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MINUTES FOR REGULAR MEETING OF MARCH 31, 2009

<p><u>Call to Order</u></p>	<p>The Board of Education of Palo Alto Unified School District held a Regular Meeting in the Board Room at 25 Churchill Avenue, Palo Alto, California. Barb Mitchell, President, called the meeting to order at 6:00 p.m.</p> <p>Members present:</p> <ul style="list-style-type: none"> Ms. Barb Mitchell, President Ms. Barbara Klausner, Vice President Ms. Melissa Baten Caswell Mr. Dana Tom Ms. Camille Townsend Mr. Chirag Krishna, Paly, Student Board Representative Mr. Phil Park, Gunn, Student Board Representative <p>Staff present:</p> <ul style="list-style-type: none"> Dr. Kevin Skelly, Superintendent Dr. Scott Bowers, Assistant Superintendent Ms. Ginni Davis, Assistant Superintendent Mr. Scott Laurence, Assistant Superintendent Dr. Robert Golton, Chief Business Officer Ms. Cathy Mak, Chief Business Officer Ms. Noreen Likens, Principal Ms. Jacquie McEvoy, Principal Ms. Anne Jensen, Instructional Supervisor Mr. Kevin Duffy, Instructional Supervisor Mr. Radu Toma, Instructional Supervisor Ms. Ellie Slack, Instructional Supervisor Ms. Meg Williams, BTSA Coordinator <p>Others present:</p> <ul style="list-style-type: none"> Mr. Tom Hodges, O'Connor Construction Management Mr. Erwin Lee, DLM Architecture
<p><u>Closed Session</u></p>	<p>The Board adjourned to closed session for Employee Employment/Dismissal/Release pursuant to Government Code 54957.</p>
<p><u>Reconvene in Open Session</u></p>	<p>The Board reconvened in regular session at 6:30 p.m. in the Board Room. Mitchell announced that the Board took action to place a school bus driver on the 39-month reemployment list with a 5-0 vote.</p>
<p><u>Approval of Agenda Order</u></p>	<p>MOTION: Townsend moved to approve the agenda order. Baten Caswell seconded. Motion carried 5-0.</p>
<p><u>Staff and Student Successes</u></p>	<p>Skelly said a teacher recognition party had just taken place and that more teachers were staying with the District longer, which was a good sign. He then recognized Gunn science students and Paly math students. He also said seniors would soon receive notices as to whether or not they have been accepted to private schools, and the District wished them luck.</p>
<p><u>Information</u> Student Board Representative Reports</p>	<p>Phil Park, of Gunn, spoke about Spring Break, Meet the Candidates, and prom.</p> <p>Chirag Krishna, of Paly, spoke about fourth quarter, prom, ASB elections, possible new election process, and a film called "Not In Our School."</p>
<p><u>Information</u> Superintendent's Report</p>	<p>Skelly spoke about the Board study session on boundaries and upcoming meetings on the topic to be held in May.</p>
<p><u>Action</u> Approval of Consent Calendar</p>	<p>MOTION: Tom moved to approve Certificated and Classified personnel actions; minutes from the Two Meetings held on March 17, 2008; Authorization to Teach a Single Subject Class; and Resolution 2008-09.13 for Classified Reduction in Service. Baten Caswell seconded. Motion carried 5-0.</p>

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Action

Ratification of Tentative Agreement with the Palo Alto Educators Association

Bowers said both PAEA and CSEA memberships had ratified their tentative agreements with overwhelming support.

The Board thanked staff and teachers for their work.

Townsend noted that while staff at PAUSD are getting salary increases, it is important to keep in mind that others in the area are losing their jobs.

MOTION: Townsend moved to approve the agreement with the Palo Alto Educators Association. Baten Caswell seconded. Motion carried 5-0.

Action

Ratification of Tentative Agreement with the California School Employees Association

Bowers said CSEA members showed overwhelming support for the agreement.

Townsend said CSEA was a broad group and that work done by CSEA members with students was often unrecognized.

MOTION: Klausner moved to approve the agreement with the California School Employees Association. Townsend seconded. Motion carried 5-0.

Action

Compensation Changes for Non-Represented Employees

Bowers said this was the group of employees not represented by either PAEA or CSEA, and that there was a long-standing agreement that this group would receive the same salary increases as the other groups.

