The minutes of the Study Session of the Board of Education of September 18, 2012 are being submitted to the Board of Education for approval at its Regular Board Meeting of October 9, 2012. The minutes are a complete and factual record of action taken by the Board of Education at its Study Session of September 18, 2012.

**THESE PROCEEDINGS ARE AUDIO PURSUANT TO GOV. CODE §54953.5**

**CALL TO ORDER:** The Study Session was opened at 5:05 p.m.

**ROLL CALL:** Aye – Johnson Aye – Holguin Aye – Rios Aye – Sayre Aye - Vackar

Administration Present
Judy D. White, Ed.D, Superintendent of Schools
Martinrex Kedziora, Ed.D, Asst. Superintendent, Educational Services
Mays Kakish, Chief Business Official
Henry H. Voros, Assistant Superintendent, Human Resources
Patricia Diener, Executive Secretary, Board of Education

**PUBLIC COMMENTS ON AGENDA ITEM**
There was one public speaker, but requested to speak after the power point presentation was done.

**STUDY SESSION**
A power point presentation was provided by Dr. Martinrex Kedziora, Assistant Superintendent Educational Services on Student Achievement

Dr. White stated that this Study Session was in response to a Board request to address student achievement, CST results, and API results. We also know that as we work together as a team, our teachers would implement best practices. The District has expectations in four focus areas; Student Achievement; Learning Environment; Collaboration and Resource Management.

Dr. Kedziora began the presentation by stating that an overview of the following would be part of this session:
- Estimated Academic Performances Index (API)
- Estimated Adequate Yearly Progress (AYP)
- Estimated Title III Accountability
- CAHSEE Summary 2011-12
- Estimated Program Improvement (PI)
- Summary
- Next Steps
Estimated Academic Performance Index (API)
Last year Base was 730 currently its 740

Elementary Estimated Site API Achievement Results
7 of the 23 elementary schools made 10 or more API points growth. The largest growth was at Butterfield and Sugar Hill.

Mr. Cleveland Johnson asked what was attributed to Sugar Hill going up that high as well as Box Springs.

Mr. Jesus Holguin asked what happened in Hidden Springs that they lost 20 points, what was the effect there and Sunnymead Elementary?

Mr. Rick Sayre commented that if the Principal at Armada can track the high performance, he will drill into the problem and see that it’s related to poverty and gang activity. The question is in terms of program improvement, it suits me well to have those programs in place to help those kids, if I’m Hispanic and speak only Mexican or Spanish and I end up in Moreno what are the expectations? How are programs tailored to facilitate the student with the particular need?

Dr. Kedziora stated, one of Dr. White’s goals is student engagement. The instruction should look similar from school to school. That helps students who come from place to place.

Mr. Rick Sayre asked, how do you deal with program approval in curriculum? There are two factors, figure out what works and stick to it. And the other is, the principals if you have driven motivated principals that will get the work done. How do we have data that supports program approved, why we are doing that and narrow down to the programs that do work? Narrow the program down. It’s a theme of mine, and as administrators and principals you should ask more of them. And not keep looking on programs floating out there. I’m looking forward to see implementation happening in other districts.

Dr. White stated, the latter slides will talk about what we asked schools to focus on. You will see a focus on the other slides. Every principals meeting I remind them of things to do and putting in place systems and now have a team that knows how to do things well. For example READ 180 we retrained in the entire district and we made sure to implement this. I believe Mr. Harold Acord would like to make this comment

Mr. Acord stated that successful schools are those schools doing something different and with the site administrators with great expertise, it’s important to remember there is not one silver bullet. Remember positive relationships with educators and teachers help with the outcome. We all work together with the district’s goals in mind. The site administrators are trying to see what works best for the students to meet their particular need; it’s important to see that and understand that.

