

**ADOPTED MINUTES**

**REGULAR MEETING** - The regular meeting of the Board of Education was held on the date and place mentioned above.

**CALL TO ORDER** - The meeting was called to order by Vice President Mooney at 5:08 PM.

**PRESENT:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**PUBLIC COMMENT:** None at this time.

**ADJOURN TO CLOSED SESSION:** By Vice President Mooney at 5:09 PM to discuss Student Discipline/Expulsion/Re-admit (1 case); Public Employee Discipline/Dismissal/Release; Conference with Labor Negotiator Laurie McLachlan-Fry: AEA, CSEA, ACSA; Conference with Legal Counsel Anticipated Litigation – Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9 (3 cases).

**RECONVENE TO PUBLIC SESSION:** by President McMahon at 6:45 PM.

**CALL TO ORDER / PLEDGE OF ALLEGIANCE:** Lum Elementary School students and Principal.

**INTRODUCTION OF BOARD MEMBERS & STAFF:** Board Members and staff present introduced themselves.

**ADOPTION OF AGENDA/APPROVAL OF CONSENT CALENDAR**

**MOTION: Member Jensen**

**SECONDED: Member Mooney**

That the Board of Education adopt the agenda as submitted.

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

**CONSENT CALENDAR** – The Board of Education approved the following consent items (such items are identified by a plus (+) mark in the body of these minutes):

**+Certificated Personnel Actions:** The Board of Education approved 3 resignations (Kempson, Purcell, Staller); 3 retirements (Lew, Tomine, Walsh); 3 leaves of absence (Fricke, Kinsey, Villalba).

**+Classified Personnel Actions:** The Board of Education approved 3 appointments (Couts, Posadas, Silva); 2 resignations (Heiman, Roundtree); 2 changes of status (Aquino, Villanueva).

**+Approval of Bill Warrants and Payroll Registers:** The Board approved warrants numbered 852340-852580, 852583-852664, 852665-852667, 852668-852770, 852771-852931.

**+Resolution No. 09-0025 Approval of Budget Transfers, Increases, Decreases**

**+Resolution No. 09-0026 – Approval of Authorizing Issuance of Final Certificated Layoff Notices**

**+California High School Exit Exam Waiver for Students with Special Needs**

**+Approval of Funding Application: Carl D. Perkins Career and Technical Education Funding Application**

**+Approval of Job Description, Director of Compliance, Curriculum, ELD and Categorical Programs**

**+Approval of Job Description – Data Systems Manager**

**+Approval of Job Description – General Counsel**

**+Approval of Job Description – Human Resources/BTSA/PAR Technician**

**+Approval of Job Description – Assistant Principal, Middle School**

**+Approval of Job Description – Assistant Principal, High School**

**+Approval of Job Description – Dean of Student Support Services**

**+Approval of Job Description – Assessment, Teacher on Special Assignment**

**+Approval of Job Description – English Language Development (ELD), Teacher on Special Assignment**

**+Request for Permission to Solicit Proposals for Services for Collection Transportation and Disposal of Waste and Recycling**

**+Resolution No. 09-0027 Request Permission to Solicit Bids for Otis School Relocatables Project**

**+Request for Permission to Solicit Proposals for Bid on Providing Custodial Supplies for AUSD**

**+Approval of California State University Agreement for Furnishing Speech Pathology Clinical Experience and the Use of Clinical Facilities**

**+Approval of Donations**

**APPROVAL OF MINUTES:** Minutes of the regular meeting of April 28, 2009 were considered.

**MOTION: Member Mooney**

**SECONDED: Member Jensen**

That the Board of Education approve the minutes of the regular meeting of April 28, 2009 as submitted.

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

**COMMUNICATIONS:**

**Written Correspondence:** Since the last Board Meeting, the Board has received 238 e-mails and correspondence in support of the Caring Schools curriculum, 308 e-mails and correspondence in opposition to the Caring Schools curriculum, and 23 e-mails regarding meeting procedures.

