**STUDY SESSION MEETING
OF BOARD OF EDUCATION**

MINUTES

May 18, 2016

The meeting was called to order at 6:03 p.m. by President Tony Peña in the Boardroom at the District Office, 15110 California Avenue, Paramount California.

Pledge of Allegiance	Ranita Browning, Interim Assistant Superintendent-Business Services, led the Pledge of Allegiance.

Roll Call

Trustee Alicia Anderson   Trustee Linda Garcia
Trustee Tony Peña   Trustee Vivian Hansen
Trustee Sonya Cuellar

Administrators Present

Ruth Pérez, Superintendent
Ranita Browning, Interim-Assistant Superintendent-Business Services
Myrna Morales, Assistant Superintendent-Human Resources
Deborah Stark, Assistant Superintendent-Educational Services
Cindy DiPaola, Director-Maintenance & Operations
Greg Francois, Director-Secondary Ed. & Instructional Technology
Margarita Rodriguez, Director-Research
Beatriz Spelker-Levi, Director-Personnel
Roger Ramirez, Assistant Director-Maintenance & Operations
Kelly Anderson, Principal-Jackson School

Approve Agenda
May 18, 2016
1.142

Trustee Anderson moved, Trustee Cuellar seconded and the motion carried 5-0 to approve the agenda of the Special Study Session of May 18, 2016.

Ayes: 5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

Hearing Section

There were no speakers during the hearing section.

Human Resources

LCAP Fund Recommended Positions for 2016-17 and General Fund Recommended Positions for 2016-17

Dr. Myrna Morales, Assistant Superintendent-Human Resources provided the Board with information on LCAP and General Fund recommended positions for 2016-17. She added that the purpose of the presentation is to:

- Review a short history of reductions and restorations across the District
- Present recommended restoration plan
- Review current LCAP positions
- Describe utilization of new recommended LCAP positions

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Reductions:
- Since 2003, there have been reductions due to the fiscal needs and recommendations have come forward through a District Fiscal Stabilization Plan.
- Reductions ensured that the District was able to reduce expenditures when revenues were reduced.
- The District restructured school programs that would support students and reduce spending.

School Level Eliminations:

Position Eliminated	Restored
K-8 School Personnel	
Office Manager – 2003	Due to restructure to smaller schools, single track calendar and reconfiguration, this position is no longer needed.
Clerk Typist – 2003	With reconfiguration in 2009, staffing allocations restored these positions at 6-8 school sites
Assistant Principals at K-5 Schools	With reconfiguration in 2009, staffing allocations eliminated these administrative positions.
Paramount High School – Senior Campus	
School Office Assistant – 2011 (2 positions)	Restored in 2015
Sr. School Office Assistant – 2011 (2 positions)	Restored in 2012 and 2015
Guidance Technician – 2011 (4 positions)	Restored in 2011 (2 positions) and 2015 (2 positions)
Paramount High School – West Campus	
Sr. School Office Assistant – 2011	No request for restoration
Adult Education Center	
Sr. Accounting Clerk - 2013	Program was reduced significantly.

District Level Eliminations:

Position Eliminated or Not Filled	Restored
Educational Services	
Intermediate Clerk – 2003 (2 positions)	Not restored
IMC Clerk II – 2003	Not restored
Clerk Typist – 2003	Not restored
Office Assistant – 2009	Not restored
Administrative Assistant – 2011	Not restored
Business Services	
Administrative Assistant – 2009	Senior Payroll Technician restored in 2009
Payroll Supervisor – 2009	Payroll Technician restored in 2015

Human Resources	
Receptionist – 2003	Not restored
Personnel Clerk IV – 2003	Not restored
Personnel Clerk II – 2003	Personnel Clerk II – 2005
Human Resources Technician – 2007	Not Restored

School Level Reductions:

Position	Reduction	Restorations
K-8 Nutrition Services Personnel – 2009	12 to 11 and 10 months	Not restored due to the restructure of the schools and the school calendar.
K-8 School Staff		
K-5 Data Technicians– 2009	8 to 6 hours, 12 to 11 months	2016 hours back restored back to 8 hours based on need. Only needed 11 months due to school calendar.
6-8 Data Technicians School Administrative Assistant – 2009 School Health/Office Technician – 2009 Sr. School Office Assistant – 2009 Principals	12 to 11 months 12 to 11 months 12 to 11 months 12 to 11 months 12 to 11 months	Reduced during reconfiguration and implementation of a traditional single track calendar, schools closed for one month during the summer.
Adult Education Center		
Adult Education Counseling Tech. – 2013 (4 positions) School Administrative Assistant – 2013 Sr. School Office Assistant – 2013 Student Data Technician – 2013 (2 positions)	12 to 11 months 12 to 11 months 12 to 11 months 12 to 11 months	Adult School restructures from four sessions to three sessions with no classes on Fridays. The Adult School is closed during the month of August and there is no longer a 12 month need.