Dr. Kedziora stated that all middle and comprehensive high schools made growth. Four middle and two high schools made more than 10 points growth. Badger Springs MS had the largest growth for a middle school and Valley View and vista Del Lago were tied for the highest growth for high schools. Badger Springs Estimated Site API Achievement result is over 700,
An error occurred at Bayside and Moreno Valley Community Learning Center in which 11th grade scores were attributed to MVCLC rather than Bayside. We are currently looking into the possibility of correcting this error.

Seven elementary schools now exceed the 800 API point target set by the State,
- Edgemont 812
- Chaparral Hills 810
- Hidden Springs 843
- Moreno 802
- North Ridge 863
- Ramona 826
- TownGate 815

Estimated Annual Yearly Progress (AYP)
The AYP is measured for English Language Arts and Mathematics. Unlike the growth model seen in the API, the AYP has fixed targets that measure the proficiency level of groups of students, and all groups are expected to meet these annual targets. The targets are shown as bold horizontal lines. The district and most of the subgroups are showing upward growth trends.

2012 Estimated AYP Achievement
Two schools met AYP targets school wide and for all their subgroups (Butterfield & Serrano).
Nine Schools only met ELA targets (Edgemont; Moreno; Ridge Crest; Sugar Hills; Sunnymeadows; Badger Springs; Landmark; Mountain View and Palm); and three schools met only math targets Box Springs; North Ridge; and Seneca)

Estimated Title III California English Learner Development Test Accountability
AMAO 1 – Percent of Students Making Annual Progress in Learning English
AMAO 2 – Percent of students attaining English Proficiency on CELDT (2a less than five years; 2B Five or more years
AMAO 3- Adequate Yearly Progress (AYP) for English Learner Subgroup (Not Met)

The CAHSEE is truly a high stake test. Since 2006 students have been required to pass both parts of this test; a condition for graduation. CAHSEE results are also used as the measure for AYP in high schools and as a component of the API. This chart shows how our students performed on their 10th grade census administration (ie., the first time they attempt the exam) since 2004. Passing rates on both the ELA and Math components have taken a slight dip this year.

Mr. Rick Sayre stated that there has to be something known to generate positive results. Is the principal and his staff responsible of implementation and working with MVEA in deciding what we will do together to support one another to reach those goals?

Mr. Harold Acord commented, there is a high school well above the average. The other thing is Mountain View has done some restructuring, to look at best practices and to implement them.

Dr. White stated, there is one school you mentioned well above our average. We have looked at what they are doing. When the county gave their report involved in AVID at 99% graduating; we have to take a look at that in having more than 90% graduating. With the County’s help we will
pilot elementary and middle school involved in AVID. There has to be some consistency practices. We are saying when this is implemented correctly we will have accelerated results.

Mr. Rick Sayre, said let’s talk about the percentage of AVID program and those kids that don’t migrate to AVID and are not low achievers but they don’t want that vigorous program. How do you plan to prepare those elementary students to be involved in AVID.

Dr. Kedziora addressed this question by saying, Ms. Mattox noted that there were not enough males in AVID and she developed a male and athletes AVID program. Those are two ways that a principal looked at her students and was able to provide AVID to those students that are not interested. Ms. Mattox developed advisory student and was instrumental in developing sessions which teachers are using and they are graduation coaches, they work to help all students in graduating and building relationships. They looked on how they can be more supportive and connect with students. Teachers’ feedback will determine if this works. **Mr. Rick Sayre requested to see those results when they are available.**

**Cohort Outcome Data**
Vista Del Lago HS was one of the top 5 in the county in reducing the dropout rate.

Ms. Tracey Vackar stated that the county office has been studying the dropout rates. I have been part of a series of workshops and strategies from other counties to be able to implement that. There is a series of additional support to help school district to be able to meet those challenges. County is taken this very seriously to help decrease dropout rates. As we look at high unemployment rate, how we find the connections to kids like Career Technical Education. Kids need to have skill sets to build upon should they not go on to college.

Mr. Cleveland Johnson asked if there was an average age of kids that just drop out?

