



Grosse Pointe Board of Education
Minutes of the Regular Meeting of March 22, 2010
Library, Grosse Pointe North High School
707 Vernier, Grosse Pointe Woods, MI 48236

MEETING MINUTES	President Steininger called the meeting to order at 8:15 p.m.
CALL TO ORDER	<p>The meeting began with the Pledge of Allegiance led by Trustee Minturn.</p> <p>Board members present: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh</p> <p>Also Present: Superintendent Klein; Assistant Superintendents Allan, Fenton and Harwood; Executive Director Warras</p>
SUPERINTENDENT'S REPORT	<p>A. Recognition of South High School Student, Dan Dou, for a Perfect ACT Score</p> <p>Dr. Klein asked that Dan Dou, who was not able to attend the meeting this evening, be congratulated on his achievement of a perfect ACT score, an outstanding accomplishment.</p> <p>B. Defer Students Receive National AAA Lifesaving Awards</p> <p>Dr. Klein explained the situations that resulted in two Defer students, fifth graders Michael Grady and Jerome Manning, rescuing fellow students from dangerous situations.</p> <p>AAA will honor the boys for their heroic behavior while on duty as AAA School Safety Patrol members during a ceremony near the nation's capital in April. The awards ceremony will be the culmination of a three-day event in the nation's capital honoring the students that includes a trip to the White House and U.S. Capitol. The students will receive the prestigious AAA Lifesaving Medal for their quick thinking during life threatening situations. President Steininger, Sponsor of the Safety Patrol, Mrs. Srebernak and Mr. Wardie from Defer assisted Dr. Klein in congratulating Michael Grady and Jerome Manning who will soon be on their way to receive this honor. Both Michael and Jerome join an elite group of only 387 students to receive the AAA Lifesaving Medal since it was first awarded in 1949.</p> <p>C. Recognition of North High School Valhalla Yearbook Staff and Advisor, Shari Adwers</p> <p>North's Valhalla staff has been recognized as outstanding among their peers at a national level. "The Look Book" is Jostens' annual publication that highlights what they deem the best designs, photographs, concepts, packages, stories, and spreads from across the country. A spread from North's 2009 book is featured as one of the examples. Since about 3,000 books were submitted this year, it is a National honor from the Jostens staff.</p> <p>The North Valhalla also received the Columbia Scholastic Press Association award in four of five categories: coverage, writing, photography and design.</p> <p>D. Other Recognitions</p> <p>Dr. Klein highlighted the wonderful performances of both the vocal and band and orchestra groups in the secondary schools who had festival entries and competitions at the state level.</p> <p><i>Crazy for You</i> was a recent production by North High School students. South High School students are preparing for <i>Pippin</i>. She encouraged the community to enjoy these student performances if their schedule permits. <i>Joseph and the Amazing Technicolor Dreamcoat</i> will also be staged by Brownell this month.</p>

A Grosse Pointe student was a runner-up in the recent competition, “You Be the Chemist”. Daniel Harris of Brownell Middle School was awarded second place and prepares to move on to the next phase of the competition at the state level.

Congratulations are in order for the North women’s basketball team as this was their fourth consecutive Regional Championship. Dr. Klein congratulated the Lady Norsemen team and their coach, Gary Bennett.

E. U.S. Census Clarification

The address of the U.S. Census Bureau questionnaire is simply the National Census code for the local zip codes. The actual location of each address has been verified for accuracy. This is a cost-saving measure that streamlines how the forms are sorted and delivered by the U.S. Postal Service.

F. Approval of Gift from the Grosse Pointe Foundation for Public Education

President Steininger asked representatives of the Grosse Pointe Foundation for Public Education Board to come to the podium at this time for their presentation of a gift to the district.

Mr. Robert Bury, Grosse Pointe Foundation for Public Education President, and Foundation Board members, Mrs. Lisa Vreede, and Mrs. Laura Huebner presented the district with a directed gift of \$7,919 for various school programs in the district.

At the meeting of the board of the Grosse Pointe Foundation for Public Education held on March 11, 2010, a directed gift of \$7,919 was approved to benefit the students of the school district in the following areas:

- ❖ Struggling Learners Transition Camp – 2010: This grant will support the continuation of the program begun last year for “struggling learners” who are entering 9th grade at North and South. - **\$1,300**
- ❖ Music in Math: This is an expansion of the program supported last year and will provide additional materials for teachers in the Elementary Resource Centers. - **\$2,100**
- ❖ Elementary Grade Level Leaders: This grant will support training for teachers who are curriculum leaders at each school who work with the other teachers. - **\$2,400**
- ❖ Cross Curricular Art Connections: This grant will allow art teachers to enhance student learning in social studies, science, math and language arts/reading through the purchase of instructional materials. - **\$2,119**

The Board is asked to approve the gift of \$7,919 for the areas designated above.

It was Moved by: Trustee Dindoffer

Supported by: Trustee Minturn

THAT the Board accept the gift of &7,919 from the Grosse Pointe Foundation for Public Education for the areas listed above with appreciation.

Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh

Nays: None

Motion carried by a 7 – 0 vote.

	<p>G. MEAP Scores</p> <p>Dr. Allan shared information on the MEAP scores received for the district's elementary and middle school students. She noted that scores for every grade level in the district in reading are above 90%. Grades 3, 5, 6 and 8 testing (which reflects instruction through grades 2, 4, 5 and 7) show increases from already high levels. The increase in grade 8 testing was substantial at 6 percentage points.</p> <p>MEAP science and social studies remain high but flat. Attention is need in both to move student achievement in this area up again.</p> <p>In elementary math, the district has a full picture with triangulation of data from NWEA testing, a district-wide end of 5th grade assessment and MEAP scores. The data are aligned in the same direction and overwhelmingly positive. All elementary grades scores over 90% with significant increases in test scores in grades 5 and 6 (reflecting instruction through grade 4 and 5).</p> <p>In middle school, grade 7 MEAP testing (reflecting grade 6 instruction) showed a good increase in 2008 which has been maintained. Grade 8 MEAP testing (grade 7 instruction) remains in a high range but has not improved. NWEA scores for grade 8 instruction (there is no MEAP at that grade) show very good progress. District common assessments should be of help in this regard.</p> <p>Frequently, only "pass rates" for students who achieve level 1 (advanced) or level 2 (proficient) on state tests are noted but the level at which students pass is also very important.</p> <p>In math, over 73% of district elementary and math students who passed the MEAP achieved level 1 (advanced), close to a 3:1 ratio of advanced to proficient.</p> <p>District administrators and teachers have focused on continuous improvement in all academic areas but math has been a particular focus area for the last two years. That attention has clearly resulted in greatly improved student learning outcomes. Other areas remain among the highest in the state and reading also shows improvement at some grade levels.</p>
PUBLIC COMMENTS ON ACTION ITEMS FOR MARCH 22, 2010	No one came forward to speak at this time.
ACTION ITEMS FOR MARCH 22, 2010	<p>A. Approval of Gift from the Grosse Pointe Foundation for Public Education</p> <p>This item was discussed and voted on earlier in the meeting.</p> <p>It was Moved by: Trustee Walsh Supported by: Trustee Dindoffer</p> <p>THAT a consent agenda be created consisting of items, B) Human Resources Report; C) Minutes of February 22, 2010; D) Curriculum Revision to Grade 4 Social Studies; E) Resolution Recognizing Distinguished Volunteers; and F. 1-4) Bids for Ceiling and Lighting, System-wide Ceiling, Wiring and System-wide Door and Hardware and be approved.</p> <p>Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh Nays: None Motion carried by a 7 – 0 vote.</p> <p>G. Approval of 2010-2011 School Year Calendar</p> <p>At this time and absent a tentative agreement with the teacher union (GPEA) and absent a ratified</p>

collective bargaining agreement, the Board of Education has the right to set the first day of the school year, winter break, and spring break per legislative action associated with the common calendar. The district will work to negotiate a calendar for the upcoming school year and absent an agreement, the administration will present to the Board of Education further resolutions to establish the calendar in ninety (90) day increments and within the Wayne County agreement of a common calendar with specific dates of additional breaks and professional development days within that calendar.

Mr. Harwood shared that due to legislative action, the district is not allowed to start school before Labor Day and must observe the Wayne County common calendar for the upcoming school year. The district is required to implement certain parts of that common calendar: winter break, December 18 through January 2, with a return of January 3, 2011; the mid-winter break which identifies President's Day next year as being February 21, 2011; spring break, April 17 through April 25, with a return date of Tuesday, April 26, 2011.

The Board is asked to approve the common calendar dates of the first day of school after Labor Day; the winter break dates of December 18 through January 2, 2011; mid-winter break date of February 21, 2011 which is President's Day; and spring break, April 17 through April 25, 2011. All other dates, actions or continuation of the dates listed as part of breaks will be determined as part of the teacher's negotiations.

It was Moved by: Trustee Walsh

Supported by: Trustee Jakubiec

THAT the Board approve the 2010-2011 School Calendar as presented.

Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh

Nays: None

Motion carried by a 7 – 0 vote.

H. Approval of Resolution of Non-Renewal of Administrator

Mr. Harwood explained that as budget for the next school year is being prepared, a shift in the area of Student Service/Special Education for the district is recommended. The district has currently utilized the service of two staff members in a Co-Interim Director role. In the upcoming school year, the recommendation would be to move to a model with one Director of Student Services and one Supervisor of Student Services. The Supervisor of Student Services is primarily funded through the Wayne RESA PA 18 funds for administrative support and leadership with our center programs for students with autism and moderate cognitive impairments.

In compliance with the non-renewal of an administrative language in the Michigan Revised School Code, the Board would need to pass a resolution that indicates that the administrator be informed that the position is being eliminated and therefore, services as an administrator in the special education department would be terminated effective June 30, 2010.

The Board is asked to approve the resolution to consider the non-renewal of an administrator contract as presented.