**Superintendent's Report:** Superintendent Kirsten Vital she has continued her listening campaign by visiting schools. She also met with concerned neighborhood residents of the old Island High School site, a Meals on Wheels benefit, Project Youth View Film Festival, a meeting with SunCal, the CSEA Scholarship Dinner, visited Bob Riley's Mastick Center senior classroom, the Chamber Economic Development/Governance Relations Committee meeting, EHS Alumni Golf Tournament, and toured Alameda Family Services. Superintendent Vital announced that comic artist, Eric Larsen, would be at the library on Wednesday, 5/20. Also, the first community meeting regarding the Master Plan is scheduled for Wednesday, May 20 at Haight Elementary School from 6:30 – 8:00 PM. All are welcome and encouraged to attend.

Superintendent Vital added that this evening, there is a public hearing scheduled on the LGBT curriculum. We are looking for opportunities to achieve consensus and working towards facilitating an agreement within the framework of responsibility of providing a safe and welcoming environment with legal compliance. We are all aware of strong feelings on both sides, and not everyone will be pleased with whatever policy is implemented. However, as we move forward, please keep in mind our responsibility to all students, and our obligation to develop policy and curriculum to protect the rights of our students, families, and staff.

Superintendent Vital read a short letter to be sent out to all district teachers in honor of “Day of the Teacher” on Wednesday.

### **Oral Communications – Non-Agenda Items:**

*Patricia Sanders, AEA President*, addressed the Board and thanked Superintendent Vital for acknowledging Day of the Teacher. This is a tough year in education and for teachers. We have had a lot of final layoff notices this year and temp releases. It is critical for teachers to know how much you support them. Ms. Sanders urged the public to wear pink on Day of the Teacher to show support for all of the teachers across the state who will be losing their jobs.

*Karen Keegan, CSEA 27 President*, addressed the Board and thanked those who attended the CSEA Scholarship Dinner which recognized two AUSD students with \$1,000 scholarships. Ms. Keegan also acknowledged Classified School Employees Week and encouraged everyone to wear blue in support.

### **Student Board Member Reports**

Student Board Members reviewed events and happenings at their respective school sites.

**Calendar Review:** President McMahan reviewed the calendar of events for Board Members. President McMahan noted that the Board has decided to extend the Public Hearing to Monday, May 18 and will hopefully secure either Wood or Chipman middle school as the venue. The location will be publicized on the district website and other communication channels as soon as the venue is reserved.

**Closed Session Action Report:** The Board voted 3-1 to non-reelect 4 administrators.

**DONATIONS:** President McMahan thanked the community for their generous donations.

### **Employee of the Month**

Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. The employee recognition program is a district-wide program to promote a greater appreciation of District employees and to publicly honor special employees for outstanding service which directly or indirectly contributes to students in the Alameda Unified School District. Each month, at the first Board meeting of the month, those employees selected will be recognized by the Board with a presentation by the President of the Board and the Superintendent of Schools. The persons so honored are:

Paden Elementary:

Sarah Notch, SPED Teacher

Sue Jones, SPED Paraprofessional

Glee Pasol, SPED Paraprofessional

Mary Rutherford, SPED Paraprofessional

Alameda Community Learning Center:

Jacob Powell, Social Science Teacher

### **Chipman Middle School – Program Improvement Update**

Carole Robie, Substitute Assistant Superintendent, introduced the item. In 2008/09, Chipman Middle School was designated a Program Improvement School – Year 3, based on the Federal Adequate Yearly Progress (AYP) guidelines of not meeting the annual measurable objectives two years in a row in English Language Arts and Mathematics for the African American student subgroup.

Program Improvement (PI) Year 3 requires schools to offer corrective action options, timely parent

notification of PI status, public school choice transfer to other non-Program Improvement schools, transportation costs, supplemental educational services (SES) and a revised school site plan. Under NCLB, the district set aside Title 1 funds for professional development, SES, and transportation costs. Staff will provide an update of how these requirements for year 3 were met.

Chipman Middle School has met state requirements for growth in their Academic Performance Index. In 3 years Chipman's API grew by 26 points and has met growth targets in its Federal Adequate Yearly Progress (AYP) for the following subgroups:

English Language Arts: Asian, Filipino, White, Socio-economically disadvantages  
Mathematics: Asian, White

Jud Kempson, Sylvia Kahn, and Terri Elkin from Chipman Middle School reviewed restructuring options.