Townsend said this group helped the Board directly, and she was pleased that everyone in the organization was receiving this salary increase.

MOTION: Tom moved to approve the following:

- A 2.5% increase to the 2007-08 salary schedule for all steps and positions for Management and Supervisory/Confidential groups, retroactive to July 1, 2008.
- The District will provide a one-time, off-the-salary-schedule payment equivalent to 2.5%\$ of the 2007-08 salary schedule, prorated for less than full-time service.

Townsend seconded. She then asked how both the on-schedule and off-schedule payments would be paid. Bowers said that in April, staff would receive the retroactive pay from July 1 for the on-schedule increase, and they would also receive the entire 12-month off-schedule increase for the 2008-09 fiscal year as a one-time payment on their April paychecks.

Motion carried 5-0.

Information

Update on Middle School and High School World Language Study

Skelly said the Board had asked what the current situation was and if a World Language graduation requirement could be developed. This report, presented by Cohen, would describe current activities at sites as well as issues.

Krishna asked how levels of competency were determined. Cohen responded that at the end of each level, students had to be able to meet the standards set forth in an established matrix. Krishna asked if students demonstrating competency above Level 2 by the end of middle school would be able to start high school at Level 3. He also asked how Spanish 2 material could be introduced to these students. Jensen said this was one of the difficulties that occurred when students tried to skip a year. Skipping a level can eventually catch up with a student, and a certain maturity level was needed at higher level language courses.

Park asked if 1B level courses could be offered to incoming freshmen over the summer if they had only taken 1A in middle school. Skelly said this was being discussed for the next year. He said that if this was going to be a graduation requirement, changes would have to be made at the middle school level.

Townsend noted the A-G requirements, and asked if the District really wanted 100% of students to take World Language courses. Skelly said the requirement was for two years and there were other ways to meet the requirement. Townsend said she believed there was a larger benefit when students started languages at a younger age. She asked what happened to the Latin course that used to be offered at Jordan. Duffy said the language component of the language transfer wheel was created when Jordan reopened in 1991. "Roman Roots" was a part of the wheel and included some Latin. Over the years, changes were made to the wheel components at the middle schools, including the removal of "Roman Roots" by the Principal of Jordan to make room for other subjects. Townsend asked if this had ever been revisited. Jensen said the language wheel had included introductions to a number of languages. Townsend said she would like to see this come back. She said she was also excited about all the additional language grants.

Tom asked which languages would be offered for summer school. Cohen said French, Spanish, and Japanese would be offered. Tom asked what the enrollment threshold was. Cohen said the classes would be operated with 15 or more students. Tom asked how it would be determined when to offer Mandarin in the middle schools. Cohen said he had not received direction to do this at this time and that language programs at the high schools needed to be strengthened as well. Tom said he believed this was important and that he had been asking about the middle school language program for a few years now. Skelly said it would be difficult to add additional language classes to the middle schools at their current sizes,

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and staff could do some research, possibly in the fall, and bring findings back to the Board. Tom observed that language classes needed to be demand-based. Baten Caswell asked what the smallest middle school language class was. Skelly said he did not know what Japanese and French numbers were, however, with Spanish Immersion the number of students taking Spanish in middle schools was higher. He would need to meet with staff and discuss ramifications regarding scheduling.

Klausner said she was interested in learning what some of the trends were for the last few years in the District. She also said the Board would like to hear from staff. Jensen said it was difficult to staff small languages, and that a number of part-time positions were needed, and some part-time teachers had to travel. Of her 14 staff members at Gunn, 9 were part-time, which made it very difficult to get the entire staff together at one time. It was also difficult to find people willing to work part-time.

Baten Caswell said she believed language classes should be driven by demand and assumptions on future world needs derived from globalization. Students need to be prepared for the future, and she looked to the World Language staff to determine what the trends were. She then asked what percentage of students at the PiE benchmark districts were graduating with two or more years of a language. Cohen said staff did not currently have this number. Baten Caswell suggested looking at these districts to see if they were doing the same things the District was. She also asked if students in middle school could take the 1A summer school course, then take 1B during the school year. Cohen said 1B was not offered in eighth grade, so this could cause difficulty. Baten Caswell asked about feedback on the new French course to be offered at Gunn. Duffy said staff was very excited about the new course and that Paly hoped to offer it soon. Baten Caswell asked how many students were enrolled in the largest class. Jensen said there were about 36 students in the largest class section.