District Level Reductions:

Position	Reduction	Restored
Educational Services		
Accounting Assistant – 2009	12 to 11 months	Changed to Senior Accounting Assistant and restored to 12 months in 2014
Office Assistant – 2009	12 to 11 months	Not restored
Sr. Office Assistant – 2009	12 to 11 months	Not restored
Research Specialist – 2009	12 to 11 months	Restored to 12 months in 2013
Research Technician – 2009	12 to 11 months	Not restored
Student Services		
Child Welfare/Attendance Technician – 2009 (2 positions)	12 to 11 months	Not restored

Student Records Assistant – 2009	12 to 11 months	Not restored
Special Education		
Special Education Technician – 2009	12 to 11 months	Not restored
Transition Liaison – 2009	12 to 11 months	Not restored
Translation Services Assistant – 2009	12 to 11 months	Not restored
Human Resources		
Sr. Human Resources Technician – 2009	12 to 11 months	Restored to 12 months in 2014
Human Resources Technician – 2009	12 to 11 months	Not restored

Recommended Restorations:

Department	Position	Rationale	Funding	Costs
Ed. Services Secondary Ed.	Restore Administrative Assistant for Director, Secondary Ed.	Position was replaced with Office Assistant due to budget crisis in 2011. All director level positions should have Administrative Assistants	Shift funding of current position to grant for an increase of $	$11,000
Ed. Services	Restore Senior Office Assistant from 11 to 12 months	Extensive professional development, curriculum work is completed in summer, requiring a 12 month employee.	General Fund	$5,321
Ed. Services Student Services	Restore Student Services Technicians from 11 to 12 months	Parent requests for permits, transcripts, enrollment information during summer requires staffing during summer.	General Fund	$17,608 3 people
Human Resources	Restore HR Technician	New programs and initiatives have resulted in additional recruiting and hiring of classified and certificated staff	LCAP Base	$73,278
Human Resources	Restore HR Technician from 11 to 12 months	High volume of recruitment and employee processing at year end.	LCAP Base	$6,106

Current LCAP Funded School Positions:

Position	Schools	Number
• Coaches, TOSAs Additional Counselors	• K-12 Schools	40
• Teachers: Middle School Planning Period, Grade Span Adjustment, Maintain Staffing at Zamboni	• Middle Schools • K-5 Schools	53
• Teachers – CTE	• PHS, PHS West	12
• Teacher- AVID	• Jackson	1
• PE, Music Teachers	• K-5 Schools	8
• Teachers, Transitional Kindergarten	• K-5 Schools	5
• Counselors	• Selected Schools	6.5
• Grade Level Deans	• PHS	3
• Behavior Specialist • JROTC Instructor	• K-12 Schools • PHS	1 1
• AVID Tutors • Technology Instructional Assistants • Foster Youth Tutors • Attendance Staff	• Middle Schools, PHS West • K-12 Schools • K-12 Schools • PHS	23 18 3 3
• Custodial Staff	• Various Sites	5
Total Positions, Schools		182.5

Current LCAP Funded District Positions:

District Positions		Number
• Curriculum Specialists, Math, Science, CTE, GATE/VAPA	• Educational Services	4
• Program Specialist	• Special Education	1
• Attendance Specialist	• Student Services	1
• Director, Research and Evaluation • Director, Secondary Ed./CTE • Director, Leadership Development • Director, Early Childhood (50%)	• Research and Evaluation • Secondary Education • Educational Services • Early Childhood Education	1 1 1 .5
• Assistant Director, Operations • Administrative Analyst, Operations	• Maintenance and Operations	1 1 1 1

• Buyer • Carpenter/Glazier		
• Information Technology Staff	• Business	3
• Accounting/Payroll Staff	• Fiscal Services	3
• Office Assistant • Office Assistant	• Secondary Education • Curriculum and Projects	2
Total Positions, District		21.5