Mr. Rick Sayre commented that staff was describing a kid with great tenacity to be at school and we are trying to connect them, the logic is if you only have a few credits, you cannot be here in school if you are a senior. I don’t think we should allow any child that is a senior by age, with 20 units to remain in a contemporary school unless there is a very structure and genuine plan even if it requires 5 years. I strongly believe tough love really works. I’m talking about being pragmatic. If we need to find out where we will lose the students, we need to stop pushing students through the system. I don’t have the answer, but we are making progress.

Mr. Mike Rios asked regarding the example of a senior with only 20 credits; if this is happening in our schools then the problem is bigger than we thought. I remember asking Dr. Kedziora to identify some ideas and provide numbers of how many students are behind? **Mr. Rios requested a copy of this information.**

Mr. Rick Sayre agreed with Mr. Rios and stated that we need to see those numbers, look for a solution and have Dr. White bring this forward for an open discussion.

Mr. Mike Rios asked if a student is behind 100 credits is there sufficient programs that could bring 100 credits in one year?

Dr. Kedziora stated that it can happen but it takes creativity.
Mr. Jesus Holguin stated the numbers that staff provides to us, will you have programs to implement considering there are other circumstances, social, language barriers and other circumstances that prevent students from graduating, how we help those students. How far in advance do we know the percentage of kids that will not make it, or can we project now from 5 years ago, and are we utilizing all resources. And are you communicating to the families, one issues is constant that the parents are not communicated with all the information. What can we do to improve in all those areas? How many times do we hear parents say that by the time they realize that their students are credit deficient it’s too late?

Mr. Sayre suggested that perhaps small group of sixth grade teachers have an open class not just traditional back to school, just a get together, split a PLC that focuses to connect with the families and invite parents to become interested in what their child is doing. Have some type of program to attract parents to come into the classrooms; interaction where parents come to classroom, and have the teacher take the time to have connection with the parent later and how do you continue the communication? Do we have an open house mid-year and have each teacher engage with parents. Do we have parent conferences? We can look at those to see how many are happening?

**Early Assessment Program**
This is how we determine if students are ready for college. High school principals, see how many students are ready for college.

**Advanced Placement**
Participation has increased 33% since 2010
The number of AP exams attempted has increased 43%

**Advanced Placement**
Scores on Advanced Placement exam range from 1 to 5 with 3, 4, or 5 usually being qualified scores to submit to participating colleges for credit or advanced course placement. 40.2% of students received passing score. This is a 2.7% increase from 2011.

**Program Improvement School & Status:**

<table>
<thead>
<tr>
<th>School</th>
<th>Status</th>
<th>District Technical Assistant</th>
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<tbody>
<tr>
<td>Armada</td>
<td>Year 5</td>
<td>Lilia Villa</td>
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<td>Bear Valley</td>
<td>Year 4</td>
<td>Dr. Buster</td>
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<td>Box Springs</td>
<td>Year 2</td>
<td>Dr. Rozeski</td>
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<td>Butterfield</td>
<td>Year 5</td>
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<td>Chaparral Hills</td>
<td>Year 2</td>
<td>Dr. Buster</td>
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<tr>
<td>Creekside</td>
<td>Year 2</td>
<td>Dr. Buster</td>
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<tr>
<td>Hendrick Ranch</td>
<td>Year 1</td>
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<td>Honey Hollow</td>
<td>Year 5</td>
<td>Dr. Buster</td>
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<tr>
<td>Midland</td>
<td>Year 1</td>
<td>Lisa Broomfield</td>
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<tr>
<td>Moreno</td>
<td>Year 2</td>
<td>Pam Bender</td>
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<td>Serrano</td>
<td>Year 5</td>
<td>Jessica Ax</td>
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<td>Sunnymead El.</td>
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<td>TownGate</td>
<td>Year 2</td>
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<td>Mountain View</td>
<td>Year 5</td>
<td>Maribel Mattox</td>
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<td>Sunnymead MS</td>
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<td>Maribel Mattox</td>
</tr>
<tr>
<td>Moreno Valley High</td>
<td>Year 2</td>
<td>Lilia Villa</td>
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</table>
Mr. Jesus Holguin asked what the role of the administrator is.