Klausner asked at what level Spanish Immersion students would enter high school. Duffy said the high schools did not yet have the perfect fit, but they were doing their best with the courses currently offered. In most cases, Immersion students would start in Spanish 3 or Spanish 3 AP, or possibly the Spanish 4 non-AP course. It was hoped, however, that students would wait to take Level 4 courses because they lacked maturity and high school level subject knowledge. Klausner thanked staff for the work they had already done in Spanish Immersion, then suggested some adjustments be made to better accommodate incoming Spanish Immersion students at the high schools. Duffy said incoming ninth graders simply weren't at the developmental stage needed for Level 4 Spanish.

Mitchell asked if staff had data on the number of students signing up for Mandarin 1 at the high schools. Cohen said this information would be available in the next few weeks. Jensen said that one section would be offered at each school.

Cohen said that in order to access instructional materials funding, new materials that were standards-aligned must be brought to the Board and approved. He reviewed the process, then he and Toma gave a presentation focusing on:

Discussion

Certification and Adoption of Mathematics Books – Palo Alto High School

- Why are we changing textbooks?
 - Some of the books being used, while mathematically solid, were last printed in the 80's and are no longer available. The ones we have are falling apart.
 - Striving to align horizontally when possible curriculum and textbooks used in the district.
 - Gunn had already replaced some textbooks over the past 5 years with modern ones. We did not.
 - Our superintendent encouraged us to switch to books published in this millennium.
- How did we choose the textbooks that needed to be changed?
 - Teams of teachers did a "New Textbook Need Evaluation" for each course we offer, ranking the textbooks we presently use from 1=poor to 4=excellent in the following 6 categories:
 - Standards & Course Description Alignment,
 - Accuracy, Depth and Breadth of the Lessons:
 - Sequencing of the Material:
 - Context and Richness,
 - Support Materials
 - Shape and availability
 - The textbooks with scores of 18 or below (of 24 max) were targeted for change. These were:
 - Algebra 1A = 12
 - Geometry = 12
 - Algebra 2TrigH and Trig/Analytical Geometry = 16.5
 - Analysis and IAC = 15.5
 - Geometry/Alg2A = 18.3
- How did we pick the books to evaluate?
 - Throughout the process I conferred with my colleagues on the Math Steering committee, receiving advice and support from them.
 - Extensive online research: publisher web-sites, bulletin boards, blogs, textbook reviews done by fellow teachers
 - Contacted department heads at many peer schools: received extensive info from Gunn, Lynbrook, Lowell, Harker, Piedmont and Foxbury Latin.
 - Ordered and received for review sample textbooks from all major publishers: 9 Algebra, 7 Geometry, 12 Alg2/Trig, 15 Analysis textbooks.

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- How did we choose the winners?
 - All teachers in the department did informal independent evaluations, placing the textbooks in one of 3 categories: yes, maybe, no.
 - We tallied teachers' responses and chose the 3 finalists in each category,
 - Once we narrowed the choices down, in some courses we chose the same textbooks as Gunn:
 - For Geometry/Alg 2A, Jurgensen's Geometry.
 - For Algebra2/Trig & Trig Analytical GeometryA, Bittinger's Algebra 2 with Trigonometry.
 - For Analysis & IAC, Demana-Waitts-Kennedy's PreCalculus.
 - For Algebra 1A and Geometry, where the books Gunn uses are old ones too, we needed to adopt new ones. We formed 9-person textbook selection committees comprised of:
 - 2 students, 2 parents, 1 Sp-Ed teacher, 2 math teachers, IS and principal.

For each committee, we chose one student presently in the course, and one who had taken the course last year. We polled the students to find parents who were involved in helping the kids at home with homework, so they would be familiar with the curriculum and the textbook presently used.

