

# CENTENNIAL SCHOOL DISTRICT

## GOVERNING BOARD MINUTES

April 11, 2012

### REGULAR SESSION

The Centennial School District Governing Board met on Wednesday, April 11, 2012, in the board room of the district administration office, 18135 SE Brooklyn ST, Portland, Oregon.

#### **1.0 CALL TO ORDER**

Board Chair, Shar Giard, called the meeting and work session to order at 7:00pm. The following Board members were also in attendance: Rod Boettcher, Ernie Butenschoen, Brenda Clark, Tim Cook, Kelly Morency and Pam Shields.

The following district administrative team members were in attendance:

Teresa Baldwin ..... Superintendent  
 Rick Larson ..... Director, Business & Operations  
 Rich Shultz ..... Director, Human Resources  
 Lori Silverman ..... Director, Student Services  
 Cheryl Williamson ..... Director, Curriculum & Student Learning  
 Wendy Reif ..... Communications Coordinator

Absent:

Sam Breyer ..... Asst. Director of Curriculum & Student Learning  
 Kevin Ricker ..... Principal, Centennial High School

### OFFICIAL BUSINESS

#### **1.1 Adoption of Agenda for April 11, 2012**

Superintendent Baldwin said there were no changes to the agenda. It was moved by Mr. Butenschoen, and seconded by Mrs. Morency, that the agenda be approved as presented. The motion to adopt the agenda as presented was approved by: Mr. Boettcher, Mr. Butenschoen, Mrs. Clark, Dr. Cook, Mrs. Giard, Mrs. Morency and Ms. Shields.

#### **2.0 INTRODUCTION OF GUESTS (Optional)**

#### **3.0 APPROVAL OF MINUTES (Deferred to April 25, 2012)**

#### **4.0 PUBLIC FORUM (None at this work session)**

#### **5.0 REPORTS (None at this work session)**

#### **6.0 CONFIRMATION ITEMS**

It was moved by Mr. Boettcher, and seconded by Dr. Cook, that the Board confirm en masse the following 6.0 confirmation items. The motion to confirm the confirmation items en masse was approved by: Mr. Boettcher, Mr. Butenschoen, Mrs. Clark, Dr. Cook, Mrs. Giard, Mrs. Morency and Ms. Shields.

<b>6.1</b>	<b>Site Council Minutes</b>		6.402 Student Count as of April 1, 2012
	6.101 Parklane Elem. .... March 15, 2012	<b>6.5</b>	<b>Human Resources</b>
	6.102 Centennial HS ..... March 20, 2012		6.501 Approve Partial Resignation of Licensed Staff Member
<b>6.3</b>	<b>Financial Statement</b>		6.502 Approve Retirement of Licensed Staff Members
	6.301 Financial Statement as of February 29, 2012	<b>6.6</b>	<b>Business/Operations</b>
<b>6.4</b>	<b>Enrollment Reports</b>		6.601 Approve Amended 2011/2012 Budget Calendar
	6.401 Class Size Analysis as of April 1, 2012		

Item 6.102 – Site Council Minutes: Mr. Boettcher referred to Chase Clausen’s comment in the CHS Site Council Minutes as to student not knowing what career they are interested in. Mr. Boettcher said this spoke to the importance of career counseling in high school so students are not in the dark as to where they are headed.

## 7.0 **BOARD ACTION ITEMS**

### **7.1 BUSINESS**

#### **7.101 Consider Emergency Procurement of Design & Construction of CHS Vocational Wing HVAC Systems**

The Board was presented with a proposal that included design elements for the mechanical system on the vocational wing at CHS, as well as contracting for and installation of the actual equipment, which was based on estimates from our consultant.

Mr. Larson distributed three handouts (*on file in the superintendent's office*). The first document listed two bid options for the Board to consider from the Abacus Resource Management Company. The first option includes updated costs for the replacement of the mechanical system and the second option includes what it would cost to provide a fully air conditioned space in the vocational wing at an additional expense of \$65,370. The second document was floor plan of the vocational wing.

