



PROCEEDINGS OF THE BOARD OF EDUCATION
June 19, 2008
7:00 p.m.

Philip J. Schuyler Achievement Academy

PRESENT: William Barnette, President
Barbara Gaffuri, Secretary
Dr. Mark Barth
Judy Doesschate
Melissa Mackey
Wayne Morris

Dr. Eva Joseph
Dr. Joseph Dragone
Linda Jackson-Chalmers
James Matthews

ABSENT: None

Call to Order:

- Meeting was called to order at 7:00 p.m. All present joined in the Pledge of Allegiance.
- Members of the audience were welcomed and thanked for taking the time to attend the meeting.
- Mission Statement was read.

SUPERINTENDENT'S REPORT

- A moving celebration is scheduled at Arbor Hill Elementary School on Friday, June 20, 2008 at 1:30 p.m. Tours will take place from 4:00 to 6:00 p.m. Arbor Hill is going to be closed for reconstruction over the next two years. Students will be going into swing space at the Philip Schuyler School building between Washington and Western on North Lake for approximately two years. In September 2010 when that building re-opens as a newly reconstructed school it will have a new facade and a completely new interior. Everyone is welcome to this moving celebration.
- Albany High School baseball coach, Mr. Joey DiPiazza was recognized by the Times Union as the Coach of the Year. The varsity baseball team had a wonderful season. Congratulations to Mr. DiPiazza.
- Pine Hills Elementary School was recognized this past week as a Certified Audubon Cooperative Sanctuary by Audubon International. This is a prestigious environmental certification. This is an urban environment with not a lot of room to cultivate green space, and managed to create an environmentally and ecological friendly school. The school made an application and they were granted the award. They are one of 11 schools in the nation. The second in New York State to received this distinction.
- This is Mr. Matthew's last board meeting. Mr. Matthew's provided stability through a period of transition and a successful budget vote. Thank you to Mr. Matthew's for his leadership.
- Dr. Yvette Jackson, Chief Executive Officer and Marilyn Zaretsky, Project Director from the National Urban Alliance for Effective Education (NUA) are here this evening to answer questions related to the 2008-2009 NUA contract. This item was originally on the agenda for action. The agenda will be amended to move this item to a discussion item.

- Mr. Mark Prince, who will be appointed this evening as Principal for Giffen Memorial Elementary School was introduced. Welcome to Mr. Prince.

Mrs. Gaffuri made a motion to amend the agenda to move the National Urban Alliance for Effective Education (NUA) from an action item to a discussion item. Mr. Morris seconded the motion.

The board voted unanimously (6-0) to approve the motion.
Motion passed.

The following resolution was presented for approval.

**APPOINTMENT OF PRINCIPAL
GIFFEN MEMORIAL ELEMENTARY SCHOOL**

BE IT RESOLVED, that the Board of Education of the City School District of Albany hereby accepts the recommendation of the Superintendent to appoint Mark Prince to a three (3) year probationary appointment as a Principal with an initial assignment to Giffen Elementary School in the Administrative tenure area of Principal, commencing July 1, 2008 and ending June 30, 2011. Mrs. Gaffuri made a motion for approval. Ms. Doesschate seconded the motion.

The board voted unanimously (6-0) to approve the motion.
Motion passed.

OPPORTUNITY FOR PUBLIC COMMENT

1. Cathy Corbo addressed the board relative to a resolution approved by APSTA in opposition of privatization of any educational program in the Albany City School of Albany.
2. Robert Malerba addressed the board relative to the Diversity Council.
3. Mary Sloan addressed the board relative to the middle school enrollment process.
4. Nolene Smith addressed the board relative to middle school enrollment and a recent incident at Albany High School.
5. Beverly Padgett addressed the board relative to student suspensions.
6. Jillina Baxter addressed the board relative to student suspensions.