Proposed New Positions for 2016-17: Schools

Position	LCAP Goal	Explanation	App. Cost
College and Career Counselor **Buena Vista High School**	1	Provide resources and support for students to leave with a post graduation plan.	$105,000 S/C Funds
Behavior Intervention Specialist, **6-8 Schools**	1	Feedback from LCAP surveys communicated need to support middle school students with high behavior support needs.	$105,000 S/C Funds
Teacher on Special Assignment (TOSA) **Three K-5 Schools**	3	Expand pilot program from 3 to 6 schools to reduce behavior referrals, increase attendance of a target group of students to provide early intervention in elementary grades.	$315,000 S/C Funds
Science Coach **PHS West**	1	Support transition to Next Generation Science Standards; align with PHS's coaching support.	$105,000 S/C Funds
Total	6		$630,000 S/C Funds

Proposed New Positions in 2016-17: Educational Services:

Position	LCAP Goal	Explanation	App. Cost
Curriculum Specialist: K-12 ELD	1	Provide professional development on new ELD standards, designated and integrated ELD	$105,000 S/C Funds
Curriculum Specialist: K-5 ELA and Math	1	Support implementation of new K-5 ELA/ELD textbook adoption and inquiry based math instruction.	$105,000 S/C Funds

Research Analyst Data Base Specialist	1 1	Support integration of assessment data with Student Information System Provide schools support for on line testing	$95,000 $105,000 S/C Funds
Director, High School Accountability & Strategic Planning	1	Plan and lead High School Promise Initiative, facilitate strategic planning process, support and supervise selected secondary schools.	$150,000 S/C Funds
Senior Office Assistant, ECE Senior Office Assistant, High School Accountability	1 2	Support enrollment, parent communication for TK and pre-school programs. Support high school initiatives.	$65,000 $65,000 S/C Funds
Total	5		$690,000 S/C Funds

Proposed New Positions in 2016-17: Business Services:

Position	LCAP Goal	Explanation	App. Cost
Director, District Safety and Security	1	This position will plan, organize, direct and evaluate safety and security programs, develop strategies and procedures for protecting students, personnel, and property, coordinate with local law enforcement regarding activities and incidents and conducts training on security policies, procedures for safety and security.	$150,000
Total			$150,000 Base Funds

Director of Safety and Security:

District Safety Committee – Recommendations of Duties
- Assist with/approve school site plans for safety and security
- Standardize safety practices in school safety programs
- Provide a single point of contact for site administrators, district office staff and law enforcement
- Develop and maintain District and Departments safety and emergency preparedness manual
- Coordinate and evaluate security and emergency response training
- Supervise Campus Security Program
- Provide and oversee training of CSP's
- Develop and implement a centralized command center

Timeline:
- LCAP Public Hearing-June 8,2016
- Budget and Final LCAP Approval-June 22, 2016

Educational Services

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Instructional Technology to Support Learning, 6-8 Grade Digital Textbooks

Dr. Debbie Stark, Assistant Superintendent-Educational Services provided the Board with information on instructional technology to support learning and 6-8 grade digital textbooks.

Dr. Stark added that the purpose of the presentation is to:
- Review progress on the 1:1 pilot program at Jackson School; share progress in other districts.
- Provide information on PUSD's readiness and plan to expand the role of instructional technology with a digital textbook program in middle school Language Arts and ELD classes.
- Outline recommended next steps.

Superintendent Dr. Ruth Pérez provide the Board with Facts and Lessons learned from LAUSD:

Facts about LAUSD's Implementation of iPads:
- Apple contracted to provide the device with digital curriculum (there were very few publishers who had developed digital curriculum aligned with the new California State Standards at the time).
- Pearson had not completed the digital development of this product. It was completed on paper and reviewed by the state for English language arts. Eventually, the math was reviewed and also adopted by the state for K-8.
- LAUSD bought an incomplete product in terms of its digital development; many technical problems ensued with implementation at the initial schools.
- LAUSD sued Apple and recovered nearly $10 million as a result of the suit. LAUSD spent the $10 million for technology for more schools.
- Consequently, adopted math and Language Arts materials are both digital and print.

Lessons learned from LAUSD:
- The use of technology needs to be balanced with other materials, including print. We do not want to replace print with technology. We must learn to leverage what technology can do to enhance teaching and learning.
- Ensure that all curriculum adopted has included feedback from impacted stakeholders.
- Start with a small roll out.
- It is important to provide professional development and software on digital citizenship and anti-cyberbullying.
- Ensure policies are in place. A take-home policy was not put in place prior to distribution of the Ipads. All other policies were in place. An opt-in policy needs to be established.
- Ensure that if a pilot does not work, people understand the separation of technology versus curriculum use.
- Ensure schools have person and process designated for distribution, collection, storage of mobile devices.
- Ensure that contracts with publishers and technology companies are specific to expectations for delivery, implementation and recourse.