- Each committee member did an independent evaluation, ranking the finalists from 1= best to 3 = worst using the following rubrics:
 - Standards & Course Description Alignment
 - Accuracy, Depth and Breadth of the Lessons
 - Coherent Sequencing of the Material
 - Context and Richness of Problems and Exercises
 - Accessibility
 - Form and Presentation
 - Support Materials for Students
 - Support Materials for Teachers
- At the first meeting, the weakest candidate was dropped by consensus. At subsequent meetings, after group discussion and renewed scrutiny of 2 top choices, the committees chose the winners by consensus.
- Who were the winners, and why?

The committee members agreed that the finalists were very close in content. The big differences in points belie that: they come from the ranking. For example, even if the book ranked 3rd was very close to the first in what concerns, say, accessibility, the top one got a 1, the last one a 3.

For Algebra 1A:

1. Prentice Hall: CA Algebra, was the first choice of 7/9 members and the winner (86 points)
2. McDougal Littell: Algebra by Dolciani, the first choice of 2/9 members followed (107 points)
3. Holt: CA Algebra, was not the first choice of anyone on the committee (117 points)

Some of the committee members' comments on this book:

Pluses:

- Most coherent presentation, mixing different approaches (graphics, text, formulas, examples)
- Average of 61 problems/section, including 10 warm-ups/section
- Accessibility: lots of examples organized by problem type, easy to find formulas, examples work with definitions. "Take note" boxes in each lesson contain the most important
- Accuracy, depth and breadth of the lessons at the right level for this course. Accurate, clear definitions, good examples. Good use of highlighting key terms.
- Best presentation: Just enough color/graphics. Not as boring as Dolciani or as cluttered as Holt.
- Best support materials for students: Chapters start with "What you've learned/ What you'll learn next". Theory Reviews complement review problems at end of each chapter and at the end of the book. Spanish vocabulary along side of English is extremely helpful.
- Textbook available free on line for 6 years. Video tutors are excellent- links work well, video sessions are extremely well done and helpful
- Excellent resources for teachers: internet, videos, test-bank, etc.

Minuses:

- Size: lots of wasted space
- Excessive use of graphics/color makes it look superficial
- Certain sections will need to be supplemented with ancillary handouts.

For Geometry:

1. Prentice Hall: CA Geometry, was the first choice of 5/9 members and the winner (80 points)
2. Holt: CA Geometry, the first choice of 3/9 members followed (117 points)
3. McDougal Littell: Geometry for Enjoyment, the first choice of 1 member was last (134 points)

Some of the committee members' comments about this book:

Pluses:

- Widest range of practice problems: average of 56 problems/section including 4 warm-ups/section.
- Lots of "real life" connections to things that students encounter every day but may not consider geometrical.

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- Best layout of the sections: Easy to read and identify important concepts.
- Online resources are adequate: teaching videos, lots of quizzes/tests w. instant feedback.
- Best content: 7 paragraph/2 column proofs in this chapter. None in Holt in same chapter...
- Excellent support for students: "Check Skills you Need" in each section. Great, easy to understand examples. Textbook on line! Skills Handbook. Real World Connections sections. Algebra Review page in each chapter!

Minuses:

- Layout and presentation of material a little too busy (although less so than in Holt): it could be confusing and a little overwhelming
- Constructions are not integrated as well as in Holt: they are grouped in 2 places in the book
- Order in which some topics are introduced is odd: Distance and Midpoint Formulas done in Ch1 with no proof, rather than as applications of the Pythagorean Th. and similarity.

Baten Caswell thanked staff for the detailed information provided, saying she had looked at the books and was delighted that they were available online. She asked how all this work could be shared with Gunn when they are ready to go through this process. She said it seemed there would be advantages in having the same text across the District. Toma said he had communicated with his colleagues throughout the process. He also said Gunn had done a number of adoptions in the past, and Paly had, for the most part, followed their lead, although they had examined the alternatives as well. He thought Gunn may wish to follow Paly's lead in this case by at least considering the books selected by Paly. He added that it is important to align curriculum as much as possible. Skelly noted that the District did not mandate that all schools use the same text.

Tom asked how these textbook updates happened between the two schools and if each course was on its own timeline. Skelly said there were no cycles for high schools, so books could be adopted at any time. Due to the age of the books at Paly, he had determined that now was a good time for adoption of new texts. Laurence added that at the high school level, due to the financial aspect, there had been a sort of rotation between departments for improvements. Tom observed that this meant the two high schools were not likely to be synchronized. Toma said there were occasions when both high schools adopted new texts at the same time, although there were advantages to non-synchronized adoptions because the high school adopting a text first could report results to the other school.

