

PIEDMONT UNIFIED SCHOOL DISTRICT

Council Chambers, City Hall

120 Vista Avenue

Piedmont, California 94611

MINUTES OF

Regular Meeting of the Governing Board

May 14, 2014

CALL TO ORDER	Board President Richard Raushenbush called the meeting of the Board of Education to order at 6:00 p.m.
ESTABLISHMENT OF QUORUM	President Richard Raushenbush, Vice President Andrea Swenson, and Board Members Sarah Pearson, Amal Smith and Doug Ireland were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:01 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with California State Employees Association (Chapter 60). Public Employee Appointment/Employment: Anticipated Appointment of Director of Curriculum & Instruction
Others Present in Closed Session	Superintendent Hubbard Randall Booker, Assistant Superintendent, Educational Services
Reconvene to Regular Session	President Raushenbush called the Regular Session of the Board of Education to order at 7:05 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Superintendent Constance Hubbard Randall Booker, Assistant Superintendent, Educational Services
Report of Action Taken in Closed Session	The Board met in closed session to discuss labor negotiations and no action was taken.
Agenda Adjustments	Superintendent Hubbard asked that one item be added to the Consent Calendar; there is a last-minute field trip request for the winners of the Bird Calling Contest to travel to New York City on April 23-25 to be guests on the David Letterman Show. The Board agreed to add this item to the Consent Calendar.
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	None
CSEA	None
Parent Clubs	None
Student Representative to Board	Millennium High School representative Peri Zangwill reported that AP testing has been going on for the past two weeks and ends this Friday. For ninth-graders at PHS, the pilot for the computer-based Smarter Balanced standardized test went smoothly. The fifth marking period for Millennium ended the first week of May and there are only four weeks of school left. This year the Day of Service will be combined with Day on the Green and held on May 23. On April 25 PHS had its annual Bird Calling Contest and the winners went to New York City to perform on the David Letterman show. May 3 was the annual MHS fundraiser; the theme was 50's diner and lots of money was raised for the school. May 10 was the senior ball in San Francisco and everyone who went had a great time and looked gorgeous. The memorial for Mr. K is this Friday from 4:00 to 7:00 p.m. at the

Community Center. Everyone is invited to come and celebrate his life.

Persons Requesting to Speak on Items Not on the Agenda

Christopher Rogers, 2013 PHS graduate, is a STEM major studying engineering in his first year at Purdue University. He reported on how PHS prepared him for the first-year engineering curriculum at Purdue University. Because he took Calculus BC as a senior, he was able to skip Calculus I and II and go into Calculus III, where he found himself completely prepared. He found Calculus BC, Honors Chemistry and two years of AP Computer Science very useful. However, his honors physics class did not prepare him for Physical Mechanics at Purdue, which was a calculus-based, vector-based class in which it was difficult to compete.

President Raushenbush explained that the Board is not permitted to respond to comments on items not on the agenda.

Hanah Elabed and Landon Campbell, PHS students, would like to comment on flaws they see in the proposed new schedule. In one day they received the signatures of 200 students agreeing with them, and believe they could easily get more. Landon said the current schedule has worked well and most of the proposed changes are beneficial. If there are to be changes, they believe students should have a strong say because they are the ones most affected. Hanah and Landon participated in a focus group on senior year changes, which came up with a lot of suggestions not included in the new schedule. The new schedule includes a five-day rotation with all seven periods meeting for an hour on Mondays. This would require students to bring all their school books, workbooks and notebooks for every class that day. This would be a heavy load and sophomore lockers are not nearby. Students fear that teachers will present quizzes and tests because of the shorter instructional period on Mondays, resulting in an increase in student stress on weekends. Having the tutorial period from 8:00-9:00 a.m. would cause many students to drop their tutorial in favor of sleeping later. Starting school at different times during the week will interrupt sleep patterns and make it difficult for students being dropped off or taking buses, as well as for parents. They realize that they may not be able to change anything but wanted to voice their concerns.

