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MINUTES FOR SPECIAL MEETING OF OCTOBER 27, 2009

Call to Order

The Board of Education of Palo Alto Unified School District held a Special Meeting at the 25 Churchill Avenue, Room A, Palo Alto, California. Barb Mitchell, President, called the meeting to order at 9:00 a.m.

Members present:

Ms. Barb Mitchell, President
 Ms. Barbara Klausner, Vice President
 Ms. Melissa Baten Caswell
 Mr. Dana Tom
 Ms. Camille Townsend

Staff present:

Dr. Kevin Skelly, Superintendent
 Ms. Ginni Davis, Assistant Superintendent
 Dr. Bill Garrison, Director
 Mary Bussmann, Principal
 Lupe Garcia, Principal
 Eric Goddard, Principal
 Cathy Howard, Principal
 John Lents, Principal
 Kathleen Meagher, Principal
 Chuck Merritt, Principal
 Matt Nagle, Principal
 Mary Pat O'Connell, Principal
 Bill Overton, Principal
 Gary Prehn, Principal
 Susanne Scott, Principal
 Sharon Keplinger, Coordinator

Discussion

Review of Elementary Level
 Single Plans for Student
 Achievement (SPSA)

Mitchell thanked staff for the insights they provide. Skelly noted most of the Board members have served on site councils and that a lot of work goes into these reports. Davis commented on recent E=E training and noted comments made by teachers about working in the district.

Prehn spoke to the literacy program, noting there was a lot of collaboration. Guided reading is moving teachers and students forward. Continuum for learning is an integral part of what is best for students. Using kid-by-kid to understand the needs of their students; PAUSD really knows their students. He also commented on working with Joyce Gordon.

Scott said that in looking at Escondido they decided to work with Joyce Gordon. She addressed core writing for a consistent foundation, K-8. Work has included writers' workshop, six traits, core writing binder, conference with students, writing competencies. ERB test is used to assess writing levels. Provides a wealth of information about the program and students.

Meagher spoke about readers' workshop lab approach. Guided reading is a key component for intentional instruction. What is each student able to read, decode, and comprehend? Students learn to self correct, extending their ability to think about material. Independent reading occurs for those not participating in the workshop. Readers response journals for dialog with the teacher. Teachers are masterful at engaging the students.

Nagle is the newest principal to PAUSD. He has spent time with Pat Dawson and TOSAs. Briones is in its first year of the program and aligning the goals and practices. Staff is working on grade level meetings, which is newer for his school. Resources are helping improve practice. He is having ongoing conversations with all the principals.

Lents spoke about how this program is woven throughout the school. The library is key player in the collection, collaboration, classroom libraries, and helping to expand the program cohesively. Reading specialists are part of the strategy for reaching each student and weaving reading into every subject area. The special education team provides opportunities for students to have success in the classroom. ELL teachers infuse literacy administering self assessment to show student progress. Jennifer Abrams looks at teaching strategies. Specialists provide a broad safety net.

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O'Connell spoke to the pattern of progress in math. Differentiation provides small group instruction. CST is a tool, not a linear march; interesting and complex to stretch student thinking. *EDM* provides many supports for differentiation. Kid by Kid meetings are used to discuss math skills and how to provide support.

Howard addressed in depth professional learning—curriculum of *EDM*, instructional strategies, deepening teachers understanding. Math network and three-day institute and staff development held prior to start of school. There also are grade level release days and fact practice. Talking across grade levels about assessment and communication with parents. Ongoing collaboration discussion and planning among teachers is time well spent. Teachers are committed and informal dialog is occurring.

Merritt spoke about the implementation of the *EDM* program. The materials are rich and varied. TOSAs were very helpful with organizing those materials so they are available in an efficient and effective way. Professional development was organized by grade level which helped with planning and thinking deeply about implementation. Staff meetings provide teachers an opportunity to talk about the implementation. TOSAs are available to teachers for consultation. Communication with parents has led to increased involvement.

Bussmann spoke about multiple measures for assessment providing balance and evidence of progress. It also partners with parents to help children succeed. Teachers develop the plans for assessment from informal homework to formal assessment data. Self assessment is also used, which builds trust and personal responsibility. Looking for adequate progress or need for more support or for extension and enrichment. This is an active, engaging, dynamic process. There are regular and multiple ways of communicating with parents.

