



Educational Leadership Team Meeting

Summer Institute, 2007 Minutes

August 6, 2007

Administrators Present: Judy Prince, Mike Deweese, Erin Maguire, Linda Keating, Mary Hughes, Karen Archer, Kevin Barber, Tom Bochanski, Michelle Rath, Rob Reardon, Tom Faris, Lauren Couillard, Louise Strong, Kathy Finck, Dan Ryan, David Wells, Barbara Hylind, Laurie Singer, Paul O'Brian, Bob Travers, Grant Geisler

Judy called the meeting to order at 8:05 a.m.

She reviewed the CCSU mission and vision statements with the group.

Block 1

CCSU Comprehensive Plans for Continuous Improvement

Linda provided an overview of the day, which was comprised of organized artifact walks and a discussion regarding leadership discipline.

Linda provided a presentation regarding improvement on practices in continuous improvement. She provided an overview of continuous improvement.

The group went through various activities, reviewing artifacts provided to them.

- Activity 1: Review target areas in the Comprehensive Areas Targeted for Continuous Improvement and think about the concept of urgency (what's missing as a targeted need). Are there system-wide reform needs that are not currently targeted?
- Activity 2: Review CCSU S.M.A.R.T. Action Steps and determine one of the following: celebrate and archive the goal, continue with the goal, revise the goal, or create a new S.M.A.R.T. goal.
- Activity 3: Pick one Comprehensive Area Targeted for Continuous Improvement and focus on individual schools. What are general targets the school tried to hit and what do you think the current status of the school is? What are the steps needed (to close gaps or maintain strengths) and what are the timeline targets?
- Activity 4: Note the School-Based Needs Assessment (including data sources) and district leadership. How can this tool be used at each school?

Break

School Action Plans

Each school was provided with a set of all CCSU School Action Plans. The group was asked to note three strengths, three inconsistencies, and three learnings from these action plans. The action plans continue to be works in progress. The board adopted each plan knowing they are drafts and those drafts will be revised by the ELT. Additionally, Linda provided an Accountability Template (from NCLB) to each school.

National Council for Staff Development Standards

These agreed upon standards were provided to each school. They focus on context (what are you communicating as the context), process (everything is related to student achievement), and content (action plans).

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Professional Development

How is each school addressing professional development? Some efforts may include Monday meetings, leadership teams, and study groups.

SDI

A \$100 stipend is available to anyone who incorporates technology into their project. Check with Linda for further details regarding this stipend.

LDI

LDI (Leadership Development Institute) is a wing of SDI focusing on developing leadership skills. Each principal should recommend two people for LDI, which will fulfill each school's leadership needs. The LDI group meets one a month. A possible framework for LDI has been reviewed. Principals of a Responsive Classroom can be viewed as standards of practice. Additionally, TAP has been expanded to TAAP (Teacher and Administrator Apprenticeship Program). Participation in LDI may lead to interest in TAAP.

Teacher Learning Walks

A sample protocol regarding teacher learning walks was provided to the group. This is a protocol for visiting classrooms (teacher observations). It is used for reflecting on professional practice and professional learning and to engage the host teacher and visitors in a professional dialogue about a certain practice. Additionally, it may be aligned with a mentoring program.

Block 2

CCSU Curriculum, Instruction, and Assessment Design

Each school was provided with a copy of the CCSU curriculum, instruction, and assessment design. Linda reviewed this tool and reviewed the difference between curriculum and instruction:

- Curriculum = what do you teach?
- Instruction = How do you teach that?
- Assessment = How do you know the students learned that?

The group also discussed competency and proficiency. Competency uses essential, important, and desirable learning while proficiency uses essential only.

Common Local Assessment Plan

Each school was provided with a copy of the Common Local Assessment Plan. This plan was created by power indicators. They discussed the question: with local assessment, what is the position statement?

Introduction to other Curriculum Personnel

The new Prevention Wellness Coordinator is Gabrielle Smith. She is working in schools with teachers around power standards for health. She is beginning with the "Know Your Body" curriculum and how it works with the school health index.

The K-5 (EJ and Westford) Math Coordinator is Nicole Guntilis.

David Davidson is the new Educational Technology Specialist. The CCSU handbook highlights responsibilities, duties, and the relationship between his position and IT.

Lunch

SMARTBoard Presentation

96 David Davidson provided an interactive SMARTBoard presentation to the group. The group learned
97 about the various features of the SMARTBoard and practiced using this tool.