Superintendent Announcements

None

President Announcements

Vice President Swenson said that as a staunch supporter of Measure H, she has been shocked and disappointed that those opposed have taken her name and quoted her out of context to imply otherwise. In a town like Piedmont, she would hope there could be a responsible and honest dialogue and respectful disagreement.

President Raushenbush has been privy to the emails and can attest that Ms. Swenson has been quoted out of context and in a misleading way. He cautioned that credibility is easily lost and not easily regained, and suggests that these people stop this behavior

PRESENTATION

Recognition of Ray Perman as Recipient of 2014 Arthur Hecht Volunteer of the Year Award and Recognition of PHS Advanced Placement Art Student Miles Lee.

The Arthur Hecht Volunteer of the Year award is presented annually to individuals who have volunteered their efforts over a period of time and made a difference because of their involvement and commitment to Piedmont's youth. In reviewing this year's nominations, everyone said that this year's awardee, Ray Perman, was a reflection of what Art Hecht embodied. Mr. Perman represents a variety of opportunities for helping young people, including the Beach School Revue, the annual spring trip to Mexico, soccer coaching, the East Bay Children's Choir, the Piedmont Center for Arts, and working with Boy Scouts and mentoring Eagle Scouts. Ray is described as generous

and kind, respectful and respected. We are excited to honor Mr. Perman. He will receive a work of art, a digital photograph created by Miles Lee, PHS AP art student.

Mr. Perman graciously accepted the award and thanked the District for the award and his wonderful experiences. He would like to turn around and give this award back because it has been so much fun for him to work with kids for the last 20 years. He encouraged any parent to volunteer for the school district, saying there is nothing more rewarding and enjoyable. In closing, he received a standing ovation.

EDUCATIONAL SERVICES REPORT: SPOTLIGHT ON STUDENT LEARNING

Piedmont Middle School Safe Schools
Ambassadors

Ting Hsu Engelman, Millennium principal and Wellness Center Director, described some of the leadership opportunities for students within our secondary schools. PHS students can participate in Youth Educators, Peer Mediation Trainers, Peer Advisors and Youth Ambassadors. PMS students can participate in Upstanders & Innovators and Peer Mediators. The newest program is Safe School Ambassadors. Under the leadership of Counselor Kech Carera, this program works to harness the power of students to prevent and stop bullying. Students in this program were identified by teachers, peers and themselves as students who have a strong influence on their peer group, good communication skills, and a history of standing up for their friends. This year 36 new middle school students and 30 from last year participated in the program. They attended a two-day interactive training with teacher mentors and participated in bi-weekly meetings in "family groups." Kim Lipkin, a mentor teacher, spoke about the training and introduced the student ambassadors. Ellie Roberts said that the program helped participants learn more about themselves and others. Chloe Tjogas spoke about learning skills to defuse situations and identifying when to get help from adults. Chelsea Fox said the family group helped her to connect with other students. Karen Nguyen, second year ambassador, had been bullied because of her height and through this program learned to stand up for herself. She observed that as students stand up for more people, it has made a big improvement in the school climate and created a safer place for all students. She thanked the eight PMS teachers who worked with the ambassadors.

REVIEW AND ACTION ITEMS

Take Action on Request of up to \$250,000 from the Piedmont Educational Foundation (PEF) on Behalf of the Endowment Fund. Approve Use of Funds to Request from PEF

Superintendent Hubbard thanked the members of the Piedmont Educational Foundation for their ongoing efforts to support all students in Piedmont. The PEF has established an endowment in order to provide annual donations to the schools. Each year the PEF sets an amount, which becomes the floor for future donations. Annually the District formally requests funds and explains how the money will be used. In recent years, the funds have been used to keep programs intact and to maintain seven-class periods through difficult budget times. This year the funds will be used to continue to support the K-12 Counseling and Library programs and to help provide electives at the secondary level. The increase of \$30,000 in the donation will be used to support computer science education.

