

Pleasanton USD Minutes

Special Board Meeting

March 05, 2018 6:00 PM

District Office Board Room

4665 Bernal Avenue

Pleasanton, CA 94566

Attendance Taken at 6:00 PM:

Present:

Valerie Arkin

Jamie Hintzke

Joan Laursen

Steve Maher

Mark Miller

1. OPENING CEREMONY - 6:00 p.m.

1.1. Call to Order

Minutes: President Miller called the meeting to order at 6:00 p.m.

1.2. Pledge of Allegiance

Minutes: Staff member Arick Little led the Board and audience in the Pledge of Allegiance.

1.3. Welcome by the Board President: Mark Miller

Vice President: Valerie Arkin

Members: Jamie Hintzke, Joan Laursen and Steve Maher

2. APPROVAL OF THE AGENDA

2.1. Approval of the Agenda

Motion Passed: Passed with a motion by Valerie Arkin and a second by Steve Maher.

Yes Valerie Arkin

Absent Jamie Hintzke

Yes Joan Laursen

Yes Steve Maher

Yes Mark Miller

Minutes: Trustee Hintzke joined the meeting at approximately 6:05 p.m.

3. COMMUNITY - COMMENTS FROM THE AUDIENCE

Minutes: There were no public comments during this time. The Board will take public comments during the course of the study session.

4. BOARD STUDY SESSION PLANNING - ACADEMIC PATHWAYS

4.1. Report and Discussion Regarding Academic Pathways: Math Pathways and Non-PUSD Courses

Minutes:

The Educational Services Team and school site secondary staff will engage our Board of Trustees in a discussion about Academic Pathways in the areas of Math Pathways and Non-PUSD Courses that support the District Strategic Plan.

The staff that highlighted Part 1 of the presentation were: Amber Carrion, Arick Little, Ken Rocha, Robin Munsell, Jill Butler and Leslie Heller.

The desired outcomes for the Math Pathways discussion include:

- *Implement sustainable professional development plan
- *Refine middle school math placement criteria
- *Engage community in ongoing math discussions and/or workshops

The desired outcomes for the Non-PUSD Courses discussion include:

- *Communicate to students and their parents/guardians how, when, and why outside courses may be accessed
- *Share when credits for non-PUSD courses can count towards PUSD graduation requirements and when they can not
- *Explain process for submitting non-PUSD courses for college entrance

The next steps for the presented Academic Pathways include the following:

- *Review and update existing Board Policies and Administrative Regulations, pending input received
- *Enhance communication with stakeholders
- *Provide students with equitable access to opportunities
- *Dr. Douglas introduced the item. The following staff highlighted various slides throughout the presentation: Amber Carrion, Arick Little, Ken Rocha, Robin Munsell, Jill Butler and Leslie Heller.

*Part 1, Pathway to Math Excellence, Slides 1-17

-Our vision for Math Learning

^Implement sustainable professional development plan

^Refine middle school math placement criteria in our Board Policies and Administrative Regulations

^Engage community in ongoing math discussions and/or workshops

^Update information in Students/Parents Handbook

^Align practices and policies with PUSD's Strategic Plan of focusing on the whole child and providing equitable access to opportunities for all students.

^Shared the process which started in December, 2017 to present.

-Stakeholder Feedback

^SIAC-engaging experiences, college ready, flexile course options

^Community-quality instruction, college ready, opportunities for voice/input

^Staff-sustainable professional development, supplemental instructional materials, placement criteria

-Professional Development

^Provide in-house mathematics professional development from site-based intervention and district math integration specialists

^Continue to evaluate and re-adjust approach

-Next Steps

^Explore ways to improve math learning for all students by: continued discussions, instructional materials and professional development.

Public Comments:

*Nishant Tambe: Why is the GATE program on the chopping block when we agree that more needs to be done. Equity also means kids with higher ability will be provided equal opportunity at their pace.

*Sayeer Sayeeraoran: How is transparency ensured, while acting upon feedback from stakeholders? What are the metrics to these?

*Vivian Li: Shared her concerns about some pathways that fit others and only some of the same interests. Keep current math pathway.

*Chong Wang: Referenced the presentation/academic concerns. Do we have an issue in the district? How can we trust you? Do you really do the research? It's a really horrible job. I have really lost the confidence.

*Sylvia Tian: Thanked the teachers who added enrichment to the slides. I can hear enrichment in this presentation more than before. Keep the current pathway.

*Grace Li: Thanked the team who was presenting and for speaking about professional development and intervention. Suggested more defined goals. There's a big communication gap between the teachers and the parents.

