



Community School for Creative Education Board of Directors Meeting Minutes

Tuesday, January 24, 2012 - 7:00 PM

The meeting was held at the ARISE High School, 3301 East 12th Street, Suite 205, Oakland, California

1. Call to Order and Attendance

Meeting was called to order by Peter Hanley, Board Vice Chair at 7:05 p.m. A quorum was present.

Board Members Present

John Lundell, Chair (7:20 p.m.)
Peter Hanley, Vice Chair
Michele Meyer
Jorge Ruiz de Velasco
Kimberly Register

Board Member Absent

Jim Hollis, Secretary

School Leaders Present

Dr. Ida Oberman, Director
Shirley Priestley, Acting Principal

2. Review & Approval of Agenda

The Board approved the agenda by consensus.

3. Consent Agenda

- a. Approval of Meeting Minutes: December 7, 2011
- b. Approval of Check Registers: September, October, November, December 2011

Michelle Meyer moved to approve the consent agenda.

Jorge Ruiz de Velasco seconded. Motion carried unanimously 4-0.

4. Discussion & Action Items [Items below are listed in sequence as discussed.]

c. Status Report on Principal Job Search (Hanley)

Seventeen applied; six will be interviewed. Hope to interview during the next week, to complete the search by the 2nd week of February, and to select someone who can transition into the role for 2012-13.

[Board Chair John Lundell arrived at this point and assumed his role leading the meeting.]

a. Acting Principal's Report (Priestley)

Ms. Priestly described the following CSCE Milestones:

- establishment of a counseling program;
- Special education services, including IEPs and 504 Plans to properly serve student needs, to meet state compliance guidelines, and to document revenue claims to help fund service to these students;
- parents urged to bring in copies of any open IEP records from previous schools;
- plans for assessments and progress building a data-based culture;
- introduction of social studies curriculum Schoolwide;

- celebration of a tea ceremony, Chinese/Lunar New Year, Martin Luther King Day, and Valentine's Day, with support from the Numi Foundation;
- attendance by 13 CSCE staff at a Waldorf conference in Fair Oaks, CA, in January;
- teacher recruitment efforts;
- CSCE offer to sponsor up to 10 parents' attendance at another Waldorf conference, A New Impulse, Feb. 23-25, in Tiburon, CA (Marin County) if parents will inform Dr. Oberman of their interest;
- interest in identifying opportunities to effectively engage parent support; and
- intent to present a work plan to the Board.

d. Part 1 - Budget Update & Implications (EdTec)

Rachel Foodman presented a description of the Governor's proposed budget and how it would affect the school's budget; the school's projected cash flow in April (negative), May (positive), and June (negative); and major budget changes since December.

As the Board plans its 2012-2013 budget, the EdTec presentation suggested examining the school's use of contractors, implementing stronger cost controls on books and supplies, and increasing revenue (e.g., through increased enrollment, more fundraising, and grant writing).

EdTec will provide a draft 2012-2013 budget in March, for Board discussion in April, and approval in May.

b. Report on Academic Outcomes, Implications & Next Steps (Oberman)

Dr. Oberman reported results of QRI assessments in reading in November. In each grade, students present a wide range of skill levels, so teachers must provide differentiated instruction in order to help all students improve. This assessment measured how much of a grade level's reading skill each student has mastered.

QRI reading assessments revealed the following in November:

- Grade 1 - 45% Far Below what should be mastered by the end of this grade level
- Grade 2 - 28% Far Below what should be mastered by the end of this grade level
- Grade 3 - 11% Far Below what should be mastered by the end of this grade level

To address their students' reading level needs, teachers do the following:

- create homogeneous reading level groups within their classes;
- differentiate instruction to groups and individuals in their classrooms; and
- blend age groups to create homogeneous reading level groups that cut across grade levels.