The minimum bid for the replacement of the mechanical system would provide replacement heating units throughout the wing except in the metal shop area where the units were replaced seven years ago during the bond process. The other units in this wing will all be replaced. The unit that serves what is listed on the diagram as the electronics, auto shop that is now the computer lab, and area "1" will all be air conditioned anyway. The additional air conditioning upgrade would provide air conditioning in the remainder of the vocational wing except for the wood shop area where very minimal work will be done. If the School-Based Health Center goes in that space, they will have their own heating and cooling requirements that are far above what we will be doing for the rest of the wing.

The third document summarized the projected budget, where the funds would go and where the funds are coming from to pay for the project. Project costs are anticipated at:

- Re-roofing and insulation – \$275,000
- Mechanical upgrade – \$358,000
- Air conditioning Update for Vocational Wing – \$65,000
- Interior remodeling of Vocational Wing – \$75,000
- Contingency – \$73,689
- **Total Project Cost – \$846,689**

Sources of funds are:

- Borrowed funds on March 1, 2012 – \$488,689
- SB 1149 Funds – \$358,000
  - ❖ These funds can be used for the mechanical upgrade, but cannot be used to pay for the air conditioning upgrade. That portion would have to come from the borrowed funds.
- **Total Project Sources of Funds – \$846,689**

Mr. Larson asked the Board to approve the emergency procurement of design and construction of the mechanical contract with Abacus for the CHS Vocational Wing HVAC and to approve proceeding with the project mechanical base bid of \$357,357, that is unless the Board would like to approve at this time the upgrade bid to do the fully air conditioned mechanical bid at \$422,727. The Board could also instruct us to review the base mechanical, move forward and providing the roof bid comes in at \$275,000 or less we could then go forward with the air conditioning portion. We know there are no other funds available to cover the additional air conditioning if the other costs are greater.

Superintendent Baldwin recommended that the Board consider the third recommendation. She asked Mr. Larson to restate the third recommendation.

Mr. Larson encouraged the Board to approve the Abacus contract for the \$357,357. The roofing and insulation bids should arrive soon. Provided the bids come in at the estimated amount, we could then come back to the Board for further approval of the additional expense for the air conditioning.

Mr. Larson responded to questions and comments from the Board.

Superintendent Baldwin said at the April 25 meeting Mr. Larson and she will bring to the Board the full energy conservation plan they have been working on. This will provide the Board with the full scope of our energy conservation efforts.

It was moved by Ms. Shields, and seconded by Mrs. Clark, that the Board approve item 7.101 to authorize Option 1 of the Abacus contract for the emergency procurement of design and construction of CHS Vocational Wing HVAC Systems; and it was further moved that contingent upon the re-roofing bid coming in at \$275,000 or below to further authorize the air conditioning units at an additional cost of \$65,370 as describe in Option 2. The above motions were approved by: Mr. Boettcher, Mr. Butenschoen, Mrs. Clark, Dr. Cook, Mrs. Giard, Mrs. Morency and Ms. Shields.

## **7.2 BOARD DEVELOPMENT WORK SESSION**

### **Part 1: Role of the Board of Directors**

*The full PowerPoint presentation from the work session may be found on the district website at: [http://www.centennial.k12.or.us/admin/board/board\\_faq.php](http://www.centennial.k12.or.us/admin/board/board_faq.php).*

Superintendent Baldwin and Windows on Leadership Consultant, Greg McKenzie, lead part one of the Board development work session. The role of each Board member is part of a very long American legacy of democracy where a community elects representatives to govern the education of their children. In that regard the Board is accountable to the community as elected officials.

Mr. McKenzie gave a brief background of the historical role of a governing board before reviewing board policies pertaining to the role of the Board. Our founding fathers chose to have a representative form government. The community elects representatives from among them to govern our schools. The Board is not equipped to manage the operations details of the organization, which is why we hire superintendents who are educated, experienced, etc. to take care of the operational part of district.

A chief role of the Governing Board is to adopt policies. Our system of government in the United States has three elements to it, which is the legislative, the judicial, and the executive function. When the Board adopts policies, motions and resolutions those are the legislative acts of this governing body; and it has to be within the scope of what the Federal and State laws allow. The Board also serves a quasi-judicial role whenever they review or address a specific set of circumstances about a specific individual or situation to administer justice within the organization. The Board's executive function is when they hire the superintendent to do the daily operational administration and management functions of the district.

