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| Glendale School District No. 77Glendale School District |  | Regular MeetingOctober 16, 2019 – 6:00 pmGlendale School District Office10598 Azalea-Glen Road |

**Board Meeting Minutes**

**1.0 Preliminary Business**

1.1. Call Meeting to Order at 6:02 pm

1.2. Pledge of Allegiance

1.3. Roll Call:

**BOARD MEMBERS:**

 Misty Morningstar-Board Member

Samantha Cline-Board Member

Caroline Lydon-Board Chairman

MacKenzie Perry, Vice Chairman

Janice Austin-Board Member

Ryan Owens-Board Member

Not in attendance- Kenny Kent-Board Member

**1.4. Agenda Review**

Dave will add 6.6 OSBA MOU, since we are a charter school we need to sign to continue to be included as a charter school, needs to be signed by Board Chair.

**2.0 Consent Agenda**

**Ryan motions to accept, Samantha seconds-6/0**

1. **Public Forum/Correspondence/handouts: The board will hear comments by anyone present who**

 **wishes to speak on any item not on the agenda, but the board will not necessarily take action at this**

 **time. There will be a 3-minute time limit for anyone speaking.**

* Dena Miller has a concern about the past few years that out test scores have been low and we have been pushing to improve them, but unless we hire more staff she does not see that there will be an improvement. She has a parent that has a child in RTI for the past 3 years and there has not been much improvement, the parent is frustrated and wants to know what other options they have. There are parents that may not have their child in SPED, but they are very low in testing and they are looking at other options and would like to get the information to the Board to see how many kids are actually below the testing scores and would like to see an improvement soon.

Dave would like to talk a little bit with everyone about this and that last year not all the students were assessed and the data was not reliable so they spent the last 6 weeks going through and Yvonne test every kindergarten through 2nd grade using the dibbles assessment which is new to us, the district used to use this a long time ago and used in many districts so we are bringing that back in. All of this students were assed so we have performance data and where they are at in addition Brandy Olsen the SPED director and Yvonne went through with admin support and to test every one of our kids on IEPs (Individual Education Plan) to see where they’re falling so they can prepare adequate groups, Dave has spoken with Mr. Endicott about getting in and assessing where the needs are. We have a half time at the Elem and half time at the HS so we are changing that to be full time ate the Elem and in addition to that we are looking at intervention groups for the students not on IEPs and those are the students Dena is talking to. Dave has been talking to 2 employees over there that kind of meet their needs and in the past have met their needs as far as intervention groups, but the case load is too much and they haven’t been able to meet all of the needs. Dave and Mr. Endicott have met and put together the SPED schedules first, by law they have to do that. They need to dedicated more time to the needs of the other group and provide more support in the early grades so they may not need as much support in the upper grades, they have started with 4 additional hours and once Mr. Endicott starts setting the intervention schedule for the title kids then lets asses how well they will be able to meet those needs. The 2 individuals that wok title 1 work in the morning and are pushes into classrooms, then in the afternoon they work out of the classrooms doing intervention work, but only for 30 min. Last year they were directed to change that because all intervention groups should be at least 45 min, it was not done. So this year we are trying to figure out how to provide the all the lessons and also the 45 min to the students. Dave lets everyone know that part of this has been addressed, but they have a long way to go and he agrees with Dena that our test scores are not very good. Until we can implement the programs the way there are supposed to be that won’t change and it was discovered that one of the classes only does math 30 min per day and with the 4-day school week that is only 2 hrs. per week, other school districts do math 45-90 per day 5 days a week, so we are 2-3 hrs. behind every week. It is apparent when you look at the test scores and why we need to change that. Mr. Endicott has looked at the teacher’s schedules and have met with them in faculty meetings to see how to improve the scores by providing longer lessons in math, language arts and writing. Teachers need to be teaching with integrity and taught by the book because math and language arts programs are scripted so if somebody goes off of that or only does part of that they are going to have holes and that is why we have such low math scores. We have the Go Math folks coming in 3 times this year for training and we have already have them in last Monday and worked with elementary teachers and then secondary and then HS, but until we do things different we are not going to get different results, which could possibly mean more support and definitely a change in teacher’s schedules so that we are getting the students what they should be getting.

Misty askes what IEP stands for?

Dave responds that IEP stands for (Individual Education Plan) for students that in Special Education, and by law that plan is re written every year, some of those kids have learning disabilities, some have speech and language issues, some are more profound and have very strict IEPs, those are usually our DLCs developmental learning center kids, we have a DLC program at both schools.

Misty asks if any of the tests that are looked at low because they are not completed?