It was Moved by: Trustee Jakubiec

Supported by: Trustee Minturn

THAT the Board approve the Resolution of Non-Renewal of an Administrator.

Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn and Steininger

Nays: Trustee Walsh

	<p>Motion carried by a 6 – 1 vote.</p> <p>I. Approval of Sale of Property to Kroger Company</p> <p>Attorneys for Kroger and the Grosse Pointe Public School System have agreed to the form of a Purchase Agreement for the 11 foot strip of property between Notre Dame and the surface parking lot behind the Kroger Store on Kercheval.</p> <p>Mr. Mark McInerney, district legal counsel, explained that this property, by virtue of its size and location, is not usable by the District. When the district sold the parking lot in the mid-1980's, this strip was intentionally carved out of the property being conveyed, but the reason for that carve-out is unknown.</p> <p>Under School Code, MCL §380.11a(3)c the Board has the clear authority to sell surplus district property. Under the Open Meetings Act, approval of this transaction is required to take place in an open meeting. The negotiated price is \$61,740. Both sides obtained appraisals of the property and Kroger is paying for its own survey and title insurance.</p> <p>It was Moved by: Trustee Walsh Supported by: Trustee Minturn</p> <p>THAT the Board approve the resolution provided and the proposed Purchase Agreement, authorize Assistant Superintendent Fenton to execute the purchase agreement in the form presented as well as authorize Mr. Fenton to execute a Warranty Deed for the property and close the sale.</p> <p>Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh Nays: None Motion carried by a 7 – 0 vote.</p>
<p>ACTION ITEMS FOR APRIL 26, 2010</p>	<p>A. Approval of Human Resources Report for March 15, 2010</p> <p>The Human Resources Report contains the appointments, recalls, resignations and retirements of employees from various employee groups. This month's report contained the leave of absence of one instructional staff, the resignation of one instructional staff and one classroom assistant, and the retirement of one technology staff person.</p> <p>B. Approval of Minutes of March 22, 2010</p> <p>The Board will be asked to approve the closed session and regular meeting minutes of March 22, 2010.</p> <p>C. Approval of Curriculum Revisions</p> <p>1. K-12 Language Arts A district committee has completed the review of the K-12 English Language Arts Curriculum and is currently seeking board approval for changes to the curriculum.</p> <p>The English Language Arts Curriculum Specialist, Elizabeth Lulis, explained how the ELA committee began the process with an analysis of the district's current data, as well as an examination of best practice, acclaimed research, and national and international trends. During this stage, the committee defined goals to guide the development of the curriculum which included:</p> <ul style="list-style-type: none"> a) Assessment results will drive instruction. b) The curriculum will ensure the continual integration and alignment of skills

across grade levels.

- c) The curriculum will emphasize the specificity within which skills should be taught.

The committee elected to review the curriculum across K-3, 4-8, and 9-12 spectrums, an approach that ensured the development of skills across grade level and across school levels. The decision was then made to draft the new document in a manner that addresses the standards within specific genres (distinctive literary types or units), in grades 1-8 and is designed around essential questions in grades 9 - 11. The state had previously created the Michigan Genre Project to aid in the delivery of instruction at the K-8 level and also composed model units for secondary instruction. These documents were used in our new design that aligns the reading, writing, speaking, listening and viewing content standards in varying units of study.

With this curriculum model, students will be fully immersed in a particular genre in order to fully understand the conventions and form. In so doing, the district has also ensured that students will be writing within these genres at a rate that exceeds state expectations. Furthermore, this model helps to promote the repetitive nature of communication skills as one can identify where areas overlap, intersect, and connect from one grade to the next and will allow the district to make great use of the materials and resources already in use. The exception is the kindergarten curriculum which would maintain the format that presents skills as continuous areas of emphasis. Skill instruction is included in a thematic approach that features many genres, comparing and contrasting fiction and non-fiction. The teachers are working to finalize a curriculum map to guide delivery and instruction.

Geoffrey Young, English teacher at North High School explained that in working towards the 12th grade year, it was decided that it would be most beneficial to construct a course specific to the 11th grade year of English for students not enrolling in the Advanced Placement courses. This course—*The Power of Language*—has been designed to mirror the Advanced Placement Language and Composition course and places emphasis on nonfiction literature, “real world” communication skills, and promotes a student’s ability to recognize and deconstruct verbal and written language choices. Among the “real world” skills that will be included will be a unit on writing essays for college acceptance. This course will build upon the skills gained during the 9th and 10th grade years and appears to be one of the first nationally that will emphasize these skills under a nonfiction scope that traditionally occurs during the undergraduate college experience.

Special emphasis was placed on the development of the grammar standards in the new curriculum. A grammar sub-committee began work prior to the advent of the larger ELA committee and has aligned grammar instruction in a manner that identifies skills that are to be continued from the previous year(s), skills that are to have great emphasis at a particular grade level, and skills that students will desirably acquire at a particular grade level. This approach should improve the consistency of delivery across grade level and articulates curricular expectation.