The school will repeat the assessment in February.

d. Part 2 - Recommendation for Rising 4th Grade (Priestley)

Currently, there are only 8 students enrolled in 3rd grade; 19 are enrolled in 2nd grade (total = 27).

- Students in grades 2 and 3 are blended for language, gardening, social studies.
- Robin teaches language with Delana supporting; Delana teaches alone for social studies; both teach gardening with parent support; each class uses one teacher plus aide for reading.
- Students in grades 2 and 3 now spend about 20% of their instructional time in a blended environment.

Ms. Priestley described four models examined regarding 4th grade next year that struck different balances of cost, service and opportunity:

- 1) blend grades 3 & 4 with 1.5 teachers & 1 paraprofessional for 29 students;
- 2) offer grades 3 & 4 separately with 1 teacher each for a total of 29 students;
- 3) blend grades 3 & 4 with 1 teacher & 1 paraprofessional for 29 students;
- 4) offer no 4th grade instruction next year and grow 3rd grade to 24 students.

Instructional Leadership Team Recommendation = Option 1

- Cap enrollment at a maximum of 29 students (e.g., 19 3rd grade students & 9 4th grade students, including 1 new 4th grade student).
- Assign 1.5 teachers (including a 0.5 teacher who is skilled with 4th grade students and subject content to deliver the main lesson and math).
- Assign 1 fulltime aide, and perhaps one-to-one aide if a student needs special support.
- Develop an appropriate curriculum map that uses the Waldorf practice of 3-4 week block rotations in the main lesson block, English language, and math for each grade, with the remainder of day's instruction in blended instruction.
- Provide the following:
 - grade specific instruction for the main lesson block (140 minutes) for English language & math;
 - across-grade differentiation (190 minutes) for writer's workshop, math and ELA centers, guided reading, & social studies (allowing teachers to teach the same topic/materials, but at different depths with different grade-specific content); and
 - blended instruction (50 minutes) for fiber arts, gardening, & world language.

Next steps for the Instructional Leadership Team would include the following in order to create a final plan to present to Board and parents:

- identify best practices for a blended classroom model;
- visit like-minded schools with blended classrooms (e.g. Novato Charter);
- define the curriculum map;
- identify an external teacher mentor for lead teacher;
- create a professional learning plan for the lead teacher and the blended team; and
- create a schedule that provides the lead teacher with additional preparation time.

e. Status report on Proposition 39 application for 2012-13 school site (Hanley)

Mr. Hanley recapped the application process and the status of the school's site request.

- Prop 39 requires districts to offer space to applicant schools with more than 80 in-district ADA.
- The school applied requesting its current location or a site in the San Antonio neighborhood.
- Offers are not based on the number of grades offered or classrooms desired.
- The school anticipates OUSD will offer one class fewer than needed.
- OUSD challenged the school's projected in-district ADA for next year.
- The school responded and awaits receipt of OUSD's preliminary offer on February 1.
- The school must respond to the preliminary offer, perhaps indicating concerns and a counter proposal, by March 1.
- OUSD must provide a final offer by April 1.
- School must notify OUSD of its intent to occupy the offered space, or not, by May 1 or within 30 days of final offer.

- **Public Comment** Extensive public comments, suggestions, questions and clarification followed regarding the blended 3rd/4th grade proposal followed and alternatives. Board members affirmed their strong commitment to offering a place for every current student next year if it can find the means to do this.

Michelle Meyer moved to approve

- 1) continued planning for a blended 3rd & 4th grade class in 2012-13, with the Instructional Leadership Team reporting its progress in March, April and May; and
- 2) exploring how the school might provide separate 3rd and 4th grade classes if parents identify 20 or more new students who would enroll in these grades, or raising \$25,000, by May 1st.

Kimberly Register seconded.

Motion carried 4-1, with Peter Hanley opposed.

- f. **Discussion and possible adoption of the internal grievance policy** (posted on the CSCE Web site for comments currently) (Lundell)

Item returned to staff with comments from the Board. Staff are to revise the policy, publish the revisions on the school website for review and comment, and bring the item back to the Board at the next meeting.