It was moved by Mr. Ireland and seconded by Ms. Smith to Request Up to \$250,000 from the Piedmont Educational Foundation on Behalf of the Endowment Fund and Approve the Use of Funds to Request from PEF. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Approve Collective Bargaining Agreement between the Piedmont Unified School District and the Association of Piedmont Teachers (APT)

The current agreement with the Association of Piedmont Teachers (APT) expires in its entirety at the end of June. This evening the newly negotiated contract is presented for Board approval. The new contract will be in effect for the next three years. Superintendent Hubbard and Gabby Kashani, APT president, spoke of the success of Interest Based Bargaining (IBB), in which the focus is the interests of the District as a whole and what can be done to support them. Ms. Kashani recognized the time and effort put in by APT negotiating team members Kate Kessler, Brent Lane and Mercedes Foster. She announced that May 15 is the "Day of the Teacher" and acknowledged the teachers, who worked for five years without a raise while changing curriculum, teaching larger classes and paying more for their healthcare contributions. She acknowledged the support of the Board and the community in their generosity and spirit of giving.

The proposed agreement includes a 10% increase to the cap on medical benefits. This means the District has a good idea of the cost for next year and employees have a sense that this might cover most of the cost. Ms. Kashani noted that 25% of APT members don't take medical benefits, which is a savings for the District.

Superintendent Hubbard explained that salary, benefits, the evaluation article and retiree benefits are open for negotiations each year. Each side can open up two additional articles. Ms. Swenson thanked everyone and acknowledged the sacrifice on the part of the teachers during the past five years.

It was moved by Ms. Pearson and seconded by Ms. Swenson to approve the Collective Bargaining Agreement between the Piedmont Unified School District and the Association of Piedmont Teachers (APT). The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Adopt California Common Core State Standards in Mathematics and Language Arts

The District is required to adopt the Common Core State Standards (CCSS) in Mathematics and Language Arts, although the District has discretion over how to implement the new standards. Many implementation decisions have yet to be made and will be made collaboratively with district staff and experts from the Alameda County Office of Education (ACOE) and informed by the practices of other districts and states and by input from the parent community. Implementation will occur in phases over a period of years and will include several years of roll-out followed by evaluation and refinement of curriculum and instructional practice followed by further evaluation and refinement.

This year the District went through field testing of the Smarter Balanced assessment, which went smoothly.

Mr. Ireland moved and Ms. Swenson seconded the motion to Adopt California Common Core State Standards in Mathematics and Language Arts. The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Review and Approve 2014-15 District Goals and Action Plan Areas of Emphasis to be the Foundation for the Development of the District Local Control and Accountability Plan (LCAP)

The LCFF requires districts to develop an articulated District-wide Local Control and Accountability Plan (LCAP) for student achievement over the next three years. The requirement includes opportunities for input by all of the District's stakeholders in the development of the LCAP. The LCAP will be based on the Board goals, the information from *Shaping Our Future 2.0*, School Site Plans and input from the Associations, District groups such as DLAC, BAC, DAC, the Parent Clubs, and Support Groups (e.g., PAINTS, PRAISE, CHIME, ALPS). We have also scheduled several meetings for parent engagement.

Superintendent Hubbard said that the District does not want to end up with two different sets of educational goals, but wants to maintain the type of planning that has been done in the past. The LCAP will be brought forward the first meeting in June and there will be time to react and revise the plan. At the second meeting in June, the LCAP will be brought forward for approval.

The LCAP template, which we are required to use, is not pretty and is somewhat cumbersome so the District will also provide an executive summary. It is hoped that the LCAP will evolve to become more user-friendly. The state requires that the LCAP include public engagement and assurances that expenditures and goals are aligned. Our Business Services Department will work directly with the Academic Services Department to identify and track expenditures in each category. As part of the three-year plan update each year, tactical and operational activities will be updated based on the progress made each year. Superintendent Hubbard confirmed that student stress reduction will continue to be an operational goal under the LCAP.