### ***Review of Restructuring Options – Year 4 (2009/10)***

School Site Council reviewed options and determined the following two as appropriate options for Chipman Middle School:

Close school and reopen as charter OR

Close school and reopen it as a focus or theme school with new staff or staff skilled in the focus area

### ***Charter Launch***

Support program from California Charter Schools Association

Provided service to a group of staff and community to look at the process of restructuring

Consists of modules for each component of school restructuring

### ***Modules***

Mission & Vision – February 2009: define the purpose of a mission and vision

Team Building – March 16, 2009: Identify key participants from staff and community; define roles

Community Engagement – April 23, 2009: Determine a course of action to inform and include community members in the development process

Overview – January 2009: understand charter fundamentals

Education – April 29, 2009: Understand the components necessary to develop a comprehensive educational program to meet students' needs

Budget – May 6, 2009: Learn about state funding, business plans and components of school budget

Governance – June 4, 2009: Understand options for governance structure and systems

Facilities II – June 4, 2009: Site inspection

Human Resources – June 24, 2009: Learn about HR and safety issues

Special Education – to be decided: Learn about the components for special education

### ***Chipman Program Improvement Community Calendar***

May 11: School Site Council – Chipman, 5:00 PM

May 12: Parent Information meeting – Ruby Bridges, 6:00 PM

May 14: Parent Information meeting – Paden/Washington, 6:00 PM

May 18: Parent Information meeting – Chipman Media Center, 6:30 PM

May 21: Community Outreach planning session – Chipman, 6:00 PM

May 27: Charter/Restructuring – Chipman, 6:00 PM

June 3: Charter/Restructuring – Chipman, 5:00 PM

June 8: School Site Council – Chipman, 6:00 PM

June 10: Charter/Restructuring – Chipman, 6:00 PM

June 17: Charter/Restructuring – Chipman, 6:00 PM

### ***Similarities between Charter & Magnet Schools***

Both are public schools; all Alameda residents can attend

Encourage cutting edge strategies and innovative curriculum that meet the needs of students

Allow for special curricular focus such as science, arts, technology, etc.

Held accountable for student achievement under NCLB

Require community engagement, support and involvement

### ***Differences between Charter & Magnet Schools***

Charters:

Have autonomy from the District and State

Total flexibility in spending except for categorical funds

Need to determine how to provide services to all students

Draw enrollment and funding away from the District

Will not be guaranteed same facility unless a conversion charter

Charter union participation is negotiated and contracted

State funding is given for charter planning and implementation

Magnets:

Operate within District and State guidelines

Limited flexibility in spending

Operate within the District's system to provide service for all students (CMS currently houses district middle school newcomer program)

Keep enrollment and funding in the District

Stay in the same facility

Teachers continue full participation in AUSD's AEA contract

No state funding for planning and implementation

### ***Next Steps***

Chipman staff will vote by June 1 to recommend to the SSC restructuring as a conversion charter or magnet school

The School Site Council will vote on staff's recommendation at June 8<sup>th</sup> meeting

The Board will be informed of the recommendation of the staff and School Site Council in June

### ***Plans for 2009/10***

The proposed plan for restructuring (magnet or charter) will be presented to the Board for consideration and approval in October

During 2009/10, staff and community will prepare for implementation of the plan in 2010/11

Member Jensen asked if Superintendent Vital has experience in how these 2 options work in other districts. Superintendent Vital noted she has experience with both options to a large degree and has seen it work and not work in both instances.

Member Spencer asked how far behind the African American students are in ELA and Math. Mr. Kempson replied that the benchmark this past year was around 35% for ELA, and the African American students were at 18% proficient. For math, the benchmark was 37% and the African American students were at 7% for math. We are talking about 120 students.

Member Spencer added she would like to see specific numbers detailing the data – it’s important the public knows what we’re talking about. It’s appalling that we are so far behind and we need to recognize how desperate the need is and how many students we continue to leave behind year after year. With regards to diversity work with Ed Porter and staff, are there any measurements to determine whether or not that work is successful? Mr. Kempson offered anecdotal information, noting that through many walkthroughs he has observed more culturally-responsive pedagogy and teachers are using more strategies. The proficiency rate has increased.

