

**MINUTES – BOARD OF EDUCATION REGULAR MEETING
Fresno Unified School District
April 27, 2016**

**Fresno, California
April 27, 2016**

Office of the Board of Education, Fresno Unified School District, Education Center, 2309 Tulare Street, Fresno California, 93721.

At a Regular meeting of the Board of Education of Fresno Unified School District, held on April 27, 2016 there were present Members Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez. Student Board Member Correa and Quintana were present. Superintendent Hanson was also present.

President Chavez convened the meeting at 4:31 p.m. and ADJOURNED at 4:47 p.m. to Closed Session to address items 1 through 6. The Board reconvened in Open Session at 5:30 p.m.

Staff Present

Deputy Superintendent/CFO Quinto, Associate Superintendent Sanchez. Executive Director of Student Services Dorsey, Executive Director of Constituent Services Plascencia, Chief Academic Officer Mecum, Chief Human Resources/Labor Relations Officer Idsvoog, Chief Operations Officer Temple, Chief Information Officer Arias, Chief Technology Officer Madden, and Chief of Staff Nelson.

UNSCHEDULED ORAL COMMUNICATIONS – *spoke prior to Closed Session.*

The following individuals spoke about the district's decision to move Sandra Toscano from Addams Elementary to Ewing Elementary. Staff and parents want to be involved in the process before such moves are made. They want their voices to be heard.

Mo Kashmiri
Ricardo Gonzalez
Ms. Gonzalez (daughter)
Veronica Figueroa

Reporting Out of Closed Session

There were no items for this portion of the agenda.

PLEDGE OF ALLEGIANCE

Marielena Zepeda, a parent that has had a positive impact at King Elementary, led the flag salute.

APPROVE Minutes

Approved as recommended, the draft minutes for the April 13, 2016 Regular Meeting. Member Mills moved for approval, seconded by Member Davis, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

ADOPT Resolution Proclaiming May 2-6, 2016 as Teacher Appreciation Week

Adopted as recommended, a resolution proclaiming May 2-6, 2016 as *Teacher Appreciation Week*. Fresno Unified teachers work collaboratively with the Board of Education, Superintendent, administrators and staff in support of the district's goals and core beliefs in increasing student achievement and preparing career ready graduates.

Member Mills moved for approval, seconded by Member Davis, which carried a roll call vote of 9-0-0, as follows: AYES: Student Board Members: Quintana and Correa, Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

ADOPT Resolution Proclaiming May 11, 2016 as National School Nurse Day

Adopted as recommended, a Proclamation declaring May 11, 2016 as *National School Nurse Day*. National School Nurse Day is a time to celebrate the nursing profession and the specialty of school nursing. The Board of Education of Fresno Unified officially declares May 11, 2016 as National School Nurse Day and recognizes the unique contributions of our school nurses to the health and well-being of our children.

Member De La Cerda moved for approval, seconded by Member Davis, which carried a roll call vote of 9-0-0, as follows: AYES: Student Board Members: Quintana and Correa, Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

RECOGNIZE the Fresno High School Cheerleading Team

Recognized the Fresno High School (FHS) Competition Cheer team made history during 2015/16, being the first ever FHS cheer team to qualify for U.S.A. Nationals with a first place showing at a regional competition in Sacramento. In March, the FHS cheer team traveled to Anaheim where they competed against some of the nation's top co-ed cheer squads and placed 9th. The FHS cheer team is proud to represent the Fresno Unified School District as a top 10 team in the nation!

HEAR Reports from Student Board Representatives

Student Board Representatives, Macie Lawson and Benton Johnson, provided comments/reports from the Student Advisory Board Representative meeting hosted by Fresno High School. Member Mills attended their meeting. Student Board Representative Macie Lawson acknowledged the student ambassadors from Fort Miller Middle School who shared highlights of various school activities and experiences.

HEAR Report from Superintendent

- Superintendent mentioned that we are in the final stretch of the school year and encouraged everyone to focus on a strong finish, Superintendent Hanson shared that parents interested in making sure their students finished the school year on the right foot could register to receive EduText daily grades and attendance updates. Superintendent Hanson provided details on how to register using the unique Parent PIN which can be found on a report card, progress report, ATLAS parent portal or through the school office.
- Graduation season is coming quickly with our first ceremony on May 23 with Design Science. A complete list of graduation ceremonies is available along with the school calendar on the district website.
- May 10, the district will honor this year's 45 Fresno Unified Scholarship recipients at our first ever scholarship awards dinner. In years past we have recognized these hard-working individuals during a board meeting, but with the growing number of recipients it's harder to accommodate friends and family who want to attend. This year, with the support of community sponsors we are hosting a special awards dinner in their honor. Individual tickets are \$10. Table sponsorships are available. To reserve tickets, call Parent University at 457-6006. Superintendent also shared a video of Roosevelt's Graciela Bastidas, just one of the 45 scholarship recipients that will be honored on May 10.
- Superintendent Hanson thanked the parents of Addams Elementary for providing their input last week around what they are looking for in a new principal. Current principal- Sandra Toscano is moving to Ewing Elementary at the beginning of next school year. A few parents will be sitting on the interview process as we move forward with finding Mrs. Toscano's replacement at Addams.
- Superintendent previewed the budget presentations from Adult Education, the Chief Academic Office, Elementary and Secondary, Health Services, and Special Education.