Part one for the Board development work session focused on the role of the Board of Directors including:

- Accountability to the community,
- Board policy BCE on Board Committees,
  - ❖ There are no “standing committees” other than the Budget Committee, which is by State statute.
  - ❖ There can never to be a quorum (4 members) of the Board on a committee.
  - ❖ The committee needs to be for a very specific task to be assigned and cannot be a decision making body, but can be an investigative or search body.
- Board policy BCF on Advisory Committees to the Board,
  - ❖ The district has advisory committees function under the superintendent, but the Board always hears from them in an advisory role on things that are happening in the district.
- The role of the Board and Superintendent in compliance with Federal and State regulations,
  - ❖ The Superintendent is critical in keeping the Board apprised of these and ensuring that policy is brought to the Board in a timely fashion.
  - ❖ The Board and Superintendent work together to make sure the district stays in compliance with the massive amount of Federal and State regulations that are constantly changing.
- Board policy BBA on the Board's powers and duties,
  - ❖ The Board hires, directs and evaluates the Superintendent, which is the only employee the Board hires.
  - ❖ The Board sets policy, goals and sets, establishes and adopts the annual budget.
- Board policy BBAA on individual Board member authority and responsibility,
  - ❖ The Board can only take action as a whole and only in legal sessions.
  - ❖ Individual Board members work through the Board Chair if they have any concerns or questions.

- ❖ Site visits are arranged through the Superintendent.
- ❖ Being on the Board is a “team sport” and not an “individual sport” therefore the Board functions and operates as a team; and can only take action by vote of a majority of the Board. That does not take away each Board member’s individual right to have an opinion and to express that opinion. However, those are individual thoughts and not the representative thoughts of the entire Board.
- Mission critical functions of the Board are to set policy, district goals and monitor progress on reaching the goals,
  - ❖ The State has added a new mandate that requires Board approval of the new achievement compacts in June of each year for the coming year as part of the Budget approval process.
- Use of established budget procedures: budget monitoring, oversight and dialogue with the Budget Committee and budget approval process,
- Board policy BDDH – Public Participation in Board Meetings,
  - ❖ Public meeting law guarantees the public the right to attend and observe, but not to participate.
- Public meeting law requirements and issues around potential scrutiny of Board practice,
- Board policy BDC (and BDC-AR) – Executive Session Law Requirements,
  - ❖ Oregon is the only state that allows the media the right to attend executive sessions.
  - ❖ They cannot write about anything discussed in executive session, but they have the right to attend and listen.
    - If the Board, for example, goes into executive session under ORS 192.660(2)(f) re: personnel and ends up talking about real estate without declaring ORS 192.660(2)(e) re: real estate as one of the reasons for the executive session, the media can report it.
    - News media representatives are not permitted to attend executive sessions regarding labor negotiations [ORS 192.660(4)].
- Executive session purposes allowed by law and issues around potential scrutiny of Board practice.
  - ❖ Purposes are very specific statutes under which executive session may be called.
    - An executive session is not for the convenience of the Board, it is to protect those who would be discussed during executive session that is limited by what is stated in statute.
  - ❖ Boards may not discuss a topic in executive session other than the one stated in the meeting notice or announced by the Board Chair.
  - ❖ Boards may not discuss topics in executive session that are not covered specifically by law pertaining to executive sessions.
  - ❖ Board members may not discuss publicly any information that was shared or gleaned from an executive session.
  - ❖ Boards must return to public session to make a decision, or to make a motion and vote except for a decision regarding the expulsion of a student.

Superintendent Baldwin and Mr. McKenzie responded to a variety of clarifying questions from the Board throughout the presentation.

At 8:14pm, Mrs. Giard announced the Board would take a short break.

At 8:26pm, Mrs. Giard reconvened the meeting.

## **Part 2: Role of the Superintendent and Cabinet**

Superintendent Baldwin said the superintendent’s primary role with the Board is to report directly to the Governing Board of Directors on all matters concerning the district and to routinely communicate with the Board and provide counsel as needed. Policy BCD covers the relationship between the Board and Superintendent. Chair Giard has talked to Sam Breyer about having a special board meeting sometime this summer to define your working relationship with Superintendent Breyer to include:

- What the Board’s communication expectations will be?
- How the Board and Superintendent Breyer will work together?