Another change involved the curricular structure of the sixth grade. Currently, students receive reading instruction daily and writing instruction every other day. With the new genre approach, students will receive reading, writing, speaking, listening and viewing instruction daily regarding the **Narrative** genre and the every other day class will be devoted to the instruction of reading, writing, speaking, listening and viewing of the **Informational** genre. This approach ensures that students are fully immersed in reading and writing *daily* and also will ease the constraints of scheduling as it will no longer require the same teacher teach both classes.

While there has always been the expectation for students to be writing daily in class at all

grade levels, the writing commitments included ensure that all students will be completing similar *major* writing assignments throughout the year. These commitments also may function as fundamental, formative assessments.

2. Algebra II Support Class (New Course)

North High School Math Department Chairperson, Greg Johnson, addressed the Board on the district's success in supporting student learning in secondary math classes by enrolling students in regular on-grade level classes but offering an additional hour support class in the same topic. At the high school level, math classes have been offered in Algebra I Support and Geometry Support with good results. The high schools are now proposing a parallel class for Algebra II.

This class does not involve a separate curriculum for approval. The curriculum is the same as that for the regular Algebra II classes but taught with more time and with alternative instructional strategies. The class has been piloted at North this year and the teachers are reporting very positive results.

Mr. Johnson then requested President Steininger and the Board allow him to continue to speak on the curriculum and role of the department chairpersons in the schools. He spoke to the importance of secondary department chair positions.

D. Approval of Teacher Layoffs

Assistant Superintendent, Tom Harwood, addressed the status of teacher layoffs and the procedures for layoffs at the next regular Board meeting on April 26, 2010. Staffing and layoffs are determined by student enrollment in the buildings as well as by budget allocations.

E. Approval of Bids

Assistant Superintendent, Chris Fenton, noted that all bids presented this evening will be funded from the bond and sinking fund. Information on each bid is posted on the district website with the recommendation to the Board that the lowest bidder be awarded the contract with a backup bidder available if needed.

1. Environmental Bids

The scope of work for these bids will be primarily for asbestos and lead abatement which will be done on an as-needed basis. The projects are being funded from the sinking fund.

The administration is recommending the environmental work be awarded to the two lowest bidders, Certified Abatement Services, Inc. and Environmental Maintenance Engineers, Inc. The estimated project cost ranges from \$2,000 - \$5,000. Bid specifications are available for review.

The Board is asked to contract with Certified Abatement Services, Inc., and Environmental Maintenance Engineers, Inc. for environmental work for one year as needed through June 30, 2011 with an option to renew the contract for the following four years.

2. Brownell Parking

The Brownell parking project is being funded from the bond fund. The low bidder on this project was Pro-Line Asphalt. The plans have been reviewed by the neighbors and with the City of Grosse Pointe Farms administration. A site plan was distributed to the Board. .

The Board is asked to award the bid to Pro-Line Asphalt for \$378,900.

3. Flooring

The scope of work includes floor tile and carpet replacement which will be done on an as-needed basis. The projects are being funded from the sinking fund.

The administration is recommending the flooring work be awarded to the two lowest bidders, Conventional Carpet and Artistic Installation.

The estimated project cost ranges from \$2,000 - \$5,000. Bid specifications are available for review.

The Board is asked to contract with Conventional Carpet, Inc. and Artistic Installations for flooring replacement as needed through June 30, 2011 with an option to renew the contract for the following four years.

4. Fencing

The scope of work will be primarily chain link and gate replacement which will be done on an as-needed basis. The projects are being funded from the sinking fund.

The administration is recommending the fencing and gate work be awarded to the two lowest bidders. If scheduling problems arise, availability, or other concerns, we will be able to select a contractor as needed.

The estimated project cost ranges from \$2,000 - \$5,000. Bid specifications are available for review.

The Board is asked to contract with American Fence & Supply Co, Inc. and Industrial Fence for fencing and gate replacement for one year as needed through June 30, 2011 with an option to renew the contract for the following four years.

5. General Trades

The scope of work includes furnishing and installing cabinets, countertops, painting, gypsum wallboard partitions and plaster wall repair on an as-needed basis. The projects are being funded from the sinking fund.

The administration is recommending the general trades work be awarded to the two lowest bidders National Maintenance Services, LLC and North American Construction.

The Board is asked to contract with National Maintenance Services LLC and North American Construction for general trade work as needed through June 30, 2011 with an option to renew the contract for the following four years.

6. North Track Resurfacing

There is no information to present at this time as the administration is still meeting with contractors about the project.

7. Poupard Playground

Administration continues to meet with contractors for this project and information will be presented at a later date.