On a motion by Member Davis, seconded by Member De La Cerda, the consent agenda, exclusive of agenda item: A-4, A-6 and A-7 which were pulled for further discussion, was approved on a roll call vote of 9-0-0 as follows: Student Board Members: Correa and Quintana, Members Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

APPROVED, as recommended is the Personnel List, Appendix A, as submitted.

- A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board ADOPTED, as recommended** the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the April 13, 2016, Regular Board meeting.
- A-3, APPROVE Carl D. Perkins Applications for Funding APPROVED, as recommended** the Carl D. Perkins applications to provide funding for Career Technical Education programs for Secondary and Post-Secondary (Adult School) schools.
- A-4, APPROVE Request for Proposals (RFP) 15-35, Heating/Ventilation/ Air Conditioning (HVAC) Preventive Maintenance Program APPROVED, as recommended** RFP 15-35 to provide HVAC preventive maintenance service and repairs on eligible district units under the PG&E Commercial HVAC Quality Maintenance Program, which provides financial incentives and rebates for quarterly HVAC preventive maintenance. This agreement is for three years with the option to extend for two additional one-year periods. The RFP was lawfully advertised on July 10, 2015 and July 17, 2015. Notifications were sent to nineteen (19) vendors and seven (7) construction trade publications.

Proposals were evaluated on each proposer's ability to meet or exceed the requirements set forth in the RFP. Based on an extensive review, staff recommends award to the best value respondent:

New England Sheet Metal Works Inc. (Fresno, California) \$1,480,000 (estimated)

Member Davis – Can you please clarify the agreement?

Karin Temple – This agreement is for a preventative maintenance program in partnership with PG&E who is providing the funding. This is to award a contract to New England Sheet Metal Works Inc. to do the preventative maintenance work. This agreement is for three years with the option to extend for two additional one-year periods.

Member Davis – When will this contract start?

Karin Temple – This contract will be once it is approved we are ready to go.

Member Davis moved for approval, seconded by Member Mills, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

- A-5, APPROVE Bid 16-21, Duncan Polytechnical High School Gymnasium New Cooling Addition APPROVED, as recommended** Bid 16-21 to provide cooling to Duncan Polytechnic High School's gymnasium and weight room where there currently is no cooling. The project will replace gas-fired heaters with refrigerated packaged air conditioning/heating units. Installation of cooling will improve student, staff and community comfort levels, and increase energy efficiency. The request for bids was lawfully advertised on February

23, 2016. Notifications were sent to ninety-one (91) vendors and four (4) construction trade publications, and the district received four (4) responses. Bids were opened on March 22, 2016.

Staff recommends award to the lowest responsive, responsible bidder:

Lawson Mechanical Contractors (Fresno, California) \$359,661

A-6, APPROVE Bid 16-22, Education Center Elevator Upgrade

APPROVED, as recommended Bid 16-22, for upgrade of the Education Center elevator to increase operating reliability. The project will also upgrade the existing fire alarm system. To accelerate the project timeline, the elevator components were previously purchased by the district. The request for bids was lawfully advertised on March 2, 2016. Notifications were sent to seven (7) vendors and four (4) construction trade publications, and the district received one (1) response. Bids were opened March 28, 2016.

Staff recommends award to the lowest responsive, responsible bidder:

ThyssenKrupp Elevator Corporation (West Sacramento, California) \$148,474

Member De La Cerda – Can you please review the needs and the timeline for the upgrade for the elevator?

Karin Temple – The parts for the elevator have been procured and this bid award is for ThyssenKrupp to do the work. It will take about 10 weeks to completely rehabilitate the elevator. We are planning to take the elevator off-line the day after the last board meeting in June.

Member De La Cerda moved for approval, seconded by Member Davis, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

A-7, APPROVE Agreement with City of Fresno to Fund a Portion of the Cost of New Police Department Positions Under a Community Oriented Policing Services (COPS) Hiring Program Grant

APPROVED, as recommended an agreement with the City of Fresno for the district's contribution to the cost of 15 new Police Department positions provided under a COPS Hiring Program Grant through the US Department of Justice. The grant will fund a portion of 14 Student Neighborhood Resource Officers and one Sergeant to provide proactive enforcement on middle school campuses and in surrounding neighborhoods. Per the agreement, the City and Fresno Unified will each support 50% of the cost of the positions not covered by the grant. The agreement is for the period May 1, 2016 through April 30, 2020, based on the grant period.

Member Mills – Why is Hamilton not listed as part of this agreement?

Karin Temple – Hamilton was inadvertently left off this list on the agenda item but Hamilton is listed in the contract.

Member Mills – Do you show Hamilton on the list as mentioned by Ms. Temple?

Deputy Chief Nevarez – Yes, Hamilton is on the list. Hamilton is listed as a floater school and that is where the officer will be assigned as a base of operation. The officers are assigned to the schools and the area around the schools.

Member Ashjian – Can you explain the coverage of area that the officer at the floater school would be responsible for?

Deputy Chief Nevarez – As policing matters present themselves, if there is a need to go to another school we would dispatch them to that school.