Superintendent Baldwin has discussed with Chair Giard about the possibility of hiring a current experienced superintendent to facilitate that dialogue between the Board and Superintendent Breyer, because a good experienced superintendent will know how that conversation should play out.

Policy BG addresses the superintendent's role as the intermediary communications link between district staff and the Board. The superintendent communicates major issues within the district to the Board including arranging building reports to the Board on work being done within the buildings.

Superintendents are taught that they have global executive constraints, which means they are responsible for the administration and operation of the district under applicable laws and board policies. Beyond that, they also must take reasonable measures to prevent any practice, activity, decision or organizational condition which is unethical, unsafe, disrespectful, and imprudent or that would endanger the district's public image or credibility.

Superintendent Baldwin reviewed her responsibilities as the superintendent. Behind each responsibility is at least one Cabinet member who assists the superintendent in carrying out the various duties. In some cases the duty may be shared by two or more Cabinet members.

In order to have an accountability system that ensures that we get all of the tasks done, the superintendent has an executive Cabinet. The superintendent hires and supervises principals, who in turn hire and supervise the licensed and classified staff in their buildings. Two organizational charts were included in the board packet – one is required in board policy and the other lists the names of all the individuals who fill the various positions.

Cabinet members then gave an overview of their roles and responsibilities assigned to their various departments.

Mr. Shultz said as the Assistant Superintendent his job is to assist the superintendent, which include some specific duties that he handles such as:

- Assisting in the evaluation of principals;
- Approving or disapproving both inter-district and intra-district transfer requests;
- Provide legal advice and research on legal matters for the superintendent;
- First responder to parent concerns that rise to the district level; and
- If the superintendent is out of the district, the assistant superintendent acts as their designee.

As Director of Human Resources, his job is to:

- Direct and plan effective systems to hire, employ and retain highly qualified employees both licensed and classified while ensuring that we are in compliance with federal and state personnel laws;
- Manages and supervises employee compensation schedules;
- Develops and maintains relationships with each employee bargaining units leadership; and
- Assist in negotiating all of the contracts and ensures the implementation of the contracts.

Superintendent Baldwin responded to a few questions from the Board on the role of the Assistant Superintendent in combination with the Director of Human Resources position and the organizational chart.

Ms. Williamson, Director of Curriculum and Student Learning, said the core function of the Curriculum and Student Learning Department is student learning and instruction. The second area of responsibility is how they build the continuous improvement process while continually monitoring and adjusting as needed. A key word in the Curriculum Department is alignment. Their aim is to keep the intended, implemented, and attained curriculum in alignment. What defines the intended curriculum is the question: what is it we want to be taught? It always starts with standards. We have common core standards, but every content area has its own standards that are specified by the state. We take the state standards and make sure they are vertically aligned with logical learning progressions for grades K-12. Standards are prioritized, because not every standard requires the same amount of instructional time. Teachers assist in analyzing the standards and then give staff guidance on the standards they need to emphasize. These two steps guarantee a viable curriculum; and guaranteeing a viable curriculum is the number one research based school level factor that impacts student achievement.

The Board approves both the way the standards are set up and the materials for all content areas. This helps to formalize the curriculum and keeps it standard while helping to keep it in alignment. It's important to maintain alignment in the system so we do not have staff choosing to not teach a standard.

The intended curriculum needs to be taught in specific ways that align with the district's beliefs and philosophy. The essential question in instruction is: how can we effectively engage all students in

learning? Research has developed some consensus particularly around what powerful instruction looks like, which is a group of strategies that cannot be scripted. This is why teaching is such an incredibly difficult profession. Teachers need to know how and when to use effective strategies and/or which groups and which situations in which to use them. The Curriculum Department creates a plan for training teachers on specific research based teaching practices such as: Balanced Literacy and Reading Apprenticeship, which are the elementary and secondary literacy frameworks we use in the district. They were chosen because they are a powerful research based practices and they are aligned. Both use metacognitive strategies as a framework, so when students go from sixth grade into seventh grade the literacy language stays with them.