Baten Caswell asked if two texts were purchased for each student. Cohen said this was done for middle school, but not high school. Toma noted that these texts were available online.

Klausner asked how Algebra 1A in high school compared to Algebra classes in middle schools, as the middle schools had just adopted new texts. Toma said the middle schools are adopting a different book for eighth grade because it was important that eighth graders don't use the same text for two years. It was found that the Holt book adopted for eighth grade was more middle school-oriented than the Prentice Hall text.

Mitchell said the Board appreciated the work Instructional Supervisors were doing at their schools.

Townsend asked if there were any fundamental changes in mathematics that rendered the current texts obsolete. Toma said no; however, presentation, sequencing, and availability of online resources had evolved. In addition, some older texts were no longer available. Townsend asked what relationship the middle schools and high schools had in this process. Slack said they had worked very closely together. Open discussions occur about what has to be done to create a sequential program from sixth through twelfth grades. She said the District was doing very well, and would be hosting the Math Counts championships.

It was agreed that this item could return on the consent calendar at the next meeting.

Discussion Approval of New High School Courses for 2009-10

Skelly said all these courses would depend on the number of students signing up for them. Cohen briefly described each course.

Tom asked how these courses were recommended. Cohen said they were suggested by teachers and Instructional Supervisors who brought them to Principals and other groups for approval, then to the Board. Tom asked Cohen to describe the effects of adding these courses, such as removal of other courses or scheduling. Cohen said the Principal and team would analyze scheduling and student demand. Tom asked if the Board would be asked to approve the dropping of courses as well. Skelly said this did not occur at this time, as courses are rarely dropped.

Baten Caswell said she was excited about the cross-curricular classes, and she hoped that the two high schools would have discussions about successful courses.

Klausner said she hoped these courses would cover the range of students in the District.

Mitchell asked if there was money for materials. Cohen said these courses would not be brought forward unless money was available.

It was agreed that this item could return on the consent calendar.

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Open Forum

There were no requests to speak in open forum.

Discussion

Proposed Changes to the Beginning Teacher Support and Assessment (BTSA) Induction Program

Cohn-Vargas presented a report reviewing:

- Coach roles
- Participating teacher roles
- Changes to the BTSA induction program standards
- Induction program outcomes
- Participating teacher survey data
- Request to join BTSA consortium
- Proposed PAUSD BTSA consortium

Baten Caswell asked if the extra funding would be achieved from economy of scale. Cohn-Vargas said this was the case and that the cost per teacher would be reduced with more participants. Baten Caswell asked if induction changes impacted costs. Cohn Vargas said they did not.

Townsend asked why participation numbers at PAUSD were currently down. Cohn Vargas said more teachers are being retained and have already gone through the program. In addition many teachers hires come from other districts.

Klausner asked if the other districts were providing BTSA training support. Williams said the PAUSD program had been improved by the state. This program better met the needs of the Los Gatos-Saratoga teachers, and they would have their own coach. Cohn-Vargas said workshop requirements were greatly reduced. This helped streamline the induction process for teachers coming from prior programs. Klausner observed that the consortium aspect did not change the experience of PAUSD teachers. Cohn Vargas said the District ran the program including all the paperwork and coach training.

Mitchell congratulated staff on the self-evaluation.

It was agreed this item would return on the consent calendar at the next meeting.

Action

Master Plans for Gunn and Palo Alto High School

Skelly said this item had been discussed in depth on March 17. Golton said campus layouts, budget, and timelines were up for approval. Lee then gave a presentation containing responses to questions posed by the Board at the March 17 meeting:

- Gunn High School campus layout
- Comparison of existing theater at Gunn with new and existing theater plans at Paly
- Open space and building space at each high school at completion of Measure A
- Open space and building space at each high school at completion of master plan
- Building environmental considerations – sustainable sites
- Milestone schedule dates – Gunn High School Master Plan
 - New classroom Buildings A & B
 - New auxiliary gym and main gym modernization
 - Parking and drop-off (Phase 1)
- Milestone schedule dates – Palo Alto High School Master Plan
 - New classroom building and media arts
 - New theater and site work
- Milestone schedule dates – High School Master Plan
 - Gunn High School – Group 2 Projects
 - Palo Alto High School – Group 2 projects, Group 3 projects

Hodges said the Board had asked about STEM and the consensus was to collaborate campus wide rather than among specific subjects, so a few spaces are being created at each site for collaboration.