INFORMATION ITEMS

Elementary Literacy Program

The Board of Education heard a presentation on the Harcourt Storytown Literacy Program. The presentation included a review of this year's program that included outfitting the schools, training the literacy coaches, scaffolding staff members, supporting the principals and outreach to families.

- What does the district do in the summertime in terms of required reading? A "vacation" reading initiative has been developed for 5th & 6th grades, carried over to 7th & 8th. Books that go home as required reading have been expanded to include the high school level. Building team leaders have received a packet of books for summer reading for Pre-K to 5th grade students. Information relative to summer reading programs in the community has also been distributed. The district continues to celebrate those students who have read 100 books throughout the school year, which begins June 30th. Students receive certificates, signed by the Governor, at the end of the year. The district will have 600 students in the summer school program. Two hundred of those children will have access to a new reading program. There will be a lot of books circulating home this summer.

- Are all teachers on board with this program? To opt out is not an option. The program is monitored by the learning coaches on a daily basis.
- How are you involving volunteers and interfacing with after school programs and outside efforts to help students? Discussion of a successful volunteer program is part of the strategic plan currently being developed in the district.

Philip Livingston Magnet Academy School Under Registration Review (SURR) Report

The superintendent advised the SURR review was conducted in the spring by a review team designated by the State Education Department (SED). The district has been attending to the contents of the report and the district's responsibility to the required action steps. The letter received from SED, from Shelia Evans-Tranumm, the Associate Commissioner from School Improvements, specifically states that the report should help in the development of the schools comprehensive education plan, the calendar of activities that the school is responsible to and the local education agency's corrective action plan. As a result of the designation as a School Under Registration Review, the district is required to respond with two plans. One is a corrective action plan and the second is a comprehensive education plan.

The corrective action plan requires Board of Education adoption. This is a collaborative effort, with an obligation to involve the school staff, district leadership and the board, as well as the community. Right now the Building Leadership Team for Livingston, in collaboration with the district's Middle Level Education Task Force, a district wide committee comprised of representative from each of the middle schools, have developed the construct of the draft corrective action plan. The report and the corrective action plan have been shared with the Livingston PTA, who had an opportunity to respond and put it in proper context for the parental involvement piece. Discussion of the Corrective Action Plan is scheduled for the July 1, 2008 board meeting. The plan will then be posted to the district website with a link for public comment. The final plan will be presented to the board for adoption.

The Comprehensive Education Plan has been done annually for the last three years. The same process the district has had in place in the past will be followed. The plan is to be developed by the Livingston building leadership team, as required. The shared decision process in place at the school is used and SED officials are also engaged. There is a week in July designated for Livingston and Hackett for review. Board review is scheduled for discussion on August 5th with board approval on August 21, 2008.

The most significant items are the findings and recommendations of the report. The report identifies the strengths, which were many. In addition, every aspect of the school is reviewed. Those findings and recommendations comprise the body of the report that the Principal, Mr. Giglio, the building leadership team as well as the middle level task force and those bringing it forward to the board will consider as part of the Corrective Action Plan and the Comprehensive Education Plan. The review is primarily focused on instruction and learning.

Members of the Office of Facilities Planning at SED were brought in to look at the facility itself. The district is aware that the facility is in need of some significant capital repairs. In providing guidance in this report, Mr. Thurneau, the Director, indicated that there were no health and safety issues in terms of instructional spaces in the interior of the building. However, there are significant capital project needs for the building.

If the district is planning on using the building in the short term, anywhere from two to five years was fine. If there is going to be any long-term use of the building, a capital project plan for those serious renovations need to take place. The reality of the enrollment decline and the decision before the district about the middle school construct and the future use of this facility are all part of those decisions.

The report is extensive. Some of the recommendations are simple and others are more involved. They did recognize significant strengths within the building and also recognized some of the gains and growth that have occurred as a result of the building leadership team, the guidance that Dr. Dragone has been providing and the very capable leadership of Mr. Giglio.