Ms. Tracey Vackar asked how we explain this to parents, even though the scores are over 800 but it shows that the school is still on program improvement.

Summary of Findings
- District API increased 10 points to 740
- Seven schools now exceed 800
  - Chaparral Hills, Edgemont, Hidden Springs, Moreno, North Ridge, Ramona, TownGate
- Fifteen schools had growth of more than 10 points
  - Alessandro, Badger Springs, Box Springs, Butterfield, Edgemont, Landmark, March Valley, Mountain View, Palm, Seneca, Serrano, Sugar Hill, Sunnymeadows, Valley View, Vista Del Lago
- District English Language Arts AYP increased to 48.3% proficient or advanced
- District Math AYP decreased to 46.7% proficient or advanced from 47.2%
- Sixteen schools continue in Program Improvement
  - Armada, Badger Springs, Bear Valley, Box Springs, Butterfield, Chaparral Hills, Creekside, Honey Hollow, Moreno, Moreno Valley HS, Mountain View, Serrano, Sunnymead ES, Sunnymead MS, Sunnymeadows, TownGate
- Two Title I schools entered Program Improvement Year 1
  - Hendrick Ranch, Midland

Next Steps
- Work with site administration to develop and understand targets needed to meet Safe-Harbor (September through November 2012) - [District Themes 1-4]
- Provide ongoing training for school staff in the appropriate use of data to inform instruction - [District Theme 1 & 3]
- Continue to develop and make user-friendly reports available on EADMS
- Continue to refine and develop benchmark exams that are valid and reliable indicators of student progress toward grade level standards
  - PLC feedback sheets collected after each exam
  - Benchmark revisions initiated after each exam and completed during school year
- Identify resources to support district-wide credit recovery systems (September through November 2012) – [District Theme 1 & 4]
- Create and support in-district professional development opportunities in order to develop a district focused approach to good first teaching (Direct Interactive Instruction)
  - Continue 5-day professional development (Leadership Academy)
    - Day One - Response to Intervention
    - Day Two - Direct Interactive Instruction
    - Day Three - Support for English Learners
    - Day Four - Support for Students with Disabilities
    - Day Five - Data Analysis
  - Teams of 3 from each site to be identified (Principal, MVEA Rep. and additional Staff Member)
- 5 Sessions: 
  - April 2012
  - May 2012
  - September 2012
  - October 2012
• November 2012
• Instructional Coaches will be provided in-district professional development in the Achievement Focused Coaches Model - [District Themes 1 & 4]
  • Eight days during the 2012-13 school year beginning August and continuing through May 2013

• Parental Outreach and Community Forums in English and Spanish will be presented to increase awareness of student achievement and graduation support (example: District College and Career Fair, September 22, 2012) - [District Themes 3 & 4]

• Personalized and standardized graduation plans to support increased attention to graduation rates (November 2011 through June 2013) - [District Themes 1 & 3]

• Early Identification and Support for At-Risk Students - [District Themes 2 & 4]
  • Sites will develop a structured approach to Response to Intervention (RTI) Principal Summit October 2012

• Coherent Instructional Program (November 2011 through June 2013 with continued follow-up over the next five years) - [District Themes 1 & 4] – Walk through, Principal Summit, October 2012

• Develop a High Performing School Culture (October 2011 through June 2013 with continued follow-up over the next five years) - [District Themes 2 & 4]
  • Shared Mission and Goals
  • High Expectations for All Students
  • Orderly Climate
  • Shared Leadership
  • Structure