Superintendent Vital added this presentation was to provide a process update to the Board as to where Chipman is in PI. Staff can come back later to address the more specific data pieces.

Member Mooney added the growth targets continue to increase every year, so we’re going to be behind the incline. There will also be other schools in PI status regardless of subgroups in every single case. With regards to math, we’re almost there right now.

### **Approval of Declaration of Need for Fully Qualified Educators**

Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. The Commission on Teacher Credentialing, with the approval of the Title 5 Regulations, starting July 1, 1994, has granted the right for districts to use general waiver requests. These requests pertain to Educator Preparation and Credentialing and with the new regulations, districts have the general ability to employ or assign persons who are not within the total legal authority of the Commission on Teacher Credentialing. This system allows Emergency Permits to be granted in a more expedient manner.

It is the recommendation of the Administration that the Board declare that there may be an insufficient number of certificated persons who meet the District’s specified employment criteria (credentials) for the positions listed. This takes effect on July 1, 2009 and expires on June 30, 2010.

- CLAD – estimated number needed – 40
- BCLAD – estimated number needed – 3
- Resource Specialist – estimated number needed – 2
- Teacher Librarian Services – estimated number needed – 1
- Visiting Faculty Permit – estimated number needed – 3

- Limited assignment permits:
- Multiple Subject – estimated number needed – 1
  - Single Subject – estimated number needed – 20

### **MOTION: Member Mooney**

That the Board of Education approve Declaration of Need for Fully Qualified Educators.

### **SECONDED: Member Jensen**

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

### **MOTION CARRIED**

### **Approval of Resolution No. 09-0028 Intent to Dismiss Classified Employees, California School Employees Association (CSEA Chapter No. 27, office/Technical and Paraprofessional Unit)**

Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. California Education Code Sections 45117 sets forth dates and procedures by which the Board of Education must express its intent to reduce or discontinue particular kinds of services and give notice to classified California School

Employees Association (CSEA) office/clerical and paraprofessional employees that their services may not be required for the ensuing school year: Testing Specialist – 1.00 FTE.

Ms. McLachlan-Fry added that restructuring is still in process and at this moment, we have had to layoff employees in a timely manner to give notice. Our hope is that as we complete the restructuring plan, we will know exactly in which departments and where we will be able to bring back positions. At this time, we are restructuring the assessment office, which is where this employee is currently housed.

*Karen Keegan, CSEA 27 President*, noted concern of where the work this employee currently does will fall. This position is essential to the school sites and testing – exit exams, STAR testing, etc. Staff is looking at bringing on a Teacher on Special Assignment into the assessment department – we need to make sure that the CSEA position work is not outsourced to another bargaining unit position. Our hope is that as these things unfold, these positions can be brought back, maybe working in a little differently if needed.

**MOTION: Member Jensen**

**SECONDED: Member Mooney**

That the Board of Education approve Resolution No. 09-0028, Intent to Dismiss Classified Employees, California School Employees Association (CSEA Chapter No. 27, Office/Technical and Paraprofessional Unit) as submitted.

**AYES:** Jensen, McMahon, Mooney

**NOES:** Spencer

**ABSENT:** Tam

**MOTION CARRIED**

#### **Approval of Resolution No. 09-0029 Intent to Dismiss Classified Employees**

Laurie McLachlan-Fry, Chief Human Resources Officer, introduced the item. California Education Code Sections 45117 sets forth dates and procedures by which the Board of Education must express its intent to reduce or discontinue particular kinds of services due to restructuring and give notice to affected classified employees that their services may not be required for the ensuing school year: Lead Instructor – 8 positions for a total reduction of 5.52 FTE.

Member Spencer asked what type of positions we will be losing. Ms. McLachlan-Fry responded that all instructors in after-school programs are not certificated employees, but they do get training. Some sites want to add certificated employees to do some of the academic work to really address some of the needs to f the students in the after-school programs.

**MOTION: Member Jensen**

**SECONDED: Member McMahon**

That the Board approve the Revision to Physical Education Board Policy 6142.7 as proposed.

