

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
 Paul Long - Vice President
 Kris Wyatt - Clerk
 Brian Haley - Member
 Damian Armitage - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
 Mary Boyle, Deputy Superintendent of Educational Services
 Joyce Lopes, Assistant Superintendent of Business Services
 Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

<u>School</u>	<u>2009 CBEDS</u>	<u>01/03/11</u>	<u>02/01/11</u>
Sheridan School (K-5)	88	86	82
First Street School (K-5)	411	451	455
Carlin C. Coppin Elementary (K-5)	446	405	403
Creekside Oaks Elementary (K-5)	624	623	635
Twelve Bridges Elementary (K-5)	708	720	724
Foskett Ranch Elementary (K-5)	542	543	543
Lincoln Crossing Elementary (K-5)	608	613	613
Glen Edwards Middle (6-8)	632	686	687
Twelve Bridges Middle School (6-8)	837	811	817
Lincoln High School (9-12)	1,471	1,467	1,441
Phoenix High School (10-12)	80	79	84
PCOE Home School	0	0	0
TOTAL:	6,447	6,484	6,479

Preschool/Head Start

First & J Street 24
 Carlin Coppin 23 - A.M. /20 - P.M.
 Sheridan 20

Pre-K/Special Ed

Foskett 19
 FSS PPPIP 65
 Carlin Coppin 9

Adult Education 209

First-5 Program

First Street 20-A.M. / 15-P.M.
 Sheridan 8

GLOBAL DISTRICT GOALS

- ~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
- ~Foster a safe, caring environment where individual differences are valued and respected.
- ~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
- ~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
- ~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
February 15, 2011, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS THEATER
790 J Street, Lincoln, CA 95648

AGENDA

2010-2011 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

5:40 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

5:45 P.M.

2. **CLOSED SESSION** – Lincoln High School – Main Office Conference Room

- 2.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD
Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

- 2.2 **PERSONNEL**

Public Employee Discipline/Dismissal/Release

- 2.3 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy
Superintendent of Educational Services, Ryan Davis, Director of Human Services

- 2.4 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**

Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 10-11 C

- 2.5 **INTERDISTRICT ATTENDANCE APPEAL**

Interdistrict Request Appeal 10/11-45

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln High School – Performing Arts Theater

- 3.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD
Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

February 15, 2011

Agenda

3.2 PERSONNEL

Public Employee Discipline/Dismissal/Release

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Student Discipline/Expulsion Pursuant to E.C. 48918

Student Expulsion # 10-11 C

3.5 INTERDISTRICT ATTENDANCE APPEAL

Interdistrict Request Appeal 10/11-45

4. SPECIAL ORDER OF BUSINESS

4.1 Recognition of the Lincoln High School Wrestling Team

5. CONSENT AGENDA

NOTICE TO THE PUBLIC

All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Classified Personnel Report

5.2 Certificated Personnel Report

5.3 Approve Williams Uniform Quarterly Complaint Report.

Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Carlos DeLa Fuente

7.2 Western Placer Teacher's Association – Mike Agrippino

7.3 Western Placer Classified Employee Association – Mike Kimbrough

7.4 Superintendent - Scott Leaman

7.5 Assistant Superintendent of Facilities & Maintenance – Cathy Allen

- Financial Hardship Program Overview

February 15, 2011

Agenda**8. ♦ ACTION ♦ DISCUSSION ♦ INFORMATION**

Members of the public wishing to comment on any items should complete a yellow **REQUEST TO ADDRESS BOARD OF TRUSTEES** form located on the table at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk before each item is discussed.

8.1 Action ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (10-11 G & O Component I, IV, V)

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- AR/BP 4112.21 Interns
- BP/AR 4117.14 Postretirement Employment

8.2 Action CSBA DELEGATE ASSEMBLY ELECTION

CSBA request the Board of Trustees take action to submit two candidate names for the vacancies of the Subregion 4-D, which covers (Nevada, Placer, Sierra Counties). The ballot must be submitted by March 15, 2011.

9. BOARD OF TRUSTEES**9.1 FUTURE AGENDA ITEMS**

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS**10. ESTABLISHMENT OF NEXT MEETING(S)**

- The President will establish the following meeting(s):
 - **March 1, 2011 7:00 P.M.**, Regular Board of Trustees Meeting – Lincoln High School, Performing Arts Theater
 - **March 15, 2011 7:00 P.M.**, Regular Meeting of the Board of Trustee – Twelve Bridges Elementary School

11. ADJOURNMENT

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

**DISCLOSURE
OF ACTION
TAKEN IN
CLOSED SESSION,
IF ANY**

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Lincoln High School – Main Office Conference Room

Date: Tuesday, February 15, 2011

Time: 5:45 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
 5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. PERSONNEL
 - * PUBLIC EMPLOYEE APPOINTMENT
 - * PUBLIC EMPLOYEE EMPLOYMENT
 - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - * PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. CONFERENCE WITH LABOR NEGOTIATOR
 10. STUDENTS
 - * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
 - * STUDENT PRIVATE PLACEMENT
 - * INTERDISTRICT ATTENDANCE APPEAL
 - * STUDENT ASSESSMENT INSTRUMENTS
 - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
-
1. LICENSE/PERMIT DETERMINATION
 - a. Specify the number of license or permit applications.
 2. SECURITY MATTERS
 - a. Specify law enforcement agency
 - b. Title of Officer,
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
 - b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

- c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.
4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
 - a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
 - b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
 - a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
 - b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
 - a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
 - b. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
 - a. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
 - A. **PUBLIC EMPLOYEE APPOINTMENT**
 - a. Identify title or position to be filled.
 - B. **PUBLIC EMPLOYEE EMPLOYMENT**
 - a. Identify title or position to be filled.
 - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
 - a. Identify position of any employee under review.
 - D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
 - a. It is not necessary to give any additional information on the agenda.
 - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
 - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
 - a. Name any employee organization with whom negotiations to be discussed are being conducted.
 - b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
 - c. Identify by name the agency's negotiator
10. **STUDENTS:**
 - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
 - B. **STUDENT PRIVATE PLACEMENT**
 - Pursuant to Board Policy 6159.2
 - C. **INTERDISTRICT ATTENDANCE APPEAL**
 - a. Education Code 35146 and 48918
 - D. **STUDENT ASSESSMENT INSTRUMENTS**
 - a. Reviewing instrument approved or adopted for statewide testing program.
 - E. **STUDENT RETENTION/ APPEAL**
 - a. Pursuant to Board Policy 5123

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

CONFERENCE WITH LEGAL COUNSEL –
EXISTING LITIGATION

AGENDA ITEM AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Western Placer Unified School District, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

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SUBJECT:

Public Employee Discipline/
Dismissal/Release

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Ryan Davis,
Director of Human Services

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Public Employee Discipline/Dismissal/Release.