Keplinger spoke to social emotional development. Kid by Kid is used in this effort. School psychiatrists provide valuable information through observation. District behaviorists provide additional expertise. Trained aids and lunch aids all speak the same language for conflict resolution and social skill building.

Goddard spoke about the unstructured time of students, often most difficult to provide. Staff spends a lot of time making sure students are making connections. Partnerships with YMCA for athletics where they visit the school and have an after school program. There also is a walking club; milestones are recognized and teachers participate. There is noon art—which is parent driven—and other noon games, all eases the friction. After school programs are being brought in and wouldn't happen without the help of PTA. All staff members find way to bond with students.

Garcia addressed student leadership and community leadership. Empowering children to become part of the community and to make a positive difference. Examples are student council, crossing guards, green team, peer tutoring, and hall monitors which provide a positive connection to the school and adults. Parent outreach is a key copartner and is helped greatly by the PTA. It leads to better support of children and the community.

Overton spoke about character education. It transmits values to students and works for against bullying and toward friendship building. Each school has chosen a method for approach: second step, peaceful playgrounds, six seconds, empathy training, value of the month, care package (small groups), and book clubs. The barriers are time and money. There is a finite amount of time to provide instruction and address social emotional needs. He expressed concern about the cost to students when reaching academic goals.

Skelly noted this was a great opportunity to discuss the work of the schools and to learn from each other.

Mitchell appreciated how the material was presented. She asked about priority resources and support personnel with the looming budget dilemma. Bussmann noted CSR is a good place because of the cost, but concern for kid by kid process. Howard spoke about goals and target groups. Scott spoke about the safety nets that provide job effectiveness for principals through support staff. Garcia spoke about special needs students and the complexity of the issues they present. He asked the Board to move with caution. Goddard noted kids and families have complicated support needs. Overton spoke to what falls to the teachers. Prehn spoke about the crucial work of TOSAs in the longer look at the areas of work. Merritt commented that TOSAs are an institutional rudder for best practices and staying on course. O'Connell commented on building trust between teachers and students for safe classrooms. Staff needs permission to stop the lesson to address the need; students need to feel heard and open the filters so they can learn.

Baten Caswell commented on the presentation as being a helpful approach and knowing where the challenges are. Noted a lot has been added and asked what could be taken off principals' plates. Keplinger noted allowing for a three-year plan has helped. Merritt appreciated the literacy adoption delay by the state. Lents was concerned about how those who are left will have to continue with less support. Would like to look for different ways to provide PE, art, music; don't shift responsibilities from one group to another and eliminate crucial programs. Baten Caswell asked what can be removed. Overton spoke about DRA and add-ons—already too much. Delaying new adoptions helps as they take years to incorporate. Meagher spoke to the benefit of not adding *EDM* school by school; she appreciated cohesive approach. She also spoke about how to balance time and energy in responding to the community. Board could help with this demand for instant feedback. Bussmann commented on the need for resources to support whatever is being added. Prehn noted the math support was terrific; well planned for the years of this adoption to become ingrained. Work with Joyce Gordon has taken three years so far and still getting into this literacy approach. Need the three- to five-year approaches.

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Klausner noted she was disappointed the meeting wasn't videotaped; she was impressed with what is being accomplished. She asked what the 95% goal meant to principals. Howard noted it was already on their plates from federal government. She felt it was achievable for Palo Alto. Prehn said the trajectory was heading in the right direction anyway. Challenges are underrepresented minority students. Keplinger hopes Springboard will be part of the answer. Klausner inquired about redirecting resources between social emotional resources and academic needs. Howard using multiple ways to address social emotional needs, noting how children are being taught matters. Overton sees the 95% as a direction not a goal; worried about balance because the learning environment matters, along with proper priorities and flexibility. Scott commented on conversations with staff regarding services in addressing needs of students who can get marginalized—need to be vigilant. Learning will follow in a safe environment. Old paradigms have to go. Take time to look. Need intellectual honesty and flexibility.

Townsend noted education is a team sport. The work is being done to keep the trend in the right direction. Board gets a lot of emails, but parents may not be sold with *EDM* yet. Is there a conflict in *EDM* spending with more time on task? Nagle noted there is some anxiety with parents and even some teachers who are watching the implementation, but are patient. Merritt noted teachers are making the materials their own. The district has talented teachers who can take this on as they have done with any adoption. Townsend noted plans may not reflect the approach. Meagher recognized there is parent angst. Patience will be important.