• Data Driven Instructional Cycle - [District Themes 1 & 4]
  • Common Formative Assessments
  • Benchmarks
  • California Standards Tests
  • Data Teams through PLC process and Collaboration time
  • CAHSEE
  • AP Exams
  • Scope and Sequence Revision
  • Assessment Calendar
<table>
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<tr>
<th>Site</th>
<th>Initiatives (PLC, RTI, Read 180, DIBELS Next at all sites)</th>
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<tbody>
<tr>
<td>Armada</td>
<td>Project Moving Forward grant</td>
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<tr>
<td>Bear Valley</td>
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<td>Cloverdale</td>
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<td>DII, AVID</td>
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<td>DII, TK, Golden Bell 2012, Models of Excellence 2012, TLC</td>
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<td>La Jolla</td>
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<td>Site</td>
<td>Initiatives (PLC, RTI, Read 180 at all sites)</td>
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<tr>
<td>Badger Springs</td>
<td>QEIA, Standards Plus, DII, iPad</td>
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<td>DII, Innovate Ed, Graduation, Models of Excellence 2012, WASC</td>
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<td>Vista Del Lago</td>
<td>Innovate Ed, Teach Like a Champion (TLC), CAHSEE, Graduation, iPad, WASC</td>
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</tbody>
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### Site | Initiatives (PLC, RTI, Read 180 at all sites)
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Adult Education | 6 Year Accreditation, Program Self-Sufficiency
Alessandro | Increase return of students from NPS
Bayside | Counseling and Student Connection
Rainbow Springs | PLC
Headstart/Preschool | Connections to Families

#### Dashboard
Mr. Rick Sayre asked how do you ensure that the data is accurate?

#### History: 2004-05 Promotion Guideline Change
- New guidelines for middle pupil promotion were recently adopted in an effort to:
  - Retain only those students who have failed to make ANY progress towards meeting grade level standards;
  - Include all subject areas in the decision to promote or retain;
  - Make a “passing” grade in middle school consistent with a “passing” grade in high school
- To consider retaining a student in middle school, a student must have an overall GPA of less than 1.0
- A student who has an overall GPA of 1.0 or higher will be promoted.

#### Intervention
Retention and Social Promotions are a form of intervention
However…
- All research indicates retention is the least effective of all interventions.
- Social promotion is also not effective.

So what **is** effective?

#### Intensive Interventions – Achieve the Best Results
- Academic Intervention programs
- Connections to kids

#### MVUSD Has A lot to Offer
- Early Warning Indicators-Student Progress Monitoring System
- Academic Dashboard
- First Best Instruction
- Systematic Interventions
- Focused Scope and Sequence
- Assessments Aligned to Scope and Sequence
- Help Me Graduate Program
- Reclassification of English Learner Students
- Improved Placement Procedures
• Evaluation Committee

Rick Sayre
Mr. Sayre asked how do we evaluate a program? Is this still effective, what kinds of measurements are you looking for? Social retention does not solve problem but creates a problem. What are the incentives and the message that we give the student. If a student knows that he will not be held responsible and if the teachers feels that the administrator does not care. Maybe if you had the core programs like woodshop and home economics, kids would be more engaged. As a leader and a team what are we doing to create that team like Debbie Fay and M. Mattox? Is it the leadership that is not being aggressive?

Mike Rios
Mr. Rios stated that identifying the students that are falling behind and let them know we are trying to help them. What about identifying teachers who may not be happy where they are at, who may do better at another school. Or a teacher, who may be excellent at another school switch schools, maybe teachers would like to go somewhere else. We have teachers who have been with us for just a few years and are more effective with students than a teacher who has been with the district for years. You need to identify programs that are not doing well, and phase out the bad ones. Mr. Rios thanked Dr. Kedziora for the presentation, heard good news tonight. I’m glad to see that the District is moving forward; lets continue to work with the unions and work as a team.