RECOMMENDATION:

Disclose any action taken.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:

Bargaining Groups:
 WPTA & CSEA Negotiations
Agency Negotiators:
 Scott Leaman, Superintendent
 Mary Boyle, Deputy Superintendent
 Ryan Davis, Director of Human Services

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Ryan Davis
Director of Human Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

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SUBJECT:

Student Discipline/
Expulsion
Student #10-11 D

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

ENCLOSURES:

DEPARTMENT:

John Wyatt
District Hearing Officer

FINANCIAL INPUT/SOURCE:

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will disclose any action taken during closed session in regards to the expulsion of Student #10-11 D

RECOMMENDATION:

The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:

Interdistrict Appeal

AGENDA ITEM AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 10/11-45

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

**SPECIAL
ORDER
OF
BUSINESS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
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SUBJECT:

Recognition of LHS Wrestling Team

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees would like to recognize the Lincoln High School Wrestling Team and their Coaches for an outstanding season.

RECOMMENDATION:

PLEASE JOIN THE
BOARD OF TRUSTEES
FOR
SPECIAL
RECOGNITION


Scott Leaman, Superintendent

Scott Leaman, Superintendent

CONSENT

AGENDA

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:


Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 15, 2011

CLASSIFIED/MANAGEMENT

ADDITIONAL TIME

1. **Name:** Ausanee Suttivong
Position: Paraprofessional Aide
Site: Lincoln Crossing Elementary
Hours: From 2 hours 20 minutes to 2 hours 25 minutes/Day
Days: 10 Months/Year
Effective: 2/1/11

5.1.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Ryan Davis
Director of Human Services



ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 15, 2011

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY LEAVE

1. Jessica Armistead, Ag Biology Teacher, Lincoln High School

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SUBJECT:

Williams Uniform Quarterly
Complaint Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)]

District: Western Placer Unified School

Person completing this form: Rosemary Knutson

Title: Secretary to the Superintendent

Quarterly Report Submission Date: ☐ April - 2010
(Check one) ☐ July - 2010
☐ October - 2010
☒ January - 2011

Date for information to be reported publicly at governing board meeting: February 15, 2011

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0	0	0

Scott Leaman
Print Name of District Superintendent


Signature of District Superintendent

February 8, 2011
Date

5.3.1

REPORTS

AND

COMMUNICATION

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

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SUBJECT:

Financial Hardship Program
Overview

AGENDA ITEM AREA:

Report

REQUESTED BY:

Cathy Allen, Assistant Superintendent
Facilities & Maintenance Services

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

Staff will present information on the State School Facility Financial Hardship Funding Program.

RECOMMENDATION:

None.

7.5

State School Facility Program

"Understanding Financial Hardship"

Cathy Allen,
Assistant Superintendent, Facilities & Maintenance Services
February 15, 2011

What is it?

- Financial Hardship assistance is available for those districts that cannot provide all or part of their share of a School Facility Project.
- A district is required to have made all reasonable efforts to impose all levels of local debt capacity and development fees prior to requesting financial assistance.

Two Requirements (A & B)

- Requirement A:
 - Must be levying maximum developer fees under law
 - Level I Fees (currently \$2.97 & ¢.47)
 - Level II Fees (currently \$4.21/sq. ft.)
 - Level III Fees (\$8.42/sq. ft.)
 - In 2008 the concept would never have been considered...
 - Now, we're not so sure
 - SAB moving money around to avoid triggering Level III Fees

7.5.1

• **Requirement B**

– **Must meet at least one of the following:**

- **Current outstanding bonded indebtedness is at least 60% of the total bonding capacity**
 - Includes COP's which the district is paying debt service that was issued for capital outlay school facility purposes
- **The district had a successful bond election for at least the maximum amount allowed under Proposition 39 within the previous two years**
- **Is a County Superintendent of Schools**

• **Requirement B (continued)**

- **Other evidence of reasonable effort as approved by the SAB, provided the District had a registered Proposition 39 voter bond election for at least the maximum amount allowed under Proposition 39 within the previous two years**

Evidence Required for Financial Review

- **Involves a very thorough examination of the district's books**
- **Look at all funds, not just capital facility funds**
- **Summarized worksheet of District's financial condition from the latest independent audit report, along with subsequent transactions to arrive at current unaudited available funds**

Documents required (continued)

- **Identify restricted funds such as Class Size Reduction, Special Ed, Title I**
- **Identify all bonds and COPs authorized and sold to date of financial hardship request**

Documents Required (continued)

- **Copy of complete latest independent audit report**
- **Listing of the District's unused site(s) and their intended purpose(s)**
- **Current Enrollment Certification/ Projection and Existing School Building Capacity**

OPSC Review

- **All the above will be used to determine the following:**
 - **Evidence of financial inability to provide all or a portion of necessary matching funds for an eligible project**
 - **Are there any non-operational funds and savings from other SFP projects available to fund all or a portion of the matching share requirements on a project**

OPSC Review (continued)

- The review shall also include an analysis of the District's latest independent audit report, and material subsequent transactions regarding funds available from all capital facility accounts including, but not limited to: developer fees, funds generated from capital facility COPs, federal grants, redevelopment funds, sale proceeds from surplus property, etc.

OPSC Review (continued)

- All funds identified that have not been expended or encumbered by a contractual agreement for a specific capital outlay purpose prior to the initial request for financial hardship status shall be deemed available as a matching contribution, with the exception of the interim housing allowance
- Districts that receive financial hardship are required to submit subsequent years independent audit reports and are subject to follow-up audits

Funding Certifications

- All fund sources that could be used for capital facility purposes need to be included in the FH package
- Has the District issued any COPs in the last three years?
- Will any COPs be issued within the next 12 months from the date of FH
- Has the District passed any GO Bonds or Mello Roos Bonds within the last three years?