Tom asked for a description of what was being approved now versus what would be approved in the future, such as design and schematics. Hodges said tonight's approval would allow staff to move forward on conceptual designs, then schematic designs. Golton said the approval of conceptual design was not done during the Building for Excellence program. Right now, the Board is approving general building locations and prioritization. He added that in this economy, the environment was very good, so this work needed to move forward promptly.

Mitchell confirmed that staff would return in June, September, and January. Hodges said this was correct, and that if staff could return earlier, they would.

Townsend asked when a 3-D rendering would come back for her approval. Lee said in a subsequent phase this would be presented, after educational specifications had been developed. Townsend asked if items such as a new elevator in Paly's Tower Building, would be presented to the Board. Lee said a lot of investigation would be done before the decision is made.

Baten Caswell asked if the current building shapes could change in the future. Lee said the shapes were now placeholders and would likely change as the program develops. Hodges said form and definition of floor plans would be reflected during the schematic design approval phase. Golton said that proposing building placement before schematic design was done

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may be causing this confusion. The schematic design phase will provide a lot of answers to the questions new being posed.

Public Comment

Kara Rosenberg said it had been a privilege to work on the planning committee. A great deal of communication occurred, including conversations with staff and students. She said the plan of the two-story building and the open Quad were very conducive to students' safety. She was impressed that Paly students and teachers had taken priority. The plan is attractive and will support teaching and learning at Paly.

Ellen Wyman urged the Board not to approve the plan tonight because the public did not know what was going on. She had very little information on the plan for Paly. She reminded the Board that none of this would be occurring without the support of the community. Rushing ahead with a plan the community was not familiar with could backfire.

Scott Smithwick, Board of Palo Alto-Stanford Heritage, said his group was concerned with preserving historic buildings such as the Haymarket Theater and the Tower Building. The appearance and position of the new theater building would determine whether it was successful in the planned location. His group was also very interested in the renovation of the Tower Building and was glad the elevator would be inside.

Caroline Willis suggested a higher level of detail, saying this project was really being rushed. She asked that this be considered a work in progress. She also hoped the facilities committee would work on a program for the master plan, keeping sustainability in mind. She wanted locations of buildings and athletic areas to also be considered.

Mary Gordon lauded the Board and staff for working toward the conclusion of a master plan; however, the basis for planning is lots of input. She felt that there had not been an equal open opportunity for community input. She hoped there could be a pause in order to allow community input. She said the goals of both high schools appeared to be the same, even though the sites were very different.

Ruth Gordon said this was a critical part of the planning process and that the Paly master plan was only partially complete. It really needed to be completed before moving to the next step, and the community should not need to be at every meeting to be the design watchdogs. She also did not see how Paly's goals were addressed in the proposed master plan, then suggested having a public forum now in order to determine a vision before site development. She wanted to know who developed the master plan goals, saying the architects would not have a direction with just the goals.

Tom Wyman, past President of the Palo Alto Historical Association, said the wonderful historical heritage should be preserved. The new buildings should serve staff and students, but also contain architectural features such as the mission style theme. He also suggested building to silver or gold LEED standards. He also said there had not been enough opportunity for the community to see what is being planned in order to get buy in.

Kirsten Esselmacher requested that the Board thoroughly review the placement of the new theater in order to avoid blocking the view of the Haymarket Theater. The proposed new theater would take up 15,000 square feet of green space and block views. She suggested placing the new theater where the media arts building is currently planned. She said members of the public would also like three-story buildings to be considered. The master plan should have a vision statement incorporating values such as sustainability.

Holly Ward endorsed the Paly master plan, saying building placement options had been thoroughly explored, and that placement of the new theater on the El Camino side would have blocked the view of the Tower Building. Placing it along Embarcadero Road, and keeping the architecture theme of the rest of the campus, would make it a showpiece and a community asset. She felt the committee had been responsive to community concerns, and the community had been notified of meetings via newspapers and fliers.