The report was received April 29, 2008 and was immediately provided to the board members. This is on the agenda this evening to provide an opportunity for board members to ask questions and to provide information about the review to the public.

- Can the State Education Department recommend closing the building? Certainly, there are codes that need to be met and the State Education Department could revoke the Certificate of Occupancy, which in essence would compel the district to not use the building. In conversation with Mr. Thurneau, it was stated that the building could be used for another three years. In excess of that period of time, the district would have to think about a facilities plan. It was also noted that state aid only applies to building when there is a demonstrated need. Presently, that building is under-utilized and therefore there would be no state aid available for capital renovations to that facility.
- How can we continue to have NUA actively involved at Livingston, given the statement in the report that states the strategies from NUA have been discontinued? The NUA is very strong at Livingston. The entire staff is trained. There is only a small piece of the NUA program that has been eliminated, based on cumbersome implementation of that particular professional development piece.
- The actual conditions of the classroom and needed supplies. The review team was present at the school for three days. The equity of resources is consistent across every school in the district. If there are materials and supplies that are needed, Livingston is supplied at the same level as every other school in the district. Faculty and students are mindful of the importance of keeping the building clean.

There is concern about the decision related to the future of this building. In terms of the third middle school, when the decision was made to have a third middle school, the district had ample enrollment for three middle schools. After Myers was already three quarters finished there were three charter schools in the district. The change in enrollment figures is a result of the impact of charter schools. Recognizing the declining enrollment and making the decisions about Livingston is something that the district has before it. Livingston is planned as a middle school next year and planning for the future of the school will need to take place next year so that sound recommendations can be brought forward to the board to move to two middle schools and be sure there is a solid educational program in the two middle schools for all the students in the district.

- What is the response from the principal relative to the statement related to classroom management? This is always going to be a process. There are a lot of statements that were very specific, whereas, one teacher's set of rules might be slightly different than another. There was no sign indicating the full service room, the mission statement was not displayed. Those are simple fixes. Regarding classroom management, we are heading in the right direction with fostering relationships. The building is enthusiastically embracing the NUA. The NUA has been a wonderful vehicle to help foster relationships, adults to student and student to student. The faculty and staff have made great strides in building relationships and capitalizing on student's natural talents. New teachers, along with veteran teachers have embraced the NUA.
- What are two or three things that need to be done that will change the environment so the district will not receive this kind of feedback a year from now? Implementation of PBIS, Positive Behavior Intervention Services will take place, focusing on positive attributes and positive reinforcements customized to Livingston staff and students. Focus will also be on specific student academic needs, targeting those students who are below proficiency in ELA and Math.
- What is the projected enrollment? Projected enrollment is two hundred – two hundred and fifty students for the fall.
- How many of those will be 6th graders? Approximately 50 based on Arbor Hill going to swing space, 6th grade will be eliminated at Arbor Hill.
- To what extent are teachers accepting instructional practices? The ownership is there. A lot of this comes as a snapshot painted with a broad brush. You can go into a classroom in any building that are flawless and into another and you will see some of these things that are referenced. What the SURR team recognized was the fact that the building leadership was the team that was driving that ownership in the building and part of the recommendations are that the district continues to support the building leadership team, which will be reflected in the corrective action plan. The district has seen that ownership over the past three years. The hard work of faculty and staff result in an unprecedented number of students who were tested for state exams. Over 99% of the students in the school were tested.
- Do you have resources that are at a richer level than the other two schools that would make you somehow able to do more with the students at Livingston this coming year? There are grant funds available for the summer program. Also there are additional resources at Livingston that allows for lower student-teacher ratio.
- What else is more enriched than the other schools that allows for this school to have a private school experience? Professional development is enriched. The support of the learning coaches is enriched. There are more trained teacher supporting the embedded professional development and there are more community resources in the building. There are also Magnet resources that are provided that are beyond what the other schools do to support some of their theme electives.
- How many parents came to the June 5th meeting? There were 9 parents in attendance.
- What are we doing in addition to that to fulfill the commitment for the enriched parent-student engagement in that process? It's a daily occurrence for our full service room being the platform for that. District staff, parents and other service providers are involved with students on a daily basis. Parents are invited to meetings that they are then able to reach out into the community and welcome them in literally by helping them get rides and making them feel that they are free to come in during the day. Although the number at that meeting was low, on a daily basis this is a living community, The experience our students, parents and community have is that the school is a gathering place during the day where a lot of communication takes place two to three time a week with parents.