Dr. Greg Francois, Director-Secondary Education provided information on 1:1 Laptop Pilot -

- Beginning in December, 2015, a plan was developed to provide 90 students in grades 6-8 at Jackson Middle School laptops. Students have had laptops since February, 2016 (Attachment 1).
- Students use laptops to conduct research, access instructional videos and use Office 365 for technology based learning activities.
    - Monthly professional development on use of software to support learning and digital citizenship was provided.

1:1 Laptop Pilot Implementation Plan -
The following activities were planned and implemented to support the 1:1 Pilot:

September, 2015 Developed action plan outlining instructional benefits, curriculum connections, staff development and potential risks.	**October, 2015** Attended conferences. Researched local districts use of 1:1 technology.
October, 2015 Visited McBride High School, San Ysidro High School and interviewed site and district staff.	**December, 2015** Planned communication and professional development on digital citizenship, Microsoft 365, AVID curriculum connections for pilot teachers.
December, 2015 Planned communication and professional development on digital citizenship, Microsoft 365, AVID curriculum connections for pilot teachers.	**January, 2016** Ordered devices, security filter, tracking software and carrying case. Parents invited to attend mandatory meeting.
February, 2016 Facilitated mandatory parent meetings to review student safety, instructional benefits, written protocols, student expectations. Determined home internet need. Collected signed protocols. Distributed devices in school library (similar to textbook checkout process).	**February-May, 2016** Facilitated monthly teacher professional development, ongoing classroom observations.
May, 2016 Designed and administered survey to assess impact of 1:1 pilot on students, teachers and administrators.	**June, 2016** Facilitate meeting to debrief laptop pilot implementation including survey results. Determine next steps.

Protocols Assure Appropriate Use and Accountability
- Written protocols were created for student use and accountability. This included a Laptop Usage Policy and Student Contract (Attachments 2, 3).
- Protocols were reviewed and signed by parents during a mandatory parent meeting.
- A signed Laptop Student Contract was collected before

students were assigned their device.

What do parents say?
- After three months of implementation, feedback has been highly positive.

I'm grateful that my daughter had the opportunity to be a part of this great experience. I found that the laptop benefited my daughter greatly. She was able to access information she needed pertaining to school work wherever we were.
<div align="right">– Parent of a seventh grade student</div>

What do teachers say?
- Computers have enriched the learning process of my students. Having access to technology has made their learning more engaging. My students have opportunities to create power point presentations and in-depth research reports that were not possible before.
<div align="right">- Teacher, Jackson Middle School</div>

Jackson School Principal, Kelly Anderson thanked the Board for providing Jackson School with the support. She added that the support Jackson has received has been fabulous and has allowed the pilot program to take off. The level of engagement is great and the collaboration goes along well with the shift of instruction. It promotes independent thinking on different levels. She added that the experience has been great for students. She feels fortunate that Jackson School has been able to pilot it. Students come to her asking her if they could sign up for AVID.

Instructional Technology in Other Districts

District	Status
Downey Unified	Moving toward 1:1 implementation
Long Beach Unified	Currently have 1:1 at selected middle and high schools
Norwalk-La Mirada Unified	Currently have 1:1 at all middle schools and selected elementary, high schools.

Meeting Dates and Topics:

Date	Topic
January 26, 2016	Norms, Goals, ELA/ELD Framework Overview
February 10, 2016	District Lens, Program Types
February 23, 2016	Criteria, Materials Review: *Houghton Mifflin*
March 1, 2016	Materials Review: *McGraw-Hill – StudySync*
March 8, 2016	Materials Review: *Amplify – Amplify ELA/ELD*

March 16, 2016	Materials Review: *StudySync/Amplify,* comparison in Reading, Writing, and ELD
April 12, 2016	Materials Review: *StudySync/Amplify*, side-by-side lesson comparison Discussion and Consensus