The building reports keep the Board informed on this, which is important. We know from the Iowa Lighthouse Study one of the indicators of an effective school board is that they are knowledgeable about teaching and learning issues.

Assessment helps us answer the question whether or not students have learned what was taught, which is also a PLC question, and is how we measure the attained curriculum. There are multiple levels of assessment from assessments the teachers do in the classroom to the district level assessments. Each assessment has different purposes, audiences and uses with the goal of clearly aligned standards, instruction and assessment that is maintained all the way through. Teachers use classroom assessments in their PLC data team meetings to see if the curriculum is learned and to check for alignment. We expect results from those assessments to inform revisions to the curriculum and instruction. The Board is informed of those results throughout the year through the building level reports and the district level reports. This helps the Board establish goals, adopt the budget and adopt policy.

Though there are other key executive functions of the Curriculum and Student Learning Department, they are all supplements and supports. However, the core of what they do always centers on student learning.

Ms. Williamson responded to questions and comments from the Board.

Ms. Silverman, Director of Student Services, said Special Education is a big part of the Student Services Department. Special education today is not what it was when we were all in school. Often our community still has those notions of what special education is. We have students with disabilities that are on our student councils, in the TAG program, and have in the past served as a student representative to the Board. Students with disabilities are part of our school district culture. All students are general education students and some students also receive special education services or ELL services.

Special Education's goal is to align what they do with the general education curriculum. In the United States we have learned that the old way does not work very well for students. If we take students out of the general education curriculum to teach them something completely different and then assess them on the standards, it is no surprise that they will not do very well. Her predecessor, Mary Lou Johnson, and she have worked very hard in CSD to really align what they do in Special Education with general education.

Every student with a disability has an individualized education plan (IEP). Over the last couple of years, they have worked with Special Education staff to make those IEP's standards based, so they are working on the same things as general education. Additionally, they are working to build the capacity of the Special Education staff by having them go to the same professional development as general education staff. They need to understand what happens in the general education classroom, so they can align the supplemental supports they provide students when they pull them out for instruction in order to help them make academic gains. They also spend a lot of time on behavior and helping students improve their social behavior. In CSD they have taught staff how to assess student behavior in order to figure out what behavioral skills students are lacking to be successful in class. If a student is misbehaving or having difficulties in school, it does not necessarily mean they have a disability. It could be that it is not the student's fault, but it could be the fault of our system that is not responsive to the needs the student has.

Both Special Education and general education are looking at ways in which we can continue to improve how to serve students within our district. However, it is also clear that we will have some students, the most vulnerable students, that we do not have the skills to understand their needs such as students who face violence, racism, homelessness, poverty and ultimately have learning struggles. Thus, we need to have alternatives. Our upcoming relationship with Rosemary Anderson High School (POIC) is an example of that. We have several alternative schools we partner with to help students with more significant needs.

The Student Services Department ensures that the district is compliant with the Federal IDEA law. We have roughly 75 special education certified staff members, which include special education teachers, physical therapists, occupational therapists, school psychologists and speech pathologists. We also have roughly 100 special education educational assistants.

Ms. Silverman supervises and coordinates health services throughout the district, which includes school nurses. We contract through the MESD for our nursing services including a special needs nurse who works with building staffs for those students who have special needs, such as a seizure protocol, to ensure staff members understand what to do for that student in order for them to remain in school.

She also has out of district obligations such as the MESD Special Education Health Advisory Council and serves on the Multnomah County Wraparound Executive Council. By having those opportunities to network with some of the other districts in the county, she is able to bring back some richness to the district. One of those councils is continuing to talk about the needs of East Multnomah County and the health inequities we have in addition to some of the services we need in East County. We are still working hard to get a school-based health center at CHS; and next week Mr. Larson and she will meet with the County regarding the next round of grants.