- Why would students choose not to go to Myers or Hackett and choose going to Livingston instead? One of the things that leadership is committed to this year is to determine how many parents might want to take advantage of the open enrollment at Hackett or stay at Livingston. As far as the personal reasons why families would want to stay. They are varied and some will wait for us to guide them in making the decision to change. As long as the district is offering three schools, that opportunity is there for parents. For some it may be proximity, for some it may be continuity, for some it is the familiarity and comfort and the level of service. In discussions with parents about the potential for moving to only two middle schools in 2008-2009, they were some concerns. However, absent the school deliberating closing, they will stay and they will be within their comfort zone until such time. The district has stated to parents that the opportunity for open enrollment will be provided. Depending on the number of students who want to remain at Livingston a viable program would be offered or some other adjustment. The reality of being well planned, not just to think about how those students transition to Hackett and Myers, how we enroll, but also how we build the program at Hackett and Myers so that we are actually welcoming and receiving a student by population, who by virtue of residency didn't come to those schools before.

The superintendent noted the district has taken improvements at Livingston very seriously for a number of years and is encouraged by the instructional improvement that is seen on a daily basis. The facility itself has great needs and there are many, many reasons that have led us to the result that we have today. There have been recommendations for the last two years to recognize them in the face of understanding that the district might not want – after the completion of the renovations at Hackett – students attending a school that would not be renovated. This decision has been presented a number of times and there has been a tremendous degree of resistance. However, in view of the declining enrollment and in accepting the reality and truth of the situation, the time to make the decision is now. This decision has to be very well planned, not just for the children at Livingston, but for the receiving schools as well. The district looks forward to the next year coming forward with those recommendations that address a number of concerns about the physical plant itself.

Educational Program for Suspended Students

The Board of Education heard a presentation on the educational program for suspended students. The board has recognized that there needs to be improvement in the Tutorial Opportunity Program for Suspended Students (TOPS) program. Discussion during the budget planning process indicated that the district wanted to grow the program and take it to a completely different form. The TOPS program is a half-day tutorial program for suspended students. As of this date, that program is empty. Not knowing necessarily what particular shape the program would have going forward, the district will be going to be using those resources in restructuring and the current staff in the TOPS program all have reassignments for next year.

In the spring the district talked about changing the program, using a contract service provider and the district put forward specifications. A draft construct was presented to the board with the intent that that draft construct would become the piece that becomes the specifications that the district would provide to contract service providers to say can you provide this program. This is the same construct that the board discussed in the spring. The original consideration was a program at Berkshire Farm, followed by a decision to do a program in Albany proper, using the same construct for the instructional program.

In that construct, there would be a full day, a minimum of six hours, for the instructional program. The program would accommodate approximately 75 students on average. That number would be less as the school year begins. Mid-year there may be more. This is a transitional type program. Students move in and out all year depending upon the length of their long-term suspension. The program will address the need of the whole child. Academic program in all content areas, core contents based on the NYS Regents Standards. They are credit bearing and it culminates in Regents credits where appropriate. It does not rely on lessons from the home school. All students would have an individualized learning plan. Instruction would be individualized.