Dave responds that that could be part of it and we test at grades 3, 5, 8 and 11 with the state assessment and that can be part of it if they don’t have enough time. If a student is on an IEP or has a 504 which is another plan you can write on somebody who doesn’t qualify for an IEP, it’s to catch, like if a student has ADHD and doesn’t need to be on an IEP, but may needs some extra accommodations, that can be having the test read to them so they would need more time to take the test, most of the IEPs have special accommodations for testing. Parents can opt out of state testing, all parents not just IEP parents can do that, but we encourage all parents to have their kids go through the state testing because it gives us information on where they’re at, but it could be running out of time or guessing also.

Ryan feels that this information has come up over the past few years and feels that there is urgency to make these changes for the kids in the middle that don’t have IEPs, but need that extra help before they fall behind and can’t get them there. Ryan would like a timeline so the board can stay on this, at some point once they have developed something like interventions and what we need for support staff and then as a board they can move on it and make those changes or supply the resources that we need to.

Dave says the ideal plan will be the 2 Title I IAs doing interventions all day long and not having to go in or being pushed in. Pulling kids out isn’t the only issue, it’s the kids still in the classroom that may need help, Dave would like to have IAs in classrooms with a heavy need but also have the additional IAs for when kids are pulled out. What Mr. Endicott and Dave talked about was bringing subs in because they can start immediately and then bring the need to the board at the next board meeting Samantha wants to know what the student to teacher ratio is?

Dave lets her know that it is really good, have 20-25 kids per class, but we do have one large class of about 32.

Dena lets the board know that it is not all about the class size, but the discipline of certain students and the disruptions they bring to the classrooms.

Dave lets the board know that he has met with Mr. Endicott about we are going to address that. We have some teachers that are good with classroom management and others are not quite a good at that. They are looking at bringing in some support for strategies to help them with classroom management because they will be spending more time with discipline and less time on lessons.

Caroline asks if that was Yvonne’s roll for this year unlike last year?

Dave said that she has been in the classrooms more this year already than last year and that fell short with administration last year.

Misty wants to know if there are parent volunteers?

Dave lets her that we do and we do background checks, but some of them can’t do it every day, most districts get very few that want to be in the classroom every day. Even though a parent passes the background check they may not be the person they want in the classroom every day, so it depends. Dave wants the board to know that there are quite a few variables to the low test scores like classroom instruction, classroom management, quality of instruction, utilizing curriculum with integrity as well as being short staffed.

Samantha would like to know what the teachers are doing with the kids that are disruptive, are they being removed from the classroom?

Dave lets them know that the teacher is charged with everything they can to get control of the student, if the student is continually disruptive then they are sent to Mr. Endicott’s office who then makes the decision on what to do with them. That can be anywhere from redirection, in school suspension or out of school suspension.

Mr. Endicott lets the board know that he spends a lot of time in there with students helping them to get back into the classroom.

Dave lets the board know that other districts have implemented re connect rooms and have contracts with students that just need some space before they become disruptive. They give a signal to the teacher so that they may get up and leave the classroom. Perhaps this may be something that we start doing in our school, having a staff member in the classroom to assess the situation, but this again will have to be something that needs to be an extra staff position.

Samantha wants to know if the students that leave the classroom for discipline, are they returning to class or out the rest of the day?

Dave lets her know that there are some that are out for the rest of the period (HS), but most of them return to class after a while and that it is not being abused, like in and out all day long. Most students are not sent home due to the lack of discipline at home, but are instead encouraged to come up with a plan to help them through the rest of the day.

Misty asks who writes the IEPs?

Dave lets her know it is the Special Education teacher, one we have at the Elem and a sub at the HS because we have not found another special education teacher yet. The teacher meets with the parents and the parents have to give permission for them to test. The ESD was short 3 school phycologists last year and they are the ones that do the cognitive testing so some of the students that were referred are brought forward to this year because it didn’t get done last year. They do cognitive and academic testing and if there is a division between where an IQ test shows they should be here but performance they should be here then you determine what program and what strategies to use for that student. The parent will come in, the teacher, special education teacher and administration sit in a meeting and talk about the assessment and determine, yes they are qualified for special education and they build a schedule for that student to receive “pull out services” for the most part, there are some push and we have some of our special education IAs at the Elem going into classrooms as we do at the HS and working with students on IEPs.

Misty asks if we have a lot of kids on meds?

Dave lets her know that we don’t have any more than probably any other school.

Dena talks about the discipline problem at the Elem is different than the HS at that they have a lot of emotional problems. They may come down and talk to Mr. Endicott and may go back to class, but before that happens they could have disrupted the class for the past hour or so. The emotional problem could be that they have been ramped up to that point and unlike a HS student that can tell they are going to blow and leave before it happens younger kids have built up to it.