Funding Certifications (continued)

- Has the District entered into any developer fee "In Lieu" agreements within the last three years that decreased the amount of developer fees collected by the District?
- Is the District currently receiving Redevelopment Funds?
- What Inter-Fund transfers has the District made over the last two fiscal years?

Evidence Required

- Summary of why the District is requesting FH
- District's Capital Outlay Program for the next 5 years
- Trial balance for each fund
- General Ledger Detail Report
- Identify the purpose and provide necessary documentation for any restriction on funds within the Special Reserve Fund(s)

The Reality of Financial Hardship

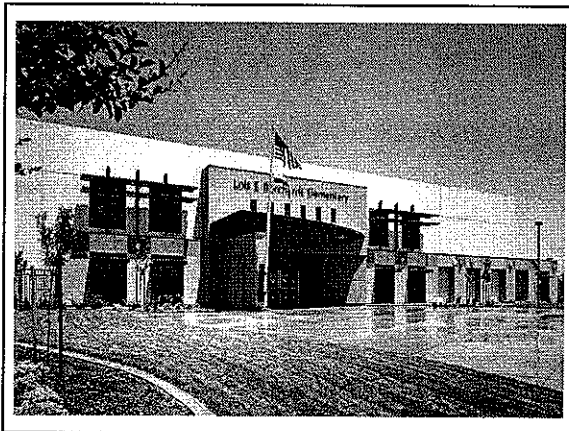
- Mostly portables campus
- Still have to follow current code
- Elimination of some components (small group rooms) and downsizing of others (multis [joint-use], libraries, labs)
- More compact campus
- Lower cost/quality materials used in construction can lead to more maintenance costs over time
- Basic classroom layout with no frills; minimal furniture & equipment
- Can't use FH funds for supplies or some "start-up costs". These expenditures are considered ineliminable

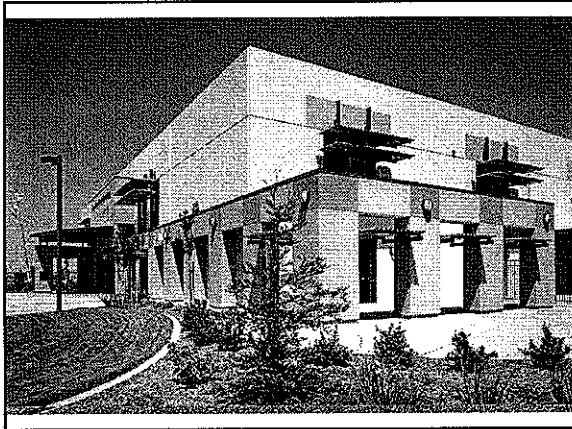
The Reality of Financial Hardship (cont)

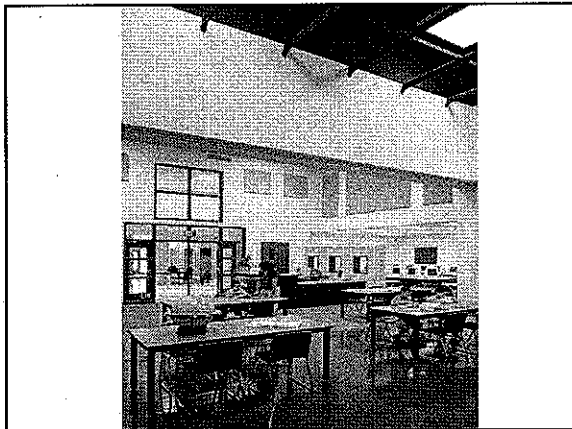
- No curriculum purchase out of Financial Hardship funds (\$286,500 for LCES)
- Any revenue generated during the three years after the last FH apportionment can be deemed available for next FH school

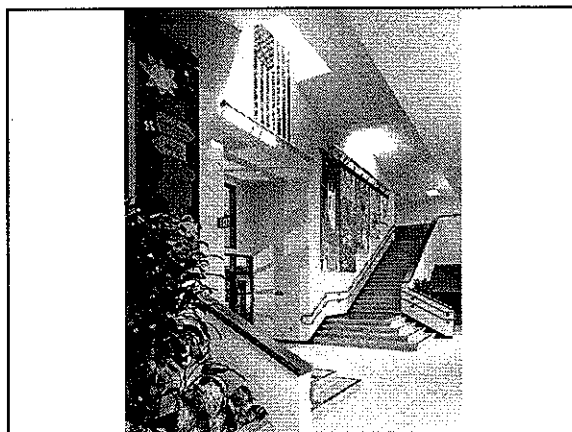
Possible LCE South

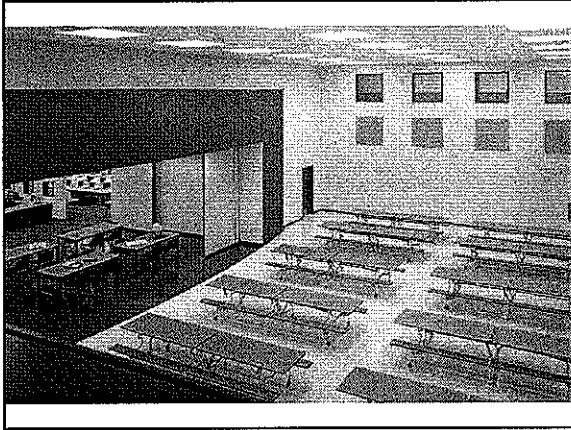
- Build a bigger school/more "bang for the buck"
 - Infrastructure for a 600 ADA school is the same as for an 800 ADA school
 - Classroom space is the least expensive to build
- Mixture of some permanent and some relocatable/modular space

