

**MINUTES OF THE
CANBY SCHOOL DISTRICT
BOARD OF DIRECTORS
WORKSHOP AND EXECUTIVE SESSION
October 6, 2011**

WORKSHOP SESSION

1.0 CALL TO ORDER

Chair Rivinus called the workshop session to order at 6:30 p.m. in the Central Services Meridian room on October 6, 2011. Board members in attendance were Andy Rivinus, Kristin Downs, Ty Kraft, Andrea Weber and Tom Scott. Absent from the meeting were Diane Downs and Brendan Murphy. Also in attendance were Superintendent Steach, Linda Martin, David Moore, Sondra Strong, Maureen Callahan, Jennifer Turner, Cindy Bauer, Pat Johnson, Tim Oberg and Peggy Savage.

2.0 INTRODUCTIONS

Audience members introduced themselves.

3.0 CHANGES TO AGENDA

None.

4.0 PUBLIC FORUM/ANNOUNCEMENTS

None.

5.0 INFORMATION/DISCUSSION ITEMS/ACTION ITEMS

5.1 Local Option Levy

Superintendent Steach reported 1,200 postcards were sent to registered voters and as of today the results are 50-50 for support or non-support of a levy. Unfortunately we have only received 98 responses. After board discussion it was decided to open the survey, however to filter between those sent random postcards and the other participation. We will also ask the Canby Herald to reprint as well as information given on the parent list serv. The survey will close on October 18th or 19th in order to tabulate results for the board meeting on October 20th.

Another decision needed from the board in order to place a Local Operating Levy on a ballot is whether to set a dollar amount or set a constant levy/millage rate. Setting an amount will provide a known constant form of revenue for the district. This will better enable budget planning, as the collection is independent from property values (market vs. assessed) and will not decrease unless the overall capacity for the district falls below the approved amount. For the property owner the amount will result in a variable amount of collection from any property owner who would pay for the levy.

Setting the rate will result in a variable form of revenue for the district. Fluctuations in either assessed values or market values will change the gap available for the levy as well as the amount to which the rate is applied. This could result in either more or less revenue being collected than projected at the time of the ballot measure. The district would not know for certain of the exact amount to be collected until October of the year in which the revenue is received. This occurs six months after the budget must be set and introduces another level of uncertainty into the budget process. For the property owner, setting the rate will result in a constant amount of collection from any property owner who would pay for the levy unless either the assessed value or market value of their property changes.

The board would like to know the success rate from other districts and if they would do the same thing again or differently and which has a higher percentage of success. John and Business Manager David Moore will also be attending a workshop tomorrow on Campaign Finance. Chair Rivinus noted before we can prepare a resolution it is clear we need to decide on the use of the funds. The board and the administrative team have drafted a list and the priorities will be brought to the October 20th board meeting for the board to prioritize the use of the funds and develop the information to be presented to the focus groups.

5.2 Assessment/Student Data

Director of Student Achievement, Maureen Callahan explained the differences between the five types of assessment, 1) formative assessments show immediate results, 2) summative assessment are at the end of a series of instruction, 3) screening assessments show where students are at, 4) diagnostic assessments give next steps in a series of skills, and 5) progress monitoring assessments are given periodically to determine growth or a target. Maureen also reviewed Canby School District Assessments, their purpose, the time of the year and frequency which they are administered and the grade levels the assessments are given. Superintendent Steach also noted NWEA (Northwest Evaluation Association) has developed a set of MAP assessments aligned to the Common Core Stands. This assessment includes items aligned to the national Common Core Standards for Math, Reading and Language Usage that can be measured using multiple-choice.

5.3 Sped Program Status at Ackerman

Sondra Strong, Director of Student Services shared information on the District Special Education Programs and case loads housed at Eccles, Baker Prairie, Knight, Canby High and the Ackerman Center. She also discussed the special education services and assignments at all of the buildings.

During the planning stages of the new Ackerman Center programs, the goal was to make the programs cost neutral when compared to the costs of outside placements no longer necessary and create capacity in the program

for future cost savings and/or revenues. Other benefits of housing these programs in-district include having control and first hand knowledge of the students' education and expanding the alternative choices for parents and their students.

The post-high and tutoring programs are additional programs now located in the Ackerman Center, and are continuing from prior years at similar staffing levels except for a recent 2-hour increase for an instructional assistant in the post-high program due to legislation lengthening the instructional day for post-high students.

The Ackerman Academies have three different programs for at risk students and currently there are 35 students enrolled with the capacity for 60. The District anticipates the three Ackerman Academies reaching capacity by the second trimester. The KEY (Therapeutic Behavior) Program has 9 students with the capacity of 20. The 19-21 Transition Program has 10 students enrolled with the capacity of 15. Sondra encouraged the Board to schedule a time to visit the classrooms.

5.4 Ackerman Programs Cost Analysis

Business Manager David Moore shared these new programs will allow the District to forego outside placement cost and/or keep our students in District who may drop out or move to programs outside the district. He also noted we have an agreement for a student from another district to attend the KEY program thus creating additional revenue. Currently it is costing \$108,495 with the number of students enrolled, however we are also providing additional programs. Once we reach full capacity we have the opportunity to save \$424,335.