Dave gives an example of a teacher that sent a student to the office because they didn’t pick up a pencil….and that should have never happened. Teachers should be aware of classroom management and students sometimes look to get a rise out of people, especially behavior kids and want to get them in a power struggle, so the best things to do in those situations is ignore it.

* 1. **Student Report**

Mary Jane Martin-Class president says Drama will be putting on a play “Hollywood Fairytale” on 11/14/19 to 11/16/19 tickets on sale 11/1/19, 11/14/19 will be free to students. Homecoming is doing well. There is a float parade 10/17/19 @ Elementary 1pm and if any of the board members would like to come judge they can. Yearbook would also like to know if the board members would like to put an ad in the yearbook?

* 1. **Assessment Discussion, Kristine Keizer**

Kristine Keizer passes out handouts of our school assessments from the 2018-2019 SY and from this year so far. She points out that in Math there is not much of a difference from last year to this year and they are quite low. She lets the board know that the numbers are percentages and are misleading, for example last year in 3rd grade there were only 16 students that took the test and thankfully 3 students actually met standard, so it bumped us up to 18+% from the previous year, but that is only 3 out of 16 so actually they are quite low. Math consistently remains low and as she stated last spring there is a lot of room for improvement. Kristine wants the board to know the areas to dive deep into and look at the Oregon state assessments blueprints across the test for the state standards and we can look at, by grade group and see where the standards are that are not quite hitting the mark on and dive in and talk to teachers about are you incorporating these standards into your instruction, if they are incorporating the standards into their instruction then we can see where we are having deficiencies in our numbers then start remediating and getting those skills and base line levels for the students back up. So what she hopes to do between now and state assessments in April of 2020 is get us the information from 18-19 and show us by grade level or at least provide the principals and Mr. Hanson where the content standards are needing to be in the classrooms.

Dave states that Mr. Endicott was a math teacher prior to becoming principal and is a great thing that he has been able to go into classrooms and done model lessons for teachers on how to get the best out of that lesson and the best out of the kids.

Board goes over numbers on the handouts.

Kristine lets the board know that she will be getting us data on where the focus and instruction as it needs to state standards and analyzing where the content standard and how to incorporate it. Based on her knowledge she has seen over the past 16 not just here in Glendale, but if it we are not teaching the content standard, we will not pass these tests.

Dave points out that both administrators went over with staff so that they make sure they know what those content standards are and we are teaching to those. There are a lot of areas that they cover and they really need to look at what materials that they are using, we have district supplied materials that need to be used because they were selected by the state as materials that would get to the content standards, but if a teacher varies off of that then you won’t get the same results.

1. **Reports**
	1. **Board**

Caroline wants everyone to know on 10/26/19 is the Halloween costume and parade in Glendale and she will be getting out flyers and on FB soon, it starts at the Elem school down to the hardware store and back. Also there will be a Road clean up happening on 10/21/19, if there is anyone that wants to help they can the city does it every year. November is the CCBCA raffle and auction to help raise money for everything that they do like fireworks etc., she wants to know if the board would like to make a donation and put their money together as a prize for the raffle? They can put in a certain amount if there are 7 of them how much would they like to donate; they can discuss at the next meeting? The auction will be on 11/26/19 at the Elem @ 6pm.

* 1. **Superintendent**

Dave was going to discuss a lot of the things that have already been discussed already, but the level of support and what we are needing. It is going to take resources to make change happen and as they know or remember from last year the ESSA (Every Student Succeeds Act Grant) that we received last year from ODE was because of where our test scores are and the CAG (Chronic Absenteeism Grant)/ EDM (Every Day Matters Grant) is because of where our attendance is, that is the one variable that we didn’t talk about and it is huge. 55% of our kids in 1 week were perfect attendance that is kindergarten, which means that 45% of kids missed 1 or more days. Attendance is something that we will continually work on through the district attendance teams and building attendance teams and we have got to get the word out to parents that sending their kid to school every day is that important, especially because we are on a 4-day school week we are already short. Our teachers, on paper are at school 8 ½ hrs. a day, but only 4 days a week, when other school’s teachers are at school 8 hrs. a day for 5 days a week. There is a lot of instruction that is not taking place when you move to a 4-day week, but when you have attendance issues it makes it that much worse. You have kids that come in with a lot of holes because if they miss even 1 day of instruction and when you are a 4-day week there is a lot more instruction that you would than if it were spread over 5. Our continued efforts in that area are going to be vital if we are going to expect our scores to go up the way they should and that is making sure parents know that their kids need to be in school. We have a lot of parents that will keep HS kids at home to babysit the younger kids and sometimes even the parents….it is more than you think it is and it is not O.k. We have talked about what sanctions we have, we can site a parent for not having their kids in school, but from past experience from the 2 states Dave has worked in there has never actually been a parent that has paid the fine. It is so difficult to inforce that most districts don’t even do it anymore, so we make phone calls, send letters home and do home visits.