	<p>F. Approval of G. A. A. A. #3</p> <p>Administration is in the process of updating the budget projections for the end of the year and those modifications will be made before the end of the school year. A G. A. A. A. #3 will be brought forward at the April 26, 2010 regular board meeting.</p> <p>G. Approval of Non-Renewal of Administrator</p> <p>The information on this resolution to approve the non-renewal of an administrator was presented earlier in the meeting and will be brought to the Board for a vote at their April 26, 2010 regular meeting.</p>
<p>INFORMATION AND DISCUSSION</p>	<p>A. Kindergarten Programs for 2010-2011</p> <p>Mr. Warras addressed the Board regarding the kindergarten programs for 2010-11. On February 22 Board members voted 7-0 to implement a district-wide, tuition-free all-day kindergarten program (ADK) beginning in the fall of 2010. As part of that measure, the Board asked elementary principals to provide a description of a half-day option for those families that do not wish to send their kindergarten child to the all-day program.</p> <p>Since the last Board meeting, staff members have been actively gathering information as well as providing weekly updates to the public about ADK program in the Grosse Pointe Schools. Administrators have met with kindergarten teachers on several occasions and have been soliciting feedback from parents. A parent orientation to kindergarten meeting has been scheduled for Monday, April 19 at Barnes School beginning at 7 PM to provide more specific information about all day kindergarten curriculum.</p> <p>As of March 10, 2010, 236 families have registered for kindergarten (the enrollment projection for 2010-11 kindergarten is 395). 186 of the 230 who have registered have indicated a preference for ADK. Nine families have stated that they seek a traditional half-day program within the district and, if that is not available, would select a private school. Approximately 15 families scattered throughout the district prefer a half-day kindergarten in their home school, if available. Others (2 families) prefer a half-day experience and may home school their child. Still others are undecided and await more information. These numbers are updated regularly and the Board will receive periodic reports on enrollment. While final enrollment numbers will not be available for some time, the Board vote on February 22 and what is known about enrollment and family preferences provides some direction to the district's next steps. All-day kindergarten will be the standard program in all elementary schools in 2010-11. Staff members and elementary principals support the district's transition to ADK and the great majority of families appear to be planning on that program for their child.</p> <p>A number of families have indicated that they will choose a kindergarten program other than the district's if a traditional half-day option is not offered. Given that the coming year is a departure from the expected for kindergarten families the district will offer a traditional half-day option to complement the all-day kindergarten program. This has been an effective program in the past, even as ADK going forward promises to be an even better experience for our youngest students. While there will be additional staffing costs for the half-day option, (approximately \$72,500 for each half-time teacher and the special subject teachers), there would also be a loss of state revenue if these families leave the district.</p> <p>Given what appears to be the limited interest in the traditional half-day program and the uncertainty of space allocation until the enrollment process is farther along, the administration is recommending that needed sections of the traditional half-day program be placed at Barnes. It should be noted that other districts that have offered both all-day and traditional half-day programs at the inception of an all-day program, but over time the half-day program has been cut</p>

back or eliminated because of waning interest on the part of families. Whether this occurs in Grosse Pointe remains to be seen.

Mr. Warras indicated that questions were raised whether a traditional half-day program could be housed in each school building along with the all-day kindergarten program. It appears that it would be impossible to do so, based upon the trends in enrollment that are developing. Most buildings appear to be gaining enough ADK enrollments to require two classrooms, and, as the chart indicates, most buildings have no more than two classrooms to allocate to kindergarten. However, several of the buildings (Defer, Monteith, Richard) might be able to house a traditional half-day program alongside ADK classrooms depending on the pattern of enrollment that emerges but it is too early to tell.

Another issue that was raised at the February 22 meeting is the significant imbalance in kindergarten class sizes throughout the district. For this current school year, class sizes in kindergarten ranged from 12 to 25 as no measures were taken to provide an equitable distribution of students. Irrespective of the inception of ADK, this problem is certain to continue in 2010-11 unless measures are taken to address it. The administration believes that if a limited number of families (20-35) relocated to a neighboring school for kindergarten year only a much more equitable balance of 20-24 students in each class could be maintained throughout the district. Staffing costs would also be substantially reduced. The administration is developing a mechanism for addressing the movement of a limited number of families, subject of course to Board approval for taking this step.

Administrators and kindergarten teachers have given much thought to accommodating the needs of those families who prefer a half-day experience for their kindergartner but wish to have the child placed in their home school. As stated earlier, this likely will not be possible and thus the option of a traditional half-day program at Barnes has been recommended. Administrators and kindergarten teachers recognize that some families have unique needs that need to be addressed. Grosse Pointe Schools provide a quality kindergarten experience and strive to establish a positive and meaningful relationship with the parents and students. Should parents with students who remain in their home schools have concerns or students have individual needs, as always the teacher and principal in the home school will work with the parent to address the concerns and meet the needs of the child.

Mr. Warras reported that there are few families that have indicated a desire to remove their students at mid-day from the all day kindergarten program. Given that the number of students is so small, administrators will accommodate these families on an individual basis and highlight what experiences a child will have and those the child will miss.

Kindergarten teachers and the administration strongly endorse the all-day program. Teachers have developed a prototype schedule for the all-day program along with the daily or weekly times for core curriculum instruction and other activities and have done the same for the traditional half-day. Differences include: (1) the amount of time spent in core curriculum instruction for the all-day program is more than double that of the half-day program; (2) core curriculum is taught throughout the school day, not just the morning; (3) important kindergarten activities such as learning centers, group times, interaction with others, including the teacher, are greatly expanded in the all-day program. All kindergarten children will have the opportunity to participate in special subjects and will be able to participate in field trips, parties and other special events as they do now.