Tom thanked everyone for the breadth of effort at each school and classroom and for addressing all the needs of every child, having the right mix for students allows them to achieve as a whole child. How do you decide where to apply your efforts for change for teachers to fulfill? Bussmann commented on work with teachers for what is happening in the classroom. Teachers participate in the decision for time and resources. Tom asked about underrepresented minorities, how do you choose where to spend your time. Howard said they look at the sub-groups and where there is success to determine what is occurring. Prehn noted they do a lot of reflection and refinement, continuous learning environment. Everyone is doing things differently than three years ago, but are making it better for kids. There is talk among colleagues as well. O'Connell said they reflect on the mission which drives the work; the work needs to be consistent with the mission. Otherwise, there can be too many distractions. It is part of the dance of leadership.

Skelly will talk to cabinet as the discussion continues to look at budget cuts and how to keep the fabric of sites working well.

Adjournment

The meeting was adjourned at 11:39 a.m.

Secretary to the Board

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MINUTES FOR REGULAR MEETING OF OCTOBER 27, 2009

<u>Call to Order</u>	<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 5:30 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. Steve Zhou, Student Board Rep, Gunn High School Mr. Jason Willick, Student Board Rep, Palo Alto High School <p>Staff present:</p> <ul style="list-style-type: none"> Dr. Kevin Skelly, Superintendent Dr. Linda Common, Assistant Superintendent Mrs. Ginni Davis, Assistant Superintendent Dr. Scott Bowers, Assistant Superintendent Dr. Robert Golton, Co Chief Business Official Mrs. Cathy Mak, Co Chief Business Official Dr. William Garrison, Director
<u>Adjourn to Closed Session</u>	<p>The Board adjourned to closed session pursuant to Government Code 54957 for Employee Evaluation regarding the Superintendent; pursuant to Government Code 54961 for Liability Claims – Ng vs PAUSD; Flusberg vs PAUSD; Miao vs PAUSD; pursuant to Government Code 54957.6 for Conference with Labor Negotiator Dr. Scott Bowers, regarding PAEA, CSEA, and Non-represented groups; pursuant to Government Code 54957 regarding Employee Discipline / Dismissal / Release; and for Student Discipline in Two Cases.</p>
<u>Reconvene in Open Session</u>	<p>The Board reconvened in open session at 6:32 p.m. Mitchell announced the board took action, as follows, on three liability claims.</p> <p>MOTION: It was moved by Townsend, seconded by Baten Caswell, and motion carried 5-0 to issue payment in the amount of \$436.41 in Ng vs PAUSD.</p> <p>MOTION: It was moved by Townsend, seconded by Baten Caswell, and motion carried 5-0 to issue payment in the amount of \$787.09 in Flusberg vs PAUSD.</p> <p>MOTION: It was moved by Townsend, seconded by Baten Caswell, and motion carried 5-0 to reject the claim in Miao vs PAUSD.</p>
<u>Approval of Agenda Order</u>	<p>MOTION: It was moved by Baten Caswell; seconded by Townsend; and motion carried 5-0 to approve the agenda order.</p>
<u>Student Board Representatives</u>	<p>Willick, of Palo Alto High School, reported homecoming week is ongoing; a rally was held during advisory and showcased a new Paly fight song; the quarter ended last week; there is online reporting by teachers; and he commented on the impact at Paly from the recent suicide.</p> <p>Zhou, of Gunn High School, reported on girls' water polo; homecoming was the previous week and students worked around the weather; student government was reviewing issues from the event; discussed the recent suicide and student-led promotion of communication among students and adults</p>
<u>Staff and Student Successes</u>	<p>Skelly noted the 120 commended high school students for the National Merit Scholarship included in the packet. He also commented on violin performances of Alexi Kenney.</p> <p>Skelly commented on the continuing work on the issue of suicide, impressed with how students at Gunn are working with staff. Staff is attending meetings on the state budget, working on reductions with the leadership team remaining faithful to the values, have reached tentative agreements with the bargaining units and hope to bring agreements to the Board on</p>

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November 10, 2009, action for on November 17; are pleased to work with Triona Gogarty (PAEA) and Jeremy Sakakihara (CSEA). Skelly spoke of his cycling to "Scaremeadow" and other schools with Townsend and Klausner. Staff is researching the achievement gap question raised at the previous meeting and will be providing information on November 10, 2009. Skelly then introduced Ann Durkin, new director of technology, who comes to the district from HP.