It was moved by Ms. Swenson and seconded by Ms. Smith to Approve 2014-15 District Goals and Action Plan Areas of Emphasis to be the Foundation for the Development of the District Local Control and Accountability Plan (LCAP). The motion was approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith and Mr. Ireland.

Common Core State Standards
– Middle School Mathematics Pathways

Assistant Superintendent Booker presented information on math pathways and transition options that have been developed through parent and teacher engagement at numerous times through parent clubs, parent engagement nights, at schools and site councils, in speaking with ACOE and math experts from local universities and at events put on by Math Common Core authors. The basic information on what Common Core is has been presented many times and is posted on the District website. Another source of information is the official Common Core website. The process of looking at and developing options has been iterative and options have been revised based on discussion and research will continue to change. He expects this process will continue during the implementation of Common Core over the next 5-7 years as we do benchmark assessments and see how our students are doing.

PUSD students do well and in math and meet and exceed the UC/CSU administrative requirements and score well on standardized tests. The central principles of Common Core Math are focus, coherence, and rigor so that students will be successful in college and the workplace. Common Core presents eight practice standards, which gain complexity and depth as students progress through school. It also includes practice standards (what we expect students do) and content standards (what we expect students to know).

Our goals are to provide students with a smooth and appropriate transition to CC standards, a course pathway that meets and/or exceeds UC/CSU admissions requirements, multiple compression points at middle and high school while recognizing that content cannot be skipped, and opportunities for AP Calculus AB & BC. College Board sets the standards for AP Calculus; they have taken Calculus I and expanded it into two years. Some schools do it the way we do – a linear progression with AB and then BC and other schools offer pre-calculus (what we call Math Analysis) and students go on to AB or BC. Our goal is to provide pathways that offer opportunities for AB and BC.

What we are asking the Board to do is to focus on this year's 5th grade math, 6th grade math and 6th grade Pre-Algebra and 7th grader Pre-Algebra students and moving them into Common Core classes next year. We are looking at this year's 5th grade students moving into 6th grade Common Core math. For those 5th grade students in math enrichment, we recommend clustering them in CC-6 Math and enhancing their experience with the support of a .2 math enrichment specialist to provide curriculum development and differentiation. We are committed to compressing in middle school and are grappling with the question of what is the best place for compression in middle school. Some schools are compressing in 6th, some in 7th, and OUSD is compressing in 8th grade. We recommend CC-6 Math. We know that it will take compression to get to our goal of offering Calculus BC as an option. There are still many questions to answer: How do students get out of the advanced track if they struggle? How do they switch to accelerated math? One possibility is summer school and what's good about that is it doesn't take a full year to move ahead and offers students another acceleration point.

What is presented tonight is not the final product. The next steps are to spend more time investigating other school districts and collect data from what is being done here at Piedmont as well as at other schools. We appreciate the support of ALPS, which is helping to pay for the partnership with the Silicon Valley Math Initiative, which will provide training and development for our Math staff.

President Raushenbush said the Board has received numerous emails. Although the emails express a complete range of opinion, everyone's primary concern is what is in the best interest of students. We are looking at compression point in the school and high school and would like to hear ideas on what grade to compress and why.

Ms. Swenson said the Board has heard a great deal of feedback and she would be interested in hearing something new or any great idea.

Ms. Pearson said there is the question of clustering and the question of heterogeneous versus homogeneous classes. There's also the question of whether small group work translates into improved learning. The Board is reviewing the pros and cons of various options, the status of course material and information on outcomes in schools that are ahead of us.