Mr. Warras concluded by saying that the administration believes that providing the choice of a traditional half-day program along with an all-day kindergarten program is respectful of the needs of families.

Kindergarten teachers, Deb Kraft and Pam Cronovich, then addressed the differences between the half-day kindergarten program and the full day program. The half day program devotes 1 hour and

45 minutes to core curriculum and the whole day program will devote 3 hours and 45 minutes to the core curriculum in the all day program.

Trustee Jakubiec asked that the district administration re-connect with all families inquiring about the desire for a half-day kindergarten program in their home school. He added that the district needs to look at more than a half-day kindergarten option solely at Barnes.

Trustee Pangborn commented that because Barnes is not a typical elementary school setting with assemblies and other school related activities, it is not the site in which the half-day kindergarten program should be placed. She remarked that it is more of a nursery school setting and agreed with Mr. Jakubiec that Barnes should not be the location for only half-day options. .

Dr. Klein reiterated that there would be a district-wide meeting on Monday, April 19, 2010 from 7 – 9 p.m. at Barnes School to review kindergarten curriculum for both programs.

B. Negotiations Update

1. GPEA President, Dr. Ranae Beyerlein

GPEA President, Dr. Ranae Beyerlein, addressed the Board on the status of the teacher negotiations from the teacher union's perspective as well as the role and importance of the teaching staff in the schools. She concluded with her hope that a fair and equitable contract resolution is reached.

2. Assistant Superintendent, Thomas Harwood

Mr. Harwood explained the Board's position regarding the ongoing teacher negotiations, the financial status of school districts in the state, the teacher's union expectations, district budget issues and the Board's expectations for a contract resolution. He said that the Grosse Pointe School District, as well as others in Michigan, is living in the "perfect economic storm." Due to those conditions and expectations on both sides, negotiations continue as the two sides are far apart on an agreement. Mr. Harwood gave credit to the GPEA and their diligence in looking at the contract language and those areas that need changing. He added that the teachers union and administration will meet with a mediator to help with issues. Proposals presented that have been accepted or rejected are subject to public disclosure on the district website. Mr. Harwood added that these negotiations will prove to be the most difficult negotiations ever in the district due to the financial climate in the state, but both sides will continue to negotiate until a settlement can be achieved.

C. Budget Development Update for 2010-11

Treasurer Walsh presented an abridged version of the Budget Draft #2 to the Board. He highlighted actions already completed and those upcoming which include: delivering revised balanced budgets at April, May and June Board meetings; budget hearing and budget approval in June; enrollment updates and funding against projections in July; and recommendations for staff call backs in August pending enrollment count.

Mr. Walsh said that there have been no changes in revenue and expenses since the Budget Draft #1, noting that the financial impact is \$7.3 MM with no change projected in the Foundation Allowance for 2010-11 based on the latest Governor's proposal, which is a dangerous assumption.

Significant changes from Draft #1 to Draft #2 include: restoration of 3 reading specialists at the elementary level for a total of 8.0 FTE; restoration of 4.5 FTE middle school teachers reducing class size from 27.5 to 26; restoration of 12.8 hall monitors in the middle and high schools as direct employees (not outsourced); restoration of 7.0 FTE special education resource room teachers for a total of 27 FTE; restoration of 1.4 speech pathologists for a total of 16.9 FTE; restoration of 2.2 school social workers for a total of 8.7 FTE; and restorations offset by Draft

#1 unallocated funds, health plan efficiencies, moderate revenue increases and expense reductions, and a broad range of smaller efficiencies.

Trustee Walsh then reviewed projected average class sizes for 2010-11: 1st through 3rd grades, 22.0 students; 4th and 5th grades, 22.9 students; middle school, 26 students; and high school 27.6 students.

He shared employee average total compensation for salary, health care, retirement and FICA per employee by group including teachers, classroom assistants, plant/custodians, clerical, building administration, non-instructional supervisors, paraprofessionals, technology staff and executive administration, with the percentage of change anticipated from this year to next in compensation and benefits.

Trustee Walsh then spoke about the unsustainable financial model currently in place for the Grosse Pointe Schools and the 2009-10 projected shortfall due to mid-years cuts and loss of 20j funds.

Mr. Walsh added that the Board will continue to communicate with the community, solicit feedback from the community, analyze and evaluate that data, monitor variables and contribute constructive, holistic amendments for purposes of balancing the budget.

D. Monthly Financial/Health Care Reports

Mr. Fenton explained that the monthly financials included the check register and monthly financial summaries reflect balances in various accounts as amended since approval of the G.A.A.A. #2. All reports have been posted on the district website.

Mr. Harwood noted that the health care summary was recently constructed for the Board to keep track of the costs in the district for health care for individual groups. Approximately \$11 million is spent per year on health care for all groups. Browne and Browne, the district's third party administrator, tracks employee claims data to see how closely the district comes to projected budgeted costs. The contributions that each bargaining unit provides to offset the costs of health care were also provided to the Board. Mr. Harwood noted that dental and vision plan costs are down over last year as are the group life insurance and disability plans.

