graders to become a community with larger numbers at Urbandale prior to entering middle school.

The payoff for us would be the hard work in the success for children, reduced cost in remediation and retention, and enhanced prospects for all students to graduate from high school.

### **Questions**

Scott Cubberly – What would preclude housing this program in another building, for instance Dudley?

*Right now we were just looking at the proximity of the two schools, and the ease of making this transition. We would be willing to have the conversation of using a different school.*

Catherine LaValley - What would be the enrollment in each grade level classes?

*I would like to go back to the earlier question, I did not answer it correctly. What precludes us from Dudley is the SIG grant that is based on a K-5 building. You asked about the class sizes, what we would like to do is use our at-risk funding to reduce classroom sizes at Urbandale to so that we can use that as a model class size. Reducing numbers is for one year with the intent of it increasing as we move forward.*

Catherine LaValley – I heard you say you wanted to add additional elementary buildings with this K-3 focus.

*No, that was not my intent. It would be to add those practices that we learned in the model site across the district. If you look in the literature around improving K-3, there is a lot of development around K-3 sites. This is where the idea is stemming from.*

Kellie Thomas – Is the intent to have LaMore Park centered around the K-3 and then to have Urbandale strictly 4<sup>th</sup> and 5<sup>th</sup> long term?

*No, our intent is to grow enrollment so that it would be too large for us to only have 4<sup>th</sup> and 5<sup>th</sup> graders over at Urbandale. It will remain a K-5 elementary while we increase our enrollment at LaMora with Pre K/3 students.*

Nathan Grajek – I guess I am still confused on why two classes would move to Urbandale. Why is the extra space needed at LaMora for this?

*It is not extra space needed. It is about the intentionality and focus on Pre K-3 only. I would love to share with you the scores that show how this is better for students, for us to go really deep around their instruction to ensure by the end of third grade. 4<sup>th</sup> and 5<sup>th</sup> were not being discounted. We are creating a larger community at Urbandale. There is one 4<sup>th</sup> and 5<sup>th</sup> classroom at LaMora. We would move them to Urbandale where we have a community of learners and teachers where we can actively engage in a PLC at grade level. At the LaMora Park location, those teachers will be intentionally*

*focused on early strategies. We don't have to worry about the upper elementary which is a different way of teaching. This is the only reason we are asking to move these two classrooms.*

Nathan Grajek: So the enrollment will be down for one year, due to two classes being moved. At what time would those two classes return to LaMora?

*Those classes would not return to LaMora. They would stay at Urbandale. We are proposing that we would grow the enrollment of the Prek – 3 classes.*

Karen Evans – Are we moving early elementary kids from Urbandale to LaMora Park too?

*LaMora Park staying where it is, with our intention of growing that program over the next two to three years. We were not trying to move a bunch of kids all at once, getting feedback, then making additional choices the following year.*

Scott Cubberly – If I could go back to the SIG grant piece for a second. It would take a change in how we are focusing that grant, so it doesn't mean it's impossible. It just means we haven't looked at a different way of pursuing that funding. Would that be correct?

*I can't answer that. I am not certain, so I don't want to give you the incorrect information. I would need to research that.*

Scott Cubberly – My thought is that if we could put the K-3 focus at Dudley, with the grant money still attached, we could do a lot of creative things such as, year-round school for k-3. There is such a need for childcare during the summer time and having the kids receive really high focused attention seems to me that would be a great opportunity.

Nathan Grajek – What is being done at the Pre-k level?

*We have one classroom at LaMora now, and we are hoping to move another classroom there. This is one of our own GRP classrooms.*

Catherine LaValley – I'm still seeing very less students, but I am concerned with having a building with less than 200 students. Is that a possibility?

*At this point, it is less than 200 now and projected to be next year. We are just trying to figure out how to create sustainability. This first year, it will be smaller but what we are really trying to do figure out how to stop that from continuing. How do we create a sustainable program at LaMora so that we can avoid any school closures.*

Catherine LaValley – Does a parent, filing for school of choice, can they attend LaMora?

*That would be an option.*

Nathan Grajek – It sounds like moving two classes but adding one, so it's only a net loss of one classroom. Sounds like it's going to be a magnet school for Prek-3. Is it going to be like the childhood school and drawing kids in from other areas?

*I think we are working on the full plan. Today, we wanted to get a feel of how the board felt about this proposal. An opportunity for you to tell us, what are some things you'd like us to consider as we move forward. Those are some things we will take into consideration.*

Karen Evans – I am very excited about this. As Ms. Parker-DeVauld mentioned, we jeopardize losing our early childhood money if we don't get those grades up. To be able to focus on this is very exciting for our kids. I think it is a good time for our teachers to team with each other. I think it is a good time for our 4-5 teachers to team with each other at Urbandale. It's a win-win all the way round.

Scott Cubberly – I like the visionary approach to the concept. I want to see this as part of our five-year plan. If that is the case, what does that look like? How do we see this growing? How do we see this being implemented? When we are talking about the scores, I am excited about the concept; however, I am struggling with the notion of doing this at LaMora Park. I think it is a disservice to those parents based upon the actions that we took last month.