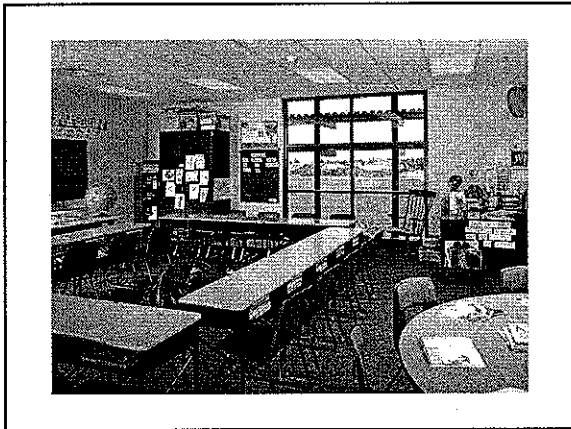


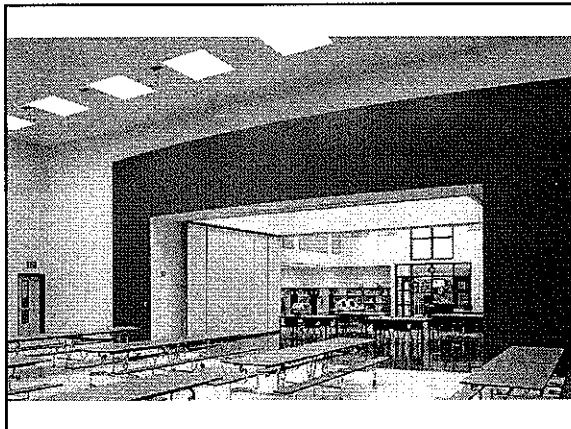












New Concept

- Two story tilt-up would be a new concept for us
- Worth exploring especially if we are under FH
- More appealing than an 'all portable school'
- Less expensive to heat and cool
- 'Back' of school would be stubbed for future portable classrooms
- Allows for increased field space for physical education activities

Current State Funding Outlook

- Governor will attempt to block any school bond bill until 2015
- Program bill in 2012
 - Significant changes to program
 - More reliance on local funding
 - State wants to be out of the business of funding school construction
 - Financial hardship regulations will change

Future...

- When do we try for another bond?
- How big should it be and what projects should it fund?
- Take advantage of an election in 2012?
- Wait?
- What happens if we wait?
- Approximately 2100 students left to house under old General Plan

- There are no state funds left in the New Construction 'pot' so no dollars for FH or any district
- Once our remaining capital project funds are gone...?
- Tax proceeds from CFD #1 and #2 plus Level II developer fees are allocated to current debt
- Villages will be mitigated separately

Questions?

INFORMATION

DISCUSSION

ACTION

ITEMS

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Adoption of Revised/New
Policies/Regulations/Exhibits

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

These new and revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR 4112.21 Interns
- AR 4117.14 Postretirement Employment

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

MANUAL MAINTENANCE GUIDESHEET

Page 1 of 1

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

<u>DELETE</u>	<u>ADD</u>	<u>DESCRIPTION</u>
BP/AR 4112.21	BP/AR 4112.21	<u>Interns</u> <u>Replace</u> BP/AR. Updated policy reflects Commission on Teacher Credentialing action establishing preservice training requirement for all intern candidates and reflects NEW LAW (AB 2057) which clarifies that interns cannot participate in the Beginning Teacher Support and Assessment program. Policy also contains material formerly in AR re: assignment of interns and recommendation for credential following completion of internship program. Updated regulation revises section on "University Internship Program" to add legal requirement re: salary payments for supervision of interns, adds new section on "Alternative Certification Program," and revises section on "Enhanced Internship Program" to update items #2 and 3 to reflect current law.
AR 4117.14 4317.14	AR 4117.14 4317.14	<u>Postretirement Employment</u> <u>Replace</u> AR. Regulation revised to reflect NEW LAW (AB 506) which, beginning July 1, 2010, prohibits any certificated employee retiring below age 60 from receiving compensation for creditable service for at least six months following his/her retirement. Regulation also reflects provisions of AB 506 which (1) specify a deadline for submission of proof of eligibility of an employee for exemption from the postretirement compensation limitation, (2) extend the sunset date for exemptions from the limitation to June 30, 2012, and (3) prohibit the granting of an exemption from the limitation to a retired certificated individual who is hired in an emergency situation to fill an administrative vacancy, when the vacancy is caused by his/her own retirement.

8.1.1

INTERNS

The Board of Trustees may employ interns to fulfill the district's need for additional instructional resources and to assist future teachers in meeting state credentialing requirements by linking teaching theory with practice. ~~The Superintendent or designee shall ensure that such persons possess appropriate internship credentials from the Commission on Teacher Credentialing (CTC).~~

(cf. 4112.2 - Certification)

The Superintendent or designee may enter into an agreement with an accredited college or university to provide supervised teaching experiences within the district as part of a teacher preparation program. He/she shall ensure that the district collaborates with a college or university in the selection, placement, support, and performance assessment of interns.

(cf. 4111/4211/4311 - Recruitment and Selection)

The Superintendent or designee shall ensure that interns employed by the district possess an appropriate internship credential from the Commission on Teacher Credentialing (CTC) and that their prior experiences and personal qualifications adequately prepare them for the responsibilities of the position.

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

~~Interns shall not be assigned to teach any classes outside the subject area, grade levels, or classes authorized by their credential(s).~~

An intern may be assigned to provide the same service as a holder of a regular credential in accordance with the authorizations specified on the internship credential. (Education Code 44454, 44325, 44326, 44830.3)

(cf. 4113 - Assignment)

To be assigned ~~Any intern hired to teach core academic subjects, as defined in law, an intern must shall be required to meet the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)~~

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Terms of employment for interns shall be consistent with law and the district's collective bargaining agreement, as applicable. **Interns shall not displace certificated district employees.**

(cf. 4116 - Probationary/Permanent Status)

(cf. 4141/4241 - Collective Bargaining Agreement)

8.1.2

INTERNS (continued)

~~Interns shall be eligible to participate in induction programs for beginning teachers and may receive other support and assistance to enhance their instructional skills and knowledge.~~

Interns shall receive systematic supervision and guidance by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and maintain frequent communication with the interns they are assigned to assist.

(cf. 4131 - Staff Development)

(cf. 4131.1 - Beginning Teacher Support/Induction)

(cf. 4138 - Mentor Teachers)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated at least once every year, in accordance with Board policy and the district's collective bargaining agreement.