Durkin noted she was thrilled to be part of the district and that she is looking forward to meeting everyone.

Golton showed photos from walk/cycle day at the various schools, the Terman science fair, and Nixon tree planting. The construction update included the Citizens' Oversight Committee meeting, the El Camino fields at Paly, the Gunn pool and dedication, and the Gunn industrial arts building.

Consent Calendar

MOTION: It was moved by Tom, seconded by Townsend, and motion carried 5-0 to approve the consent calendar including certificated and classified personnel actions, warrants of September 2009, the Uniform Complaint (Williams Settlement and Valenzuela/CAHSEE Lawsuit Settlement) Quarterly Report for July 1-September 30, 2009, Addendums No. 3, 4, and 5 with Gelfand Partners, and the renewal of Student Teaching/Intern Agreements. The minutes for October 13, 2009, were pulled for separate discussion.

Klausner requested the minutes be changed to pull the phrase "in the not yet proficient category" from the eighth bullet on page two, feeling the term is confusing.

MOTION: It was moved by Klausner; seconded by Townsend, and motion carried 5-0 to approve the revised minutes with the correction as noted above.

Public Hearing

Notice of Intent to Adopt a Mitigated Negative and Declaration Draft Initial Study/Mitigated Negative Declaration for 780 Arastradero Road, Palo Alto, CA (Gunn High School)

Mitchell opened the public hearing.

Duncan MacMillan spoke about the traffic data presented in the report, referring to page 80, noting it only addresses half the traffic issues. He felt miranda needs to be addressed now or it won't be done for years. He asked for this priority move up on the list.

Penny Ellson spoke about mitigations and the need to address car trips, noting we can't expect load shift by continuing what is already being done. She would like to look at other trip reductions. Bike parking spaces are needed; car parking is probably underestimated as well. She referred the Board and staff to the document she sent.

Mitchell closed the public hearing.

Public Hearing

Notice of Intent to Adopt a Mitigated Negative and Declaration Draft Initial Study/Mitigated Negative Declaration for 50 Embarcadero Road, Palo Alto, CA (Palo Alto High School)

Mitchell opened the public hearing.

Penny Ellson indicated the same issues apply to Paly. The left turn pocket into the school needs to be reconsidered, same issues for bike parking, car parking, and supervision.

Mitchell closed the public hearing.

Information

Strategic Plan Goals and Accountability Results

Skelly indicated this is the second of two reports. Common thanked Garrison for gathering the data on high schools. The PowerPoint presentation reviewed:

- Purpose of the report
- Strategic Plan Goals 1 and 2
- The UC/CSU a-g course requirements
- Comparisons of Selected CA High Schools – percentage of students completing the a-g courses
- Number of students and percentage of those meeting a-g requirements for 2008 and 2009
- Number of African American and Hispanics students and percentage meeting a-g requirements for 2008 and 2009
- Number of students and percentage of those missing 1 or 2 a-g course requirements
- College Board SAT Exam mean scores and participation rates for 2006, 2007, 2008, and 2009 for Critical Reading, Math, and Writing
- SAT comparison for class of 2009 vs California and national for Critical Reading, Math, and Writing
- 2008 SAT Rankings: 10 Top CA High Schools for Critical Reading, Math, and Writing (including class of 2009 for Gunn and Paly)
- National Merit Students commended or semifinalists for Gunn and Paly 2008, 2009, and 2010
- AP Exams Taken, May 2009 Results for both high schools
- AP Exam Scores from May 2007, 2008, and 2009
- 2008 AP Rankings comparisons for selected California High Schools
- California Standards Tests proficient and advanced for science (biology, chemistry, physics) for 2007, 2008, and 2009
- California Standards Tests proficient and advanced for history/social science (social science, world history, and US history) for 2007, 2008, and 2009

Approved:

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- California Standards Tests proficient and advanced for mathematics (algebra I, geometry, algebra II) for 2007, 2008, 2009)
- CAHSEE – students fulfilling all requirements for graduation except the CAHSEE: 2006 – 0; 2007 – 1 (who has since graduated); 2008 – 0; and 2009 – 1