Member Ashjian – Are you saying that they will pull an officer from a school instead of pulling officers in that area?

Deputy Chief Nevarez – If there is an emergency situation at another school certainly we would put out a request for officers in the area. What I was referring to perhaps are policing issues that might come up that are not necessarily of an emergency nature. Those are situations that we would assign officers momentarily to help.

Member Davis – What will be the hours of operation for these officers?

Lieutenant Garza – Tentatively their schedule is Monday – Friday at this time. These officers get premium pay which means that they will be able to flex their schedule depending on what is happening at the schools. SRO's have base hours and the SNRO's have flexible schedules.

Member De La Cerda – Can you please explain what a SRO is and SNRO for those of us who don't know what the acronym stands for?

Lieutenant Garza – A SRO is a Student Resource Officer that works at a high school and SNRO is a Student Neighborhood Resource Office that works at a middle school and the surrounding neighborhood, they also work as a liaison to all the feeder schools.

Member Mills moved for approval, seconded by Member De La Cerda, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

A-8, APPROVE Expansion of Independent Contractor Services Agreement with Dr. - Graphix

APPROVED, as recommended an Independent Contractor Services Agreement with Dr. - Graphix to expand support and consulting services in the design and development of the LCAP Executive Summary report for Parent University and Equity and Access.

A-9, APPROVE Independent Contractor Services Agreement with Infor

APPROVED, as recommended an Independent Contractor Services Agreement with Infor to provide maintenance technical support for the Human Resources Lawson program. This short term contract will be completed by June 30, 2016. Information Technology recommends the approval of the Infor contract from April 1, 2016 through June 30, 2016 for a maximum of \$17,860.

A-10, RATIFY Submission of Grant Applications to the California Department of Education's Fresh Fruit and Vegetable Program

RATIFIED, as recommended grant applications for 66 schools to the California Department of Education Fresh Fruit and Vegetable Program (FFVP) seeking funding to offer a free fresh fruit or vegetable snack daily to students at elementary schools. California's FFVP funding for 2016/17 is expected to total \$12.4 million. Grant awards will be based on student enrollment and range from \$50 to \$75 per student per school. As required by federal law, schools will be selected based on their percentage of students eligible for free and reduced-price meals. The schools identified for participation represent all elementary schools meeting the eligibility criteria of having 50% or more students eligible for free and reduced-price meals.

A-11, RATIFY Grant Application to the California Department of Education for the 2016/17 Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

RATIFIED, as recommended a grant application to the California Department of Education (CDE) for the 2016/17 Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (AEFLA) grant seeking supplemental funds for Adult Education to: (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain education and skills; (3) assist adults in attaining a secondary school diploma and postsecondary education and training, including through career pathways; and (4) assist immigrants and other individuals who are English language learners.

A-12, RATIFY Agreements with State Center Community College District

RATIFIED, as recommended three Agreements between Fresno Unified School District and State Center Community College District (SCCCD). These agreements provide shared services of the following positions at 100% to work at the State Center Adult Education Consortium (SCAEC) office: Director, Regional Coordinator, and Office Assistant III. The term of the agreements are for the 2015/16 fiscal year.

A-13, RATIFY Independent Contractor Services Agreement with California Teaching Fellows for 2015/16

RATIFIED, as recommended the California Teaching Fellows contract for Burroughs Elementary School. The program commenced on August 17, 2015 and will end on May 31, 2016.

A-14, RATIFY the Filing of a Notice of Completion for the Energy Services Contract at Roosevelt High School

RATIFIED, as recommended a Notice of Completion for the following project, which has been completed according to plans and specifications:

RFP 15-32 Energy Services Contract at Roosevelt High School, Phase 1A and 1B

A- 15, RATIFY Purchase Orders from February 1, 2016, through February 29, 2016

RATIFIED, as recommended information on purchase orders issued from February 1, 2016, through February 29, 2016. Purchase orders for \$10,000 or more are presented first, followed by purchase orders for less than \$10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided.

**END OF CONSENT AGENDA
(ROLL CALL VOTE)**

UNSCHEDULED ORAL COMMUNICATIONS

The following individuals spoke about the District's decision to move Sandra Toscano from Addams Elementary.

Faustino Sambrano, Kristin Ringer, Maria Suarez, Antolin Garza, Yclaudette LeFall, Michael Turner, Rosalina Carson

Adela Dominguez-Jordan – Thanked the Board of Education and provided an update on Sunset Elementary.

Howard K. Watkins – Thanked the Board of Education on making on the decision to explore options in curriculum about conception to age two.

Edison Green Academy – Spoke about the importance of climate change.

B. CONFERENCE/DISCUSSION AGENDA**B- 16, PRESENT and DISCUSS the 2016/17 Strategic Budget Development**

PRESENTED and DISCUSSED. The Governor released the proposed State budget for 2016/17 on January 7, 2016. The Board of Education has discussed the Governor's proposal and the potential impacts on Fresno Unified, as well as the strategic budget development process, at the following Board of Education meetings:

- January 20, 2016
- February 10, 2016
- February 24, 2016
- March 30, 2016
- April 13, 2016

In addition to the strategic budget development discussions listed above, the 2015/16 Second Interim Financial Report was presented to the Board of Education on March 9, 2016. On April 27, 2016, staff and the Board will continue budget development discussions. Fiscal impact: Not available at this time. Contact person: Ruth F. Quinto, telephone 457-6226.