Public Comment

A number of parents expressed their concerns. Yvonne Gonzales Rogers would like Board members to commit to maintaining a path to Calculus BC. Gabriel Kra is concerned that there be pathways for students who need acceleration. Bob Eisenbach would like to see compression in 6/7 and 7/8 for the coming school year and is concerned that CC-6 will not be enough of a challenge for some students. Sameer Srivastava would like to see compression in sixth grade and options that lead to Calculus AB in 11th grade and Calculus BC in 12th grade. Lisa Joyce would like to see 6th grade compression offered next year. Julia Caskey would like students to be clustered by ability so that challenging math can be offered to students who need it. Larry Hawkins favors 6th grade compression and a focus on helping parents make good decision about their children's placement. Tiffany Young is against compression in high school and wants students currently in pre-algebra to have a path to Calculus AB and BC by having compression in middle school. Martha Jones, former school board member, would like math pathways that provide multiple compression points in middle school and high school and in next year's 6th grade math. She believes a heterogeneous classroom is not beneficial for strong learners. Patty Gish would like

to see compression as early as possible and clustering by ability.

Christopher. Rogers, PHS graduate, noted that each type of math requires different thinking. He thinks it is important to offer Calculus AB and BC as one-year courses and that compressing them would put more pressure on students.

Maya Tellez, PHS senior, presented a different perspective. She struggled with math in sixth grade and was able to accelerate in high school She thinks 6th grade is a difficult time for students. She would like the District to help students who are struggling and not just focus on advanced students.

Julia Sweeney, PHS senior, is taking Calculus AB. She believes it is important for students to have opportunities to get more math without having to go to UC or summer school.

Chris Fetterolf, PHS senior, echoed Julia's comments. He loves math now but that was not the case in 4th, 5th or even 8th grade. He agrees with parents about having compression points in 6th grade but would like decision points later for students who develop later.

Karen Hawkins, Piedmont parent, would like to see 6th grade compression for those who love math. Of a list of 16 comparable school districts, she said that seven are offering compression in 6th grade and seven in 7th grade.

Claire Pinkham, PHS senior, supports what other students said. She left the advanced track in middle school and is currently taking Statistics. She would like to see compression points in high school as a way to get back on the advanced track in high school.

Board Discussion

Ms. Swenson asked if the schools on the list of comparable schools are starting Common Core next year Mr. Booker said that some are starting next year and others not.

Mr. Raushenbush commented that he had never heard that Calculus BC might be eliminated. Mr. Booker said we have never suggested eliminating it. We have been investigating why some schools teach Calculus AB and then BC and some provide an option of taking AB or BC, depending on how they teach math analysis.

Mr. Booker said part of our research is how students go from Pre-Calculus or Math Analysis to Calculus BC. These schools must be preparing their students differently. We are not talking about compressing Math Analysis and Calculus AB together as much as putting some of the concepts taught in AB into Math Analysis to bolster Math Analysis and prepare students to go straight into BC. At one presentation a PHS Senior said of skipping from Math Analysis to BC would be very difficult today. We are looking at how we might bolster Math Analysis to provide more options for students.

Mr. Raushenbush believes the more pathways, the better both for late bloomers and early bloomers and many different student circumstances. He wondered how modular the courses are: if you do compression in 7/8 can you then decide to do it in 6/7?

Mr. Booker explained that they are not easily modular. The District will have to provide a lot of professional development time over the summer for teachers to write the new curriculum. We have to develop courses over the transition before we get to the finished product.

Superintendent Hubbard explained we have to be careful with these modular courses and how we offer them in relationship to other classes. The size of our schools is pertinent. Berkeley High is able to offer seven math pathways and classes every period without affect-

ing their schedule. We cannot offer calculus every period.. We have to focus on what is in the interest of 600 middle school students and 800- 900 high school students.

Mr. Raushenbush said if next year is a transition with Common Core math and no compression in 6th grade, this is effectively a determination for compression in 7th and 8th grade in 2015-16. If later you want to switch to compression in 6/7, how do you do that? Mr. Booker said you have to grandfather it in. We would have to look at offering 6/7 compression if we decide to do it. Right now there are 36 students in advanced math in 6th grade in a couple of sections. We could pepper them between a couple of courses or we can put them into one course.