Samantha wants to know who does the home visits?

Dave lets everyone know it is the principals and the attendance clerk.

Dave wants the community to know that all of the additional things like having the additional help, having teachers and IAs doing the right work and having students at school is what will change things. Last year 54% of the kindergarteners were chronically absent over the year and about the same percentage of seniors, those 2 start and finish have the lowest attendance rates. Seniors get senioritis and say they don’t need to be there, but really they do and we let them know that we do not graduate any senior that has not met the requirements. We don’t let them say that they will finish this summer, they don’t get to walk and it needs to be that harsh because they need to know and we let them know where they are at credit wise and the attendance piece is huge. It has been a busy start to the year already with both schools and behavior issues and that is usually how we start the year off after the kids come back after 3 months off, trying to get them on the right track with discipline. It is not our intent for administrators to spend ¾ of their day on behavior issues and right now that is pretty much happening that prevents them from getting into classrooms and doing other work, like working with teachers on areas that they are deficient in. Administrators are charged with getting into the classrooms every day, but the first 6 weeks of school that hasn’t been met due to behavior issues. We are looking at bringing someone in and visit classrooms and look to see where that teacher is or is not with classroom management and then to offer the staff member some strategies on how to change and tighten up their classroom management skills. Both Mr. Endicott and Mr. Jackson have been working on expected behaviors and expected interventions that teachers would do before they send a student to the office. We want to make sure that they are on the same page and they should not be sending the kid to the office unless they have tried everything and it should be something major they are being sent for.

Misty wants to know why we went to a 4-day school week in the first place?

Caroline lets her know that with limited district funds the school was looking for ways to save money so they would still be able to “keep the doors open” and the board at the time decided that they would move to a 4-day week back in 2008/2009.

Ryan says they cut stipends for all the athletics, the extra-curricular activities and moved to the 4-day school week because of budget related issues.

The board has talked about and exploring going back to the 5-day school week if the funds allowed it.

Dave hopes that they will be able to do it next year, that will be pretty aggressive but we are getting the SSA (student success act grant) next year and he is hoping that we will be able to use those dollars and maybe some other dollars moving to a 5-day week because that will mean all the difference in the world in many ways.

Janice wants to make sure that we will be able to sustain that.

Ryan says if not we will have to go back to a 4-day school week, but we have to try something.

Dave is not sure how many students even left because of the 4-day school week verses 5 or maybe those students would come back if they knew we were going back to 5 days.

1. **Old Business**
	1. **Student Count**

Board wants to know about the inactive students on the HS count?

Mr. Jackson lets them know that these are students that have been absent for more than 10 days and have been dropped, not that they left. Also there are students that we have gained that is not reflected on the sheet, there are about 10 students that we gained out of district and he feels like we are improving, but it doesn’t really show that.

* 1. **Attendance Rates**

Dave goes over the sheet for the week of 10/7/19 and what percentage of students that had perfect attendance.

Samantha asks which students are going to the movies?

Mr. Endicott lets her know that is it is K-8th.

Mr. Jackson lets them know that he and Danielle (attendance clerk) will also be doing a movie at the HS for end of quarter attendance for students that are not chronically absent with attendance of 90% and above.

* 1. **Bond Update**

Dave thought that we had a work session on 10/30/19, but the calendar says 11/6/19. He wants to stress that we have to finalize our bond list sooner rather than later, but if the board can’t do it sooner we can leave it on 11/6/19.

Board agrees that they will leave it on 11/6/19.

Dave lets the board know that we did not get the OSCIM Grant or the lottery. Claire (previous Business Manager) thought that we were 47th on the list, but we were actually 117th on the list and they only funded through 52. We can still go for the bond in May as planned even without the matching money, which Dave recommends that they stick to that plan. We can still go out for the OSCIM grant next November, the problem with that is they will stop paying taxes on the original bond in July, August, September & October and they may not want to vote yes on it.

The board is upset with the misinformation they were given and want to know what the amount will be if we get just the bond?

Dave lets them know it will be around $1.6.

Ryan says they need to just keep going because the school has needs that have to be met. It’s frustrating when you are trying to give the community information and the information that was given was wrong. They were depending on the matching funds for all the work the schools need and now that has to be cut in half.

Misty asks if this money will be collected from the property taxes?