Presentation by Deputy Superintendent, Ruth F. Quinto and staff

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

Member Ashjian – On slide 13, it mentions Early Education Investments – Including Aides. Is it my understanding that we have a brand new program coming for TK that is going to solve the math adoption and ELA this next year?

Melissa Dutra – One of the things we will be talking about later tonight in the curriculum recommendations is that we have the opportunity to review a brand new TK curriculum that has come from McGraw Hill. It is not available for purchase yet but will be available end of June. They are hand printing us material as we go. Our Early Learning team is already looking at it and assembling their TK lead teachers to start looking at it because of course we don't want to move forward with any curriculum without having teacher feedback, feedback loops and piloting process. The program is what we call a Complete Program, it addresses English Language Arts, Mathematics, Science and Social Studies all in one program.

Member Ashjian – Do you check the average wage of individuals coming out of your program?

Andre Pecina – One of the things we are doing in these metrics is actually asking for that to take place. We are working with our student information system to be able to provide those items in there so that we can collect that data. We will begin to ask those questions. The survey may take a couple of months because they may not get a job right away.

Member Ashjian – So we don't have that information now?

Andre Pecina – We do have some, but not to the extent of having some comprehensive data.

Member Ashjian – In five years, in the state of California, a two-income family making minimum wage will bring in \$62,000, without any CTE training. My question is, as a district how are we going to make things better? How are we going to help them make more than the minimum annual salary?

Andre Pecina – For example, the CNA program is a pathway to an additional program. If the individual starts off in the CNA program then they would move into the LVN program and then we would bridge them over to Fresno City College for their RN program. They then have the option to pursue their BSN to become a nurse practitioner. The hope for us is to provide them with a launch pad in our programs to help them continue forward in their career choice. We continually look at the labor market index and look into those careers that are coming about.

Member Ashjian – Do you think you will be able to provide us, sometime in the future, of what the average wage of the individuals who leave your programs?

Andre Pecina – Yes, part of AB 104 is to collect that type of data.

Member Mills – On slide 14, for clarification some language on the right is regular typed faced and some that is in bold face. Am I reading this correctly, what is in regular typed face is what we did last year, what we have already done, we are going to continue and we are not going to change anything? And what is in bold face, is showing where we are going to increase or change this year?

Tammy Townsend – Yes, either it is new or expanded.

Member Mills – Where it states expanded *Social emotional support staff*, can you please remind me where we are expanding?

Ambra Dorsey – This slide reflects the additional six restorative practice counselors. The five foster youth social workers and also the six resources counseling assistants that we discussed at the last board meeting, going to support middle schools.

Member Mills – On slide 13, in regards to the bullet that states *Employee supports – reduce core classes in high schools*, we are not making any further reductions?

Tammy Townsend – Yes, the way that the LCAP works is that we are required to outline all of our base, concentration and supplemental funds. Some of these investments, if they are on-going investments, would be maintained in the list of supplemental and concentrated funds. Sometimes costs go up such as health care costs or when salary increases go into effect. If services weren't going up then they are not bolded.

Member Mills – On the same slide under Tutoring/Summer School there is a bullet that states *School site Supports*. Can you remind me what this is?

Tammy Townsend – Those are supports for our schools outlined in our waiver for priority and focus schools, those are additional supports for those schools. We have doubled our library funds in that category.

Member Mills – When you talk about the waiver schools, are you talking about the 40 schools that are going to the longer school day?

Tammy Townsend – No, the schools outlined in our original work with the NCLB waiver as focus and priority schools. Schools needing additional supports.

Member Mills – On slide 9, in regards to the bullet point that states, *2 Community Nurses for Community-wide Health Issues*. My first question is what community-wide health issue and the second is why is the school district funding community nurses?

Superintendent Hanson – We are calling it that as a signal to the partnerships that we are developing with Fresno County Office of Education. Sexually transmitted diseases are huge in Fresno, but these nurses will be used for something much closer to home which is teen pregnancies and issues as such. They will be flexible as health issues arise.

Member Mills – What community-wide health issues will these nurses be used for? I want to make sure the focus is on the students if the school district is paying for it.

Gail Williams – We are the community, what effects the community, effects our students and their families. Public health nurses, which all of our nurses are, are very encompassed by the community and so providing that kind of partnership, is a kind of person who can enter the homes and look at the needs of the families and that is the kind of thing I see our nurses doing. Recognizing and helping to analyze with the community where the barriers are of the health needs of the families that we serve. It is about getting out into the communities.

Member Mills – I think we need to have further conversations, I am not sure we are talking and saying the same things. I am not willing to take on the County's responsibility and use school district funds. If this is focused on students I am fine with it, but telling me we are the community and what happens is something we should be involved in, I understand that to a point but I think other governmental entities need to step up and do their obligations.

Gail Williams – That is the point that we will be working together.

Member Mills – What was the percentage you mentioned in regards to how many students in Fresno Unified require special needs services?

Brian Beck – It is a little over ten percent.

Member Mills – Is that all types of special education services?

Brian Beck – Yes.

