



# West Ada

SCHOOL DISTRICT

## SPECIAL SCHOOL BOARD MEETING MINUTES May 1, 2018

<b>Date, Place &amp; Time</b>	The special meeting of the Board of Trustees, West Ada School District, convened at 6:00 p.m. on Tuesday, May 1, 2018 at the District Service Center, 1303 E. Central Drive, Meridian, Idaho.
<b>Trustees in Attendance</b>	Trustees: Phil Neuhoff, Ed Klopfenstein, Mike Vuittonet, Rene Ozuna, and Steve Smylie
<b>Staff in Attendance</b>	Dr. Mary Ann Ranells, Cheri Newbold, Eric Exline, Joe Yochum, Don Nesbitt, Chris Stoker, Jonathan Gillen, Dave Roberts, and Melinda Obenchain
<b>Guests</b>	Mary Ollie, R. Lundgreen, Marta Bidondo, Jackie Maupin, Mike Lewis, Sue Darden, Stacy Knight and Jeremy Schroeder
<b>CALL TO ORDER &amp; PLEDGE</b>	Chairman Phil Neuhoff
<b>Consent Agenda</b>	<p><b>Vice Chairman Vuittonet</b> made a motion, <b>Trustee Smylie</b> seconded, and the vote was unanimous to approve the consent agenda.</p> <p>Recommendation to approve the agreement and grant agreement for cross-access easement with Jacksons Food Stores</p> <p>Recommendation to approve parcel adjustments for new high school/elementary site</p> <p>Recommendation to approve the amendment to the Professional Services Agreement with Design West and New High School</p> <p>Approve AVID elective courses at the middle school</p> <p>Approve amended Exhibit A for Asumundi Farm Lease</p> <p>Approve memorandum of understanding with Robert and Judith Spriggel for sewer and water connection route for new high school</p>
<b>Discussion</b>	<p><b><u>Career and College Success Model (The West Ada Way)</u></b> Don Nesbitt, Assistant Superintendent, presented the Career and College Success model regarding West Ada. Mr. Nesbitt presented the brief eight-year history in the development of this document.</p>

**Discussion Cont.**

The mission: To Prepare Today's Students for Tomorrow's Challenges. How prospective college students can gain a competitive advantage after high school and beyond. The Committee studied several visual models. The four dimensions of college readiness: Think, Know, Act and Go. The Know is key content knowledge. The Think is key cognitive strategies. The Act is key learning skills and techniques. The Go is key transition knowledge and skills. The information we gathered as we study these categories is not every student will or should go to college, but every student needs to "Go On" some sort of training after high school. We want to prepare the students walking across the stage with diploma in hand to be successful. The District began looking at Instructional models. The District believed the model that impact student learning would prepare West Ada students for the future. This model consists of: Planning with a purpose, cultivating a learning climate, instruction with intention, assessing with a system, and the impacting student learning. Mr. Nesbitt presented the professional learning communities and the leadership team that meet monthly to communicate what is needed in their individual school. Mr. Nesbitt presented research from Robert Marzano and the High Reliability Schools Framework. Students, staff and parents are involved in the measurement process. Priority standards are an important factor in student success. Mr. Nesbitt stated we only have so many hours and need to focus on priority standards. Mr. Nesbitt reviewed John Hattie's research on what has the greatest impact on student's achievement. Trustee Smylie asked what is being eliminated if we are adding so many components. Mr. Nesbitt indicated we are focused on what is best for student achievement and the priority standards. Vice Chairman Vuittonet reflected on the process that started eight years ago. The need for the district to shift in the culture and involve the parents, staff and students in the common goal. Mr. Nesbitt highlighted the shift in the senior project at Meridian High School. The project is a presentation of the student's goals and starts during the freshman year. Mr. Nesbitt stated some schools are advancing faster than others. Trustee Ozuna asked how the progression of the schools that are not moving as fast, how is that supported? Mr. Nesbitt stated this is done in small groups during the Leadership meeting. Trustee Klopfenstein asked about the counseling services offered in the schools. Mr. Nesbitt indicated the state provided funding for career counselors and the AVID program have benefitted the District. Dr. Ranells indicated that this process was backward mapped to develop a scheme that would result in students being where we want them to be when they graduate, and to be able to measure that success. The process should be fun and exciting in order for it to work, and is a map for intentional work over the next five years. Trustee Vuittonet indicated the significance of undertaking this endeavor, which he feels is not the norm in many school districts and the district should be proud of the effort.