There are agencies that can provide for the high behavioral, social, emotional needs of many of the students who are suspended from school, go back to school, suspended from school because of those issues that interfere with the learning process. The district would look for programs with proven success. Pending direction from the board, the district will move forward with outreach to service providers, St. Anne's Institute, LaSalle, Berkshire Farms, the Center for Economic Opportunity, to determine who can deliver services and at what cost. At the same time the district continues to look at a district construct program.

- How would the district handle consequences for bad behavior? It is already a suspension program. That is one of the issues that needs to be determined. Every student has a different profile and the consequence would be determined on an individual basis.
- What are we doing with 7th & 8th grade students? The program is 7th through 12th grade.
- Will the ratio be one teacher and two teacher aides for every ten students? That has not been determined at this time.
- If the district chose an outside agency, could the district hire those people into our bargaining units to avoid contract issues? There are a number of questions that could be posed to the service provider. At this point, consideration is either services would be provided by an outside agency or by the district. There are a number of issues that need additional discussion.
- The information presented thus far is not sufficient to determine what is going to be different for this group of students, whether the program is provided by a service provider or the district. What resources are we drawing on that we currently have available to us to guide us in what this student population is going to need in order to be successful? How is the district going to integrate current practice with, i.e. truancy into this program? How is the district going to address the concerns about students transitioning back into the regular classrooms? What constructs is the district using that we are currently seeing to guide what we are going to ask for in this proposal? When the district began to develop this construct, it looked for guidance from an organization that delivers this kind of service. The guidance that was provided to the district focused on the access to an on-line program of individualized pacing, which is something the district has been exploring. Students in the program would be receiving tutoring and at the same time other issues presenting problems for the student would be addressed. This program would not be simply time-out of school, but a place where academic deficiencies were being addressed, which accounts for the full day of instruction, as well as the individualized pacing, rather than relying on lessons coming from the home school.

- There is no state certification for the kind of teachers we are looking for here? Would it be beneficial to write a job description for the kind of teachers we would hire for such a challenge and include the kind of experience that you would want to see these teachers bring to the job. If that would help focus some of the issues related to staff from outside the district. Have you seen any job descriptions? When we start to talk about computer assisted instruction and on-line software there is a very specific type of training necessary. However, instructional teachers still need to be certified for the academic program. We talk about dually certified teachers and the kind of supervision that they would be providing. They would provide supervision for subject areas in assuring that students are able to move through their on-line application.
- Is there a strategy group that is looking at alternative programs? One of the result statements of the group looking at health and safety of students is to look at alternative education programs and to develop a think tank to continually evaluate the programs we have and come up with new ideas to enhance current programs.
- Is there any other group working on this? The strategic planning team worked on not duplicating the specific result statements.
- Who really is going to be developing the individualized plans? The program staff. There is a referral process and an intake process.
- I have significant concerns about adding an alternative program located at PLMA. We're emptying out Arbor Hill at least for part of the year and my question is whether or not the option of using Arbor Hill could be considered. Establish the program at Arbor Hill for a period of six months to determine how well the program is working.
- This program would include students from grade 7 through 12. How are these age ranges going to interact. Depending on the construct. Classes would be structured so that students would be placed appropriately.

A question was presented to the board as to whether or not there a sense from the board that the superintendent continue to explore the options outlined or is there a sense that the focus should be on less than all of those presented this evening? Continue to explore all options.

ROUTINE CONSENT ITEMS

Routine Consent Items were presented for approval including Transfers, Appointments, VADIR Audit Consultant Resolution, Reserve Fund Resolutions, Cabinet Member Contract Resolution, Charter School Public Hearing Resolution and Contracts (Parsons Family & Children Services). Dr. Barth made a motion to approve routine consent items. Ms. Mackey seconded the motion.

The board voted unanimously (6-0) to approve the motion.

Motion passed.

FACILITIES PROJECT REPORT

Electric Easement for National Grid at Thomas O'Brien Academy of Science & Technology and Giffen Memorial Elementary School

Resolution to Award Bid for Painting Contractor at Stephen & Harriet Myers Middle School

Mr. Morris made a motion to approve both action items in the same vote. Ms. Doesschate seconded the motion.