Member Mills – When you mentioned the different programs, and I understand the shifting between the County programs with deaf and hard of hearing and with the adult transition services but you also mentioned that we need to expand our Autism services because of an expansion of diagnoses of Autism. Can you give me a little more information on that?

Brian Beck – Nationwide Autism is increasing. The latest information shows that 1 in 68 students are identified as having Autism. In Fresno Unified we identify at a lesser rate, about 1 in 94.

Member Mills – Do we offer classes and programs for Autism in all regions of the district?

Brian Beck – Yes we do.

Member Mills – On slide 4, School Leadership. I have a question on the bullet that mentions succession planning. What are we thinking when we say succession planning?

Katie Russell – As we look through our system of classified teachers and leaders, we are looking at their capacity, and helping them improve their practice to succeed in anything they want to do. If you are a teacher and you want to take on a leadership role, sometimes we are supporting them and encouraging them but we also encourage them to tap themselves and increase their learning to want to move forward. It is really about making the steps in their growth to take on new positions if that is something that they wish to do.

Member Mills – I wanted that clarification because what you are describing sounds more like building capacity. To me succession planning is you have someone in a particular job or position and you need to plan for the person who will be replacing them when the time comes.

Katie Russell – Sometimes we will look at building what we call a bench so as people move on we will turn around and go okay who is coming up who might fill those positions. That does happen but it is really in support of people wanting to move forward in their career advancement.

Member Davis – On slide 4 you mentioned that every Thursday you have accountable communities?

Katie Russell – We have instructional walks that we have with our principals, vice principals, and guidance learning directors.

Member Davis – When and where do these take place?

Katie Russell – We move throughout the district. We are at four schools every Thursday for the entire year.

Member Davis – On slide 6, what are our numbers with the Citizen pathway?

Andre Pecina – We are currently at about 100 citizens. Four years ago we were averaging about 5. We have a great partnership with San Joaquin College of Law, and they actually go to the high schools that we are at in the evenings.

Member Davis – On slide 13, could I get some information on the Kids Invent! that took place, who were the winners?

Tammy Townsend – Yes, we will get you that information.

Member Davis – On slide 14, *School Site Safety Enhancements*, what are our plans for safety at our elementary schools?

Tammy Townsend – We will put together a board communication for you.

Member Davis – On slide 15, are the PLUS teams at all of the middle schools? How does that work?

Tammy Townsend – They are at the middle schools and in ninth grade at the high schools.

Member Ryan – Just wanted to make a comment that Fresno Unified was given a compliment in an article on its LCAP, thank you Tammy Townsend and staff great job.

Member De La Cerda – On slide 14, can you briefly review some of our investments in Restorative Practices?

Ambra Dorsey – Our Restorative Practices efforts began at McLane with a small pilot last year. We expanded to finish the second half of McLane and this year we have gone to Edison region and the first half of Sunnyside. Next year will be expanding with the addition of six counselors some of whom will support the finishing of the second half of Sunnyside and the other half will go into Fresno High which will be our next region of expansion.

Member De La Cerda – Can you also briefly talk about how the program is working at the high schools? Also, how are we going to get this information out to the individuals who initially help start up the program?

Ambra Dorsey – The first phase of Restorative Practices was laying the foundation. Looking at culture on campus, not necessarily looking at student discipline but looking at the culture change, looking at people's beliefs and systems. So we are looking at proactive. Then we moved into responses. In our initial region McLane we are now looking at responding to misbehavior with restorative approaches. Looking at restorative conferencing, conflict resolution and even when safety does dictate suspension we are then bring students together to look at resolving the conflict. That is the second phase. We are doing student focus groups, and also we have partnered this year with Parent University to spread the word to parents and I am going to be participating with some of our community partners next month to begin discussions on how the community can then become involved in these processes.

Member De La Cerda – I am hoping that we continue to utilize Parent University because apparently some of the parents were not aware of being able to engage in our restorative practices through Parent University so maybe that is something we can take a look at as we continue to expand the program.

Ambra Dorsey – We did a series of five workshops in three languages, we worked with Parent University and co-facilitated at each of the three high schools at Sunnyside, Edison and McLane. We will be expanding that work in the fall and we will work with communications to get that information broadly disseminated

Member De La Cerda – On slide 7 Special Education, I think it is important that we are setting funds aside for co-teaching instruction but I think it is important that we also set funds aside for professional development for teachers specifically for Special Ed.

Brian Beck – I couldn't agree more. Our big push this year as a department has been on alignment. We have been very intentional to make sure that whatever initiatives that are moving across our district also includes Special Education. To the point that it includes everything from planning to construction. On the note of professional learning, we do utilize Special Education funds to provide professional learning. You mentioned specific training and we have buy back days that we utilize to provide specialized training to our teachers such at safety classes.

Member De La Cerda – The specialized training on safety. Is that voluntary or involuntary?

Brian Beck – It has been a voluntary training but what we are moving forward with is a plan where we actually have it as required training for those teachers who would be in situations where they would utilize it. We also want to include our safety assistant who are usually our first responders.

Member Johnson – On slide 8, in regards to the bullet that states *Suspension of African American Students with Disabilities*, this is not just a problem with Fresno Unified but across the nation. My question is what type of training are providing our teachers and as it relates to that topic?