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

#### **Budget Categorical Recommendations**

Tim Rahill, Chief Financial Officer, introduced the item. The district's Categorical Programs provide various school services that are specially funded by the federal or state government. These Categorical Programs have been presented at previous school board meetings and the Public Budget Workshops. Since many of the Categorical Programs are coordinated by the district's Education Services department, the district reviewed how the funds from Categorical Programs are utilized and allocated to Ed Services and to the school sites. After this review, the district proposes a reorganization of the Ed Services

Department in an effort to allocate more Categorical Funds directly to the school sites. This evening we will also be proposing specific site-based allocations for each school in AUSD. The amount of Categorical Funds directly allocated to schools will increase. The school principals will work with their school community, Ed Services, and the other school district departments to submit a plan on how to best utilize the Categorical Funds towards all students' achievement.

**2009/10 Projected Budget Amounts**

School Site Restricted Budgets	\$3.7M
Education Services:	
Unrestricted	\$1.1M
Restricted	\$3.5M
TOTAL:	\$8.3M

Via PowerPoint presentation, Mr. Rahill reviewed:

- School Site Information
- Title I Total Restricted Funds for 2009/2010
- Title I Site Restricted Funds
- Economic Impact Aid (EIA) Total Restricted Funds
- English Learners Site Restricted Funds
- School & Library Improvement Grant Total Restricted Funds
- School Site Discretionary SLIG & Unrestricted Discretionary Allocation Rates/Students
- School & Library Improvement Grant Site Restricted Funds
- Elementary Schools Restricted/Categorical Programs
- Elementary Restricted/Categorical Program Detail Summary
- Middle Schools Restricted/Categorical Programs
- Middle School Restricted/Categorical Program Detail Summary
- High Schools Restricted/Categorical Programs
- High School Restricted/Categorical Program Detail Summary
- Ed Services Unrestricted & Restricted
- Ed Services Unrestricted General Fund
- Ed Services Restricted Summary
- TIIG Detail
- Restricted and Unrestricted by Department & Program

**Categorical Flexibility**

- 08/09: \$800K from Adult Education
- 08/09: \$350K from Facilities Routine Restricted Maintenance
- 09/10: \$340K from Facilities Deferred Maintenance
- 09/10: \$448K from Targeted Improvement
- 09/10: \$634K from Professional Development Buyback Days
- 09/10: \$218K from 1-time District Block Grant
- 09/10: \$140K from Facilities Deferred Maintenance
- Two-year Total: \$2.9M

**Next Steps – May to June**

- May 12<sup>th</sup>: Regular Board meeting, Board action on Categorical Programs and Certificated Rehires
- May 19<sup>th</sup>: California Special Voter Election
- Late May: Governor announces his May Revision to next year's budget
- May 26<sup>th</sup>: Regular Board meeting, update on Special Election and Governor's May Revision
- June 9<sup>th</sup>: Regular Board meeting, present draft budget information for next year, 2009/10
- June 23<sup>rd</sup>: Regular Board meeting, present final budget for 2009/10 for school Board to approve



***Federal ARRA Preliminary Entitlements for FY 09/10 Title 1 and Special Ed (possible additional resources not included in 09/10 budget projections)***

Title 1 ARRA, possibly \$0.7M (\$0.3M of this amount may be released May, 2009)

Special Ed ARRA, amount to AUSD unknown (\$4.8M possibly allocated to the SELPA that serves AUSD and other districts; and then SELAP determines how to allocate

Superintendent Vital explained that sites have looked at their data and made a prioritized list to think about what is needed at their specific site. Each principal has met with one of the Assistant Superintendents and each school has looked at different possibilities of how to spend this money. They are then bringing those ideas to SSC to make those decisions. This puts the decision-making power back at the sites. Staff has talked about monthly monitoring so we'll be watching to make sure money is being spent on appropriate services.

Member Jensen asked if there would be any opportunities for redistribution. Superintendent Vital said no, the Principals have been told what funds they will have. This is the purpose of them prioritizing what's important to their specific sites – it will look different by school based on what they determine their needs are.