6-8 Textbook Committee Members

Member	Grade or Course	School
Ana Azevedo	6-8 ELA Coach	Alondra
David Carser	8th Grade ELA	Alondra
Kirsen Veith	6th Grade ELA	Alondra
Lynn Butler	Principal	Alondra
Yvette Burton	6-8 ELA Coach	Hollydale
Kimberly Forsythe	7th Grade ELA	Hollydale
Samantha Valdivia	8th Grade ELA	Hollydale
Maggie Barrera	6-8 ELA Coach	Jackson
Heather Downs	7th Grade ELA	Jackson
Wendy McWhorter	8th Grade ELA	Jackson
Leilani Coco	7th Grade ELA	P. Park
Serena Cowser	6th Grade ELA	P. Park
Jovana Figueroa	6-8 SDC	P. Park
Jennifer Pierson	6-8 ELA Coach	P. Park
Patricia Real	6-8 SDC	P. Park
Jennifer Berkson	6-8 ELA Coach	Zamboni
Jissell Juarez	6th Grade ELA	Zamboni
Julie Ortiz	7th Grade ELA	Zamboni
Elisa Williams	8th Grade ELA	Zamboni
Kimberly Rosales	8th Grade ELA	TAP
Michelle Ignash	Program Specialist, Special Ed.	Ed. Services
Christy Marquez, Debra Bolds	Curriculum Specialists, ELA	Ed. Services

What is a digital textbook/program?

Christy Marquez Language Arts/ELD Curriculum Specialist added that the recommended digital program for 6-8 Language Arts and ELD is *Amplify ELA and Amplify ELD.*

This program integrates text, images, video, audio, and embedded

apps to provide engaging Language Arts and ELD instruction. Students:

- Gather evidence from challenging text.
- Solve complex problems that require the use of written text, video and audio to organize information.
- Communicate in writing with classmates and their teacher in real time.

Materials:

Amplify ELA comes with materials with reading selections that can be taken home for homework. These materials will meet Williams textbook requirements.

Why Digital?

The use of technology is embedded in all of the new standards, including Language Arts, math and science. The Language Arts Standards state that students will:

"…employ technology thoughtfully to enhance their reading, writing, speaking and listening and language use. They will…integrate what they learn with technology with what they learn off line."

The term "digital divide" describes the gap between regions that have access to current technology and those that do not. We need to assure our students have the same opportunities to enhance and extend learning through technology that students are getting in other parts of the state and country.

Durrell Jackson, Technology Curriculum Specialist shared with the Board that there are three types of devices to consider as we expand technology use. These include:

- Laptop
- Chrome Book
- Pen Based Laptop

Device Options and Projected Costs:

Laptop
Life Cycle: App. 6 years
Cost: App. $700
Standard student notebook computer purchased for 1:1 pilot at Jackson School and SBAC testing.

Chromebook
Life Cycle: App. 3 years
Cost: App. $300
A lower cost web browser device. Would require replacement after 3 years, requiring $600 for 6 years.

Pen-Based Laptop
Life Cycle: App. 5 years
Cost: App. $750
Notebook computer with stylus for note taking and math work.

Device Selection:
A focus group of middle school teachers, students and administrators will meet to review each device and make a recommendation on which best supports digital needs across curricular areas.

Classroom set up:

Each teacher implementing the middle school ELA and ELD program will need the support of a classroom set up to support the class set of devices for students. This classroom set up includes:

- Pen-Based Laptop
- Docking Station and Monitor
- Projector and wireless connection to laptop
- Cost: App. $2,200 per classroom

Procedures:

The following procedures will be used to assure devices are secure and students are accountable for appropriate use and care:

Procedure	Description	Responsibility
Device Check In and Out	• Students and parents must sign a contract before student is assigned device. • Devices are checked into the computer lab during vacation and at end of school year. Each device is bar coded and maintained in the District's Destiny management system.	Principal Library Technician
Replacement for Loss	• Each device contains tracking software. Students and parents notify school administration and law enforcement if a device is lost or stolen. • Principal informs Technology and a replacement device is provided.	Principal Technology Dept. Parent/Student
Repair for Damage	• A replacement device is checked out to students in the event of malfunction or damage while device is repaired.	Principal Technology Dept.

Addressing Digital Citizenship:

Digital citizenship is the appropriate, responsible behavior with regard to technology use. Teachers will use the iSAFE curriculum to teach digital citizenship, which addresses:

- Personal safety
- Privacy and security
- Online etiquette

To assure successful implementation, the use of devices will be phased in. This allows for a small, controlled beginning to determine what worked and what to refine before increasing in scale.