Jesus Holguin
Mr. Holguin thanked staff for the presentation and for explaining the facts and factors; there is hope that this District will improve. There are many factors which need to be considered, academics, social economics and family issues that affect students’ lives. The school district has great teachers and great administrators. I hope that the desire is there from all levels starting from the Board of Ed to Administration down to the teachers to help each student to succeed. You have mentioned that when collaboration is there then it works for student achievement. We chose to be in this field and we know what should be the results. I have been in education for 27 years and continue to believe that every decision we make impacts student achievement. I see all the different programs in place, but how do we measure the results? When do we see the results and we need to make sure that we have good control over what is working or not working. We need to look at AVID programs which may work at one school but not be as successful at another. Maybe that also depends on the community from different schools. I’m hoping that we continue to monitor what works and what doesn’t. The numbers shared this evening are getting better, but we still need to see what the test scores will be. Hope the collaboration continues in other levels and that we are in it for the students. I appreciate the work and the collaboration with everyone.

Cleveland Johnson
Mr. Johnson thanked Dr. Kedziora and Dr. White for the presentation and all the hard work that was done to put this presentation together. We talked about the teachers and principals working together more closely to collaborate. I’m not advocating that we have conference calls every week, but somehow if we monitor closely, and hold people accountable we can do better. He urged that we continue to encourage all schools to reach the mark of 800 and nothing lower. Let’s encourage folks and raise the bar.

Tracey Vackar
Ms. Vackar thanked staff for the presentation; a lot of information was provided to the Board this evening and we need to continue to work together. She thanked Dr. Sue Buster and her team
for bringing forth the common core. We are ahead of many school districts at looking at this document. Ms. Vackar stated she had concerns relating to what are we doing to prepare our students after they leave MVUSD? She asked that staff bring back information to Board on how many of our kids actually graduate from college? What are we doing with children not moving on? Do they have skill sets? Once they go to college are they able to take core academics or are they missing that skill. How do our college rate compare with county and nationally? I don’t want to do huge implementation on mission statement. Mission statement is old and we need to change it and set new expectations and define clearly what our goals are. It doesn’t need to be long, just concise and everyone should know it. Don’t know what the best model is, would like staff to bring back to Board several models. We need to get to the meat of it and address it. Looking at information presented this evening, good to see where we are and close to hitting our 800 mark. Just need a bit more, let’s continue to grow and achieve. What were the changes and overcome for the following year. Ms. Vackar thanked Aaron for the Dashboard! As a parent and kid its important to monitor the credits. Parents think that students are achieving if they don’t know the marginal line and if the student really has the credit or not. A suggestion would be to place a message on Dashboard, a warning light – stop the car – you need to get your oil changed some kind of warning - contact your counseling department. As a student and as a parent they need to meet with counselor. Great service to have but if there are no warning signs it can’t be effective. Need to have FLASH WARNING!

Harold Acord
Mr. Acord stated that this study session was very enlightening. I do like the Dashboard also. He urged that we continue to work together for student achievement.

White
Dr. White thanked Dr. Kedziora for his hard work along with Educational Services staff who worked together to make this presentation. Dr. White commented that, administration has observed teachers working hard and are helping them to increase the engagement with teacher and student. Dr. White mentioned the purpose of walkthroughs; people are more conscientious and know that they are held accountable. Dr. White shared that this year she had been personally invited by four teachers to see how they have learned something through attending a professional development seminar and are implementing it in their classrooms. Dr. White stated that she appreciated the commitment of all unions and staff and thanked everyone for their leadership.

RISK MANAGEMENT
Dr. White stated that there had been a Board request to look into access to facilities on the weekends; using the playground. How much of risk is it? She shared her findings through Risk Management and that there were some areas of concern and asked if this item can be placed on an upcoming Agenda for further discussion. Some the concerns were Liability issues – opening a school campus to community, open to vandalism; potential lawsuit, falling off playground apparatus just to name a few.

There was extensive Board discussion and clarifications. There was Board consensus to hold a joint meeting with City Council and MVUSD Board of Education to discuss concerns that pertain to both School District and the City

Adjournment: There being no further item to come before the Board of Education, the Study Session was adjourned at 8:10 p.m.