(cf. 4115 - Evaluation/Supervision)

When an intern has successfully completed the program, the Board may recommend to the CTC that the intern be awarded a preliminary or professional clear credential commensurate with his/her qualifications. (Education Code 44328, 44468, 44830.3)

The Board shall regularly evaluate the effectiveness of the program to determine whether changes are needed in the support and/or assignment of interns. The Board's evaluation shall be based on a report by the Superintendent or designee, including, but not limited to, data on student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain teaching or education specialist credentials.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

300-340 *English language education for immigrant children*

44253.3-44253.4 *Certificate to provide services to limited-English-proficient students*

44253.10 *Qualifications to provide specially designed academic instruction in English to limited-English-proficient students*

44259 *Minimum requirements for teaching credential*

44279.1-44279.7 *Beginning Teacher Support and Assessment System*

44314 *Diversified or liberal arts program*

44321 *CTC approval of internship programs*

44325-44329 *District interns*

INTERNS (continued)

Legal Reference: (continued)

44339-44341 *Teacher fitness*
44380-44386 44387 *Alternative certification program; increased funding for internship programs*
44387 *Increased funding for internship programs*
44450-44468 *Teacher Education Internship Act of 1967 (university interns)*
44560-44562 *Certificated Staff Mentoring Program*
44830.3 *Employing district interns*
44885.5 *District interns classified as probationary employees*
52055.605 *Identification of high priority schools, High Priority Schools Grant Program*
CODE OF REGULATIONS, TITLE 5
6100-6126 *No Child Left Behind teacher requirements*
13000-13017 *New Careers Program*
80021.1 *Provisional internship permit*
80055 *Internship credential*
UNITED STATES CODE, TITLE 20
6319 *Highly qualified teachers*
7801 *Definitions, highly qualified teacher*

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CORRESPONDENCE PUBLICATIONS
08-03 *Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, March 3, 2008*
03-0028 *Changes in District Intern Programs as a Result of Senate Bill 187, December 22, 2003*
Implementation of SB 57, Early Completion Internship Option, March 10, 2003
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual, 2008
CTC Credential Handbook, revised 1997
California Standards for the Teaching Profession, 1997
Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials (including internship programs), rev. April 2008
Standards of Quality and Effectiveness for Education Specialist Credential Programs (Including University Internship Options) and Clinical Rehabilitative Services Credential Programs, December 1996
Standards of Program Quality and Effectiveness for District Intern Programs, revised 1996
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, revised January 16, 2004
WEB SITES
CSBA: <http://www.csba.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.14

INTERNS

University Internship Program

~~Persons employed through a university internship program are authorized to provide the same service at the same levels as authorized by a regular credential. (Education Code 44454)~~

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The Superintendent or designee shall ~~seek the assistance of the~~ **cooperate with a college or university in the development, implementation, and coordination** of the internship intern's program. (Education Code 44465)

The Superintendent or designee may enter into agreements with the college or university to **employment of** competent and qualified **college or university** staff members to supervise and guide interns as they pursue their district responsibilities. (Education Code 44461)

~~A university intern may choose an early completion option leading to a five-year preliminary credential by demonstrating competence through assessments and observations in accordance with Education Code 44468. (Education Code 44468)~~

Salary payments for the supervision of interns may be made out of district funds and may be met by proportionately reducing the salaries of paid interns. In such cases, no more than eight interns may be supervised by one staff member and the district salary normally paid to interns may be reduced by no more than one-eighth to pay the supervisor's salary. The intern shall not be paid less than the minimum salary required by the state for a regularly certificated teacher. (Education Code 44462)

(cf. 4151/4251 - Employee Compensation)

Before an intern enrolls in any college or university program to renew the **his/her** internship credential, the Superintendent or designee shall counsel the intern and plan a program for the first and subsequent renewals. (Education Code 44457)

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

District Internship Program

~~Persons employed through the district internship program may be assigned to teach in any classes in grades K-12, in bilingual education classes, or in special education programs for students with mild and moderate disabilities. (Education Code 44830.3)~~

8.1.5

INTERNS (continued)

The Superintendent or designee shall, in consultation with a college or university, develop and implement a professional development plan for district interns. This plan shall include, but not necessarily be limited to, the components described in Education Code 44830.3, including provisions for mandatory preservice training tailored to the grade level or class to be taught, additional instruction during the first year of service when required, and an annual evaluation of the district intern. (Education Code 44830.3)

*(cf. 4115 – Evaluation/Supervision
(cf. 4131 – Staff Development)*

*(cf. 4112.2 – Certification)
(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 – Special Education Staff)
(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*

Each district intern shall be assisted and guided by either of the following: (Education Code 44326, 44830.3)

1. A certificated employee who possesses valid certification at the same level or the same type of credential as the district intern he/she serves, and who is selected through a competitive process adopted by the Board of Trustees after consultation with the exclusive teacher representative unit

*(cf. 4112.2 – Certification)
(cf. 4138 – Mentor Teachers)
(cf. 4140/4240 – Bargaining Units)*

2. Personnel employed by a college or university to supervise student teachers

~~The Superintendent or designee shall, in consultation with a college or university, develop and implement a professional development plan for district interns. This plan shall include, but not necessarily be limited to, the components described in Education Code 44830.3, including provisions for mandatory preservice training tailored to the grade level or class to be taught, additional instruction during the first year of service when required, and an annual evaluation of the district intern. (Education Code 44830.3)~~

~~*(cf. 4115 – Evaluation/Supervision)
(cf. 4131 – Staff Development)*~~

~~A district intern may choose an early completion option leading to a five-year preliminary credential by demonstrating competence through assessments and observations in accordance with Education Code 44468. (Education Code 44468)~~

The Superintendent or designee shall ensure that appropriate records are maintained, showing the credit earned by each district intern. (Education Code 44327)

8.1.6

INTERNS (continued)

(cf. 4112.6/4212.6/4312.6 – Personnel Files)

When a district intern's credential expires, the Superintendent or designee may recommend to the Commission on Teacher Credentialing (CTC) that the intern's credential be extended for one year. (Education Code 44325)

~~When a district intern has successfully completed service sufficient to meet program standards and performance assessments, the Board may recommend to the CTC that the intern be awarded a preliminary credential. The Board may recommend issuance of a professional clear credential if the program includes an approved induction plan or CTC-approved advanced coursework meeting the requirements of Education Code 44259(e) for a professional clear credential. (Education Code 44328, 44468, 44830.3)~~

Early Completion Option

An intern may choose an early completion option leading to a five-year preliminary credential by completing the following requirements: (Education Code 44468)