Brian Beck – Addressing this issue is a collaborative effort with Special Education and the Department of Prevention and Intervention. We have psychologists in our department and we deploy them to our most needy areas to be climate and culture coaches to make sure we have staff on hand working with administrators and teachers. The whole idea of addressing this topic is that we are not standing alone looking at a group of students but we are coming in and aligning ourselves with DPI and being a part of what they are trying to do.

Ambra Dorsey – Our efforts are not just geared toward Special Education students but we know that it's the most disproportionate subgroup. We will be pushing in support into the classroom to try to reduce the pullout. Also looking at supporting teachers and building skills in our students and how they communicate with each other. Providing those extra supports in the classroom.

There is no action required on this item.

A copy of the PowerPoint is available on the district website

B-17, HOLD a Public Hearing in the matter of the Inspire Charter School – Fresno Charter Petition

Lead Developer, Herbert Nichols, has delivered a petition to the district seeking authorization to open a new charter, Inspire Charter School – Fresno. The charter seeks to serve students in grades TK-12 in an online learning environment.

The charter petition was received by the Board on March 30, 2016, and will return for a decision at the May 25, 2016 Board meeting. Fiscal impact: The estimated fiscal impact to Fresno Unified School District for 2016/17 is \$1,026,604. Contact person: Rosario Sanchez, telephone 457-6223.

Presentation by Debra Odom, and Mr. Herbert Nichols CEO of Inspire Charter School

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

Member Mills – Have you identified a location as of yet?

Herbert Nichols – Yes, we recently provided two addresses to Fresno Unified. One address is on Blythe Avenue and the other is on Fruit Street.

Member Mills – Am I understanding the description correctly that this is primarily an

online school?

Herbert Nichols – Yes that is correct. We do have the two learning centers that we opened up when we first opened but we have not expanded that model.

Member Mills – If you open in Fresno you expect students throughout Fresno County or other counties?

Herbert Nichols – Possibly students from other counties and students outside Fresno Unified, although they would have to meet with the principal to be approved.

Member Ashjian – You have been in existence for three years?

Herbert Nichols – Yes. Three years this August.

Member Ashjian – How many online schools have you opened up in California in the last three years?

Herbert Nichols – We have opened up two charters. One in LA County and one in San Diego County.

Member Ashjian – If we have a Fresno Unified student who enrolls into Inspire Charter and moves out of our district, why would we pay for that student?

Herbert Nichols – You wouldn't. They have to give us a utility bill to prove their address and that information is updated every year.

Member Ashjian – The fiscal impact indicates one million dollars?

Herbert Nichols – I believe that means that if 150 students left Fresno Unified for Inspire it would cost the district one million dollars.

Jacquie Canfield – If Fresno Unified were to become the sponsor of the charter, they would be submitting all of their attendance that they have at their school regardless of where the students are. If they are through us to the state, the state gives us money to support those students and back fills the property taxes. However the one million dollars that we estimate is based upon the number of students they say are going to be enrolled and if they are resident students they are our students and we would be losing that ADA.

Member Ryan – Can you describe a typical day, a week a month in the life of one of these students who goes to your school? How do they get their learning?

Herbert Nichols – The Learning Center student might come with English language issues at home and needs to be there every day and needs to get in-person support 25 - 30 hours a week. That is different in some ways than a student at home doing independent study. Those are the two ends of the spectrum. At the learning center you would have a somewhat similar experience to a brick and mortar in the sense the teacher would be able to support them for the whole course of the week. The difference would be the flexibility. You could have different subjects going on in the same classroom. They could be working independently and having some flexibility spending more time on one subject and less time on another.

Member Ryan – And these students have the maturity to discipline themselves to do all of this?

Herbert Nichols – We have found that our students do with the proper support.

Member Ryan – What is the proper support and how do they get it?

Herbert Nichols – We have teacher support when they need it.

Member Ryan – When do they come into contact with the teacher?

Herbert Nichols – In that case it is at the learning center.

Member Ryan – So to get support they would have to leave their home and go to the learning center to get support?

Herbert Nichols – They can go into the learning center as much as they want.

Member Ryan – So this is all left up to the student?

Herbert Nichols – The nature of independent study is that they don't have to do the work at the learning center, they can do the work at home or wherever. Most of our younger students tend to have a parent or guardian assisting with their studies. Acting as a learning coach. The learning coach assists from day to day, but the teacher is available by phone or computer or can go to their house if needed. What we are talking about here is to have that physical learning center that they could come five days a week, three days or even less, but they would have to be approved because we would need to know that they had proper support at home.

Member Ryan – How do you determine that?

Herbert Nichols – The principal would meet with the parent and student. As work is done every twenty days, benchmarks are met or not met that would be revisited and the privilege could be revoked if the student is not making proper progress.

Member De La Cerda – What are the sizes of the two charters that you opened down south?

Herbert Nichols – The LA Charter opened first and San Diego opened last July. Currently, both charters are the same size within fifty students of each other, both evenly split to make 2500 students.

Member De La Cerda – What are the three models that you indicated?