Superintendent Hubbard said we need to be sure that what we offer is based on student needs. At first we did not have BC when there were only 8-9 students interested; when there were 15 students, we were able to offer the class. Just as we look at Common Core, we will look at how we need to change pathways based on student needs. Common Core doesn't start in 6th grade. It will affect 3rd, 4th, and 5th graders. Our current 3rd-graders will be different 6th graders than today's 6th graders. We have to pick a place in time to start implementation. And we want to be careful not to send any students off a track.

Mr. Booker explained that the math faculty is eager for Common Core math and enthusiastic about the eight practices outlined in Common Core math.

Mr. Ireland said some parents seem concerned that teachers won't be able to deliver the curriculum. Mr. Booker said teachers would like to have compression delayed and the same time have compression somewhere in middle school. This sentiment comes from what the authors of common core are saying: compress as late as possible. Faculty would like to adhere to that in the beginning.

Doyle O'Regan, PHS Math Department chair, said that math faculty are eager about Common Core, although they are not proud of the manner in which was developed or the politics of it. As educators they look at the content and organization of the material – how do we make this work and make sense for all our kids, not just the top-notch students. We have some freedom to decide how to put the pieces together: Common core says by 11th grade this is the body of knowledge we expect students to have, and faculty finds this exciting. He has watched the accelerated cohort and seen them in Math Analysis for the last five years. There are many sharp students who were accelerated in the sixth grade and 25-30% of them are good students but not among the elite. We look at other places where students are accelerated in 6th grade and we wonder 'why.' We're trying to do this right. He understands there is a natural resistance to change, and when students are doing well, why change?

He sees problems with our current setup. Some middle school teachers say students are having breakdowns on a day-to-day basis and mentioning stress. We want to keep all of this in mind as we plan, and it makes for a slow process.

Ms. Pearson said that in 7th grade teachers have started teaching some curriculum from Common Core, and wanted to know if any high school classes done this.?

Mr. O'Regan said for teachers focus has been on the eight standards. There are different ways of approaching this that are embodied in the standards and teachers have dabbled with it. A lot of

the curriculum is similar, and the changes are at the middle school level. Common Core 8 includes major elements of geometry and first semester Algebra I. There is more density in middle school to lay a foundation so in high school they can talk about subjects at a more abstract level. This is another reason for caution; because there is more material coming at students, let's not automatically jump on acceleration. If we have students who find their classes boring, we should look at enrichment. He is not sure compression or acceleration has to be the solution to a lack of rigor; we need to think beyond that answer.

Ms. Pearson believes the middle school wants to offer pure Common Core 6, 7 and 8. She wanted to know how ready the high school math staff is to offer a variety of compression courses for year one or if a year is needed for professional development and switching over.

Mr. O'Regan said he was very confident that next year the faculty can lay out the first two years of curriculum in a compressed fashion. They believe it makes more sense to use an integrated approach. Their plan is for the first- and second-year teachers in Algebra and Geometry to start developing that curriculum for the following year. They will take some parts of it and pilot units next year.

Ms. Pearson asked if there was enough information to speed up the process and decide on integrated versus traditional. Mr. Reagan said speaking for himself if we're going to go for compression, it has to be integrated and this is the only way it makes sense. Teachers are having these conversations now.

Ms. Smith asked what the state timeline is for being fully implemented. Mr. Booker said the State has said 2014-15 but most districts are still rolling it out and what the state really means is that schools will use Smarter Balanced Assessment testing. The SAT will be changing in 2015-16 and AP following that. Current sophomores will be taking the current SAT test.