**Work Session/Textbook Adoptions**

**Discussion Cont.**

Chris Stoker, STEM Coordinator, began with the science textbooks, proposed for middle and high school. Mr. Stoker reviewed the Idaho science standards. That include performance standards that students should reach. The science standards include what students should know and be able to do successful on a test like the ACT. The SAT has scientific reading questions that require student to be able to draw conclusions from the data. The committee needed to find materials that supported the new standards. Earth Science is now a part of the 6<sup>th</sup> grade curriculum. The committee looked at six different books. The committee created a rubric to measure the textbooks and reduced the choices to three. The recommendation from the committee was Pearson Elevate Science. The committee had the same process for the middle school and high school level. The committee recommended HMH Science for Earth Science and Pearson for Biology. The adoption will provide a book for each student. Mr. Stoker stood for questions. Trustee Smylie asked about the costs of the books. Mr. Stoker indicated that if the district just provides class sets, the district would save \$130,000. The emergency levy money will purchase the material, the entire adoption would be 1.9 million. This is for the 8-year subscription up front. Trustee Klopfenstein asked if the material is updated yearly. Mr. Stoker indicated the eBooks are but not the consumables they are updated annually. Trustee Ozuna stated she would not approve the eBooks without information on how they would work for students at home. Mr. Stoker, presented to the board the Math Textbook Committee overview. The mission is to get ALL kids to a high level of math proficiency. The committee considered many components in the selection of the math curriculum. The committee used a rubric and narrowed the selection down to two books. Each middle school had representative for a six-month process. Current reality throughout the district is we need to have consistency, teacher support, and parent support to help students at home. The focus was divided into must have and nice to have categories. The two finalist we picked Envision Math 2.0 and CPM (College Preparatory Math) CPM shifts mathematics instruction and assessment. The focus where the standards focus. The committee had the rigor students need to conceptual understand the procedural skill and fluency, and application with intensity. Mr. Stoker spoke of productive struggle in learning mathematics, purposeful questions and understanding along with problem solving. CPM is designed with real -life problems, non-traditional group work and constant review in homework. CPM also provides a printable parent help guide that will be distributed to the parents. The committee did not feel the other finalist had enough rigor. Mr. Stoker looked at this year's ISAT, PSAT, and SAT scores. He summarized the need for teachers to teach students to think and analyze math rather than memorize math formulas. Mr. Stoker invited Mindy Obenchain, Academic Coach, to review a typical lesson using the CPM material. She presented Trustees with a sample math problem. She highlights the ability for the math problem to be read to the student and the ability to use the calculator, which is used in taking standard tests. She observed a

**Discussion Cont.**

teacher currently using CPM and noted the low and high achieving students can learn from the questions and go on expectations. Mr. Stoker reviewed the parent support guide that will go along with the student textbook. He demonstrated how to use the online resources and how students can access their homework online if they forget their book. Mr. Stoker invited Mr. Schroeder a parent that served on adoption committee. He stated he became involved because of the difficulties he had supporting his three students that attend West Ada. He could not understand why his student did not have a math book to bring home. Mr. Schroeder indicated the key criteria he looked for is the material to support parents and easy access to the material if computer access was not available. Mr. Schroeder stated in the end the decision should be the teachers because they are the ones in the classroom. Mr. Schroeder felt having a physical book is essential or some sort of check out system. Mr. Stoker indicated the options at 6<sup>th</sup> grade, which include 1 to 1. Mr. Stoker asked Trustees for questions and or comments. Chairman Neuhoff asked about the increasing enrollment and if textbooks will be available. Mr. Stoker indicated he built into his proposal a two-year enrollment increase. The publisher is not planning to revise the text. The other proposed books were published for the first time this year. Chairman Neuhoff indicated that there is not a lot of collaborative learning in college, and students do not like to work in small groups. Chairman Neuhoff indicated this textbook seems to be opposed to the “go” portion of the West Ada way. Mr. Nesbitt responded that in the college environment the collaborative groups happen outside the classroom. Mr. Nesbitt stated most work places have collaborative groups the collaboration within small groups benefits the students and will continue to benefit the students when they are in the real world. Chairman Neuhoff questioned the classroom management of groups. Mr. Nesbitt stated it is important that students learn to solve problems on their own and as a group. Trustee Smylie expressed support for a blend of collaboration and traditional learning in the classroom. Trustee Smylie, from his teaching experience, knows how a new teacher could struggle with classroom management. Mr. Nesbitt and Mr. Stoker both agreed the balance of collaboration and direct instruction should be in the classroom instruction. Mr. Nesbitt stated the decision made by this committee is important. Mr. Nesbitt stated he nor the committee would make a recommendation without the best interest of the kids, teachers and parents. Vice Chairman Vuittonet supported the direction the district is recommending. He sees the need for students to learn how to communicate in group. Trustee Ozuna reported she had received feedback from parents and teachers. She indicated most of the concerns were the group work, how students are graded and the struggling students. Mr. Stoker indicated each student in the group would be assigned a task. The work is graded individually. Mr. Stoker indicated the research has show students who talk about a concept remember the concept. Trustee Ozuna had concerns about the struggling teacher. Mr. Nesbitt stated this is not a math question but a teaching question. He stated we have a mentoring system set