Herbert Nichols – One is 25-30 hours a week, which is intensive. It is your typical student that needs guidance and oversight. The difference with us would be the format in how the work gets done. The 10-20 hours is moderate in-person support, and limited would be 2-5 hours a week in-person support. In order to stay limited a student would need to continue to do well.

Member De La Cerda – In regards to the 25-30 hours intensive, what is the time that would be on the computer aside from the in-person support?

Herbert Nichols – You have the online curriculum but you also have the books, so it would be a combination of the two. How much time would be spent on-line? The older the student, the more time is spent on the computer. The younger the student, the more book-based.

Member De La Cerda – How do you get the TK and K students to progress to on-line learning?

Herbert Nichols – For our TK through second grade students, even though there is an online component it is more of the manipulatives and the books that come along side.

Member De La Cerda – Who is doing the instruction with these students? Is it the coach at home or is it the teacher at the learning center? When I think of online learning I am thinking the student is at home learning where it is convenient.

Herbert Nichols – For the little ones, independent study could never be appropriate or work without proper adult support. So if you are the limited option and you have met with the principal to have permission to be at home, that parent would be the learning coach. For the older students who may not have that support the learning center is a very important

component.

Member De La Cerda – Why Fresno?

Herbert Nichols – We already have the two counties down south so Fresno was the next logical step in moving north.

Member Mills – It sounds like you are wanting to bridge the gap from home schooling and public schools. You are looking for a lot of parent involvement and instruction at the earlier ages and transitioning to more independent online study when they hit the high school age. Is that correct?

Herbert Nichols – Yes that is correct.

Public comments were made by the following individuals in support of Inspire Charter School: Carrie Stumpfhauser, Kristy Aston, Tina Davis, Jamie Pitts, and Natasha Flook.

There was no action required on this item.

B-18, HOLD a Public Hearing in the matter of the Carter G. Woodson Public Charter Schools Renewal Petition

Agape Inc. has delivered a renewal petition to the district seeking authorization for a multi-site charter known as the Carter G. Woodson Public Charter Schools (Woodson). Woodson is currently serving 329 “at-risk” students in grades 7-12. The school will be located at 3331 and 3333 N. Bond; and 4880 N. First Street. The renewal petition was received by the Board on April 13, 2016, and will return for a decision at the May 25, 2016 Board meeting. Fiscal impact: The estimated fiscal impact to Fresno Unified School District for 2016/17 is \$3,507,563. Contact person: Rosario Sanchez, telephone 457-6223.

Presentation by Debra Odom, and Ms. Linda Washington CEO of Carter G. Woodson Public Charter School

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

Member Ashjian – Can you provide me the percentage of your graduation rate?

Linda Washington – We calculate our graduation rate two different ways. If we look at our credit eligible rate with the CAHSEE it was at 94 percent.

Member Ashjian – 94 percent of your students from start to finish.

Linda Washington – If you look at our demographics and continuous enrollment a lot of our students are transient. Some of our students are with us for only a year then they return back to Fresno Unified. Also the students who stay a little longer, those are in the lower percentile of our student body.

Member Ashjian – So how do you get to the 94 percent?

Linda Washington – We take the total number of students that either come to us, or while going to school with us become credit eligible, and we take the total number of twelfth graders that are credit eligible and that is how we calculate based on all those students completing their credits and passing the CAHSEE.

Member Ashjian – With this petition for renewal did you provide us with financials?

Linda Washington – Yes we provided five years of financials for Carter G. Woodson and for the school that we are proposing. In addition we submitted a combined budget.

Member Ashjian – How many students do you service?

Linda Washington – Currently our ADA is at 300. As far as our enrollment our CBEDS was 329.

Member Mills – Why are you moving locations?

Linda Washington – We are not moving locations but are proposing to open a second location.

Member Johnson – Was it your charter school who took on the kids from the ACEL charter school that closed?

Linda Washington – Yes our school last year took in 67 students.

Member Johnson – What is the secret to your success?

Linda Washington – I think our success is being community-oriented and having a passion to really wanting to work with kids. We are not perfect but we have staff who really want to work with kids.

Member De La Cerda – When you move over to the North First Street building, are you looking to expand your numbers?

Linda Washington – Yes we would be increasing.

Member Davis – Will you be in charge of the First Street location or will you designate that to someone else?

Linda Washington – Currently, each of our schools has their own principal and vice principal with support staff. The new location will have their own principal as well with support staff. As of this year we have a new structure due to our college expanding so we have hired a Superintendent and her name is Carmella Young. I will still be around and I have an office over there. I will be there to help the school get off the ground.

Public comments were made by the following individuals in support of Carter G. Woodson Charter School: Tai McCoy, Crystal Stapp, Elena Sanchez, Amber Flores, Toni Barreto, and Chanda Conner.

There was no action required on this item.

B-19, DISCUSS and ADOPT the Proposed Curriculum Recommendations for K-11 English Language Arts and High School Mathematics in Algebra, Geometry, and Algebra II
Included in the Board binders for discussion and adoption are the proposed curriculum recommendations for K-11 English Language Arts and High School Mathematics for Algebra, Geometry, and Algebra II.

The proposed curricula are a result of a semester-long process of piloting and reviewing materials for the above stated content areas and grade-levels. The Superintendent recommends adoption. Fiscal impact: Funding will be provided through textbook allocation. Contact person: Rosario Sanchez, telephone 457-6223.