Paul Kandell said he participated in discussions in order to make sure the media arts classes could be housed together in a new building. He stated that teachers also have supervision problems when they have groups in different buildings. He was confident that a Media Arts facility would be developed that everyone could be proud of. He also said the planned location was good for a number of reasons, including its proximity to the English Department where a number of Journalism teachers also taught.

Tom Segó said he was concerned with the magnitude of the project, and that while the Board wanted to show progress, it also did not want to make mistakes that could not be undone. He suggested approving basic ideas, but not specifics at this point.

Sven Thesen said Palo Alto needed to focus on sustainability so it could be here for the long term. He suggested focusing on three-story buildings and said LEED should be a focus.

Skelly said staff and the Board agreed with the importance of a sense of legacy. In addition, it was important to avoid surprises, and coming back to the community and Board with more detailed plans in the future would accomplish this. He also encouraged people to stay involved. Staff had tried very hard to communicate with the community by announcing when and where community meetings would be held. A lot of issues have been brought up that cannot be addressed at this point,

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because that stage had yet to be reached. He hoped the Board would approve this proposal tonight because it was time to get the architect on task, since many months had already been spent on this.

Townsend said it had been repeatedly suggested that press releases be used to notify community members of meetings in the future. She also asked if there was a way to actually have dialogue with community members, rather than just hearing their comments at meetings. Skelly said there had already been an attempt to do this. Hodges said this could be discussed, and that in order to cover all agenda items and continue to move forward, dialogues with individual community members were difficult. During conceptual planning, it may be possible to have breakout meetings with people of similar interests for deeper discussion. Strategies to have future dialogues could be discussed. The 20-year master plan created in April 2007 carefully detailed values including sustainability. Townsend said she wanted to know if the campus was being modeled and if the mission style architecture would be maintained. There were truly community discussions. Hodges said this could absolutely be done in more project-specific discussions, as different buildings will have different needs.

MOTION: Baten Caswell moved to extend the meeting until 10:50 p.m. Tom seconded. Motion carried 5-0.

Baten Caswell said there were some assumed goals that were not written in this presentation and suggested they be included. For example, goals for Paly may have included increasing capacity, improving the athletic fields and facilities, maintaining campus integrity. In addition, all new buildings should be sustainable. Skelly said this could be done.

Tom commended the committees for their efforts to ensure the master plans meet the needs of the schools. What is being approved tonight is preliminary, with further detail to come. There would be opportunity for further input during conceptual design, and this would ensure the success of the designs.

Baten Caswell said she would like to see the resources, such as people with expertise in sustainability, involved in committee work. She suggested exploring the process Gilbane uses for community input. In addition, landscaping should be coordinated across campuses in order to maintain a uniform appearance. She also said she felt it was important to maintain the mission appearance of Paly, especially when viewed from El Camino. She did not think 3-D models could be made yet; however, more input should be solicited. She also noticed local newspapers were not listing PAUSD meetings as had been hoped. It must also be kept in mind that the campuses need to meet the needs of all students. Regarding 3-story buildings, she was not sure what the benefits would be.

Klausner said that she agreed with all the comments made, but that the Board had taken a pledge not to repeat each other's comments. This did not mean she was not as interested as the other Board members.

Mitchell said she appreciated that staff listened to the input of interested parties. She also agreed with community comments that this was an incredible opportunity. She said she wanted the community to hold the Board up to its values, including the maintenance of the appearance of Paly. She noted that during the Building for Excellence program, there was no master plan in place. She said that since the 1970s, renovations had caused a lot of building sprawl. These master plans would help a great deal with the work to be done now. She said the school district standard was the CHPS standards, which was very comparable to the LEED standards.

Townsend said she would also like to see members of the community with expertise involved in future committee work.

Baten Caswell acknowledged a group of people who had been very concerned about green space, particularly at Paly. She shared this concern; however, the District would not do without needed buildings. Green spaces were being preserved as much as possible in order to make the environment better for students.