Mitchell congratulated students, parents, and teachers for these accomplishments. Board member comments included appreciation for progress on a-g requirements; noted the difficulty of the comparisons in light of the recent suicide; noted test scores are one piece of the puzzle and perhaps have an outsized significance; asked about classification of ethnicity and the recent change; asked about percent of students taking at least one AP test; inquired whether students are encouraged to take AP classes; asked if trends for AP score percentages are the same for individual classes; noted scores are different depending on the class, asked if AP classes taken are outside of PAUSD; asked what can be done to monitor a-g requirements for African American and Hispanic students; asked what is being done to scaffold these students so they can do better; noted the numbers are phenomenal, students need to realize how above average they are; would like a visual for students so they can understand how they look compared to the state and nation; asked how well the District is doing with data management; would like to extrapolate how many are taking at least one AP class; noted students are incredibly accomplished; commented on the complex issue of overstretching and balance while still encouraging students to take AP classes—need to address individual students; asked if student's AP scores have been correlated with student's grades in the classroom; asked if the data is broken out for gender; student reps asked what is being done to help the students not passing CAHSEE; asked about *Newsweek's* poll; asked about students not meeting a-g requirements and whether teacher advisors could help keep them on track; would like to ask principals about course offerings and what input is coming from students; and asked about students taking a-g courses through outside sources.

Information

Update on Project to Install Bleachers at Palo Alto High School

Skelly indicated this item was discussed at the October 13, 2009, regular meeting. Golton said staff is going back to the drawing board based on that discussion and further discussion with site staff. Future meetings have been scheduled and will be publicized for the public. This will include the landscaping plan for the Paly campus. The bleacher plans have been pulled from review by DSA. The plan is for replacement in summer 2011. The visitors' bleachers will be addressed this summer.

Public Comment

Catherine Martineau from Canopy offered help in care and enhancement of trees. She spoke of her conversations with staff in regard to the bleacher project. Canopy did not approve the approach presented.

Sharon Kelly, also from Canopy, explained her role in recent advice offered to the District. This had a positive effect at Gunn. She would like to provide more input for the El Camino fields and bleacher projects at Paly.

Board members comments included ongoing community membership; asked for clarification of which items will be discussed by the landscape committee; thanked staff for listening to the concerns and for looking for a compromise to address everyone's needs; asked for clarification of visiting bleacher timeline; and asked for 3D renderings of proposals.

Skelly thanked Jacqueline McEvoy, principal, and noted staff will look more comprehensively at the plan.

Open Forum

Public Comment

No one asked to address the Board.

Action

Springboard to Kindergarten

This item was discussed at the October 13, 2009, regular meetings.

Board comments included the value of networking; appreciated the generosity of the donors; noted it represents a leveling up for kindergartners and assessment of results; and noted this is multi prong approach to the achievement gap.

Motion: It was moved by Tom; seconded by Baten Caswell; and motion carried 5-0 to approve the Springboard to Kindergarten three-year pilot program.

Discussion

Summary of the 2009 Summer School Program and Proposal for the 2010 Program

Davis commented on what the summer school programs provide for students. Staff would like to expand the secondary program for the high school so students can work on a-g courses. Barbara Lancon, coordinator, thanked all who worked so hard over the summer on these classes. She outlined the sites, dates, and tuition. She noted the state continues to cut funding, so an increase is being requested as well as a sliding scale fees for intervention programs. Pat Dawson, professional development, spoke about the 2009 literacy program and progress of students. Melissa Hauer spoke about the math program.

Board member comments included asking about the intervention program and how parents will be informed about financial aid; asked if financial aid in the budget; asked about varying numbers from report to budget; asked about matched scores being tracked in the data systems; noted this would show the lasting impact and how we are doing in achieving the strategic plan goals; asked about math pre and post-tests; asked if the Barron Park college bound program being used in intervention; support tracking the long term results; asked about state restrictions and how they are being addressed; asked if intervention programs would be the same; noted it was good to see high school courses, being addressed; asked if there will be financial aid requests; asked for the dates for longer high school classes; asked if principals see a difference in their