Dave responds yes.

Misty wants to know when the taxes will stop from the previous bond?

Dave says that it sunsets June 30, 2020.

Racheal lets the board know that this bond will not be on the taxes until 2021 and if we do the election in May then the taxes that are already being paid on would continue. If they let the bond sunset in May, when the community gets their tax bill in November that bond would not be on there and it would go a whole year without the bond payment, which is extra money and the community may not be as willing to continue.

Caroline wants to know who rates us and why were we placed 117th on the list?

Racheal says that it went off of assessments by ODE and our needs and we were placed on that ranking. Then decide on the funding amount and fund through a certain number, there is also a lottery.

* 1. **Grant Updates**

Dave lets the board know that the grant work is continuing to move forward we will be working on SSA plan this fall and into the spring they are due in March/April and those will be funded as of July 1 2020 and Dave shared at the last meeting that the amount would be around $317,000. Which is $650 per ADMW. There are a number of areas that they will be looking at on improving one of them will be instructional time so if we utilize some of those dollars to extended it to a 5-day week, we need to really look at how much this will cost and asses our instructional needs and whether or not we still be able to move to a 5-day week, Dave hope we can soon, but we will get more info after the 1st of the year. The HS success grant is moving forward, Dave was going to bring pictures of the new truck and van that was purchased, but will send them to the board later. The van is already being utilized with the CTE program and taking kids to south Umpqua for the manufacturing program, which has started already. Dave lets the board know that they will have to reassess things as we prepare for these next grants because moving Yvonne’s time into instructional coach and working in the classrooms more will eliminate grant time and we will have to look at how to make up that support. There is a lot of work involved in these grants and they do not make it easy to apply and the state is looking at tying some grants together and not making them stand alone grants, but Dave will need some additional help to continue with all the paperwork involved.

* 1. **Board Timeline Review**

Board reviews timeline and wants to have the Timeline, Board Goals and District Goals as a separate packet for review going forward.

Misty would like to know about the septic system work and follow-up?

Dave lets her know that we are in the process of getting the information from the county to find out who we have a maintenance plan/schedule with. We will have more information at the next meeting of the progress.

* 1. **OSBA Regional Meeting**

Caroline lets the board know that on 10/29 is the OSBA meeting in Roseburg at the ESD in the Deer Creek Room and askes the board who else would like to attend along with Caroline?

1. **New Business**
	1. **Policy JEC Admissions Resident Students**

Dave goes over the changes in the wording of the policy due to legislative changes.

**Ryan motions to accept, MacKenzie seconds-6/0**

* 1. **Policy JECB Adm. Of Non-Resident Students**

Dave lets the board know that they pretty much struck out all the old language and added in new language. Dave reads to the board the part that the board needs to make a decision on. Dave recommends that the board selects that- The board WILL deny admission of non-resident students who are under expulsion for any reason. This has been our current practice and is the practice of other districts in the county. Dave wants to go over the second part of the policy and would like to get more information to bring to the board about class size. Glendale has never denied a student from enrolling, other than expulsion, but having a maximum amount of students in a classroom is something that needs to be looked into. Some districts have caps on students coming in, but some also have caps on students going out, so they may not let a student transfer until they can get another student that wants to come in. Glendale currently does not have anything like this is place and what Dave would like to bring to the board next month is class size caps for out of district transfers**. Dave would like to remove the action and get some numbers and examples together to present to the board at the next meeting -Send examples to the board prior to meeting.**

* 1. **Policy JHCA/JHCB Immunization, Physical Exam, Vision Screenings/Eye Exam**

Dave reads to the board the change to the verbiage also the statues changes Added-Dental Screenings.

Misty reads over the part of the immunization and thinks that they should remove “philosophical” beliefs and that is more from the anti-vaxers and would they really want to have anti vaccinated kids in our school.

Dena says that this is not true anymore and that they used to be able to sign a form of exemption, but now that have to either watch a video on the computer and print it out….

Misty says they have to take it to their doctor….

Dena says no they either have to present the certificate or they can get a letter from their doctor saying that they went over the pros and cons to bring to the school.

The board wants to know if they can take that off or is it on there for legal reasons or a state mandated policy?

Dave says he will follow up with the OSBA to find out.

Dena lets them know that the **CA** took off the religious reasons so the form they give the parents is blank**.**

Dave says he will look into it and also he thought they did an option for the religious beliefs….

Dena says they still have to watch the video.

Misty says that after watching the videos that they would want to get their kids immunized because they are very powerful videos.

Dave says they still can be exempt, but they have to do the exemption every year and if they fall behind then the child cannot come to school until they have the updated forms.