MOTION: Townsend moved to approve the master plans for Gunn and Palo Alto High Schools, given the Board's directions regarding: press releases for meetings, inclusion of experts in the community, listing values on Board reports pertaining to Measure A projects, a master landscaping plan and the architectural integrity of the outside facing buildings, and to directing staff to proceed with implementing phase one of these plans at each high school and the general scale and placement of those buildings as outlined in the plan. Baten Caswell seconded. Motion carried 5-0.

MOTION Tom moved to extend the meeting until 11:30 p.m. Klausner seconded. Motion carried 5-0.

Discussion

Approval of Group One Project Budgets for Gunn High School and Palo Alto High School, Authorization to Issue Addendum No. 2 to Deems Lewis McKinley Architects (DLM), and Approval to Move Forward with the Group One Projects

Skelly said staff was excited and had confidence in DLM. A revised Board report was handed out, because there were a few discrepancies. Golton then presented the report which listed proposed projects and costs. He said staff would return to the Board with conceptual work and schematics in the future. He said staff was committed to honoring the directions given during the motion approving the high school master plans.

Klausner asked how Golton looked at the cost in the report for design services and knew the costs were appropriate. Golton said these costs were very competitive with the fee being only about \$5 million out of the total project cost as opposed to other architect quotes. He said he was very impressed with the buy-in Lee had from both high school campuses. Hodges said there was an OPSC state standard fee schedule, which was 20 years old, and at Golton's request, DLM had agreed to follow those guidelines charging fees that were even less than the OPSC schedule. Klausner noted a few differences

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between costs in this report and the original projections in the master plan. Hodges said the cost for interim housing was an estimate, and most of the money would be spent now to move a number of portable classrooms.

Baten Caswell asked Lee where experts would be needed, such as theater development, and if this would be part of the budget in the report. Lee said all projects would require consultants, such as electrical, etc. There would also be special consultants brought in such as an acoustic consultant for the theater project. Baten Caswell asked if specific consultants had already been defined for the theater. Lee said DLM already had a long relationship with consultants they planned to use, so they would not be going out to bid. For the theater, DLM would use the same consultant who was currently working on the De Anza College theater project. Baten Caswell asked if Lee would be doing the design work himself. He said he would oversee all the work.

Townsend asked that specific numbers and totals be added to the recommendation. Golton said he would do this for the next reading of the report.

Public Comment

Holly Ward said she wanted to make sure a theater design expert was engaged for the process, and she was satisfied with the project plan thus far. She also asked if this included the needed renovations to the Building 100 wing, where the theater classroom would be, if the renovations to the Haymarket Theater were included, and if the slide presentations could be made available to the public.

Hodges said work on Building 100 and the Haymarket Theater would not be part of this project and was not included in this budget.

Klausner asked about the \$20,000 cost for a study to be done on the Tower Building. Hodges said one priority is adding an elevator to the Tower Building to gain access to the second floor, in addition to improving the restrooms in that building, replacing a broken boiler, etc. This study would enable DLM to study the building and make recommendations. Klausner asked where funding for potential projects resulting from the study would come from. Hodges said they would likely come from either bond funds or Planned Maintenance funds.

Discussion

Resolution 2008-09-14 –
Proposed Issuance of Tax and
Revenue Anticipation Notes

There was no Board discussion.

The Board agreed this item could return on the consent calendar at the next meeting.

Discussion

Appointment of Independent
Auditor for 2008-09

Townsend noted that a new auditor with Vavrinek Trine & Day had started working with the District last year and asked if she would return this year. Mak said she would, and that the state requires auditing firms to rotate auditors every five years and this was the fourth auditor the District was using.

The Board agreed this item could return on the consent calendar at the next meeting.

Discussion

Authorization to Budget Funds
and Bid the Site Infrastructure
Work for the Installation of Nine
Modular Classrooms at Three
Sites

Golton said DSA approval was anticipated before the next Board meeting, so once this item is approved by the Board work can proceed promptly.

Board Members'

Reports/Correspondence/Board
Operations/Recognition

Reports

Tom said the CSBA Delegate Assembly was voting to determine whether CSBA should endorse any of the June ballot measures.

Baten Caswell suggested Board members review their copies of the Oregon Expressway mitigation plans for the three crossing areas.

Adjournment

The meeting was adjourned at 11:30 p.m.

Secretary to the Board