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	<p>students in the fall and how it is discussed; would like to see principals be able to discuss that data; asked if expenses came in under the budgeted amount; expressed comfort with the proposal to charge a fee, but offer assistance; noted the significance of tying in CST scores into the assessment picture; asked if other assessments can be developed through summer school; would like to hear how CST data can be used starting with this past summer and perhaps the prior year's summer school testing data; suggested summer school might need to be longer; looked forward to supporting the proposal at the next meeting; appreciated the role the program plays; supported the comments about using the data to understand the impact in attaining goals; would like to see whether it could be expanded; and noted principals spoke well of these resources.</p>
<p><u>Discussion</u> Notice of Intent to Adopt a Mitigated Negative and Declaration Draft Initial Study/Mitigated Negative Declaration for 780 Arastradero Road, Palo Alto, CA (Gunn High School)</p>	<p>Golton noted there is an item for each high school to meet the California Environmental Quality Act (CEQA). The items will not return to the board until later in the year after input has been received. Hodges noted this is time for the Board to add their comments. All comments received will be compiled and possible amendments will be considered.</p> <p>Corey Barringhouse, ESA Associates, noted they looked at both of the master plans and the impact of their implementation to find impacts and how best to mitigate them to make them less than significant. He noted the 30-day public review is in progress. All comments will be responded to. Mitigation measures will be monitored.</p> <p>Board members comments included having the Sustainable Schools Committee review the information; noted the high speed rail could impact the plan and asked how does the District will react; asked about eminent domain; asked whether staff have Ms. Ellson's letter; noted support for requests of Canopy; asked if oral comments are included; and asked whether there will be cost information about mitigation costs in the final report.</p>
<p><u>Discussion</u> Notice of Intent to Adopt a Mitigated Negative and Declaration Draft Initial Study/Mitigated Negative Declaration for 50 Embarcadero Road, Palo Alto, CA (Palo Alto High School)</p>	<p><u>Public Comment</u> Kirsten Essenmacher felt there was insufficient information about the public hearing and asked for two additional weeks for comments. She expressed concern about the footprint of buildings vs landscapes.</p> <p>Board members comments included a question about noticing practices and looking for multiple ways to send the information outbound; and suggested the extension be advertised.</p>
<p><u>Discussion</u> Award of Bid for the Purchase of Smartboards</p>	<p>Mak noted that an excess of \$76,700 in orders for Smartboards have been received. Bid results produced one bidder. The bid is consistent with past work done by this vendor.</p> <p>Board member comments included asking why there was only one bidder. It was agreed to bring the item back on consent.</p>
<p><u>Action</u> Memorandum of Understanding (MOU) Among Basic Aid School Districts in San Mateo and Santa Clara Counties</p>	<p>Skelly noted the Board received information on costs.</p> <p>Board member comments included asking about those costs; would like numbers included in future requests to reconsider if the costs go higher; noted this was not an annual MOU, but can be canceled on 30 days notice.</p> <p>MOTION: It was moved by Klausner, seconded by Townsend, and motion carried 5-0 to approve the Memorandum of Understanding Among Basic Aid School Districts in San Mateo and Santa Clara Counties.</p>
<p><u>Action</u> Stipulated Expulsions (Two Cases)</p>	<p>MOTION: It was moved by Baten Caswell; seconded by Tom, and motion carried 5-0 to ratify the recommendation for stipulated suspended expulsion for the remainder of the 2009-10 school year for student 01-0910, and that the Terms of Expulsion be fully implemented</p> <p>MOTION: It was moved by Baten Caswell; seconded by Tom, and motion carried 5-0 to ratify the recommendation for stipulated suspended expulsion for the remainder of the 2009-10 school year for student 02-0910, and that the Terms of Expulsion be fully implemented.</p>
<p><u>Board Members' Reports</u></p>	<p>Townsend noted the City-School Liaison meeting would cover student mental health, the library bond, and technology at City and District libraries.</p> <p>Baten Caswell commended students and staff at Terman for their recent science fair.</p>
<p><u>Closed Session</u></p>	<p>The Board adjourned to closed session at 9:55 p.m. to complete business from earlier in the evening as noted above.</p>
<p><u>Adjournment</u></p>	<p>The Board reconvened in open session at 11:30 p.m. Mitchell announced the Board took no action. The meeting was adjourned at 11:30 p.m.</p> <p>_____ Secretary to the Board</p>