Member Spencer asked if the Board would be designating Paden as a Title 1 school with this action. Superintendent Vital noted that Paden now has 38% Title 1 students. When you get above 35%, it's really important that we support schools in giving them the money. However, there is only 1 bucket. We don't want to completely dilute the funds by giving everyone so little that they can't actually have a strategic theory of action and purchase something they need. The benefits outweigh the risks and are important to supporting the students at the school.

Member Spencer asked if federal funds were received for this. For example, at Encinal, they're at 48% free and reduced. Superintendent Vital acknowledged that those funds shouldn't be diluted at the elementary level as we have made a choice to really focus on early intervention. We would be reducing support to the level that the sites couldn't really offer much support to the students. However, staff has identified another source, TIIG, which is allocated to EHS so we're still supporting them with additional resources.

Member Spencer asked if staff had looked at the transient rate of students. How many students at Encinal were here for elementary school? If those students were not here at the elementary level, they're receiving significantly less services. Superintendent Vital noted if it is the pleasure of the Board, staff can look into more support at the middle and high school level. Superintendent Vital's theory of action has placed an emphasis on early literacy to bring students up to grade level. The vast majority of young people stay in the district throughout grades.

President McMahon noted staff can try to get transient info, but the Board needs to make a decision based on what we have tonight, and it is not a question of transient rate. If we assume all of them didn't attend Alameda elementary schools, would the decision change? Member Spencer noted we receive that money on behalf of those students. We are making a decision to shift those funds away from high school students. If the majority of middle and high school students were not here to take advantage of those services, then they are not benefitting from the early intervention. If we are receiving money on their behalf, then it should go to those students. \$90K allocated for high school is less than half of what we allocate for our elementary students. President McMahon explained that if we went to an average amount, then we are putting at risk all of our elementary students. Member Spencer noted she is not comfortable leaving behind all of our middle and high school students. If we had transient information, that would be helpful in this decision. We're already saying Chipman students are at a PI school. Look at

our data at middle and high school – it could very well be better to fund them either closer to if not at the same level of elementary. This is what we have been doing historically, and our data shows that our middle and high school students are not succeeding.

Member Mooney added he is comfortable with staff recommendation and doesn't believe we should be taking away from intervention at the elementary school level. Superintendent Vital noted this is not new information as the categorical program information has been shared over the last 3 Board meetings. This is only information that's more specific and adding Paden as a Title I school and adding greater resource allocations to middle schools and TIIG to Encinal. These is all based on feedback from this Board over the past 2 meetings.

**MOTION: Member Mooney**

**SECONDED: Member Jensen**

That the Board approve the Budget Categorical Recommendations.

**AYES:** Jensen, McMahon, Mooney

**NOES:** Spencer

**ABSENT:** Tam

**MOTION CARRIED**

**PUBLIC HEARING: Caring Schools Curriculum Addressing Issues of Sexual Orientation/Gender Identity**

Margie Sherratt, Substitute Assistant Superintendent, introduced the item. Begun in October 2007, the Safe Schools Committee convened to develop an additional lesson to the Caring School Community curriculum. This lesson would include education on Lesbian, Gay, Bisexual and Transgender for K-5 students to encourage a safe, welcoming and nonviolent environment at all school sites.

The lesson for each grade level K-5 has been developed and presented to the Board of Education for the April 28, 2009 meeting. In addition, a lesson matrix, vocabulary words and future tasks were presented.

During May and June 2009, there will be additional training for teacher leaders to develop ways to model lessons to all K-5 teachers and to incorporate the Caring School Curriculum into the first 9 weeks of school. Frequently asked questions and answers will be created. All K-5 teachers will receive training in September, 2009.

***Five Protected Classes***

Caring School Community is the district's adopted safe schools curriculum that references the five protected classes. Thematic activities on teasing, bullying and on nonviolent behavior are imbedded in the curriculum.

Lesson #9 LGBT includes four of the five protected classes in its lessons and supplemental books:

Gender, Race, Disability, Age

Religion is not explicitly addressed but may be referenced in the Anytime lessons.