Additionally, Ms. Silverman supervises the CTC that serves students with disabilities ages 18 to 21. She also oversees the McKinney-Vento services for homeless students. In CSD, we currently have 256 documented homeless families compared to 182 homeless families last year. Ms. Silverman oversees the Teen Parent/Child Care program at CHS and provides supervision and coordination of the K-12 counseling and guidance program, which includes the Flight Team as well. The Flight Team is available in the event of a crisis or emergency. Lastly, the facilitation of the district's equity initiative and plans is part of her responsibilities. A two day summer equity training called "Taking it Up" is being planned for district staff this summer. The Board will also be invited to participate in the training.

Ms. Silverman responded to questions from the Board.

Mr. Larson, Director of Business/Operations, said there are five major areas he oversees:

- Financial Management,
- Fiscal Monitoring,
- Facilities Management,
- Resource Conservation, and
- Risk Management.

In dealing with financial management or budget and accounting, he is responsible for nearly one million transactions a year. This includes ensuring that we have a system and resources in place to record all the transactions accurately or to prevent, detect and correct errors when they do occur. His department also has a responsibility to protect cash, physical and facilities assets of the district from internal and external threats. Thirdly, they have the stewardship and accountability to the public to present to people where our resources come from and where they were allocated.

We work with and collaborate with district staff and the other districts on aligning our budget priorities, or where we are spending our funds, with the 5-year non-negotiable goals the Board has set for CSD. We look very closely to ensure that we are spending district funds in those areas.

When it comes to facilities there is obviously the day-to-day cleaning, maintenance, security and upkeep. There are annual inspections that are required by law that we ensure are taken care of. Long-range planning includes making sure we have adequate facilities to house the students who are attending our schools and that those facilities meet the instructional needs our Curriculum Department and administrators tell us need to be provided. We also work to conserve our resources of water, air, natural gas and electricity both for efficiency and money saved as well as for the protection of the environment and the safety of the students, staff and patrons of the district.

Student Transportation works to provide safe, reliable and cost effective transportation for our students to and from home and to events away from school. In Risk Management they work to take a systems approach to mitigation, preparation response and recovery to any kind of risk the district may face whether that is through risk management, risk planning or mitigation prior to events.

Oversight of Dining Services involves working with the Dining Services supervisor in providing healthy meals for students as well as his work with the Healthy Active Schools Coordinator.

Mr. Larson responded to questions and comments from the Board.

Ms. Reif, District Communications Specialist, said she basically takes what goes on in the district, distills it all down, takes out the educational jargon, and tries to convey a clear message to the community on what we are doing and why we are doing it. Since Centennial is a unique community without a traditional infrastructure of community groups, she has always felt that internal communication was the most important part of what she does, because our employees are really our ambassadors to our community and the ones people come to in order to find out what is going on in the district. C-Mail evolved from our focus on internal communications, and it is a key component of our internal communication effort. It is now also sent to the media and a public version goes on the district's web page and to several external email groups. C-Mail has evolved over time. It began when email was first introduced and is now a web page.

Ms. Reif is also responsible for media relations. She serves in a supportive role to the Board, superintendent, directors, and principals or whenever we have an event going on that involves the media. She is generally involved in developing key messages and a timeline for getting the word out in a logical fashion. She is responsible for the district content on the district's web page and is currently in the process of redoing the web page too. The new web page should be up and running by the end of this school year. It is going to look a lot different and function internally a lot differently so that it will be easier for us to update content and retire old content.

Lastly, she works with the district's Flight Team to provide timely, accurate crisis communications when needed. This may include writing messages to parents or any community groups that may be involved.

Ms. Reif responded to questions and comments from the Board.

In closing, Superintendent Baldwin thanked the Board for their service to the district.

## **8.0 FUTURE AGENDA ITEMS**

At the April 25 board meeting, Superintendent Baldwin said Board will consider the POIC alternative program recommendations and receive a report on the SB 1149 energy conservation implementation plan.

## **9.0 MOTION TO ADJOURN**

It was moved by Dr. Cook, and seconded by Mr. Boettcher, that the meeting/work session be adjourned. The motion to adjourn the meeting/work session was approved by: Mr. Boettcher, Mr. Butenschoen, Mrs. Clark, Dr. Cook, Mrs. Giard, Mrs. Morency and Ms. Shield. The Board adjourned at 9:31pm.

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Chair of the Governing Board

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Recording Secretary

**Next Regular Board Meeting: April 25, 2012**