Catherine LaValley – I would also support what Mr. Cubberly said about checking into Dudley. If that could be reconfigured into a K-3 building with a year round school, this would be one of the first in the area to have in place. It would be a shining star for us. What we have in front of us took us by surprise and it's just where we have to commend you for thinking ahead but it's very important for us to be involved.

Dr. Stagner – You had mentioned 2.1 million dollars. Is that money we would get, money we would lose?

*That is money we receive currently for the district called at-risk funding. That money in the future will be tied to achievement of kindergarten through 3<sup>rd</sup> grade students.*

Dr. Stagner – You said it was two to three things that were advantageous about this program. What were the other two?

*I also talked about the need to engage in complete staffing reorganization and the layoff process because we're not laying off any teachers by moving two classrooms to another location.*

Dr. Stagner – I am very geeked on the concept. Our students don't get pre-k instruction that other kids are getting. We are constantly playing the game of catch up. To have that K-3 focus is really stepping out doing something different.

## **Budget**

Dr. Hicks presented a slide of the proposed budget reductions.

They are 11 teachers, 3 clerical positions, 4 custodians, 2 administrators and 1.5 central office; 504 coordinator consolidated with another leaders, reduction for athletics – we have not reached a resolution with Mr. VanHoven, so I don't want to include anything that I did not feel real confident about. I do feel confident about the \$20,000. I propose relocating Adult Education to WK– we do have someone interested in purchasing Miller Stone. We added Coburn utilities, and reduce food expense for the board meetings. We could anticipate a short-fall of about \$300,000. There may be a way to reduce that short-fall with at-risk dollars.

The board needs to make a decision about the OEC. We know we close and we know if we keep it open what would happen. We just need to move forward on that.

We also thought about shutting down the whole district for one week in July and December. We would not be running lights, air, heat, etc. We estimated one week would to give us \$10,000. We currently have buses that we are not using that are available to sell. We would get about \$3000 for one bus. We have a buyer for one of them already should the board make that decision to put those on the market. Then revenue from the lease of Coburn could be added to the budget. We have some vacant lots –36 acres where Wilson property was before on Blanch Street; Garrison Avenue, 4.1 acres; Arcadia Blvd, .20 acres. These are areas to take into consideration. They are costing us in upkeep. These are opportunities for us to really look at. There is someone interested in South Hill Academy. She made an offer of \$10,000 for South Hill Academy so the board should probably take that into consideration and give some feedback. This property was appraised at \$50,000.

Next week we will come with all the lay off and reductions for approval. As you know, we have a July 1 deadline that we have to have a budget in place for the next school year.

Mr. Grajek asked about the LaMora Park situation, I think as timely as we can be with making the decision the better we will have going into the new school year. This is the busiest time for Central Office, so the sooner we can make decisions, the better.

Dr. Hicks presented slide regarding Fund Equity and where we stand, knowing that we are at least ½ million off the mark for this year, ending around 7.5 million, but I am guessing. Hopefully it will be better. I just want to make sure we have an understanding about that.

### **Questions**

Scott Cubberly – What is the possibly and what kind of cost would we be able to get if we moved Central Office Administration also to WK? I think the library would be interested in this half of the building.

*When we explored that some time ago, the library was not interested in using that part of the building. But it's a new day and time, and I have not approached the new director. So it is worth the ask.*

Catherine LaValley – Was there any thought of sharing a principal between buildings?

*Yes, we have taken that into consideration and begun some exploration, and then the proposal about the early childhood center came up as an opportunity. In some respects, it is a shared principal*

*between two buildings that are collaborating, but we did not go very deep on that particular issue of a shared principal, but there is opportunity for us to explore that.*

Catherine LaValley – What is the expected cost for the middle school transformation, hiring of the dean for the two schools?

*What they have done is made some adjustments. Say last year if they had 23 FTE's, they have to come up with 23 FTE's this year. It's not an additional cost to the district. They've just strategically moved some things around to have that. There were some Title 1 funds that were taken into consideration that has helped most buildings this year.*

Scott Cubberly – So would that Dean of Students be classified as an administration level?

*I have to say I don't remember that final posting, but I don't think it stays in the teaching level.*

Nathan Grajek – Can we get some numbers on how much the maintenance is on some of those vacant lots?

*Sure.*

LaValley – What is the true dollar figure will we get for each student in BCPS?

*Marilyn Wieschowski - \$90*

Dr. Stagner initiated discussion about selling the South Hill property. Dr. Hicks will get back to the board when more information is available.

*Is there anything else that the board needs to make a decision next week? Did I provide enough information on anything other than the things that we've already talked about so far?*

Dr. Stagner – we need to process this information quickly and share thoughts and comments to Dr. Stagner by Wednesday.

### **Summer Maintenance Projects and Building & Site Funds**

Chad Osborn – Last board meeting, I presented a Phase I to our summer projects for facilities, and tonight I am proposing a Phase II.