E. Bond and Sinking Fund Project Update

Due to the lateness of the evening, Mr. Fenton noted that information about these projects is listed on the district website and questions may be directed to his office.

Trustee Walsh commented that, although the lateness of the hour warrants moving on with the agenda, time for the bond and sinking fund project update should be allocated at a work session of the Board.

F. Diplomas for World War II and Korean War Veterans

To provide special recognition for the service and sacrifice of military veterans of WWII and the Korean War, the recently amended Public Act 181 of 2001 authorizes the board of a Michigan school district to award a high school diploma to a WWII or Korean War veteran.

The law permits a WWII veteran who left a high school in our district between December 16, 1940 and December 31, 1946 for immediate military service and not subsequently receiving a high school degree to now apply for a diploma. Korean War veterans who left high school in our district between June 27, 1950 and January 31, 1955 may also apply. Family members may also apply on the behalf of a living or deceased veteran.

	<p>The application form developed by the Department of Military and Veterans Affairs must be completed by the veteran or by the veteran's spouse, brother or sister, children or grandchildren on behalf of the veteran. The application requires a copy of the veteran's discharge from military service. The school district may verify the dates of the veteran's school enrollment from their own records.</p>
FUTURE MEETINGS	<p>President Steininger then announced that there will be a Board work session on April 12, 2010 at 8 p.m. to discuss the budget and the next regular meeting of the Board will be on Monday, April 26, 2010 at 8 p.m. at North High School in the Library.</p> <p>It was Moved by: Trustee Dindoffer Supported by: Trustee Gafa</p> <p>THAT a consent agenda be created to include items A) Human Resources Report; C) Curriculum Revision of K-12 Language Arts and Algebra II Support Class; and E) 1-5, Bids for Environmental projects, Brownell Parking, Flooring, Fencing and General Trades for the April 26, 2010 Regular Meeting agenda.</p> <p>Ayes: Trustees Dindoffer, Gafa, Jakubiec, Minturn, Pangborn, Steininger and Walsh Nays: None Motion carried by a 7 – 0 vote.</p> <p>President Steininger then called a five-minute recess.</p>
PUBLIC COMMENTS ON NON-ACTION ITEMS	<p>Jack F., 5th grader at Richard thanked Mrs. Rainbolt for helping him become a better reader and spoke in support of the FAST Reading Program.</p> <p>South students Alex O., Sam C., Ben B., Steve J., Kelsie S. and Molly M. spoke in support of teachers in the district and all that they do to help students every day. They also inquired about the use of fund equity as a possible solution to the budget shortfall.</p> <p>Margaret Hamilton, Grosse Pointe Woods, shared her support of the all day kindergarten program and the classroom assistants who help the teachers.</p> <p>Nicole Boutrous, Grosse Pointe, thanked Trustees Pangborn and Jakubiec for their continued interest in the half-day kindergarten program and requested that the Board revisit the enrollment process and the parent preference for the half-day program. She was not in favor of a single half-day program at Barnes.</p> <p>Tom Kolojeski, Grosse Pointe Farms, spoke in favor of a half-day kindergarten program at Kerby Elementary School.</p> <p>Mike Gulyas, Grosse Pointe Farms, supported the half-day kindergarten option in all school especially Kerby.</p> <p>Rachel Huber, Grosse Pointe Farms, supported the half-day kindergarten option at the students' home school and noted confusion with the survey process.</p> <p>Patty Kukula Chylinski, Grosse Pointe Woods, supported teachers finding a way to negotiate a fair and equitable contract. She asked the administration not to post information about the negotiations and discouraged the use of fear tactics to persuade teachers to settle their contract.</p> <p>Dona Johnson-Beach, Grosse Pointe Park, spoke in support of the school psychologists in the district and the role they play with students every day.</p>

Beth Rainbolt, Grosse Pointe Woods, spoke in support of the reading specialists in the district as well as other elementary reading support programs. She thanked the Grosse Pointe Foundation for Public Education for their continued support of the FAST Reading Program.

Julie Foust also shared her support of the reading specialists in the school district.

Despi Markus, Grosse Pointe Woods, supported all special education ancillary services including speech teachers, school social workers, psychologists and reading specialists.

Kristen DeVooght, Grosse Pointe Shores, supported special education services in the district specifically the teachers of the speech and language impaired.

Mary Thumn, Grosse Pointe Farms, spoke in support of the special education staff and ancillary services offered in the district.

Karen Lawrence, Grosse Pointe Farms, shared her thoughts on the reading specialists in the district and supported all special education ancillary services offered.

Michelle Turk, Grosse Pointe Woods, spoke in support of special education ancillary services, specifically the speech and language teachers.

Andi Cline, Grosse Pointe Woods, spoke in support of elementary resource teachers and the role they play with students as well as supported all special education services.