- 1. Passing the CTC-approved assessment of knowledge of teaching foundations**
- 2. Passing the CTC-approved Teaching Performance Assessment (TPA)**
 - a. The intern shall first pass the assessment of teaching foundations described in item #1 before qualifying to take the TPA.**
 - b. The intern may take the TPA only one time as part of the early completion option. An intern who is not successful on the TPA may complete his/her internship program and his/her scores shall be used to provide an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the intern has demonstrated competence. The intern shall be required to retake and pass the TPA at the end of the internship in order to be considered for recommendation to the CTC.**
- 3. For interns pursuing a preliminary multiple subjects credential, passing the reading instruction competence assessment described in Education Code 44283**
- 4. Meeting the requirements for teacher fitness as set forth in Education Code 44339, 44340, and 44341**

INTERNS (continued)

Enhanced Internship Program

When granted additional state funding as an enhanced internship program, the district's internship program shall: (Education Code 44387)

1. Provide ~~teacher-~~ interns, **before they provide instructional services**, with the greater of the following:
 - a. 120 hours of intensive preservice training focused on the teaching of English language learners
 - b. 40 hours of preservice training in addition to all other required training, including, but not limited to, training related to services for English language learners pursuant to Education Code 44253.3, 44253.4, and 44253.10
 2. Provide all teacher interns with 40 hours of classroom observation, supervision, assistance, and assessment by one or more experienced teachers who possess valid certification to teach at the same grade level and the same subject matter and who are **employed by the district, assigned to assist the interns at the interns' respective school sites, and, to the extent possible, teach at the same school sites as the interns who is being assisted**
- (cf. 4131.1 - Beginning Teacher Support/Induction)*
(cf. 4138 - Mentor Teachers)
3. Maintain a ratio of ~~no fewer than~~ one experienced teacher to **no more than** five teacher interns at the same school site

Beginning in the second year of receipt of **state funding for this program**, pursuant to ~~Education Code 44387~~, the district shall annually demonstrate that no "high priority school," defined as one that is ranked in deciles 1-5 on the Academic Performance Index, will have a higher percentage of interns than the districtwide average of interns per school in that year. (Education Code 44387, 52055.605)

(cf. 0520.1 - High Priority Schools Grant Program)

EMPLOYMENT OF RETIRED TEACHERS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

The Governing Board may hire retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

Any retired teacher certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) who is hired by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from that service. ~~employed by the district shall be exempt from the limitation on earnings specified in Education Code 24214(d), (f), and (g) for members of the State Teachers Retirement System (STRS) provided that the teacher retired from service with an effective date on or before January 1, 2004 and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)~~

Any retired individual hired under this administrative regulation shall be paid at a rate commensurate with that of other district employees performing comparable duties. (Education Code 24214)

Beginning July 1, 2010, any certificated individual who is a member of STRS and who retires from service below normal retirement age shall not be hired for service pursuant to this administrative regulation for at least six calendar months after his/her retirement from service. (Education Code 24214.5)

Postretirement Compensation Limitation

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

- 1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215**
- 2. Maintain accurate records of the retired individual's compensation and report the compensation to STRS and the individual monthly regardless of the method of payment or the fund from which the payments are made**

EMPLOYMENT OF RETIRED TEACHERS (continued)

When employing a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS, no later than June 30 of the school year for which the exemption is to apply, all required documentation to substantiate eligibility for the exemption. (Education Code 24216, 24216.5, 24216.6)

Exemption for Providing Specified Instructional Services

Until June 30, 2012, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2009, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12
2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment System pursuant to Education Code 44279.1-44279.7

(cf. 4131 - Staff Development)

3. Support to individuals completing student teaching assignments
4. Support to individuals participating in a pre-internship teaching program (Education Code 44305-44308), an alternative certification program (Education Code 44380-44386), or a school paraprofessional teacher training program (Education Code 44390-44393)

(cf. 4112.21 - Interns)

(cf. 4222 - Teacher Aides/Paraprofessionals)

5. Instruction and student services provided to students enrolled in special education programs pursuant to Education Code 56000-56885

(cf. 4112.23 – Special Education Staff)

6. Instruction to students enrolled in English language learner programs pursuant to Education Code 400-410 and 430-446

(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)

7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6179 - Supplemental Instruction)

8.1.10

EMPLOYMENT OF RETIRED TEACHERS (continued)

~~Any retired teacher may also be exempt from the limitation on earnings if the teacher returned to work after the date of retirement and, for a period of at least 12 months, has not performed creditable service as defined in Education Code 22119.5 as an employee or independent contractor within the California public school system. (Education Code 24214)~~

Retired **individuals** teachers who are exempt from the limitation on earnings **compensation** shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service shall **may** not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit and shall not be less than the minimum nor exceed that paid by the district to other employees performing comparable duties. (Education Code 24214, 24216.5, 24216.6)

(cf. 4121—Temporary/Substitute Personnel)
(cf. 4141/4241—Collective Bargaining Agreement)

~~The Superintendent or designee shall submit documentation required by STRS to substantiate the eligibility of the temporary employment of a retired teacher for the exemption from the limitation on earnings. (Education Code 24216.5, 24216.6)~~

~~The Superintendent or designee shall maintain accurate records of the retired teacher's compensation earned and shall report that compensation monthly to STRS regardless of the method of payment or the source of funds from which the compensation is paid. (Education Code 24216.5, 24216.6)~~

(cf. 4117.11/4317.11—Preretirement/Part Time Employment)
(cf. 4117.12/4317.12—Retirement Consultancy Contracts)

Exemption for Appointment as Trustee/Administrator or for Emergency Situations

A retired certificated individual shall be exempt from the postretirement compensation limitation for a maximum period of 24 consecutive months if he/she is appointed by the Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee pursuant to the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)

(cf. 0520.1 - High Priority Schools Grant Program)

8.1.11

EMPLOYMENT OF RETIRED TEACHERS (continued)

Until June 30, 2012, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.
2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.
3. The employment is reported in a public meeting of the Board.

(cf. 9320 - Meetings and Notices)

4. The retired individual's termination of employment with the district is not the basis for the vacant administrative position.