Mr. Booker said that we want to see how students are doing to determine where we want to compress and expand. We will need expansion points not only for students in special education. This requires us to be flexible. The Board might approve a plan and the staff come back in two years and say that based on student data, we need to make these adjustments.

Ms. Pearson is assuming that students currently in Algebra will be grandfathered on the traditional path. She is assuming that students currently in Algebra will be grandfathered on the traditional path. She would like to see the District offer paths to Calculus AB and BC for the same number of students who take it currently, offer early compression, provide math placement with the assistance of 6th grade math teachers, and provide several opportunities to accelerate. She would like to learn more about compressing two years into one versus three years into two. She favors clustering students by ability but has an open mind about this and favors offering Algebra I for the current 7th graders next year.

Ms. Smith sees next year as a true transition year and is committed to multiple ways for students to get to Calculus AB and BC. She needs to hear more about homogeneous clustering. She has no strong opinion about compression in 6th versus 7th; the schools she saw were more focused on 7/8. She likes idea of multiple points to come in and out of acceleration.

Mr. Ireland is committed to the District providing Calculus BC, and would like to see compression whenever it fits. He believes it is up to

the teachers to provide challenge to students. He thinks the faster learners will compress material naturally and classes need to adjust to accommodate them. He would like to see compression in middle school as early as possible.

Ms. Swenson notes that Piedmont is a public school and needs to serve all students. She appreciated hearing from the students and would like to talk about spots where students can have expansion or get off the escalator. Common core is new and it's going to be messy for a few years. Once it is implemented, all our students will have far more opportunities with multiple expansion and compression points. She likes 6th grade clustering for one year; she would not like compression next year but would like a path to Calculus BC. She likes the integrated route with several compression points.

Mr. Raushenbush sees the issues as what we'd like to get to in the future and how to handle the transition. He would like a pathway to Calculus AB and BC. In the future he would like to see compression points in middle school and high school. Not all compression can occur in middle school because that would require compressing five years of Common Core math into three years of middle school. He prefers compressing three years into two years, rather than two years into one year. He's open to hearing something new for 2015-16. He believes Common Core 6 will be more challenging and would like a year to try it out and see how students do. This makes sense but leaves compression for 7/8. He thinks differentiation is great but not sure it is always enough. However if the end result of clustering means clustering in other subject areas, that's not so great.

Superintendent Hubbard said that 6th graders have three sections for their core classes. If we split them up, it would help undo any blockages but it wouldn't really offer core classes. Each student has at least two periods with one teacher and we can go back and look at the core.

Mr. Raushenbush asked what could be done in Common Core 6 to make sure that all students are adequately supported and challenged. He was not in favor of continuing 7th grade Pre-Algebra to Algebra I and continuing the old system. We have to move over to Common Core. As long as a student can do to CC8 and compress to get to the same endpoint, it is okay.

Ms. Pearson would like to see compression for those CC6 students who want to accelerate. She would like to see Algebra offered to 7th graders next year and has gotten for calls from parents who support this.

Mr. Raushenbush believes Common Core math curricula will be more challenging and will better prepare students, so moving to it sooner makes sense. It is the intention of the Board to offer compression points in middle school and high school. He wants to serve a variety of learners and believes there should be ways for students to get off the fast track.

CORRESPONDENCE

Ms. Swenson received numerous emails on Common Core Math and one questioning the scope analysis for AHT. She received another email from a PHS parent about the proposed scheduling changes. Ms. Pearson also received numerous emails about Common Core Math.

BOARD REPORTS

Ms. Swenson attended Diversity Day, which was spectacular, a PEF meeting, AHT phone banking and the Tri-School Site Council.

Ms. Pearson attended those meetings and her last Wildwood Parent

Club meeting as a parent.

Ms. Smith attended the PHS Site Council, the amazing AP Art show, a PPN meeting with Police Chief Goede, some Measure H meetings, the MHS auction, the Bird Calling Contest, met with several parents about Common Core Math and attended numerous CC Math presentations.