- g. **Discussion and adoption of Field Trip Policy** (Lundell)

The Board directed staff to amend the draft to include current legal requirements regarding booster seats and belt restraints for children under 8 years old or less than 4' 9" tall, clarify liability coverage when parents drive children from other families, and bring the draft policy for final approval at the February Board meeting.

Kimberly Register moved to approve the policy for the 1st grade field trip in mid-February only, with the following additions:

- 1) any injuries or unusual occurrences be reported immediately to the Principal and the Board;
- 2) all drivers will comply with current legal requirements about providing booster seats and belt restraints for children under 8 years old or less than 4' 9" tall;
- 3) all drivers must be accepted by the school's insurance provider.

Peter Hanley seconded.

Motion carried unanimously, 5-0.

- h. **Resolution authorizing reimbursement of Board Member expenses**

Per Article VII, Section 22 of the corporate bylaws, the board authorizes reimbursement of its members' expenses incurred in the course of their corporate duties, including but not limited to local mileage and tolls at the IRS rate for participation in board meetings, other meeting and visits to the school on official business, and attendance at conferences authorized by the board. Board members shall submit itemized expense reports with the stated corporate purpose of each expense and receipts, whenever available, to the school administration for approval not more frequently than monthly or less than quarterly.

Peter Hanley moved to approve the resolution authorizing reimbursement of Board Member expenses.

Michelle Meyer seconded.

Motion carried unanimously, 5-0.

- i. **Nomination Process for the Board of Trustees & Possible Amendment to Bylaws** (Lundell)

The Board discussed recommendations (1) to amend the bylaws (a) to reserve a seat on the board to be filled by a parent of a current student; and (b) to have the parent directly elected to the board by parents; and (2) the current process for attaining a seat on the board.

Jorge Ruiz de Velasco moved to approve amending the bylaws to reserve one seat specifically for a parent of a current student at the school.

Michelle Meyer seconded. Motion carried 4-1, with Peter Hanley opposed

Applicants for this seat still must proceed through the application and approval process that is already in place (i.e., no direct election by parents). However, a majority of parents may wish to vote to nominate or endorse an applicant for the Board to consider.

j. New Board Member Nomination (Register)

Nominee is Claudia Vierra-Allen. Item deferred to the front of the next Board meeting so that, if approved, Ms. Vierra-Allen could begin serving immediately.

k. Update on Advisory School Site Council Design (Register, Ruiz de Velasco)

Ms. Register reported that she, Jorge Ruiz de Velasco, and Jim Hollis have been discussing how parents can help identify issues and provide input into problem resolution. The group favors waiting in order to have the new principal be involved with parents regarding development of a School Site Council.

Mr. Ruiz de Velasco briefly described the Danielson Method used in Chicago which recommends observation, site visits by parents, debriefing with leadership about what was liked and disliked from site visits, and school development discussions proceeding from there.

The Board decided to hold on the School Site Council. Board Members Register and Ruiz de Velasco asked to be invited to a CPAC meeting to discuss parent advisory involvement.

5. Public Comments

Peter Hanley noted that this week is National School Choice Week and that special celebratory events would occur on Thursday, January 25, beginning at 6:30 p.m., at Santa Clara University.

6. Part 1 -- Closed Session

At 10:55 p.m., the Chair announced that the Board would adjourn to a single closed session to discuss the following two items:

- a. Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Executive Director
- b. Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Acting Principal

6. Part 2 – Reconvene in Open Session & Report Out of Closed Session on Any Action Taken

At 11:21 p.m., the Board reconvened in Open Session. The Chair announced there were no actions to report taken in closed session.

7. Adjournment

The Chair adjourned the meeting at 11:22 p.m.

[Liane Zimny gratefully acknowledges Nicola's meeting notes which provided a valuable supplement to her own.]