Misty thinks that there should only be one reason that they should be accepted and that is if they are allergic to them and the doctor signs it off.

Caroline lets Misty know that it may be a personal feeling, but not the law.

Misty says that the ant-vaxers in the area have already chosen to just automatically homeschooled their children.

**Dave says he will remove the action on this one also and come back to it at the next meeting.**

* 1. **Policy BDD**

Caroline wanted this to be added to the agenda because it talks about our board and the board procedures on how we conduct our meetings, the big thing that she wants the board to think about is the quorum. The board, right now is set up with 7 members, but we have to have at least 4 votes for yes, no matter how many people are at the meeting, so at the time when we only had 4 people on the board because we didn’t have full board, if 1 person decided to vote no and everybody else voted yes it still couldn’t pass because the quorum was 4. We can change the wording and Dave will look into this, we could say that if there were only 4 people that it would be the majority of those 4. This would also be better because sometimes it is difficult getting everyone together and we have to put things off for voting because we don’t have the votes there.

The board agrees that if legally they can do that, it would work out better for them.

**Dave will get more information to bring to the next meeting.**

* 1. **Good News Club**

Dave states that currently there is practice in the district that students can be released on Thursdays from 2:15pm-3:15 pm to attend to the Good News Club, laws state that schools have to allow students to exercise that right, but it doesn’t say that it has to be during the school day. The concern is with our state assessments results and student success and graduation rate when we are already a 4-day week that’s taking a lot of instructional time the kids will be out for. We are looking at other options to see if there was a way, Mr. Endicott talks with the folks and they do not have a bus so for afterschool the parents would have to come pick them up because there would be no bus to take them home, we have to separate church and state. Mr. Endicott was looking at options for having it take place at lunch which is 35 min a day and would send sack lunches for the students to take with them. The organization stated that 35 min wasn’t enough time, so we are trying to find an option that will work for everybody and will take kids out of instructional time as little as possible. One of the options Dave had discussed with them was extending their lunch by 15 min, so then they are only missing 15 min of class, this is why this is being brought to the board for discussion to see what direction you would like to go.

Caroline would like to know what classes they would be missing by extending their lunch by 15 min?

Mr. Endicott lets her know that is depends on the grade of the students. He has looked at doing in the afternoon, but K-2 lunch starts at 11:05-11:40, grades 3-5 lunch from 11:20-11:55 and grades 6-8 1:45-12:18, so depending in those windows we can 100% get that time, but we will have to take kids out of different things. Grades 6-8 after lunch is an intervention time that we have for reading, we have 6-8 split into 4 different classrooms, the lower kids work on remedial reading skills, the middle kids work on a boost or reteach, the higher kids are reading a novel and we have the other class working on math intervention, so middle school kids having it after lunch for would be pretty tough for them. Leading up to that would be tough also we have math, writing, social studies and science going on right before lunch for the other ones. The Elementary school is in a weird place because we have 2 different structures going on we have the K-5 structure of the traditional classroom we have a classroom teacher and depending on when we have things they are not all the same. We can’t have all of them doing the same thing at the same time because we don’t have enough IAs to go into the classrooms at the same time, like reading time is staggered so we can move IAs around to the different classrooms. For grades 6-8 we have instituted a more Junior high/high school schedule where they go from 1 period to another, so the period right after lunch is that support intervention class, the period before is either social studies, math or science, we can’t have PE in there before lunch because the little kids are in there eating (the lunch room is the cafeteria also). Mr. Endicott states that he will try to do something, it’s just what are the kids going to miss.

Ryan wants to know how many kids would be attending?

Mr. Endicott says he doesn’t have a roster.

Someone in the meeting says about 20 kids.

Misty states that the religious release is nothing new to Glendale and have been doing it for years and years and how have they made it work for years and we just need to make it work. It goes all the way up the supreme court that they have the right and they have the right to 1-2 hours, not allowed on school property, but able to be released from school, it’s very important and it just needs to happen.

Caroline would like to know what the school schedule is?

Mr. Endicott says he did not bring that.

MacKenzie asks if it is 1 day a week?

Caroline says yes.

MacKenzie asks why it can’t be on Fridays?

Misty says it’s because they don’t have school.

MacKenzie states that she doesn’t deny that it is important, but they just got done talking about how little instruction time we have with the 4-day week and we are missing out on things like math, reading and reading.

Misty asks how it has been happening then?

MacKenzie says just look at our test scores…. I don’t know.

Misty says she doesn’t think the religious release time did that.

MacKenzie states that 1-2 hours a day taken away from the little instruction.