98
99 *CCSU Curriculum Survey*

100 The group reviewed the CCSU Curriculum Survey Tool provided to them at the beginning of the session.
101 This tool will go into SurveyMonkey to engage teachers about how they're using various tools. The
102 timeline of the tools is to be discussed at a future ELT meeting.

103
104 *Role of Curriculum Team Leaders*

105 The group reviewed the role of CCSU curriculum team leaders provided to them at the beginning of the
106 session. This document demonstrates how to get curriculum teacher leaders as partners with principals.
107 What role should curriculum teachers play in each school? Principals are encouraged to provide Linda
108 with feedback on this topic.

109
110 *Professional Compensation Chart*

111 The group reviewed the professional compensation chart provided to them at the beginning of the session.
112 In parameters of contract, the group discussed how to navigate and compensate work done beyond
113 professional obligations. For example, technical team leaders are supposed to receive \$1,000 from last
114 year's work. It is important to maintain consistency regarding compensation.

115
116 *Day 1 Wrap Up*

117 Linda quickly reviewed the K-12 power standards. The power indicators are specific to grade-level
118 proficiency (they will be assessed for proficiency).

119
120 There will be a training session at Summit regarding curriculum mapping.

121
122 On August 20, the new CCSU web-site will be previewed. Eventually, the curriculum will be posted to
123 the new site.

124
125 Judy provided an overview of the upcoming agenda items for the next several days of the institute.

126
127 The group adjourned at 3:30 p.m.

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130 **August 7, 2007**

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132 **Administrators Present:** Judy Prince, Mike Deweese, Erin Maguire, Linda Keating, Mary Hughes,
133 Karen Archer, Kevin Barber, Tom Bochanski, Michelle Rath, Rob Reardon, Tom Faris, Lauren Couillard,
134 Grant Geisler, Louise Strong, Kathy Finck, Dan Ryan, David Wells, Barbara Hyland, Laurie Singer, Paul
135 O'Brian, Jamie Paterson, Bob Travers, Deb Robbins

136
137 Judy called the meeting to order at 8:30 a.m.

138
139 Judy reviewed the CCSU mission and vision statements with the team.

140
141 *Block 1*

142 *Data Teams*

143 Linda handed out a "DVD Viewing Guide" in conjunction with a video regarding data teams. The video
144 features the Norfolk Public School System (Norfolk, Virginia), which provides an overview of data teams
145 and paves the way for data training. This video kit is available through the Center for Performance).

146 There was a group discussion regarding key points in the video. Following the video, Judy asked the
147 team to reflect on how their school's demographics were reported in each school action plan.
148

149 *Block 2*

150 *Student Discipline Reporting*

151 Judy lead a discussion about student discipline reporting (via the state report). She provided team
152 members with a summary of school incidents (as reported to the state). The team reviewed the date and
153 broke into smaller groups (K-5 schools, ADL and Westford, EHS/CTE) to ask questions and discuss the
154 summary. Each group then reported their thoughts to the larger team.
155

156 There is a need to calibrate among principals on how to report school incident data. Is it important to set
157 targets in each area?
158

159 The team also discussed how this type of data is reported twice, once in SASI and once to the state. Yet,
160 the state and SASI are not aligned, causing separate data to be entered. There is a need to analyze the
161 SASI fields to align them more closely with the state's reporting requirements. The state seems to focus
162 more on data pertaining to school safety than SASI. It is important to review the definitions provided by
163 the state when completing their required report. Additionally, SASI differentiates between an action and
164 an incident.
165

166 The team discussed how the state data is not necessarily an accurate reflection of incidents that have
167 occurred in each school. There are various interpretations among principals of when to input certain data
168 (such as bullying). It became evident that clarification is needed from the state regarding more specific
169 incident definitions.
170

171 *Lunch*
172

173 *Incident Reporting*

174 Erin led a presentation regarding the Pyramid of Intervention. She began with a conversation about
175 restraint. It is clear that restraint is used in primary levels and not in secondary levels (where policy are
176 usually involved).
177

178 There was informal dialogue about restraint and responding to crisis across development levels. In lower
179 levels, the use of restraint becomes a child-specific tool that can be over used. There is a need to look at
180 other solutions (such as outside placement).
181