Presentation by Instructional Superintendent, Melissa Dutra

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

Member Mills – I have one procedural point for Ms. de Goede. Member De La Cerda's wife is part of this team making the recommendation and I wanted to verify whether or not he is able to participate in this agenda item.

Mary Beth de Goede – Yes, there is no perceived conflict.

Member Mills – You mentioned that there is training for teachers this summer. When will the material be available for all of the teachers? And when will they all be getting training?

Melissa Dutra – In selecting and adopting the materials tonight, that is the first step in trying to get the material here in a timely manner. From this point Paul and team will go into negotiations with our publishers. Part of the negotiation process is delivery time for our materials. Know that it is a priority that we get the teacher materials here before the end of the year at minimum so we can start training our teachers. Additionally, all teachers will immediately have online access as soon as we purchase so they will have it and be able to view it.

Member Mills – We are expecting each grade to prepare their students for the next grade. Will teachers have access to see what is in the next grades curriculum?

Melissa Dutra – There are a couple of things we use for that. First of all everything is based on the standards. We look at the standards and the progression of them so we can see what they should be coming in with and what they need to be leaving us with and we can see what is happening in the next grade level. What also helps us is our scope and sequences which we will be realigning to the new adoptions. That will help teachers with knowing what kids will need to know in the next grade level.

Member Mills moved for approval, seconded by Member Ryan, which carried a vote of 6-0-1-0, as follows: AYES: Board Members: Ashjian, Davis, Johnson, Mills, Ryan and President Chavez. *Member De La Cerda Abstained.*

A copy of the PowerPoint is available on the district website

B-20, OPPORTUNITY for Public Discussion of the Fresno Teachers Association - Building and Construction Trades Unit Proposal to Fresno Unified School District for the 2015/16 School Year

In accordance with government Code 3547, all initial proposals of the public school employers shall be presented at a public meeting of the public school employer, and thereafter shall be public record. The Fresno Teachers Association (FTA)-Building and Construction Trades Unit is herewith submitting its negotiations proposal to Fresno Unified School District, for the 2015/16 school year. This proposal shall be available for public view in the Board of Education Office from April 13, 2016 through April 27, 2016. Fiscal impact: There is no fiscal impact to the district to be determined at this time. Contact person: Paul Idsvoog, telephone 457-3548.

Presentation by Human Resources/Labor Relations Officer, Paul Idsvoog

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

For the record there were no comments or questions.

There was no action required on this item.

B-21, OPPORTUNITY for Public Discussion and ADOPT Fresno Unified School District's 2015/16 Negotiations Proposal to the Fresno Teachers Association - Building and Construction Trades Unit

Opportunity for public discussion and adoption of Fresno Unified School District's 2015/16 negotiations proposal to Fresno Teachers Association (FTA) - Building and Construction Trades Unit. In accordance with government Code 3547, all initial proposals of the public school employers shall be presented at a public meeting of the public school employer, and thereafter shall be public record. The Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district to be determined at this time. Contact person: Paul Idsvoog, telephone 457-3548.

Presentation by Human Resources/Labor Relations Officer, Paul Idsvoog

An opportunity was provided to hear questions/concerns from members of the board and staff was available to respond

For the record there were no comments or questions.

Member Chavez moved for approval, seconded by Member De La Cerda, which carried a vote of 7-0-0, as follows: AYES: Board Members: Ashjian, Davis, De La Cerda, Johnson, Mills, Ryan and President Chavez.

B- 21a, PRESENT and DISCUSS the English Learners Master Plan Redesign

PULLED FROM AGENDA. During the April 27, 2016 Board meeting, English Learner Services will update the Board on the English Learners Master Plan Redesign. These updates are as a result of the English Learners Master Plan Redesign committee work from December 2015 to April 26, 2016. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Rosario Sanchez, telephone 457-3648.

C. RECEIVE INFORMATION & REPORTS

C- 22, Receive the Proposed Board of Education Meeting Dates for the 2016/17 and 2017/18 School Years

RECEIVED, Included in the Board binders are the proposed Board of Education meeting dates for the 2016/17 and 2017/18 school years. These dates will not preclude either additions or changes any time throughout the year. The proposed dates will return to the next board meeting for the Board's discussion and approval. Fiscal impact: There is no fiscal impact to the district. Contact person: Bob Nelson, telephone 457-3657.

BOARD/SUPERINTENDENT COMMUNICATIONS

Member Mills - spoke about the proposed Board of Education meeting dates for the 2016/17 and the 2017/18 school years. Would like staff to consider moving the second board meeting in November as it conflicts with the CSBA conference. Also mentioned that three board meetings in May is too much. Member Mills also wanted staff to look into simultaneous translation for our board meetings.

UNSCHEDULED ORAL COMMUNICATIONS

Monica Jones Harrison Snowden – Spoke about sexual harassment on school campuses and the importance of good manners.

D. ADJOURNMENT

With no further business to come before the Board of Education at this time, Board President Chavez declared the meeting adjourned at 9:55 p.m.

**NEXT REGULAR MEETING
WEDNESDAY, May 11, 2016 – OPEN SESSION AT 5:30 P.M.**