Scott Perkins says that it totals up to 38 hours over the school year, it is a significant chuck overall and making it work and likes the idea of the lunch time with a little extension, so it reduces the amount of instruction we are losing.

Misty states that anywhere she has worked that lunch has always been her time where she doesn’t have to think about work and to expect kids to go to the good new club during their lunch is not fair either, because that is imposing on their lunch time then you start to impose on federal lunch standards.

The board feels like the lunch time with an extension will be the best option.

Millie Lawrence feels that this may be a problem because some kids that need that time to run around and get their energy out before class.

Someone from the audience says that he has sat in the audience for the past 2 hours and listened to the poor test scores and behavioral problems and the short, 4-day school week and asks why they decided to go to a 4-day school week?

Dave responds that it was because of finances.

Caroline lets him know that this was already discussed prior in the meeting about the budget.

He says what are these kids going to learn at the good news club…I look around everywhere and see this pride, the positive, respect and whatever they stand for, but the fact is they are going to learn things that are going to make them better students in class, pay more attention, be more respectful and those other things that you are trying to teach these kids whether they can add 2+2 is important, but they need to survive in this world and what has happened to education since I went to school 50 years ago is you’ve have taken GOD out of the picture or at least personal responsibility out of the picture. Now is your guys’ responsibility to raise my kids, if these teachers or these parents want these kids to go to a class to learn about GOD and learn the 10 commandments, if you will, they will learn how to be respectful, it’s going to help you, it’s not going to hurt you. The hour your taking off every week is blown away by some kid’s tantrum in class where he has everyone disrupted and no respect or people that show respect are focused in on what they’re doing and you are going to have an easier time, so that’s my 2 cents.

Caroline thanks him.

MacKenzie agrees with him, but she does not feel that it should be taken from instruction time and is that kid that is acting out in class the one that is going to the good news club?

Caroline asks Dave if we have a policy in place at this time?

Dave says we do not.

Ryan states that it is a tough decision, because everyone cares about religion/church and has those ties and interests in it, but at the same time from an analytical perspective he values it as a different type of activity so if a child chooses to go to church, good news club, robotics or sports and if that is implemented during instructional time, it is still taken away from instructional time that is absolutely necessary because these kids and teachers are stressed to meet these standards and that is how they are graded. He doesn’t discredit religion, sports either of those things and that they are extremely important, but we have to have instruction and have the most time we can and finding that balance is tough.

Caroline asks if there are buses for extracurricular activities for students after school?

Dave lets her know that we do not and the kids either walk or get picked up by a someone.

Caroline asks if that is acceptable for the good news club?

Someone in the audience states no it is not.

MacKenzie asks why not?

Janice asks how many kids is she talking about?

She states that she doesn’t have kids from 7th -8th grade, it only runs 1st -5th grade, but she hardly has any 5th graders so most of the time its kindergarten through 4th, and how can you ask a kindergartener to stay after school, Casey doesn’t get home until 5:00pm on most days to cow creek. How can you ask a kid to stay and get him home around 8:00pm, she apologizes because she is frustrated? Casey doesn’t get home until 5:00pm, so how can she keep a kid for another hour and get them home, ya before school or afterschool, Casey hits the bus at quarter to 7, how can you ask Casey or a little kid, cause well Casey is in junior high, but ya it won’t work afterschool.

Caroline asks if she does have junior high kids then?

She states no.

The board is confused on who “Casey” is then?

She says she is using a kid as an example.

Misty says there is nothing to debate, the only thing that needs to be figured out is a schedule.

Janice asks again, how many kids?

The lady says about 20, but it all depends on if the parent signs them up or not, it could be 20, 40 or the whole school.

MacKenzie asks how they get there?

The lady says they walk to the Presbyterian Church.

Ryan wants to know if this is something the board has to vote on?

Dave states no, but he wants to get the boards overall opinion and we should have a consensus before we do it.

Ryan wants to know if it is about having during the lunch hour where there is less impact or just keeping it the way it is?

Caroline wants to know if it is left as is, what is it impacting?

The lady says it is from 2:15pm-3:15pm every Thursday.

Mr. Endicott states that it will be math, reading, science or social studies depending on the student.

Misty suggest that the kids can do math afterschool…

MacKenzie says they do extracurricular activities afterschool.

Misty says they can do math also afterschool.

MacKenzie says that most parents can’t help them with math.

Samantha states that the last hour of the day on Thursday, how engaged are they?

Mr. Endicott says “as good as the instruction is” he taught algebra 2 in a 4-day week around that time of day and he made sure the kids were engaged, it’s harder, but you need to have better lesson planning. The teachers are still responsible for that content no matter what time of day it is.

Dave states that this goes for all classes and teachers are told to teach bell to bell.