up for teachers to provide them help and support. Mr. Stoker indicated the committee spoke at length about concerns with each text. He indicated that fifth graders are doing math like it is presented in this text in fourth and fifth grade, so teachers will begin to see students who have already done math this way. He also indicated plans to provide training to teachers to support their transition to the new curricular material. Trustee Ozuna asked how fourth and fifth grade students are doing with the new curriculum materials and if any fifth-grade teachers have reviewed the sixth-grade materials. Mr. Stoker indicated they have. He responded that Engage New York has been difficult for some teachers, but in other districts where the materials are being used have seen increased ISAT scores. Mr. Nesbitt discussed students who go through the entire system with a result of 43% proficient or advanced in math in tenth grade. Some areas of the district are exceeding this result. This is not because of bad teaching, it is because other teams are using new approaches. Mr. Nesbitt indicated the research shows that the materials have shown strong results in other districts. Trustee Klopfenstein asked about the rollout of the materials. Mr. Stoker indicated that right now ninth graders are already doing these types of task oriented math, and without any exposure earlier in their education they are really struggling. Trustee Klopfenstein asked about surrounding district and what we have learned from them. Mr. Stoker reached out to may districts and the roll out involving parent and teacher support is critical. Trustee Klopfenstein asked about errors in the online textbooks. Mr. Stoker indicated that this would be addressed in the training provided by the publisher. Mr. Stoker indicated the committee found a few errors in the materials and can fix any errors in the printed materials. Trustee Klopfenstein asked why CPM isn't on the state list. Mr. Stoker indicated the state only reviews materials submitted by publishers for review. CPM did not submit its materials for review. Chairman Neuhoff asked if the Trustees could receive the public comments. Mr. Stoker indicated he can provide the comments received. Chairman Neuhoff opened the meeting up for public comment.

**Patron**

Mary Ollie, a patron of zone one, addressed the board. She indicated the district seems to have concerns over test scores. She has studied the test scores and the trends and noticed the scores have flattened out in recent years. She stated for the record she had materials that addressed testing scores. She indicated she had concerns about the selection of CPM and suggested maybe a blended method would be beneficial.

Sue Darden, Galileo teacher, addressed the board. Ms. Darden stated she does not have text books for her students and must find information on her own time. She indicated in her classroom she forms small collaborative groups with her students switching the group throughout the year. The text books and the training will help advance students. She finds the collaborative instruction is very effective for students.

**Patron** Stacy Knight, Galileo teacher, spoke on the success she has had in her classroom using the collaborative method. She is in support of the new math textbooks. She indicated currently integrates direct instruction, collaborative teaching and note taking in her classes already, so the shift will not be difficult.

**Superintendent** Dr. Ranells thanked the committee for all their work on the adoption process. Dr. Ranells indicated that one of the goals of the adoption is to align the textbooks and curriculum with the measurable goals the district is working to achieve. Trustee Ozuna asked if the training for the teacher is mandatory. Teachers will have to attend one of the two training sessions. Trustee Ozuna asked to make sure that the adoption followed the process in the policy. Dr. Ranells asked if the Board would like the policy involvement section of the policy be changed and have district staff identify volunteers or continue to identify parents by zone.

**Action** **Revised Policy 201.20, Trustee Qualification and Elections (second reading) Eric Exline**  
Eric Exline, Chief Communication Officer, presented policy 201.20 with no changes since the first reading. Trustees had no questions.

**Revised Policy 201.30, Term of Office Vacancies (second reading) Eric Exline**  
Eric Exline, Chief Communication Officer, presented policy 201.30 with no changes since the first reading. Trustees had no questions

**Revised Policy 401.30, Certified Transfers (third reading) Dave Roberts**  
Dave Roberts, Chief Human Resource Officer, presented policy 401.30 with no changes from the second reading.

**Revised Policy 201.20, Trustee Qualification and Elections**  
**Vice Chairman Vuittonet** made a motion, **Trustee Smylie** seconded, and the vote was unanimous to approve revised policy 201.20.

**Revised Policy 201.30, Term of Office Vacancies**  
**Trustee Klopfenstein** made a motion, **Trustee Smylie** seconded, and the vote was unanimous to approve policy 201.30.

**Revised Policy 401.30, Certified Transfers**  
**Trustee Ozuna** made a motion, **Vice Chairman Vuittonet** seconded, and the vote was unanimous to approve policy 401.30.

**ADJOURNMENT** **Vice Chairman Vuittonet** made a motion, **Trustee Smylie** seconded and the vote was unanimous to adjourn the meeting at 9:23 p.m.

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Chairman

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Clerk