

(WCHS Regular SBDM Meeting

Thursday May 1, 2025

4:00 PM

WCHS Room 125

Attendees: Conner Richardson, Brenda Cissell, Sarah Beth Waterman, Julie Reed, Kelli Dabney, Melody Hamilton, Amanda Moffett, Libbi Denney, Brittney Goins, Amanda Best
Online Attendees: Tyler Reed

1.) Opening Business:

a.) Approval of the Agenda

i.) Motion: Richardson

ii.) 2nd: Cissell

2.) Old Business:

a.) 2025-2026 Staffing Allocation

i.) Attached staffing allocation is admin proposal. With the requests listed, we have 86% of the course requests satisfied. Green means it is an elective course that could take more kids with gaps in their schedule. Clarification that red colors are course requests we could not satisfy. Example of Yoga.

Mrs. Waterman asks about Spanish Language Arts not being offered, Mr. Reed says this was department chair decision.

Mrs. Hamilton asks question about Health and PE, numbers look different on IC vs. what is on the spreadsheet.

Mrs. Cissell asked about BIO 103-106 being offered, Mr. Reed says that was a typo on the spreadsheet and it is not being offered.

Mrs. Waterman presents a document she created to compare visual art, spanish, and CTE courses.

Mr. Reed explains that he thought we were originally looking at foreign language vs. art seats. Then with the information with an individual returning that was on an MOU, the proposal changed to business vs. art.

Mrs. Waterman says there is a deficit that is greater in other areas for seating courses so what dictates what we need to cut? Ms.

Denney says it is my understanding that it is aligned to CSIP goals and being post-secondary ready.

Mr. Richardson addresses Perkins funding and not having a second business teacher due to not being able to finish the pathway. Mrs.

Hamilton asks how much money we have for Perkins? Mrs. Cissell asks if the Perkins money is allocated by pathway? Mr. Richardson says it is by department, so if the business pathway is gone then the school would get less Perkins funding.

Mrs. Waterman says what I observed was that we could increase class size in core class and if we did that then there would not be denied requests. Mr. Richardson asks for an example, Mrs.

Waterman says in math for example their class size is 17 for pre-algebra. If you moved to 3 sections that would be a class size of 23. Mrs. Waterman says we could offer 2 finance classes instead of 4. Mr. Reed says where we have been with our math scores, I would not recommend upping the class size in math.

Mr. Reed says at some point full positions were hired to carry all core electives and this is where we are trying to scale down.

Mrs. Dabney asks how is it decided those students who are not getting their requests? Mr. Reed says we build the schedule in IC to move the courses around to minimize the amount of students who do not get their requests. We put constraints on IC like making sure students get an English/Math class since they have to have it for four years.

Mrs. Dabney says how do the schedule requests work? Like parents not seeing the requests? Mr. Reed says my goal is to get schedules in the hands of students before the end of the school year and then be able to work with their counselor over the summer for changes.

Mrs. Dabney asks is it still feasible to get the schedules in hands by the end of the year? Mr. Reed says yes if we make a decision tonight to move forward with the proposal. Mr. Reed reiterates students working with counselor over the summer if there are change requests.

Mrs. Dabney asks is the change request going to be first come, first serve? Mrs. Dabney clarifies that since course cards did not come home, there is a large percentage of parents who did not see student requests.

Mrs. Goins asks how many students are going to be worried about not getting something they wrote down? Mr. Richardson says he spoke to a student who plans to do virtual next year because of the way the student schedule worked out. Mr. Richardson says if you look at floral design there are only 21 requests, but every year I have been here there have been 35 students in 4 sections. So if you look at art with 297 requests, many of those students will end up in floral design. Mr. Richardson says that the CTE numbers are skewed because of poor communication about what courses could be taken and when. Mr. Reed says we need to think holistically about the good for all students in the building rather than thinking in silos about individual departments.

Mrs. Waterman says I just wanted to know how everything was determined in regards to cutting positions.

Mrs. Hamilton asks what positions are not included in the 56 positions. Mr. Reed answers.

Mrs. Cissell has a specific question about numbers provided by Mrs. Waterman and if Ag certified teachers can teach all Ag courses? Mr. Richardson says yes, we can teach all ag courses. Mr. Reed says we tried to streamline CTE pathways and start students in the initial course of a pathway.

Mrs. Reed explains a situation with her student. Mrs. Reed asks what happens if the student doesn't finish the pathway? Mr. Reed explains how it affects Perkins funding for future students.

Mr. Richardson explains benefits of CTE pathways with articulated credit, industry certification, co-ops.

Mrs. Reed says this needs to be explained more to the whole community (EOP, pathways, etc.). Mr. Reed says I think there is a historical perspective of what CTE courses are and the narrative has shifted today and we do need to do a better job of communicating with the community to ensure understanding of the pathways. Mrs. Goins says you have to talk to parents and sometimes that is difficult. Mrs. Reed agrees. Mrs. Goins says having more parents educated would be more helpful. Mr. Richardson says the middle school is working on more career exploration courses so the communication will be getting better over time. Mrs. Hamilton says I am not in a pathway but provide certifications to students and they have to pay for themselves, she provides examples of the certifications provided.

Mrs. Dale says I missed part of the meeting last time, but why are we cutting a Spanish position? Mr. Reed answers (see above).

Mrs. Goins asks what is our ultimate goal for tonight? Mr.

Richardson answered that we are cutting a position. Mrs. Cissell clarifies cutting a Spanish teacher and adding a Business teacher. Mr. Richardson reviews staffing proposals.

Mr. Richardson makes a motion to approve the proposal provided by administration. Ms. Denney 2nds. Mrs. Hamilton disents. Motion fails.

Mr. Reed states that we will now move into closed session to vote.

Mrs. Dale asks Mrs. Hamilton for clarification on why she disents, that includes looking just at numbers.

Mr. Richardson motions for closed session. Ms. Denney 2nds.

Closed Session:

Mr. Richardson makes a motion to approve the proposal provided by administration. Ms. Denney 2nds.

Mrs. Cissell asks for the positions again. Mr. Richardson reviews. Mr. Reed states that there could be reallocation of the position in the future if needed.

In Favor: Richardson, Moffett, Denney, Goins, Best, T. Reed

Against: Cissell, Waterman, J. Reed, Dabney, Hamilton, Dale

~~Tiebreaker: T. Reed – Council Chair~~ Struck from minutes after consultation with KASC in regards to tiebreak procedures not outlined in bylaws.

Motion to return from closed session: Richardson
2nd: Denney

3.) **Adjournment:**

Motion to adjourn: Richardson
2nd: Denney