The resolution for Myers Middle School is for work that needs to take place now to repair a number of expansion joints in the school due to defects and design issues. The school attorney has recommended that the district pursue recovery of some of these funds. Discussion followed relative to the need for these repairs to take place and the assignment of liability for the needed repair. Mr. Morris made a motion to separate the two agenda items. Ms. Doesschate seconded the motion.

The board voted unanimously (6-0) to approve the motion
Motion passed.

Electric Easement for National Grid at Thomas O'Brien Academy of Science & Technology and Giffen Memorial Elementary School

Ms. Doesschate made a motion to approve the Easement for National Grid. Mr. Barnette seconded the motion.

The board voted unanimously (6-0) to approve the motion.
Motion passed.

Resolution to Award Bid for Painting Contractor at Stephen & Harriet Myers Middle School

Ms. Doesschate made a motion to approve the resolution. Mrs. Gaffuri seconded the motion.

The board voted 5 ayes and 1 opposed. Mr. Morris was opposed.
Motion passed.

DISCUSSION ITEMS

National Urban Alliance for Effective Education (NUA) Contract

Dr. Zaretsky and Mrs. Jackson of the National Urban Alliance for Effective Education were in attendance for the discussion. There have been a number of questions and concerns raised by board members regarding the NUA contract. There are specific areas that have been highlighted such as the high school, accountability, results, data evaluation, and the term of the partnership with NUA.

The term of the partnership as discussed at the time of the initial engagement with NUA indicated that the district could see data for significant evidence within five years, along with the assumption that the majority of the partnership or building capacity would be approximately five years. The district is now going into the third year next year. Keeping that as a frame, the district will look at next year at the level of engagement as the third year and then there would be two years after that at the same level of engagement and most likely the same cost level. Depending upon how the district sees its needs, the district may always want to be engaged at some level where new teachers go through the NUA partnership training or will the district have built its own internal, self-sustaining piece so that the district can do the training.

The partnership will always be there, supporting the district, based on the district's needs, to maintain fidelity to the skills and strategies, however that plays out in successive years. Know that the district is not at the same level in the high school as the other schools. Possibly, that commitment takes a different shape for the high school. The five year commitment for building capacity, seeing those gains at scale in terms of achievement and a weaning away and a customized partnership based on the district's identification of need for training, refreshers, etc. which you would do in any renewal element for any program.

Discussion continued relative to capacity building sustainability. The district has 51 coaches that are going to be working with NUA, participating in summer training. Their role is not only to currently go into the classrooms and support what is happening, but to be trained to be taking over training from NUA. These coaches will continue as an entity. Coaches will be trained to be teacher leaders who will be in the classroom taking on faculty meetings and peer coaching. The district will also be looking at the remaining two years to define measurable goals in terms of building capacity and sustainability, prior to budget discussions.

Relative to the high school, the results of the NUA instructional assessment indicate that teachers are frustrated in terms of student motivation. Students were saying they are frustrated. They want to have relevant and meaningful learning happening for them and they want that to take place not only in the content areas, but to look at world issues. There is a gap between the potential of students and what they are achieving. The issue is how do you provide the kind of training that is going to change expectations about the students. Professional development will be developed based on brain research that students need to see what is relevant and meaningful for learning to happen. There will also be a focus on identifying student strengths. Dr. Jackson shared an addendum to the contract.

March 27 conference day will be turned into a mini Albany Teaching for Intelligence Conference with presentations provided by district teachers. Students will be providing demonstrations, highlighting the motivation and relationship building that has taken place in the district. At the secondary level there would be ten additional teachers trained to take on the role of professional development. A quarterly report would be provided to the board. A higher level of coach participation would take place. There will be ten high school site visits by mentors to work with teachers and improve lesson designs.