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

(cf. 4117.13/4317.13 - Early Retirement Option)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)

Consultancy Contracts

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

Legal Reference: (see next page)

8.1.12

EMPLOYMENT OF RETIRED TEACHERS (continued)

Legal Reference:

EDUCATION CODE

400-410 English language acquisition program
430-446 English learner and immigrant student federal conformity act
22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22714.5 2+2 service and year credit option under STRS
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24214.5 Postretirement compensation limit; members below normal retirement age
24215 Service at California State University
24216 Payments to retirants in excess of limitation
24216.5 Exemption from earnings limitation
24216.6 Exemption from earnings limitation
35046 Consultancy contracts
37252-37253.5 Supplemental instruction
41320.1 Appointment of trustee
42120-42129 Budget completion
44279.1-44279.7 Beginning Teacher Support and Assessment System
44305-44308 Pre-internship teaching program
44380-44386 Alternative certification program
44390-44393 School paraprofessional teacher training program
44830 Employment of certificated employees
44830.3 Employment of district interns
44929 Service credit under STRS; additional two years
44929.1 2+2 service and year credit option under STRS
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
56000-56885 Special education

Management Resources:

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.1.13

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET**

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

2011 CSBA Delegate Assembly Election

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 15, 2011

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action to submit two candidate names for the vacancies of the Subregion 4-D, which covers (Nevada, Placer, Sierra Counties). The ballot must be submitted by March 15, 2011.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees submit a ballot.



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2011

January 31, 2011

TRANSMITTAL



TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Michelle Neto, Administrative Assistant

SUBJECT: 2011 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2011

Enclosed in this mailing you will find the following:

- Memo from CSBA President Martha Fluor
- Return envelope U.S. Postmark Deadline – Tuesday, March 15, 2011
- Red ballot to be signed by Superintendent/clerk
- Copy of the current Delegates in your region (Also available on our website at <http://www.csba.org/AboutCSBA/AboutCSBA/CSBAByRegions.aspx>.)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 should you have any questions.

Thank you.

Enclosures

8.2.1

**TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE TUESDAY, MARCH 15, 2011**

January 31, 2011

MEMORANDUM

TO: All Board Presidents and Superintendents
CSBA Member Boards of Education

FROM: Martha Fluor, President

SUBJECT: 2011 CSBA Delegate Assembly Election
U. S. Postmark Deadline – Tuesday, March 15, 2010



Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region. The material consists of the ballot on red paper, required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be copied for inclusion in board agenda packets. However, **only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or board clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Envelopes with the ballots must be postmarked by the U.S. Post Office on or before Tuesday, March 15. No exceptions are allowed.**

Election results will be available no later than Thursday, March 31. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2011 – March 31, 2013. The next meeting of the Delegate Assembly is on Saturday, May 14 – Sunday, May 15 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Monday, April 4. Please do not hesitate to contact Michelle Neto in the Administration department at (800) 266-3382 should you have any questions.

8.2.2

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No Later Than **TUESDAY, MARCH 15, 2011**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2011 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-D
(Nevada, Placer, Sierra Counties)

Number of vacancies: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2011 – March 31, 2013

**denotes incumbent*

- ☐ Rene Aguilera (Roseville City SD)
- ☐ Trish Gerving (Nevada City SD)*
- ☐ Susan Goto (Roseville City SD)*
- ☐ Paige K. Stauss (Roseville Jt. Union HSD)

Provision for Write-in Candidate Name

School District/COE

Provision for Write-in Candidate Name

School District/COE

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

8.2.3

**CSBA****2011 Delegate Assembly Candidate Biographical Sketch Form****Due: Friday, January 7, 2011 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)**

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will not be accepted.

Name: <u>RENE AGUILERA</u>	CSBA Region: <u>4 D</u>
District or COE: <u>ROSEVILLE CITY SCHOOL DISTRICT</u>	Years on board: <u>8</u> ADA: <u>9,750</u>
Contact Number: <u>916 532-5998</u>	E-mail: <u>RAGUILERA@SUREWEST.NET</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My top three educational priorities would be:

- 1) TRANSPARENCY of EXECUTIVE BOARD, DELEGATES AND CSBA STAFF - WE MUST UNDERSTAND WHAT THE DUTIES ARE OF EXECUTIVE BOARD AND DELEGATES AND KNOW THE SALARIES OF THE EXECUTIVE DIRECTOR ON DOWN.
- 2) PREPARATION of students to either go to college or a trade school WE MUST ENSURE OUR STUDENTS PREPARE FOR THE WORKFORCE OR COLLEGE
- 3) GOVERNANCE of SCHOOL BOARD MEMBERS WE MUST ENSURE NEW AND VETERAN SCHOOL BOARD MEMBERS ATTEND CSBA CONFERENCES AND TRAININGS.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

My involvement, activities and interests in my local district include being the founder over 10 years ago of the CESAR CHAVEZ YOUTH LEADERSHIP CONFERENCE FOR 6th to 12th graders and parents. I also am interested in parent involvement activities, health fairs and cultural events of which I organize at various schools in the District.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I HAVE NEVER RUN AS Delegate but in the last eight years I have attended all of the CSBA ANNUAL CONFERENCES, AT LEAST ONE CSBA LEGISLATION DAY, CELEBRATING OPPORTUNITIES CONFERENCE, WELLNESS CONFERENCE AND I ALSO HAVE A MASTERS IN GOVERNANCE. IT IS IMPORTANT TO HAVE SOMEONE THAT BELIEVES IN MAKING CSBA A MORE DIVERSE AND OPEN-MINDED COMMITTEE.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Rene Aguila Date: Dec 30, 2010
8.2.4



2011 Delegate Assembly Candidate Biographical Sketch Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please **do not** state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: Trish Gerving

CSBA Region: 4-D

District or COE: Nevada City School District

Years on board: 10 ADA: 1100

Contact Number: 530-478-9446

E-mail: tgerving@pacbell.net

Are you a continuing Delegate? ☒ Yes ☐ No

If yes, how long have you served as a Delegate? 2 yrs

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Sound funding for all school districts: In order to provide quality public education to all of the students in California.
2. A strong voice in California's Government: To enable CSBA to be a strong voice at the table when educational decisions are being made.
3. A clear, decisive, and transparent governing structure for CSBA: This will provide a sound structure for all school boards to rely on.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I am currently serving on our local Nevada County School Boards Association. This venue allows all of our area school boards to meet and discuss issues and share practices. As a Board member of our local school district foundation I am involved with raising funds to support the needs of our school district.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My interest in being a Delegate comes from my drive to do more for the students we are given the charge of educating. I have a strong financial background and understand what is needed to provide the best educational opportunity possible for our students.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Trish Gerving