Samantha is just trying to figure out when a good time would be.

Mr. Endicott states that it would be easier if all the lessons were taught at the same time, but they are not which makes it more difficult.

Caroline asks if it could be like 10 min before lunch through lunch and then 10 min after lunch?

Ryan asks how the kids are making up the work they miss now?

Scott Perkins wants to know if they are missing 25% of their instruction every week…

Mr. Endicott states that it has not started yet this year, so the discussion is moving forward, what does that look like this year?

Ryan wants to know in the past how those kids made up that hour of instruction?

Dave is not sure if the teacher is not giving them an assignment that day or just waiving it…

Ryan wants to know if going forward on that day we will be teaching this here’s what is expected of you by going to this, like if a child missed a game or just missing school, that there is make-up work to do.

Samantha hopes that they are not just excusing the work.

Dave says he doesn’t know because he didn’t know it was happening.

The lady states that we would have to read the law on that because she actually thinks that the law states that they can’t teach anything in that time she is gone and she is out of this, the lawyers have it now and we were supposed to get a letter from the lawyer, she has no say so in it now it has gone up to the state. This is not her club it is a state run club and all this is mandated by the courts and there was Oakridge verses Good News Club, it up to the state and the lawyers on what goes on and she really isn’t up on that so she cannot really help out.

Caroline states we have not received any letter up to this point. What she is aware of is that each district has their own policy on it. The state policy is that it is up to 2 hours a week for kids K-8 and up to 5 hours per week for kids 9-12.

Misty says she received a policy from the ESD, but did not bring it.

Caroline asks if she could share it with everyone.

Dena says she understands, but just like she stated earlier we are struggling, so they don’t do kindergarten most of the kids that attend are 1st through 4th and she takes 20 kids, that is like 5 kids per class room for an hour and 15 min basically, so at those grade level a lot of those kids aren’t able to do their homework that they missed by themselves, so therefore, in the past the teacher really can’t proceed with a “do lesson” because if you have 25% of your class missing you have to reteach it the next day. She thought maybe they could have a church that has transportation participate to make it easier.

MacKenzie asks if we can transport students?

Dave says that because you have to separate church and state, you cannot use state dollars for transportation.

Dave states that he and Mr. Endicott see the benefits of the good news club and doesn’t want anybody here to think that they don’t, they are just trying to look at how we are going to make it work.

MacKenzie fells that lunch would be the most viable option if afterschool is not an option.

Caroline thinks taking it from the front and back of lunch would work.

Millie Lawrence states that the kids have different lunch times because they are staggered.

Ryan doesn’t feel like the board sitting here and trying to figure out the inner workings of day to day stuff is going to help them make the decision. They can all agree that it needs to be less impactful on their day and it will be up the them to figure out how it will work.

Mr. Endicott wants to make sure that the board is ok with a lunch time release.

The board agrees that this will be less impactful on their instruction time and if a little time needs to be taken from the beginning and the end to make it work than that is fine.

Misty asks isn’t that disrupt full to have kids coming in 15 min into a lesson?

Scott Perkins states that it is not as bad as them missing the whole lesson entirely.

Mr. Endicott says if the kids leave at 3:15 it is in the middle of a lesson anyway, so how it was going before is not as if there is a bell at 2:15 so they are leaving for that. The way they were leaving before was not a natural break and so this will just continue it that way, not a natural break.

Misty asks in the past how it was it managed?

Mr. Endicott states that he wasn’t here before, so he doesn’t know.

Misty says maybe that’s why when people come in and change things while there are here and that things aren’t looked at the same and maybe sometimes change should be slow and maybe there are things that shouldn’t be changed.

Mr. Endicott states that he is just doing everything he can.

MacKenzie states that the board brought it up.

Ryan states the with the way the test scores look they wanted to take a look and intervene as much as possible and provide them with as much instruction as possible and if this was a factor that was there and potentially taking kids away from instructional time than we need to figure out how to rearrange that.

Caroline states that is one of the reasons this was brought up is that everything is being looked at right now for what is impacting that.

* 1. **OSBA MOU**

Dave says when the OSBA changes their guiding practices it kept charter schools away from public education/ regular schools, so what that necessitated for us, charter school districts, to create an MOU with OSBA stating that we realize we are a charter agreement and we are going to allow OSBA to continue to provide us with services, so we will be bringing this to you every year, because it is a yearly MOU not an ongoing one. We are doing this so you will be able to attend OSBA conference as a user district, member district.

**MacKenzie motions to approve, Samantha seconds-6/0**

1. **Adjournment @ 8:23pm**

**Samantha motions to adjourn, Janice seconds-6/0**