***Teacher Training – Lesson #9***

Fall semester 2007: Initial training of Caring School Curriculum

May-June 2009: Training for a Teacher Leader from each K-5 school site

- teacher modeling for each of the K-5 lesson #9
- Strategies on presenting each lesson to K-5 staff in Fall 2009
- Development of initial FAQ's and answers

September 2009: All K-5 staff training during collaboration time

***AUSD Legal Counsel***

AUSD's legal counsel recommendation for the implementation of the Safe School's LGBT Lesson #9 is:

*"...the most prudent course of action for Alameda Unified School District's Board of Education in regards to the proposed lesson is to recommend providing notice to parents and to not allow an opt-out of the instruction."*

***Board of Education Directed***

- Are the vocabulary words available to the public? Yes, on our website
- Crumpled Figure Activity – a positive activity to be developed in conjunction with the original activity
- All school districts have state-adopted Safe Schools curriculum to address the protected classes

President McMahon opened the Public Hearing at 8:32 PM. Due to the number of attendees who wish to speak, 5 names will be read at a time to form a line of speakers. The Board has made the decision to have an additional meeting on Monday, May 18, most likely at Wood Middle School but we will confirm the availability of the site. We may have it at Kofman Auditorium, given the size of the audience. Speakers will have 3 minutes.

For the next several hours, many speakers spoke regarding support and opposition to the proposed LGBT curriculum. Below is a bulleted summary of the major points/issues raised.

President McMahon noted that public testimony would continue for another hour, but there is no time for all speakers to be heard. Remaining speaker slips will be published on President McMahon's website in order with estimated speaking times for the Monday, May 18<sup>th</sup> meeting.

**MOTION: Member Mooney**

That the Board continue the hearing.

**SECONDED: Member Spencer**

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

President McMahon asked those speakers who cannot attend the Monday meeting to line up to speak. Everyone else will be placed on the priority list as described previously.

***Opposed:***

- Curriculum will cause greater discrimination and lead to those opposed being labeled as bigots; endorses one particular viewpoint
- There are other people who are harassed and bullied – harassment is not narrowly focused on LGBT members
- Should offer parents an opt-out
- This is against our moral convictions/religion/personal beliefs
- Doesn't address core issue of bullying in general and seems developmentally inappropriate
- Introduced young students to sexual education
- Violates free speech; is viewpoint discrimination

- Can't talk about LGBT without bringing in sexuality and sexual education
- School will be contradicting what children are taught at home – puts them in an awkward position

**Support:**

- Harassment based on sexual orientation remains prevalent in schools
- This is about diffusing bullying and violence and helping to foster mutual respect
- Allowing bullying based on sexual orientation can have lifelong lasting effects on students
- Important first step in addressing the needs of all members of our community
- Don't allow opt-out
- LGBT issues parallel the civil rights movement
- We are told to love our neighbor, but we have to first know who our neighbors are; right now, LGBT is the “invisible” group
- Continue to celebrate differences and recognize similarities with our neighbors and friends in the community
- Will help reduce bullying and gay slurs that occur on a daily basis
- This curriculum fills a gap and was requested by our teachers to help them deal with the issues they deal with everyday in their classrooms

**MOTION: Member Mooney**

**SECONDED: Member Spencer**

That the Board recess the Public Hearing to Monday, May 18 at 6:30 PM – a continuance meeting at Wood Middle School, contingent upon the availability of the venue.

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

**Board Member Reports**

Board Member Spencer noted she viewed the Wood Art Museum at the main library, attended the Washington/Franklin joint yard sale, CSEA Scholarship Dinner, AHS staff appreciation lunch, and Youth Film Festival and requested the winning film be shown at a future Board meeting.

President McMahon noted he attended the BTSA consortium and that Newark is the local LEA who's running it and has total discretion over funds. This raises concern that member districts will not be able to receive the type of support they need and is an important issue related to induction if we don't have that support.

**Student Discipline**

**MOTION: Member Mooney**

**SECONDED: Member Jensen**

That student #65876 be expelled from the Alameda Unified School District.

**AYES:** Jensen, McMahon, Mooney, Spencer

**ABSENT:** Tam

**MOTION CARRIED**

**Adjournment**

President McMahon adjourned the meeting at 12:13 AM.