*Emmeline Chen: Thanked the board for having the workshop and for discussing the issues at hand. A friend of hers suggested to poll the fifth grade teachers if that hasn't been done to date to get their feedback on this topic. Encouraged multiple pathways. Children learn differently.

*Wen Li: Does this idea or initiative represent an opinion of all of the concerning families or an idea of all of the teachers? You can't cancel this program because of some student's qualifications.

*Rebecca Thomas: Kids are stressed and at different levels. As parents, it's our responsibility to prepare them for the stress...and how they deal with it. There is no reason it needs to be removed.

*Ernest Tsui: Shared his own struggle with math and the opportunities that will result because of math...this is a skill. Many will fall in love with it.

*Board discussion for Part 1:

- What was your overall purpose when you started to go down this path?

- What is it about this pathway that isn't working that we are trying to solve?

- Acceleration, the depth of the ability to offer students, to be challenged and go deeper and how would that look? What will we offer those students in those environments?

- We need to make sure we take care of the students who are struggling with interventions. We need to have options and pathways for the students who are on either side of the spectrum.

- Referenced BP 6152

- Children can't afford outside tutoring and are at a disadvantage, which is a concern and disservice and are left behind.

- Equity gap.

*The Board took a break at 7:38 p.m.

*The Board returned from break at 7:45 p.m.

*Part 2, Non-PUSD Courses, Slides 19-26

The staff who highlighted part 2 of the presentation were: Michelle Nakamura, Winter Jones, Sheryl Pacheco Heather Cameron, Heather Pereira, Ken Rocha, Mike Williams, Sebastian Bull, Nimarta Grewal and Jennifer Friesen.

*Overview: PUSD needs a well-defined, systemic practice regarding students taking non-PUSD courses. Current policies do not adequately address the contemporary educational environment.

^Align BP's, AR's, and practices to strengthen communication to students and their parents/guardians.

*Desired Outcomes:

^Update AR 6146.11 and student/parents handbooks to provide students with the resources to understand the policies and practices regarding alternative credits toward graduation.

^Provide equitable access for all students to high-quality, rigorous, and supportive educational experiences.

^Ensure students and their parents/guardians understand how to submit transcripts for non-PUSD courses to colleges directly, as required by universities.

^Support the focus on the whole child and provide equitable access to opportunities for all students.

*Focus: Climate/Culture

^Students openly admit they are "gaming the system" by taking outside courses.

^Some students are frequently distressed by the overly-competitive academic culture in PUSD.

^Mental health and stress levels may impact students; some students who are not taking outside courses feel the pressure to do so to keep up academically.

*Focus: Integrity of PUSD Education

*Focus: Impact on Students

*Reflection and Discussion

*Relevant PUSD Information

*Impact to Students and Families

*College and Inquiry and Feedback

*Implications for College Admissions

*Reflection and Discussion

*Next Steps

Public Comment:

Lorrie Drucker: We are new to the District and moved to Pleasanton because of the schools. Please continue the communication with parents and students regarding policies and information. Please don't discontinue approval of taking non PUSD courses.

Please note that during Part 2 of the board meeting there were technical difficulties with the audio.

*Board discussion on Part 2:

- Page 20-21, footnote was referenced and asked for clarification. BP will be revisited.
- How many online courses can a student take? 20. In addition, we don't have a limit for community courses.
- How many students are taking outside courses? 70%
- As a board we are very concerned regarding student stress, peer pressure, etc. There's a middle ground, where students are involved with other activities.
- Our current AR limits our numbers and the courses. Are we not complying with the policy? Our policy needs to be updated, however, no one can stop students who want to take classes outside of PUSD.
- What needs to go on the PUSD transcript?
- Do you have parent meetings where they have to sign off on? Yes, the students bring in the forms and teachers sign off on them.
- A board member had concerns about the gaming of the system. Not sure if limiting access will eliminate stress. We need to be reasonable in this area of gaming.
- Concurrent enrollment

Dr. Douglas: Staff wanted to be transparent in presenting and looking at our current practices in the best interest of all of our students. We will meet with our community, propose questions to them, get their feedback and provide information to them about implications, pros/cons and what would be the "happy medium". We will make sure we look at classes where students are taking on the outside that do meet our graduation requirements, and others, we can give them the avenues in which those can be submitted to their post-secondary institutions. Our next step is to engage with our community. Then look at our current practices and policies and make sure we are aligned with what we are doing and fine tune the overall process. We will come back and update the board as we move forward.

5. ADJOURNMENT

Minutes: The meeting adjourned at 9:10 p.m.