Based on questions and concerns related to the NUA contract, Dr. Jackson presented a codicil to the original agreement. These are steps that will be taken to have deep penetration at the high school. Based on Dr. James Comer's Pathways to Learning, psychological, physical, ethical, cognition language and social. NUA mentors will assist parents, students, teachers and administrators in setting curricular, academic and social goals of the school and bringing the goals to light, building the social conditions and relationships that enable all student supports to work together to address the needs of every student, facilitate access to resources inside and outside the school to ensure all students have the support they need to succeed and support parental involvement by creating activities for parents to play active roles in their child's education.

- Input on monitoring? We started with teams from each building. Every person in the district office has been through training. Supervisors and principals know the strategy and the observation protocol to be sure that this is being implemented. Supervisors at district wide meetings, people from the buildings are sharing the strategies that link directly to the subject areas.
- Could there be a specific individual identified for the purpose of monitoring the program? The district would be looking at the possibility of creating this position in the future.

- I would propose the contract would be set up into quarterly payment so that quarterly data could be reviewed prior to approval for the next quarter. Typically, payments on contracts are made throughout the year. Any contract would have a termination clause so if there were some reason why the district was not satisfied, that would satisfy what the district would have as a legal requirement. Moving through the year with a contract renewal based on mid-year results becomes cumbersome.
- How much? How much longer? How will we know that we have reached our goals? The implementation in schools differs. There are some schools that are fully involved and others that are not. The high school is one. We are beginning that more comprehensive engagement of the high school. It may be five years, but it may not be the same for five years as it is for Harriet Gibbons that is fully engaged as a building decision. When we think about the sustainability, we talk about five years. We think about the cost to get it at scale with the district, which is the cost we are looking at next year and realistically for the following two years. Based on the district's evaluation and accountability system, if we are realizing the success we would want to always have some type of formal relationship. The part about building capacity and building at scale, the district is projecting five years. The district should have a formalized relationship and say that it really is a summer institute for all new teachers. There will be an ongoing relationship, but not at the present capacity. The district will be provided a sustainability plan and the idea of differentiation.
- In other school districts what measures do they use to determine whether they have reached their goals? We look at the professional development design and observation as to whether or not that is taking place in the classrooms. Evaluation of what should know and be able to do by the end of the first, second and third year?

If the codicil is acceptable to the board in terms of responding to questions and concerns, it will be part of the contract brought forward for approval at the next meeting. Meetings with the administrative staff at the high school have already started. Revisions to the contract will include the codicil and the sustainability plan. Future discussions will include extended financial information and sources for funding these expenditures as the board looks at a multi-year commitment. Based on the discussions that have taken place over the last several weeks, the revised contract will be presented at the next meeting for approval.

Student Code of Conduct Policy (#5300)

Extracurricular Activities Code of Conduct Policy (#5290)

Given the hour, board members were advised that the Policy Committee has reviewed the changes and questions and additional changes have been made. Board members have been provided the latest updated information. Board members are asked to forward feedback on the proposed changes. Further discussion on both policies will take place on July 1, 2008. A public hearing on the Student Code of Conduct will take place on July 22, 2008 and approval will be scheduled for the August 5th meeting. This will allow sufficient time for printing for distribution in September. Questions and responses should be emailed to all board members prior to discussion at the next meeting.

BOARD COMMITTEE REPORTS

No reports.

BOARD MEMBER ITEMS

Dr. Barth noted he has forwarded a survey to board members and the superintendent, which is being conducted by the State Education Department on Practices in Schools for Social and Emotional Development. Dr. Barth asked that the survey be distributed to school personnel. This is a statewide survey that will be analyzed in July.

Mr. Barnette received the TOAST yearbook with a request to share the document with the board.

Adjournment

Mr. Morris made a motion to adjourn. Ms. Doesschate seconded the motion. The meeting was adjourned at 11:20 p.m.