Phase II will include the HVAC system at the Administration Building - \$53,500; Ann J, roof restoration and window glazing - \$302,100; BCCHS – HVAC at McQuiston, \$29, 300, Tuckpoint Third Phase, \$138,014; McQuiston sewer line replacement, \$9,567; HVAC in Music Building, \$27,600. At the Math and Science Center, the roof restoration for a cost of \$161,600; Springfield Middle School – tennis court resurfacing, \$17,870; one item out of general fund money removal of weeds from the tennis courts, \$465; asphalt sidewalk around the building, \$3,950; sand and resurface gym floor, \$10,500, for a total cost of Phase II of \$754,001 out of the Building and Site fund and \$465 out of the General Fund.

Discussion ensued around the roof at the Math and Science Center.

Dr. Hicks – Discussed the BC Vision campaign to people who were in the room.

Catherine LaValley moved that the board go into Closed Session Pursuant to Subsection 8 (c) of the Open Meetings Act to discuss Collective Bargaining Strategy.

Seconded by Kellie Thomas

**Motion passed 6-0**

Adjourned into Closed Session at 7:45 p.m.

Catherine LaValley made a motion to return to open session at 8:23 p.m.  
Karen Evans seconded that motion.

**Motion passed 6 - 0**

### **Superintendent Comments**

We had a successful last day of school today. We mastered our 80% that we needed to have in the district.

Also today we had our committee meeting to name the floor of NWMS. We started with the purpose of the meeting, then we discussed why or why not to name the gym floor. The committee came up with suggested names for the floor and toured the gym to visualize where the name would appear on the floor. We came up with the date of September 8 to honor Mr. Leibert, if the board approves.

Our process is to bring this to the board three times, and today does not count. We intend to do this as soon as possible. Northwestern is now the gym where we host all of our basketball games. We should make it look like a bearcat gym. So we are going to do some painting and look into the cost of redoing the floor.

I brought up the idea of the purchase of South Hill Academy. Do you want me to pursue this at \$10,000 or do you want something higher? I just need feedback.

The board discussed the purchase of South Hill Academy.

Dr. Hicks asked the board to be a part of the 1 in 1,000, BC Vision Campaign.

Information about the Superintendent Evaluation will be coming to you very shortly.

We have on the calendar tomorrow to have and F&P Meeting. After hearing the financials tonight, do we need another meeting or can we cancel it? Ok. F& P Meeting canceled for tomorrow.

### **Board Member Comments**

**Scott Cubberly** – I want to publicly say thank you to the staff and administration of the district. This past week, my final daughter graduated from BCPS. I've had three daughters come through our district. All have done exceptionally well. All have graduated in the top 20. All things are possible in this district. All three girls have accumulated close to \$225,000 of scholarships to pay for college. A lot of that comes from the Battle Creek Public Schools Foundation. When we see the reports that come to us with the amount of scholarship dollars available for being a BCPS versus the amounts from the other districts, they would not be as successful as they are without the fine teaching staff we have in our district. Thank you, teachers, for your dedication.

**Nathan Grajek** – I think it's all been said. Congratulations to the graduates. Good luck to all the students and happy summer.

**Karen Evans** – I have spent one day last week and ½ day this week at the OEC. Last week, I was with Urbandale 5<sup>th</sup> graders doing the high ropes course and the climb wall, and to see those kids push themselves beyond their limits. This is definitely a life skill that they learned out there. Then today, I went to see Dudley's 3<sup>rd</sup> graders at Pioneer Cattle. The staff there is just amazing. I did have the pleasure of seeing Dudley's 5<sup>th</sup> graders out there too. Amazing things going on at the Outdoor Ed Center.

**Kelli Thomas** – I too would like to thank the teachers and the administration. My youngest graduated on the 29<sup>th</sup>. Today, I dropped him off for orientation. My son is one of two students from BCC who were accepted into the aviation program at WMU. He is also the only BC area student to make WMU's drumline. To all the teachers, I can't thank them enough. It gives me great pride to represent this district the way it needs to be. I am excited about the great things on the horizon. I look forward to the next coming school year. I look forward to see what I as a person and we as a school board can do to help this district become even better than what it already is.

**Catherine LaValley** – It has been a neat joy over the last month attending the graduations. I also enjoyed taking in the BCAMSC Symposium. I could not keep up with all of the presents in the morning and the afternoon, complete with two ice cream sundaes. It was a joy to see kids fired up about learning. Monday morning our hearing aide project freshman that won the Toshiba Explorathon, they were on TV, Channel 13, out of Grand Rapids. They were all talking about the model. I hope we can see their streamed and hear where our Math and Science students on West Michigan TV. What a treat for them. I enjoyed attending the BC Vision rollout. I did take in a very fine talent show put on by Northwestern Middle School students on May 28. It was titled, "Autograph Please." These people were so fired up, I missed the first two acts of the show! It was just a lot of fun.

I echo what Kellie and Scott said. We have some really good things going on in this city and this school district. Can we update our website on the dashboard to reflect the 2014 salaries over \$100,000. I know this is the first year for consolidated middle school sports, but in July or August if we could hear from Mr. VanHoven about how the program turned out, a breakdown of participants by school, where the coaches came from and his view of the success of middle school sports.

**Todd Stagner** – Echo the greatness of our teachers and their hard work.

**ADJOURNMENT**

The meeting adjourned at 8:42p.m.