Mr. Ireland had a very informative tour at Havens. Superintendent Hubbard invited all board members to tour the schools and suggested they contact the principals to set up visits.

Mr. Raushenbush attended numerous meetings and discussions about AHT and math pathways.

CONSENT CALENDAR

Ms. Swenson moved, Ms. Smith seconded, and Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Ms. Smith, and Mr. Ireland voted to adopt the Consent Calendar.

- A. Adopt Regular Board Meeting Minutes of March 26, 2014 Board Meeting
- B. Adopt Regular Board Meeting Minutes of April 9, 2014 Board Meeting
- C. Approve Monthly Financial Report of the District for April, 2014
- D. Approve Personnel Action Report
- E. Adopt Resolution 12-2013-14 – The Education Protection Account
- F. Approve Independent Contractor Agreement for Special Services with WestEd
- G. Approve MOU between the University of San Francisco and PUSD for the placement of student nurses
- H. Approve Field Trip of 11 PHS students to perform *Hamlet* with the American High School Theater Festival at the Fringe Festival in Edinburgh, Scotland from July 29 – August 11.
- I. Approve change of location for Field Trip to Camp Lodestar approved on 3-12-14 from Wilseyville, CA to Los Gatos, CA.
- J. Approve one Independent Contractor Agreement and one Master Contract with California Therapy Connection for Speech & Language services effective April 28, 2014 through June 30 2014, at a total cost not to exceed \$20,584.00. Funding: Special Education
- K. Approve one Independent Service Agreement and one Master Contract with Seneca Family of Agencies for non-public services for one student effective May 1, 2014 through June 30, 2014, at a total cost not to exceed \$5,175.00. Funding: Special Education
- L. Approve one Independent Service Agreement with ABC School for non-public school services for one student effective May 12, 2014 through June 30, 2014, at a total cost not to exceed \$8,871.06. Funding: Special Education
- M. Approve two Independent Service Agreements with Auditory Pathways for non-public services for two students effective May 1, 2014 through June 30, 2014, at a total cost not to exceed \$ 2,530.00. Funding: Special Education
- N. Approve one Independent Contractor Agreement with Jennifer Jones-Horton, to provide non public services for district ESY, effective June 16, 2014 through July 11, 2014, at a total cost not to exceed \$5,508.48. Funding: Special Education
- O. Approve one Independent Contractor Agreement with Anne Battersby, to provide non public services for district ESY, effective

June 16, 2014 through July 11, 2014, at a total cost not to exceed \$3,672.32. Funding: Special Education

- P. Approve one Independent Service Agreement with BIA for non-public services for one student for ESY services effective June 16, 2014 through July 11, 2014, at a total cost not to exceed \$3,172.00. Funding: Special Education
- Q. Approve one Independent Contractor Agreement with Jasman Behavioral Consultation, to provide non public services, effective May 1, 2014 through June 30, 2014, at a total cost not to exceed \$1,750.00. Funding: Special Education
- R. Approve one Independent Contractor Agreement with Jasman Behavioral Consultation, to provide non public services, effective May 1, 2014 through June 30, 2014, at a total cost not to exceed \$1,250.00. Funding: Special Education
- S. Approve one Independent Service Agreement with Starfish Therapies for non-public services for multiple students for ESY services effective June 16, 2014 through July 11, 2014, at a total cost not to exceed \$14,500.00. Funding: Special Education
- T. Approve one reimbursement to parents of one student, for non public ESY services, effective June 16, 2014, through July 11, 2014, at a total cost not to exceed \$4,950.00. Funding: Special Education

FUTURE BOARD AGENDA ITEMS

No discussion.

ADJOURNMENT

The meeting was adjourned at 11:02 p.m.

RICHARD RAUSHENBUSH

Board President, Piedmont Unified School District
Board of Education

CONSTANCE HUBBARD

Secretary, Piedmont Unified School District
Board of Education