Susan Fell, Grosse Pointe Woods, spoke in support of special education services, specifically the role of the school social workers.

Anne Nyboer, Grosse Pointe City, shared her thoughts on the importance of special education services in the district.

Gretchen Schock, Grosse Pointe Woods, said Grosse Pointe parents do not want teachers to be forced to take a pay cut and asked that reading specialists not be eliminated.

Cheryl Lapensee, Grosse Pointe Woods, spoke about the future of the school district and the wonderful teachers at Mason Elementary School.

Lydia Mattes, Grosse Pointe Woods, supported the school social workers at Monteith and the role they have with students as well as all special education ancillary staff.

Pam Liagre, Grosse Pointe Farms, spoke in support of the teaching personnel that work together in the school buildings to provide a successful school experience for every student. She addressed the importance of the reading specialists, ancillary special education services and all other special services offered to the students in the district.

Lisa Carmer, Grosse Pointe Woods, spoke in support of the children and the hope of a contract settlement for the teachers in the district. She added that all residents face the same economic stress in Michigan. She asked that teachers refrain from speaking to students in the classrooms about the negotiations process.

Nancy Ross, Kerby elementary library assistant, shared the role that the library assistants have with the students in the elementary schools.

Cindy Rolka, Grosse Pointe Farms, President of the special education instructional assistant group, spoke of the important role those employees play with students in the district.

Kim Van Gorder, President of the general education instructional services classroom assistant

	<p>group, spoke in support of the members and their service to the students in the district.</p> <p>Pat Zens, Grosse Pointe Park, shared her thoughts on the administration and the School Board's role in the operation of the school district.</p> <p>Cheryl Owsen, Harper Woods, asked that parents in the district and school personnel contact their state legislature and the Governor to express their concerns about school funding in Michigan.</p> <p>Sheryl Hogan, Harper Woods, thanked Trustees Walsh and Steininger for visiting various buildings and members of the secretary union last week.</p> <p>Ron Mack, Grosse Pointe Farms, spoke against outsourcing services in the schools.</p>
OTHER COMMENTS FROM BOARD AND SUPERINTENDENT	<p>Trustee Jakubiec commented on reading a high school newspaper- column about students writing graffiti and vandalizing bathroom facilities. Mr. Jakubiec commented that he wished the people doing this would broaden their perspective from how they see the world around them to how the world see's them and that they not write this graffiti on walls. The first impressions created when other people, (other students and younger family members or relatives visiting the schools), see the graffiti or vandalism reflects poorly on the student body and overall the school system.</p> <p>Mr. Jakubiec thanked the Grosse Pointe Foundation for Public Education and all the people who contribute to it for their continued support of the schools. He addressed the issue of trust raised by a few of the public comment speakers by stating that, "the families who move to our district and live here have expectations for the total learning environment for their children. Those families expect that the <u>trust</u> they have placed in this school district in terms of their tax dollars provided and all the support they provide to our schools both directly and through foundations, PTO, and other school groups, will be maintained by all of us working together to continue delivering the best learning experience for our children".</p> <p>Trustee Gafa congratulated Dan Dou on his perfect ACT score. She also addressed the teacher negotiations issues that have 'played out' in schools where her children attend. Mrs. Gafa asked that the community keep her children and all students out of the issues facing the district.</p> <p>Trustee Pangborn thanked the parents that spoke this evening and asked that the Board provide more information and discussion for those parents still seeking answers about the half-day kindergarten program.</p> <p>Trustee Minturn asked the listening audience to explain what they did not understand or believe about the budget constraints or the proposed cuts to the budget. He said that the Board has tried to be as transparent as possible in the budget process and he would be more than happy to add to the information for those with questions or concerns. Mr. Minturn added that fund equity cannot handle all of the debt issues that the district is facing and asked the community to let him or any Board member know what they don't believe or understand.</p> <p>Trustee Walsh said that the district is facing an irreconcilable budget situation. Mr. Walsh also asked the community what information is needed to understand the district's financial challenges.</p> <p>Trustee Dindoffer congratulated students from Defer and North and thanked everyone for coming to the meeting. She added that all Board members and administration appreciate the staff. She said that the financial situation in Michigan has created budget constraints that continue to cause stress for the community.</p> <p>Dr. Klein also noted that budget challenges continue while the district, along with other districts in the state, wait to see what the district will receive in the state's school aid for 2010-11. All suggestions and comments are welcome at budget@gpschools.org.</p>

	<p>Dr. Klein again made note of an all district kindergarten curriculum information night at Barnes School on Monday, April 19, 2010 from 7 – 9 p.m. for interested parents and community members. She also mentioned that summer school programs are now being scheduled and class information will soon be available on the district website.</p> <p>President Steininger reiterated what the Board has been saying since last year: the budget shortfall is not an illusion, it is a reality. He added that he would prefer to have negotiations behind us so that the district can concentrate on the needs of the students and make progress with the budget process. He concluded that funding restoration must come from Lansing.</p>
ADJOURNMENT	There being no further business, President Steininger adjourned the meeting at 1:41 a.m.

Board Secretary