2016-17
12 Class Sets
→
2017-18
Additional 25 Class Sets
→
2018-19
1:1 in grades 6-8
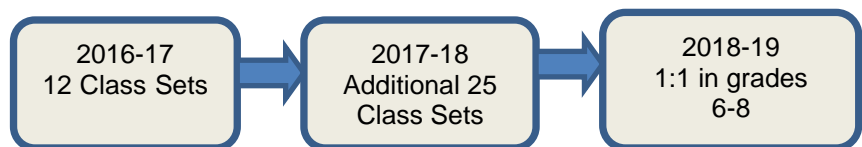
Three Year Projection: Instructional Technology

	Description	Use	Participating Classes	Number of Devices
2016-17	Class sets in 12 classrooms among all 5 middle schools	In school	12 classrooms	400
2017-18	Class sets in additional 25 classrooms among all 5 middle schools	In school	Additional 25 classrooms	900
2018-19	1:1 in all 5 middle schools	In school and at home	All 6-8 students	2000

Projected Costs and Funding:

	License and Materials	Funding Source	Technology (@$700 per device)	Funding Source
2016-17	$42,000	LCAP Base Funds	$280,000	LCAP S/C Funds
2017-18	$90,000	LCAP Base Funds	$630,000	LCAP S/C Funds
2018-19	$70,000	LCAP Base Funds	$1,400,000	LCAP S/C Funds
Total for first 3 years	$202,000	LCAP Base Funds	$2,310,000	LCAP S/C Funds
Years 4-6	$250,000	LCAP Base Funds	No or minimal additional cost	No or minimal additional cost

Next steps:

Recommend Amplify for adoption and early implementation for 6-8 Language Arts and ELD will be submitted for approval at a future Board Meeting (June 8).

After approval, plan early implementation for 12 selected classes, representing each middle school, to begin in 2016-17. Evaluate progress and communicate results.

General Services

Update: Superintendent's Entry Plan

Superintendent Dr. Ruth Perez shared with the Board an update on her Entry Plan and she will provide the Board with a full report upon the completion of the school year.

She shared with the Board her goals:
1. Build relationships with key stakeholders in and outside of the District. Assess current state of leadership dynamics and relationships.
2. Gain the trust of the Paramount community and begin to build

positive relationships with all organizations that support the school district.

3. Study data and trends on student academic achievement and progress to develop a plan of action for implementation in August 2017. The plan will aim at supporting and increasing academic achievement while supporting the four LCAP goals established and approved by the Board of Education.
4. Learn the instructional practices, LCAP initiatives, and interventions that are supporting student achievement, evaluate effectiveness of each initiative.
5. Learn the District's management and organization systems.
6. Work with a consultant affiliated with a university that will assist me in reviewing current work and support for students, especially subgroups that have unique needs. Additionally, the consultant will provide outside perspective toward the work and analyses made. This will assist the Superintendent to make the recommendations that will be presented to the Board of Education.

Dr. Pérez's Strategic Plan will include:
1. Objectives
2. A Theory of Action
3. Strategies for achieving stakeholder goals
4. Implementation Plan

Much of what she does is by means of visibility. She wants to gain the trust of the staff and community. Her recommendation of a new Director-Safety & Security comes as a result of looking at the organizational chart and asking questions. What practices do we have in place and what practices should we have in place that are supported by research that USC can help us put in place through Strategic Planning Process.

Dr. Pérez chose USC Rossier School of Education as USC studies best practices in Education to help leadership understand and analyze research and our practices to help us move forward and put our students at higher levels in education.

Dr. Pérez added that the Strategic Planning Process with support from USC Rossier School of Education timeline looks as follows:
- April – June 2016   Continue Stakeholder Meetings
- May – August 2016   Data collection and data analysis of stakeholder input
- Summer 2016   High Performance Analyses Workshops
- Sept. – October 2016 Refinement of Goals and Strategic Planning Activities
- November 2016   Strategic Plan Written
- December 2016   Strategic Plan edited, reviewed and finalized.

CLOSED SESSION

The Board adjourned to Closed Session at 7:48 p.m. to discuss Governance Team items.

5-18-16

OPEN SESSION　　　　The Board reconvened to Regular Session at 8:36 p.m. President Peña reported that they discussed governance team items.

There was no action taken in Closed Session.

ADJOURNMENT　　　　Trustee Anderson moved, Trustee Cuellar seconded, and the motion carried 5-0 to adjourn the Special Study Session of the Board of Education held on May 18, 2016 at 8:36 p.m.

Ayes:　　　5 – Trustees Anderson, Cuellar, Garcia, Hansen, Peña

_____
Ruth Pérez, Secretary
To the Board of Education

_____
President

_____
Vice President/Clerk

5-18-16