Date: 12/30/10
8.2.5



2011 Delegate Assembly Candidate Biographical Sketch Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: <u>Susan Goto</u>	CSBA Region: <u>4 - D</u>
District or COE: <u>Roseville City School District</u>	Years on board: <u>14</u> ADA: <u>9,900</u>
Contact Number: <u>(916) 783-4053</u>	E-mail: <u>tazgoto@comcast.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? <u>6</u>

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Pursue the effort in favor of local tax/funding control of the educational responsibilities in light of the state budget deficit
2. The Delegate Assembly meetings have been going in the right direction when finally, the assembly is grouped in order for educational issues are discussed and ideas and resolutions from the local boards point of views are shared with the Executive Board
3. The Policy Platform set by the Delegate Assembly has impact on the school districts. It's important to select a cross section of members to serve on this committee. Emphasis on programs benefiting every K-12 student such as Physical Education, Performing Arts (Music and Arts), and Nutrition be recognized and strengthened in every district is a primary example of setting the policy in order.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

- Leadership role in organizing, managing, and developing an exchange student/World Understanding program with middle school students the past ten years. The 100 or more students who have participated have been true ambassadors for better understanding of the educational and cultural differences in the countries of Japan and USA
- Application of a grant for Fine Arts Funding for our 424 fourth grade students in our Roseville City School District to teach and educate the Japanese Cultural Art. The four areas of art are: Origami, Calligraphy, Haiku, Ikebana (Flower Arrangement)
- Served on many Roseville City Boards and Commissions which offers partnership with our school district. Examples are: Parks & Recreation Commissioner, Transportation Board, Personnel Board, and currently serving as a member of the Grants Advisory Comm.
- Involved in making presentations and reading stories in the classrooms, visiting and being visible and approachable as possible to our 17 schools we serve and to parents and the general public of our community by engaging in many political events
- A Performing Arts Scholarship under my sponsorship is presented annually to one outstanding student from each of our three middle schools to attend a summer band camp of their choice. This was established in 2004
- Serve on many community organizations as liaison for our school district

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

- Attendance at all CSBA sponsored conferences, seminars, and workshops
- A graduate of the CSBA Masters in Governance and Master of Boardmanship
- Served as a member of the CSBA Policy Platform Committee
- Validator of the CSBA Golden Bell Award
- Government Relations Chairman for Region 4
- Served on the CSBA Nomination Committee
- Presenter of the State BTSA professional at a CSBA workshop
- A member of the Delegate Assembly for six (6) years

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Susan Goto

Date: Jan 6, 2011
8.2.6



2011 Delegate Assembly Candidate Biographical Sketch Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this required candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will not be accepted.

Name: <u>Paige K. Stauss</u>	CSBA Region: <u>4d</u>
District or COE: <u>Roseville Joint Union High School District</u>	Years on board: <u>6</u> ADA: <u>10000</u>
Contact Number: <u>916-580-9030</u>	E-mail: <u>pkstauss@yahoo.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) Increase the number of students prepared for post secondary options; we have the obligation to make sure our students are prepared to function in our complex global world. We need our high school curriculum to be rigorous and our graduates to be competent in reading, writing, communicating, math and information collection and analysis.
- 2) In our district, we are working hard to increase the number of students who successfully complete math and science courses and decrease the number of remedial classes that our graduates need to take at the college level. The Association should encourage collaboration with higher education.
- 3) The Association's job is to be the advocate for California's students. We should be on the forefront of technology use in the classroom, to encourage teachers to deliver instruction the way that 21st century students learn, including increasing our online curriculum capabilities.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

I serve on a high school district board overseeing five comprehensive high schools. Over the years, I have developed contacts in each of our feeder districts, as well as the county Office of Education. I work hard to develop relationships at each of our sites with both teachers and administrators. I was even fortunate to meet with Superintendent Jack O'Connell to discuss district needs regarding testing, special education, and flexibility in categorical spending. By creating relationships, I believe I have an understanding of what their needs and interests are in order to communicate those needs to CSBA.

I have served on our Continuous Improvement Learning Team, Facilities Committee (contributed to building 2 high schools), Communications Committee and the Vision committee. I completed the Masters in Governance program, and served as Board President. Prior to my election to the board, I served on a high school WASC team, an elementary Site Council for 4 years, served as parent Club President for 2 years in elementary and one year in junior high. I have chaired Sober Grad Night and been active in the founding of our education foundation.

Most importantly, I have gained great experience having four children who have successfully completed our public education system between 2002 and 2008.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have experience on the local level to understand education policy. I have been dedicated to improving education for 25 years, having studied education issues now longer than my business career. I'd like to have the opportunity to look at the issues in education on the state level, and make a contribution in solving some of those problems. Our students in California deserve the best education this nation can offer. I believe that public education is one of the most important factors contributing to the strength of our country. We need to focus on increasing achievement for every student.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

11/24/10
8.2.7

Paige K. Stauss

Board of Trustees

Roseville Joint Union High School District

1750 Cirby Way, Roseville, CA 95661

Phone 916.782.8882

OBJECTIVE

Become a delegate for Region 4d to the California School Board Association. CSBA has the power to influence education direction in this state and I would like to contribute to that process.

EDUCATION

Masters in Governance, CSBA, 2009

UC Berkeley, Masters in Business Administration, 1981

UC Berkeley, BS in Accounting, 1977

EXPERIENCE

Tandem Computers, Inc. 1984-1985 Manager of Business Development
1982-1984 International Treasury Analyst

Crocker National Bank 1981-82 Corporate Lending
1979-81 International Operations

Bank of America 1971- 1979 Branch operations

LEADERSHIP IN EDUCATION

Roseville Joint Union High School District

- Board President, 2008
- Facilities, Vision, Communication and City Liaison Committees
- Continuous Improvement Leadership Team

High School

- Chairman of Sober Grad Night
- WASC Committee
- Curriculum Instruction Team

Elementary School

- Budget, high achiever and principal selection committees
- Site Council
- Parent Teacher Club president (3 years)
- Eureka Schools Foundation auction chair raising over \$250,000
- Raised funds and oversaw construction of \$100,000 shade pavilion

COMMUNITY INVOLVEMENT

Have been active with several charities including American Cancer Society, National Charity League and Senior Independent Services

I have been married to my husband, Eric, for 30 years and we have four children, ages 21 to 26.