182 The team discussed what CCSU's philosophy is about restraint and when it is appropriate to use. There is
183 a need for a discussion regarding teaching replacement behaviors. Restraint will be a future preK-5
184 discussion (Erin will schedule this meeting).
185

186 Is data from the incidents with students in the inclusion program contained within the state report? Not
187 all schools include this data. Also, inclusion teams are trained differently than CCSU's teams (who are
188 CPI trained). Erin will seek guidance from the state as to whether or not data regarding restraints from
189 inclusion teams (or others, such as police) should be included in the state report.
190

191 Additionally, the ELT needs to discuss what the "n" size should be when reporting (i.e. several incidents
192 may involve only two students).
193

194 The team also discussed what other types of discipline are used (such as seclusion) and if those need to be
195 added as fields in SASI. The team will review the forms used for documentation to insure consistency.

196
197 *Guide to Pyramid of Intervention*
198 Erin provided the final work product of the Pyramid of Intervention Task Team. The EST guidelines
199 have been revised. The next step of the task team is to meet with department heads at the high school and
200 grade-level teams to deliver a copy of the Pyramid of Intervention Guide to all teachers. This three-tiered
201 model is aligned with Response to Instruction. The Pyramid of Intervention is a process by which to
202 intervene for all students who are struggling across the SU. There was a discussion regarding these
203 guidelines.

204
205 *Program Evaluation Data*
206 Erin handed out the results of a recent survey completed by teachers and support staff across the SU. The
207 survey asked various questions about program evaluation data for classroom teachers. Additionally, the
208 survey asked what teachers and support staff to identify any training needs.

209
210 Erin also provided the survey results for a similar survey provided to student support services providers.
211 There was a discussion about the results, specifically accountability and the amount of time student
212 support service providers spend on paperwork, IEP meetings, and consultation with regular educators.
213 What is the caseload expected to be? What is the standard?

214
215 *Block 3*
216 *2007-2008 Parent/Student Handbook*
217 Kathy led the team through a walk through of the changes in the 2007-2008 Parent/Student Handbook.
218 Students will be receiving this handbook on the first day of school.

219
220 The group adjourned at 4:00 p.m.

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223 **August 8, 2007**

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225 **Administrators Present:** Mike Deweese, Judy Prince, Erin Maguire, Linda Keating, Mary Hughes,
226 Karen Archer, Jamie Paterson, Rob Reardon, Tom Faris, Grant Geisler, Louise Strong, Kathy Finck,
227 David Wells, Laurie Singer, Paul O'Brian, Barbara Hyland, Tom Bochanski, Kevin Barber, Dan Ryan
228
229 Judy called the meeting to order at 8:30 a.m.

230
231 *Block 1*
232 *Supervision and Evaluation*
233 Tom Bochanski handed out the CCSU Supervision and Evaluation Training Manual. The group reviewed
234 Supervision and Evaluation (S&E) packets as school-based teams. The S&E materials will be posted to
235 the new web-site. Tom announced that the copyrights to Chapter 4 of Danielson's work have been
236 procured for CCSU's use.

237
238 The school-based teams reported to the larger group to discuss S&E issues. Various topics were
239 identified to be further discussed at future ELT meetings or by the S&E Advisory Council.

240
241 There was a discussion about the forms used for the S&E process, the portfolios that are submitted,
242 retiring staff members, and the management of shared staff. Additionally, there were various language
243 changes throughout the manual, and further discussion regarding the AC timeline, new administrative
244 supports, and goal setting.

245

246 *Mary Hughes moved and Erin Maguire seconded the motion to strike the December 1 AC timeline. The*
247 *motion passed unanimously.*

248
249 Judy handed out the S&E roster and asked the team to carefully review the roster, noting any edits. She
250 also asked team members to provide the 2007-2008 S&E roster.

251
252 *Lunch*

253
254 Block 2

255 *Scheduling Future Meetings and Other Business*

256 The ELT was asked to identify a good date for the 2008 Summer Leadership Institute. To date, August 4-
257 8 is preferred. Laurie indicated that VPA may be held from July 28 until August 1. One idea is to have
258 the institute in conjunction with VPA's Summer Academy. There was a discussion about how ELT
259 would be folded in with VPA's sessions (VPA's sessions last the entire day).

260
261 The first ELT meeting is scheduled for September 13. The October 11 ELT meeting has been
262 rescheduled to begin at 2:00 that day (instead of 7:30). Kathy noted that Tech. Directors meet every third
263 Thursday of each month.

264
265 Kathy announced that the 2007-2008 Parent/Student handbooks would arrive August 17.

266
267 At this time, Erin and Linda outline the August in-service plans.

268
269 The team learned that the PathWise software can no longer be used for summative evaluation and the on-
270 line version of PathWise is no longer available.

271
272 The team discussed the ratings scale (basic, proficient, distinguished). Staff members may put too much
273 emphasis on these terms. The S&E advisory team will make a recommendation to ELT about what terms
274 to use.

275
276 *Convocation*

277 The team discussed what the role of the ELT is during Convocation. There was a general discussion
278 about Convocation, namely the pros, cons, and purpose. The purpose of Convocation is to highlight new
279 initiatives and changes, to connect with others (as a preK-12/tech continuum), to acknowledge and
280 recognize benchmarks, and to announce the Outstanding Teacher.

281
282 This led into a conversation about the need for more guidance around the Outstanding Teacher process.
283 Should we move away from the UVM model? Should Board Certification be recognized? Should we
284 utilize the state model?

285
286 Current components of Convocation include:

- 287 • Outstanding teacher
- 288 • SU board chair remarks
- 289 • ELT presentation
- 290 • TAAP presentation
- 291 • Union presentation
- 292 • LSB presentation
- 293 • Student show

294

295 How can Convocation be enhanced to be more meaningful to make the best use of time? Is it possible to
296 have a digital convocation? How can technology be incorporated into Convocation? Student work
297 should be showcased. Can the Convocation presentation be held in the cafeteria immediately following
298 breakfast? Is it possible to do a live telecast, possibly through use of RETN? How does Unified Union fit
299 into Convocation?

300
301 This year's Convocation will feature the new web-site (www.ccsuvt.org). We are ready to change the
302 "announcement" portion of Convocation. This year, announcements will be submitted to Cindy and will
303 be published and distributed as a flier before Convocation.

304
305 An idea for an agenda for the August, 2007 Convocation is:

- 306 • Breakfast at 7:30 in the cafeteria
- 307 • Teacher of the Year
- 308 • Unified Union message
- 309 • Collective Message
- 310 • Convocation ends at 9:00 a.m.

311
312 The LSB can make an announcement at 9:00 a.m. Topics to be included in the collective message
313 include: wellness, safety standards, and the new web-site.

314
315 *Classroom Walk-Throughs*

316 A copy of "Walk This Way!" was handed out to the team (it was originally presented by two principals
317 who created consistent walk-about). Mary reviewed the handout with the team. For Summit, she created
318 a walk-through grid with staff and scheduled walk-throughs with her staff. This method has enabled
319 connections and understanding between herself and her staff. Walk-throughs are meant to be informal.

320
321 The question about informal evaluations fit in with evaluations within contracts was discussed. Walk-
322 throughs are not evaluations (they are supervision). It is better to follow up a walk-through with dialogue,
323 and not something written to a staff member. It is also important to get student feedback. Teachers seem
324 to want extended formative observation. The S&E component should be removed during walk-throughs
325 and learning walks should continue. Is there a need for formal training or a formal walk-through
326 guideline? The most informal walk-through may not need more training. Standards of practice and
327 essential question are used to set up the frame (context) of walk-throughs. It was suggested that principals
328 from different schools conduct walk-throughs together. The S&E Advisory Council will review walk-
329 throughs at a future meeting.

330
331 The group adjourned at 3:00 p.m.

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333
334 **August 9, 2007**

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336 **Administrators Present:** Judy Prince, Mike Deweese, Erin Maguire, Linda Keating, Karen Archer, Dan
337 Ryan, Michelle Rath, Tom Faris, Tom Bochanski, Kevin Barber, Bob Travers, Jamie Paterson, Kathy
338 Finck, Paul O'Brian, Grant Geisler, Louise Strong, David Wells, Barbara Hylind, Deb Robbins, Rob
339 Reardon

340
341 Judy called the meeting to order at 8:15 a.m.

342
343 *Block 1*
344 *Policy Sub-Committee*

345 The policy sub-committee, a six member committee (made up of two representatives from each board and
346 staffed by Paul and Erin), was initiated this year by the SU board to review the policy manual. This sub-
347 committee meets every two weeks to review all policy (to date, section A is nearly completed). It is
348 important to note that policy belongs with school boards and administration and not all policy requires a
349 procedure.

350
351 *Procedures*

352 Erin handed out the procedure guideline for review. The group broke out into grade-level teams to further
353 review the guidelines. The board remanded procedure to the administrative level. The policy sub-
354 committee and the board are being very intentional on how they become informed in creating policy.
355 There was a discussion about the need to more clearly define “accountability.” The team also discussed
356 the use of the word “individual” (is this isolating language?). It is necessary to clarify the terms policy,
357 procedure, protocol, practice, and rule. What is the right vocabulary?
358

359 *Wellness Policy*

360 Wellness Policy JIE was provided to the team. The team focuses on Section I (nutrition). Schools are not
361 the problem with respect to the nation’s obesity trend, but the board believes schools should be part of the
362 solution. The board remanded the nutrition guidelines to the Superintendent.
363

364 There will be an organizational shift over time in regards to nutrition. Some changes include:

- 365 • An upgrade in the school lunch menu (food description will highlight the nutritional value)
 - 366 • There has been tremendous scrutiny and thought of food served to students
 - 367 • School lunch menus are more transparent nutritionally
- 368

369 Mike provided the team with an example search from the site www.nutritiondata.com. This site will be
370 used to provide nutrition scores to food served across the SU. Mike highlighted the “completeness
371 score,” the metric which will be used for items sold a la carte. He pointed out the “NDS Opinion”
372 section. It is important to not just focus on the “completeness score” and to look at the site as a whole.
373 Mike pointed out that 80 percent of foods currently served score at least the minimum score (20) on the
374 “completeness score” scale – thus, the change in foods will be minimal this year.
375

376 Mike handed out the wellness guidelines and the team separated into grade-level groups to discuss these
377 guidelines. As a whole, the ELT determined the importance to have consistent lists regarding suggested
378 alternative non-food based celebration and health food options.
379

380 The team also discusses revenue from foods (such as vending, etc.) What will fund-raising look like?
381 How should food sales be tracked at each school. What happens when external group sales cross over into
382 the school day? There was a discussion about what these external groups are. These new guidelines need
383 to be thoughtfully communicated to the community.
384

385 The team discussed curricular decisions (i.e. pro foods, natural resources) versus food services. This led
386 into a discussion about school store sales (which have a direct impact on programs). This will be a future
387 discussion at specific sites.
388

389 The times outlined in the guidelines need to be further clarified. There was discussion about what time
390 the guidelines were in effect. The guidelines will affect vending everyone (including areas students don’t
391 have access – such as maintenance – and the rink) during instructional hours.
392

393 There was a discussion about meals provided by adults for students. Some teachers have cook-outs for
394 students. What is the difference between adults and students selling food? Adults should model the
395 behaviors outlined in the wellness guidelines.

396
397 The ELT also discussed how Food Service is operated. It is an individual entity that is paid through
398 revenues and not by tax payers. What can the Abbey (Westford) sell?

399
400 A letter will be sent notifying parents/community members of the upcoming changes.

401
402 *Fund-Raising Activities*

403 The school fund-raising activities policy was provided to the team (policies IGDF and GBI), along with
404 the staff gifts and solicitations policy. There is a need to determine consistent practices across the SU.
405 What is the implementation of each policy at each building? The wellness policy plays a role in the fund-
406 raising policy. How many fund-raising activities occur at each school? At this time, the team divided
407 into several groups to discuss these policies.

408
409 *Fund-Raising Policy*

410 The team discussed the amount of fund-raising activities throughout the school year. Are these activities
411 a burden/nuisance to students and the community? How many activities occur? For what purpose are we
412 fund-raising? What is the supervision of students during door-to-door sales? What is the accountability?

413
414 *Staff Gifts and Solicitation*

415 How can system-wide solicitation of staff members be managed? Should it be managed? Does
416 solicitation interfere with instruction (this could be a metric)? Schools should not use GroupWise as a
417 means of solicitation as this method does not satisfy AUP (GroupWise should not be used for non-school
418 purposes). There was a general discussion about GroupWise and e-mail. It was determined that
419 GroupWise should not be used for personal use.

420
421 The team briefly discussed solicitations from such organizations as the United Way, Books are Fun, and
422 Sugarbush. How do they fit into staff solicitations?

423
424 Fund-raising continues to fall under principal approval. Should individuals (and not just organizations) be
425 identified within the new policy?

426
427 *Lunch*

428 *Block 2*

429 *Bullying of Students (Policy JGB)*

430 The policy and procedure regarding bullying were provided to the team. The policy was recently
431 approved by the board and the procedure is still in draft form. The team broke into smaller groups to
432 review the policy and procedure.

433
434 How is cyber-bullying occurring and being dealt with? Information from MySpace.com and Unicef were
435 provided regarding cyber-bullying (via the inter-net and text messaging) to the team. Mike encouraged
436 everyone to log-in to MySpace and FaceBook to learn more about how those sites work.

437
438 At what point is an incident “actionable” by the school? There was a discussion about prevention and a
439 systematic approach to bullying. Maybe a prevention protocol should be developed. The team discussed
440 what the term “discipline” means. There is no timeline provided for response to bullying as the law does
441 not currently provide a timeline. The team discussed possibly using the same 24 hour standard that is

442 used in the harassment procedure. Ultimately, it was decided that the team should always try to apply the
443 24 hour standard but this would not be a system-wide standard.

444
445 How does staff fit into the bullying procedure? Staff follows the professional code of conduct. The
446 policy is currently student specific.

447
448 According to the procedure, if a report is not verified, the incident may not be followed through with to
449 the family involved. Do incidents need to be reported to the state only if they are verified?

450
451 The team discussed the occurrence of social workers citing HIPPA as a reason why not to disclose any
452 incident. Usually, social workers are from outside organizations and don't disclose information based on
453 their employers' rules. The possibility of have anonymous reports was discussed. This led into a
454 discussion about how anonymous/confidential reporting can be done. Is there a need for drop boxes (for
455 anonymous reporting)? It is important to note that the school safety hotline is referenced in the
456 parent/student handbook as a means of reporting.

457
458 *ID Badges*

459 Grant updated everyone on the new ID badge protocols. As part of the new protocols, all staff will be
460 required to wear ID badges when they are in a school during school hours. EHS has decided that all
461 students will wear ID badges.

462
463 *School Safety Checklist*

464 Grant handed out the school safety checklist to all principals. It has been updated. He reviewed the
465 changes with the team. The checklist serves as a safety audit in terms of security.

466
467 *Block 3*

468 *CCSU Safety Manual*

469 Dan reviewed the safety manual with the team. There was a question about how the manual will be
470 distributed to staff and how it will be updated. The school crisis response teams will likely review the
471 manual with each school. Dan discussed the importance of everyone knowing what their job is during an
472 emergency situation.

473
474 How do "sweepers" get chosen? Is this done on a volunteer basis or is it assigned? Training is always
475 provided to those who are "sweepers" for the bomb search teams.

476
477 Is the rink still going to be used as a relocation site as it is now an instructional space? Dan noted that the
478 SU is currently working on finalizing agreements with various relocation sites.

479
480 The team reviewed the school crisis response commands and their definitions, along with who is
481 responsible for implementing those commands. There was a brief discussion about safety (emergency)
482 drills in schools.

483
484 There is a need to establish details of evacuation/relocation plans. What happens to the school receiving
485 another school? Other relocation areas need to be specified and administration should be familiar with
486 those other sites.

487
488 It is also important to teach student to go to another safe location if they come across a locked classroom.
489 There was a discussion about whether or not administrators should wait for law enforcement to arrive or if
490 lock-boxes should be relied upon.

491

492 At this time, the team reviewed an example of an emergency.

493
494 Sign out forms need to be created for parents who want to take their child away from the relocation site.
495 Elements of the manual, specifically codes and immediate practices, should be reviewed at in-service.

496
497 The group adjourned at 4:00 p.m.

498
499

500 **Outstanding Tasks**

- 501 • Contact state regarding school incident reporting
- 502 • Erin to schedule meeting w/ preK-5 principals regarding restraint
- 503 • Erin will seek guidance from the state as to whether or not data regarding restraints from inclusion
- 504 teams (or others, such as police) should be included in the state report.
- 505 • Tom Bochanski will follow up on any outstanding S&E issues
- 506 • Review S&E roster for any edits
- 507 • Submit 2007-2008 S&E roster to Judy
- 508 • Send community letter regarding wellness policy
- 509 • Cindy will send pages 7, 8 and 13 to principals so they can modify (pages 7 & 8) and distribute to
- 510 staff (page 13)

511

512 **Future Agenda Topics**

- 513 • Curriculum Survey Tool
- 514 • School incident reporting
- 515 • S&E