During the budget development process, the District targeted cost savings of \$600,000 in administrative and support staff by closing Ackerman as a middle school, however the number is closer to \$500,000. Initial estimates reflected going from two to one counseling positions at the middle school level. However, the administration at Baker Prairie made the decision to allocate one of the available licensed FTE to an Intervention Specialist position, thus leaving a total of two FTE in the Counselor/Intervention Specialist category. More information will be available at year-end regarding savings in the areas of utilities, custodial supplies and repairs and maintenance.

5.5 Budget Reduction Impact

Business Manager David Moore presented a staffing comparison by each building between 2010-11 and 2011-12. The final decrease for this school year in FTE is -25.9 or 5%.

5.6 District Reconfiguration

Superintendent Steach discussed the changes as a result of decisions made last spring, noting staff were assigned to support reconfiguring six of the nine schools. Baker Prairie Middle School was changed to a 7th and 8th grade campus containing all of the district's students at this level with the exception of 91 School. He noted the co-principals at Baker Prairie, have made a considerable amount of effort to work with staff in defining the identity and culture of the new Baker Prairie. Their goal is to have a unified staff and student body that are known as a school distinguished by instruction and learning rather than a school in the new building. Additional work has been started to improve connections between Baker Prairie (including 91 School) and the high school.

In the area of instruction alignment, only one subject appears to be an issue at this time. When the new state science standards were established recently, Baker Prairie and Ackerman did not implement changes to the scope and sequence in an identical manner. This has created a situation where some students could either miss a topic or receive the topic twice. This has been identified and staff members are working to implement a one-year transition plan to minimize this situation and move to full alignment with the state common core standards using a 7-12 focus.

Knight, Eccles, Lee and Trost elementary schools all added sixth grade to their schools starting this fall. The teacher's materials and desks were moved from Ackerman as well to support these additional classrooms. As Ackerman does not have enough copies of books to supply all four elementary schools, a system is being developed to distribute these as best as possible and supplement the books until an order is received for additional books at the end of October.

As each of the elementary schools has two sections of 6th grade, this allows for a certain amount of transition and trading of students to maintain some of the middle school model. In addition to regrouping students by core curriculum areas, some schools are working to implement "X Block" time or electives. This will expose students to some exploratory classes, as they would have had in middle school.

After interviewing students last spring to determine what they felt would enhance their experience as 6th graders remaining in elementary schools, lockers were at the top of the list. With facility limitations that was not possible, however teachers are working to use the spaces they have available to create a similar experience.

Band was also high on the list and presently planned for two mornings per week before school with Knight and Eccles at one school and Trost and Lee at another.

5.7 Apple Sole-Source Procurement

On September 1, the Board authorized the District to make two technology purchases from Apple, Inc. including one for teacher laptops to be paid for over three years under a contract with Apple, Inc. labeled as a Master Lease Purchase Agreement dated September 26, 2011. The resolution authorizing the purchase referenced pricing under a State of Oregon contract with Apple, Inc. Late in the purchase process, it was determined that the terms of the State of Oregon contract with Apple, Inc. do not apply to “leases”. However, the District was able to keep the purchases intact, both in price and quantity, by applying the sole-procurement method of purchase, which under Oregon public contracting law dictates that goods are available from one source only and the District may award the contract without competition.

Public contracting law requires the District to provide written findings supporting a Board resolution authorizing the Board to determine that the products purchased are available only from a sole source, Apple, Inc. The findings address factors such as Apple and Macintosh being the District standard, the incompatibility of non-Apple products with Apple products and the District’s current infrastructure, the determination of Apple, Inc. as the exclusive source given the volume and related discounts applied to the purchases, authorized Apple resellers not being authorized to resell to school districts, the unlikelihood of the award of these contracts encouraging favoritism or lack of competition, and the additional cost of replacing existing hardware and software with non-Apple products.

MOTION: Andrea Weber moved to approve the Resolution to Purchase Technology Equipment and Make Sole Source Determination as provided in Addendum 5.7. Ty Kraft seconded the motion. Motion passed 5-0.

5.8 OSBA Convention/Student Assessment Workshop

Chair Rivinus asked for confirmation of those attending the OSBA Convention in November. At the present time Andy Rivinus, Kristin Downs, Andrea Weber, Brendan Murphy, Diane Downs and John Steach will be attending.

As soon as confirmation is received from Brendan Murphy the Workshop on using student assessments in decision making will be scheduled.

5.9 Policy 2nd Reading

Policy DJ, District Purchasing

Policy IKF, Graduation Requirements

MOTION: Ty Kraft moved to approve the policies as provided with the exception of an amendment to Policy DJ, District Purchasing. Tom Scott seconded the motion. Motion passed 5-0.

6.0 FUTURE AGENDA ITEMS

No changes were made to the upcoming agenda.

7.0 ADJOURNMENT

Chair Rivinus adjourned the meeting at 9:25 p.m. and will reconvene to Executive Session after a short break.

EXECUTIVE SESSION

Chair Rivinus called the Executive Session to order at 9:29 p.m. on October 6, 2011 in accordance with ORS 192.660 (2) (b) & (f). It is requested information discussed in the Executive Session not be disclosed.

The meeting was held to consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agents and to consider records exempt by law from public inspection.

The Executive Session was adjourned at 9:37 p.m.

Respectfully submitted,

Linda Martin
Board Secretary

Andrew Rivinus
Board Chair

APPROVED:

