

ROCKLIN UNIFIED SCHOOL DISTRICT
2615 Sierra Meadows Drive Rocklin, CA 95677

Greg Daley, *President*
Camille Maben, *Vice President*
Susan Halldin, *Clerk*
Todd Lowell, *Member*
Wendy Lang, *Member*



DECEMBER 14, 2016
ORGANIZATIONAL MEETING AGENDA — 6:30 P.M.

- 1.0 **CALL TO ORDER**
- 2.0 **CLERK WILL ADMINISTER THE OATH OF OFFICE TO CAMILLE MABEN AND ERIC STEVENS**
- 3.0 **PLEDGE OF ALLEGIANCE**
- 4.0 **ROLL CALL**
- 5.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**
 - 5.1 RUSD Family Partners in Education – (Presenter: Diana Capra)
- 6.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – This agenda item is included to give anyone in attendance an opportunity to ask questions or discuss non-agenda items with the Board of Trustees. The Board is not permitted to deliberate or take action on non-agenda items, but may refer the matter to a staff member for follow up. There is a three-minute time limit per person. A complaint about a specific employee of the District shall be made to that employee's immediate supervisor or the principal as required by Administrative Regulation 1312.1.
- 7.0 **COMMENTS FROM STUDENT REPRESENTATIVE**
- 8.0 **COMMENTS FROM BOARD AND SUPERINTENDENT**
- 9.0 **ACTION ITEMS - CONSENT CALENDAR** (*REQUIRES SINGULAR ROLL CALL VOTE*) – All matters listed under the Consent Calendar are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Trustees, audience, or staff request specific items to be removed from the Consent Calendar for separate discussion and action. Any agenda items removed will be voted upon following the motion to approve the Consent Calendar.
 - 9.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
 - 9.1.1 November 16, 2016
 - 9.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)
 - 9.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)
 - 9.4 **APPROVE BILL WARRANTS** – Request to approve Bill Warrants. (Barbara Patterson)
 - 9.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)

- 9.6 **ACCEPT DONATIONS** – Request to accept District donations. (Barbara Patterson)
- 9.7 **APPROVE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) PROFESSIONAL DEVELOPMENT MEMORANDUM OF UNDERSTANDING (MOU)** – Approve STEM Memorandum of Understanding from the Placer County Office of Education for professional development at Rocklin Elementary School. (Kathy Pon)
- 9.8 **APPROVE WILL SERVE LETTER, WHITNEY RANCH 52BC, 55AB AND 56, FOR 90 PLANNED DEVELOPMENT HOMES LOCATED AT WEST OAKS BOULEVARD AND PAINTED PONY LANE** – Approve Will Serve letter for 90 lots located at Whitney Ranch: 52BC, 55AB and 56 for planned development of West Oaks Boulevard and Painted Pony Lane. (Craig Rouse)
- 9.9 **APPROVE REVISED NON-REPRESENTED EMPLOYEE SALARY SCHEDULE** – Approve revised Non-Represented Employee salary schedule effective December 15, 2016. (Colleen Slattery)
- 9.10 **APPROVE AGREEMENT WITH UNIVERSITY OF NEVADA, RENO** – Approve agreement with University of Nevada, Reno. (Colleen Slattery)
- 9.11 **APPROVE REVISED DISTRICT LIBRARIAN JOB DESCRIPTION** – Approve revised proposed District Library job description effective December 14, 2016. (Colleen Slattery)
- 9.12 **APPROVE COMMUNICATIONS TECHNICIAN I JOB DESCRIPTION** – Approve proposed Communications Technician I job description, effective December 14, 2016. (Colleen Slattery)
- 9.13 **APPROVE BOARD POLICIES (BP), ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E)** – Request to approve the following Board Policies, Administrative Regulation and Exhibits. (Colleen Slattery)
- 9.13.1 BP 4112.2 Certification (Revised)
 - 9.13.2 BP 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
 - 9.13.3 AR 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
 - 9.13.4 E 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
 - 9.13.5 AR 4115 Evaluation/Supervision (Revised)
 - 9.13.6 AR 4222 Teacher Aides/Paraprofessionals (Revised)
 - 9.13.7 E 4222 Teacher Aides/Paraprofessionals (Deleted)
- 9.14 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR)** - Request to approve revisions to the following Board Policies and Administrative Regulations. (Barbara Patterson)
- 9.14.1 BP 3550 Food Service/Child Nutrition Program – (Revised)
 - 9.14.2 AR 3550 Food Service/Child Nutrition Program – (Revised)
 - 9.14.3 BP 3553 Free and Reduced Priced Meals – (Revised)
 - 9.14.4 AR 3553 Free and Reduced Priced Meals – (Revised)
 - 9.14.5 AR 3554 Other Food Sales – (Revised)
 - 9.14.6 BP 3555 Nutrition Program Compliance (Revised)
 - 9.14.7 AR 5141.27 Food Allergies/Special Dietary Needs (Revised)
- 10.0 **ACTION ITEMS – REGULAR AGENDA** – Protocol for action items include a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a three-minute time limit per person.

- 10.1 **ANNUAL ORGANIZATION OF THE BOARD OF TRUSTEES** – The Board of Trustees will elect officials and appoint representatives to serve on pertinent committees throughout 2017. (Roger Stock)
 - 10.1.1 **ELECT PRESIDENT OF THE BOARD OF TRUSTEES** (*Greg Daley served in 2016*)
(SEAT BOARD PRESIDENT)
 - 10.1.2 **ELECT VICE PRESIDENT OF THE BOARD OF TRUSTEES** (*Camille Maben served in 2016*)
 - 10.1.3 **ELECT CLERK OF THE BOARD OF TRUSTEES** (*Susan Halldin served in 2016*)
 - 10.1.4 **APPOINT SUPERINTENDENT ROGER STOCK AS SECRETARY TO THE BOARD OF TRUSTEES**
 - 10.1.5 **SELECT DATE, TIME, AND PLACE FOR 2017-18 BOARD OF TRUSTEES MEETINGS**
 - 10.1.6 **APPOINT REPRESENTATIVES TO THE CITY OF ROCKLIN LIAISON COMMITTEE (EDUCATION COMMITTEE)** (*Todd Lowell and Susan Halldin served in 2016*)
 - 10.1.7 **APPOINT REPRESENTATIVES TO THE AUDIT COMMITTEE**
(*Wendy Lang and Susan Halldin served in 2016*)
 - 10.1.8 **APPOINT REPRESENTATIVE TO THE JOINT POWERS AUTHORITY (JPA)**
(*Greg Daley served in 2016*)
 - 10.1.9 **APPOINT REPRESENTATIVES TO THE FACILITIES MASTER PLAN COMMITTEE** (*Camille Maben and Greg Daley served in 2016*)
 - 10.1.10 **APPOINT REPRESENTATIVE TO ROCKLIN INDEPENDENT CHARTER ACADEMY (RICA)** (*Susan Halldin served in 2016*)
- 10.2 **DESIGNATE 2017 PLACER COUNTY COMMITTEE DISTRICT VOTING REPRESENTATIVE** – Request to designate voting Board member representative from Rocklin Unified School District to elect individuals to the Placer County Committee on School District Organization at the 2017 Meeting of District Voting Representatives. (Roger Stock)
- 10.3 **NOMINATE REPRESENTATIVE TO CALIFORNIA SCHOOL BOARD'S ASSOCIATION (CSBA) DELEGATE ASSEMBLY** – Request to nominate representative to CSBA Delegate Assembly. (Roger Stock)
- 10.4 **APPROVE DISTRICT CERTIFICATION OF ABILITY TO MEET FINANCIAL OBLIGATIONS (FIRST INTERIM REPORT)** – Request to approve District certification of ability to meet financial obligations, First Interim Report. (Barbara Patterson)
- 10.5 **APPROVE AB1200 BARGAINING DISCLOSURE FOR ROCKLIN TEACHER'S PROFESSIONAL ASSOCIATION (RTPA) FOR NOVEMBER 1, 2016 THROUGH JUNE 30, 2017** - Request to approve AB1200 proposed collective bargaining disclosure agreement by RTPA for November 1, 2016 through June 30, 2017. (Barbara Patterson)
- 10.6 **APPROVE ROCKLIN TEACHER'S PROFESSIONAL ASSOCIATION (RTPA) TENTATIVE AGREEMENT (TA) AND REVISED SALARY SCHEDULES** – Request to approve the 2016-17 Tentative Agreement with RTPA and revised salary schedules and contract language. (Colleen Slattery)

- 10.7 **APPROVE DISTRICT'S 2016-17 INITIAL CONTRACT PROPOSAL TO CALIFORNIA PUBLIC SCHOOL EMPLOYEES ASSOCIATION (CSEA)** – Request to approve District's 2016-17 Initial Contract Proposal to CSEA employees from RUSD. (Colleen Slattery)
- 10.8 **HOLD PUBLIC HEARING REGARDING THE 2016-17 INITIAL CONTRACT PROPOSAL FROM CALIFORNIA PUBLIC SCHOOL EMPLOYEES ASSOCIATION (CSEA)** – Request to hold a public hearing regarding the 2016-17 initial contract proposal from CSEA. (Colleen Slattery)
- 10.9 **APPROVE COLLEGE READINESS BLOCK GRANT** – Request to approve College Readiness Block Grant plans for Rocklin Unified School District and Rocklin Independent Charter Academy (RICA). (Kathy Pon)
- 11.0 **INFORMATION AND REPORTS**
- 11.1 **UPDATE ON IMPLEMENTATION OF THE WESTED REPORT ON SPECIAL EDUCATION SUPPORTS AND SERVICES**– (Tammy Forrest)
- 12.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 13.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters.
- 13.1 In the matter of “Conference With Real Property Negotiators” as authorized by Government Code 54956.8 (Property to be discussed: Whitney Ranch Phase II Lots 49 and 53)
District Negotiating Parties: Roger Stock, RUSD Superintendent
Craig Rouse, RUSD Senior Director Facilities & Operations
- 13.2 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9
- 13.3 *Public employee discipline/dismissal/release pursuant to Government Code section 54957*
- 13.4 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6
District Representative(s): Roger Stock, Superintendent
Barbara Patterson, Deputy Superintendent, Business and Operations
Colleen Slattery, Assistant Superintendent, Human Resources
- 14.0 **RECONVENE TO OPEN SESSION**
- 15.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION**
- 16.0 **ADJOURNMENT**

Meeting Procedures: Per Board Bylaw 9323, the Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Rocklin Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need, in order to allow you to attend or participate in our public meetings, please contact our office at Brenda Meadows, Executive Assistant, (916) 624-2428 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you including auxiliary aids or services.

NEXT REGULARLY SCHEDULED BOARD MEETING: JANUARY 18, 2017, 6:30 P.M.



DECLARATION OF POSTING

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

I am a citizen of the United States and a resident of the County of Placer. I am over the age of eighteen years; my business address is 2615 Sierra Meadows Drive, Rocklin, CA 95677.

On the date and the address shown below, I posted the ***ROCKLIN UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES REGULAR MEETING AGENDA*** by placing a true copy thereof in the following public place:

Date of Posting:

December 9, 2016

Place Posted:

2615 Sierra Meadows Drive
Rocklin, CA 95677

I, Brenda Meadows, certify under penalty of perjury that the foregoing is true and correct.

Executed on the 9th day of December 2016 in Rocklin, California.

Brenda Meadows
Executive Assistant
Rocklin Unified School District

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: RUSD Family Partners in Education

DEPARTMENT: Office of the Chief of Communications and Community Engagement

Background:

The Rocklin Unified School District and Board of Education recognizes that family engagement and involvement equals student success. We value each and every one of our families at RUSD and we started this special recognition program to honor one at each school during our Board of Trustee meetings.

Status:

The entire Blackwell family is an amazing contributing factor to our Parker Whitney Elementary School Community. Nicole is not only an incredible Instructional Aide, she has organized and managed Parker Whitney's Early Intervention Support Program, often on her own time. Nicole has overseen and operated all of Parker Whitney's audio-visual equipment for performances, as well led the school talent show and other after school extra curricular activities.

The Blackwell children, Jordan, Hannah and Jake, all former Parker Whitney students, are regular volunteers in selling concessions, helping with set-up and tear down of events, or anything needed at the school. Dad Josh Blackwell also helps with whatever is needed and supports Nicole in the time she dedicates to the Parker Whitney Family. Thank you Blackwell family.

Presenter(s):

Diana Capra, Chief of Communications and Community Engagement
Melody Thorson, Principal, Parker Whitney Elementary

Financial Impact:

Current year: Donated gifts include a dozen cookies from Cookie Connection, Ice Cream Sundae certificates to Leatherby's Creamery, special cake from Nothing Bundt Cake.

Future years: N/A

Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

Nicole Blackwell (Mom), Josh Blackwell (Dad), Jordan (19 year old son), Hannah (16 year old daughter) and Jake (12 year old son)

Allotment of Time:

Check one of the following: Special Recognition Consent Calendar Action Information Item

Packet Information:

None

Recommendation:

Special Recognition Item Only

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 Susan Halldin, *Clerk*
 Todd Lowell, *Member*
 Wendy Lang, *Member*

**NOVEMBER 16, 2016****REGULAR MEETING AGENDA — 6:30 P.M.**

1.0 **CALL TO ORDER**—President Greg Daley called the meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., November 16, 2016, in the District Administration Office located at 2615 Sierra Meadows Drive, Rocklin, CA, 95677. A quorum was established.

2.0 **ROLL CALL**

Trustees Present: Greg Daley, *President*
 Susan Halldin, *Clerk*
 Todd Lowell, *Member*
 Wendy Lang, *Member*

Trustees Absent: Camille Maben, *Vice President*

Student Representative: Ryan Guinn, *Rocklin High School*

Administrative Staff: Roger Stock, *Superintendent*; Kathleen Pon, *Deputy Superintendent Educational Services*; Barbara Patterson, *Deputy Superintendent Business and Operations*; Colleen Slattery, *Assistant Superintendent, Human Resources*; Craig Rouse, *Senior Director Facilities and Operations*; Karen Huffines, *Director Elementary Programs and School Leadership*; Marty Flowers, *Director Secondary Programs and School Leadership*; Tammy Forrest, *Director of Special Education and Support Programs*; Juanita Fahnestock, *Director, Nutrition Services*; *Director of Special Education and Support Programs*; Mike Fury, *Chief Technology Officer*; Diana Capra, *Chief of Communications and Community Engagement*; Jay Holmes, *Principal Granite Oaks Middle School*; Elizabeth Davidson, *Principal Spring View Middle School*; Skott Hutton, *Assistant Principal Rocklin Independent Charter School*; Brenda Meadows, *Recorder*.

3.0 **PLEDGE OF ALLEGIANCE** – Student Trustee Ryan Guinn and the Whitney High School AFJROTC Color Guard led the Board and audience in the Pledge of Allegiance.

4.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**

4.1 RUSD Family Partners in Education – Diana Capra, Chief of Communications and Community Engagement, and Jay Holmes, Principal Granite Oaks Middle School, introduced the Bezanson family and recognized the family’s strong support of the Granite Oaks community and the impact they have had on the school by giving of their time, energy, and passion. The Rocklin Unified School District and Board of Trustees recognizes that family engagement and involvement equals student success and expressed gratitude for their service.

5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** –

Public Comment: Colleen Crowe, President, Rocklin Teachers Professional Association (RTPA), congratulated Eric Stevens and Camille Maben on being elected as RUSD Board of Trustees and thanked Trustee Greg Daley for his dedication to staff and students through good times and hard times and the support he provided RTPA. Steve Paul, past RUSD Board member, shared his gratefulness to

Greg Daley for his many years of service as a Trustee and his contribution to RUSD and the community. Colonel Fernandez, USAF (Ret), thanked Daley for his support of Air Force Junior Reserve Officer Training Corps (AFJROTC), for his mentorship of students and his outstanding model of military service. Col. Fernandez presented Daley with a challenge coin as an outstanding performer. Kim Byrholdt, Spring View Middle School teacher, thanked Daley for his active participation over the years at Spring View including sponsoring academy lunches and presenting inspirational talks to students. Byrholdt shared that Daley always went above and beyond in his roll as a Trustee. Elizabeth Davidson, Spring View Principal, expressed deep gratitude to Daley for his service as a Trustee, his mentorship to students, and his strong support of all staff (classified and certificated). Juanita Fahnestock, Director Food Services, thanked Daley for being so well rounded and for his willingness to serve side by side with classified staff and always sending encouraging emails. Fahnestock stated that Daley made people feel special and important and has truly made a difference in the District. Ben Barnholdt, Whitney High School teacher, thanked Daley for his kindness and support of staff and students through a video.

6.0 **COMMENTS FROM STUDENT REPRESENTATIVE** – Student Representative Ryan Guinn provided a report on events happening at elementary and secondary schools.

7.0 **COMMENTS FROM BOARD AND SUPERINTENDENT** – Trustee Greg Daley was honored by fellow Trustees for his 12 years of service to RUSD. Numerous accolades were shared by Trustees and the Superintendent about Daley’s outstanding service and leadership as a Trustee. Many of the comments focused on the way Daley modeled leadership through serving others, his mentorship of students, his tradition of serving lunch to students in the cafeterias, as well as his efforts to ensure all employees, especially classified employees, were recognized for their efforts on behalf of students. Superintendent Stock also shared that in honor of Veterans Day, the District had the privilege of honoring over 30 employees who served in the armed forces for a combined 304 years of service. Stocked thanked those who have served the country has given us all freedom. Superintendent Stock also shared that Trustee Greg Daley was recently recognized by the Placer County School Board’s Association with a distinguished service award.

8.0 **ACTION ITEMS - CONSENT CALENDAR**

8.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.

8.1.1 October 19, 2016

8.2 **APPROVE CERTIFICATED PERSONNEL REPORT** – Request to approve personnel items included on the Certificated Personnel Report. (Colleen Slattery)

8.3 **APPROVE CLASSIFIED PERSONNEL REPORT** – Request to approve personnel items included on the Classified Personnel Report. (Colleen Slattery)

8.4 **APPROVE BILL WARRANTS** – Request to approve Bill Warrants. (Barbara Patterson)

8.5 **APPROVE MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries. (Barbara Patterson)

8.6 **ACCEPT DONATIONS** – Request to accept District donations. (Barbara Patterson)

8.7 **APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION (RTPA) AND ROCKLIN UNIFIED SCHOOL DISTRICT AND REVISED CERTIFICATED SALARY SCHEDULE** – Request to approve Memorandum of Understanding between RTPA and District and revised certificated salary schedule. (Colleen Slattery)

- 8.8 **APPROVE REVISED ROCKLIN UNIFIED SCHOOL DISTRICT ACCOUNTANT JOB DESCRIPTION** – Request to approve revisions to proposed RUSD Accountant job description. (Colleen Slattery)
- 8.9 **APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR)** – Request to approve the following revised Board Policies and Administrative Regulations. (Kathy Pon)
- 8.9.1 BP 1312.3 Uniform Complaint Procedures (Revised)
 - 8.9.2 AR 1312.3 Uniform Complaint Procedures (Revised)
 - 8.9.3 BP 6173 Education for Homeless Children (Revised)
 - 8.9.4 AR 6173 Education for Homeless Children (Revised)
 - 8.9.5 BP 6173.1 Education for Foster Youth (Revised)
 - 8.9.6 AR 6173.1 Education for Foster Youth (Revised)

Item 8.1 was requested for removal due to lack of quorum.

Following this a **MOTION** was made by Wendy Lang and seconded by Susan Halldin to approve the Consent Calendar. Motion passed by the following roll call vote: Student Representative– aye, Lowell – aye, Halldin – aye, Lang – aye, Daley – aye.

9.0 **ACTION ITEMS – REGULAR AGENDA**

- 9.1 **APPROVE ROCKLIN UNIFIED SCHOOL DISTRICT ANNUAL AND FIVE YEAR DEVELOPER FEE REPORT** – Craig Rouse requested approval of the Rocklin Unified School District Annual and Five Year Developer Fee Report.

Following this a **MOTION** was made by Todd Lowell and seconded by Wendy Lang to approve the Rocklin Unified School District Annual and Five Year Developer Fee Report. Motion passed unanimously.

- 9.2 **ACCEPT 2016-17 INITIAL CONTRACT PROPOSAL FROM CALIFORNIA PUBLIC SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND SET PUBLIC HEARING FOR DECEMBER 14, 2016** – Colleen Slattery, Assistant Superintendent Human Resources, requested acceptance of the District and CSEA initial contract proposal for 2016-17 and requested that a Public Hearing be scheduled for December 14, 2016.

Following this a **MOTION** was made by Susan Halldin and seconded by Todd Lowell to accept the District and CSEA initial contract proposal for 2016-17 and to set a Public Hearing date for December 14, 2016. Motion passed unanimously.

- 9.3 **SET DATE FOR ANNUAL SCHOOL BOARD ORGANIZATIONAL MEETING** – Superintendent Roger Stock requested approval of December 14, 2016 as the date for the RUSD Annual School Board Organizational Meeting.

Following this a **MOTION** was made by Wendy Lang and seconded by Susan Halldin to approve December 14, 2016, as the date for RUSD Annual School Board Organizational Meeting. Motion passed unanimously.

- 9.4 **APPROVE BOARD POLICIES (BP) & ADMINISTRATIVE REGULATIONS (AR)** – Craig Rouse, Senior Director, Facilities and Operations, requested approval of the following Board Policies and Administrative Regulations.
- 9.4.1 BP 3515 Campus Security – New
 - 9.4.2 AR 3515.1 Camera Surveillance – New
 - 9.4.3 AR 3543.1 Transportation Services Cameras – Revised

Comments: Greg Daley asked for confirmation that audio and visual would be available on busses. Rouse shared “yes, this is the case.”

Following this a **MOTION** was made by Todd Lowell and seconded by Wendy Lang to approve Board Policies and Administrative Regulations listed above. Motion passed unanimously.

10.0 **INFORMATION AND REPORTS**

- 10.1 **SURVEY RESULTS REGARDING INTEREST IN CONSIDERING LATER START TIME FOR HIGH SCHOOLS** – Kathy Pon, Deputy Superintendent, Educational Services, and Marty Flowers, Director of Secondary Programs and School Leadership, in response to Board direction at the October 2016, meeting shared results from a survey conducted to assess interest in pursuing a later start time for high schools. The survey targeted parents, students, staff and the community within the Rocklin Unified School District and results were examined to identify any trends that surfaced from the constituent groups in determining next steps in the possibility of offering a later high school start times. Approximately 3,700 responses were collected from the survey. Recommendations for a process that would further develop and vet possible proposals and costs were provided should the Board give direction to proceed with exploring ideas for this initiative.

Board Comments: Wendy Lang stated that survey results indicated that many may be interested in looking into the later start times, but may not necessarily be interested actually “implementing” a later start time, stating that many of the community members she has had conversation with are not in support of a later start due to later homework times and the fact that students are already up so late. Todd Lowell shared that the consistent response across the survey was “people want to know more.” Lowell shared his support of staff proceeding with next steps in providing more information. Susan Halldin also shared her support of “knowing more” and requested information from Districts around RUSD who done something similar. Student member, Ryan Guinn, shared his support of exploring the idea more and would like to see any future surveys more highly publicized (through teachers in the classroom) to get a higher student response. Superintendent Stock shared that staff plans to hold four focus groups to ensure sufficient input and will bring back more information to Trustees in January or February. Trustees requested that focus groups receive several “options,” including a way focus group participants to indicate level of interest in options. Trustees also requested that staff make it clear to focus groups that ultimately it will be the Board’s decision on this initiative.

- 10.2 **RUSD STRATEGIC PLAN UPDATE** – Kathy Pon, Deputy Superintendent, Educational Services, and Melanie Patterson, LCAP Program Specialist, shared an update on the RUSD Strategic Plan, currently in its third year of implementation. The presentation highlighted work completed in Quarter 1 for the 2016-2017 school year, indicating continued progress regarding district activated actions and evidence that the work identified in the activated plans continues to deepen. Pon and Patterson shared that eleven sites have completed the Strategic Planning process in previous school years and the District is in the process of activating and implementing actions with the assistance of one time seed funds approved by RUSD Board of Trustees during the 2015-2016 school year. Ryan O’Donnell, Technology on Special Assignment, shared the progress related to the newly implemented Innovation Cohort. Pon and Patterson also shared progress on the remaining six sites completing the Strategic Planning process and next steps toward the alignment of the District Strategic Plan and the Local Control Accountability Plan.

Board Comments: Wendy Lang asked about dual enrollment for preparation courses with Sierra College, which students would be targeted, and what the impact would be to students and staff

at high schools. Marty Flowers, shared that District administrators recently met with Sierra College and are discussing the possibility of including courses such as: English Language Arts, graphic arts, broadcasting, engineering, and more. Halldin asked if the goal of dual enrollment classes was to offer classes to those not necessarily at the Advanced Placement (AP) level (for all achieving students). Flowers stated, “Yes this is the goal, although there may be one or two AP class offerings depending on how the curriculum matches up best with college curriculum.” Lang also asked if there would be Emotional Quotient (EQ) programs at both high schools (adding to WHS). Staff shared “yes, this is the plan. The District is looking at resources, and is currently having conversations on how to bring this to all students.” Todd Lowell asked Kari Auwae, Teacher on Special Assignment (TOSA), to share her observations of the TOSA work. Auwae stated that the TOSA’s goals is to be teachers “extra hands” and support them with the best teaching practices and projects that teachers simply don’t always have the time for. Superintendent Stock stated that the support that TOSAs have provided to teachers throughout the District has allowed RUSD to create a teaching and learning research and development hub that provides the best and most creative innovative practices. The RUSD TOSA team is helping shift the culture to be more innovative and to support the continued reputation of excellence throughout the District.

- 10.3 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE** – Kathy Pon, Deputy Superintendent, Educational Services, and Melanie Patterson, LCAP Program Specialist, presented an update on the expected and current outcomes of the Local Control Accountability Plan as of October 2016 for each goal as well as a progress report on the implementation of LCAP actions and services. In addition, the extensive plan for stakeholder engagement, as part of the LCAP and budget development timeline, was also presented including revisions to the LCAP template.

Board Comments: Wendy Lang asked about Goal 1 (page 4) and if the District had any concerns on results. Pon stated “not necessarily concerns, but opportunities that allows the District to look more closely at cohort of students and trends.”

- 10.4 COLLEGE READINESS BLOCK GRANT** – Kathy Pon, Deputy Superintendent, Educational Services, and Melanie Patterson, LCAP Program Specialist, shared a College Readiness Block Grant report with Trustees that included a review of the process used to develop the Rocklin Unified School District (RUSD) and Rocklin Independent Charter Academy plans, including stakeholder involvement. The College Readiness Block Grant was established by the California Department of Education (CDE) for the purpose of providing California high school students, particularly socio-economically disadvantaged, English learner, and foster youth, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Eligible grade levels are 9, 10, 11, and 12. The CDE requires districts to develop a plan describing how funds will increase or improve services to ensure college readiness and how the plan aligns with the Local Control Accountability Plan. Districts shall report to the CDE by January 1, 2017, on how the impact of funds received will be measured. Pon and Patterson stated that The California Department of Education requires plans be presented to the Governing Board and approved in two separate meetings. In response, RUSD will bring plans to Trustees at the December 14, 2016, Board of Trustees meeting for review and requested approval and begin implementation in January.

Board Comments: Todd Lowell stated his interest in seeing the grant support AVID students who may have the family support but are not as capable. Pon stated, “since the grant does not support teacher’s salaries, recommendations in the presentation did not include Advanced Via Individual Determination (AVID) opportunities (in class), but there may be some opportunities to provide students who are not classic “A-G students” with field trips, PSAT, College Board Access, etc.” Superintendent Stock stated that the District will also continue to look at LCAP to

put multiple funding streams together to support students with potential but may not have resources. Wendy Lang asked if AVID would be added to Rocklin High School (RHS). Stock stated that although the District has worked hard to recruit AVID teachers at RHS, there has not been an interest to date, although as new teachers are hired, the District will look for opportunities in this area.

11.0 **PENDING AGENDA** – No items were placed on the Pending Agenda.

Comments: Greg Daley thanked Stan Taylor, President, California Schools Employees Association, and Colleen Crowe, President Rocklin Teachers Professional Association for attending meetings and for their service to the District and staff. Daley also thanked his fellow Board Members and Barbara Patterson, Deputy Superintendent, Business and Operations, for their support over the years as he leaves his position as a RUSD Board of Trustee.

12.0 **CLOSED SESSION** – President Daley adjourned the meeting to closed session at 9:00 P.M. regarding the following matters:

12.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9

12.2 *Public employee discipline/dismissal/release pursuant to Government Code section 54957*

12.3 *Conference with Labor Negotiators* as authorized by Government Code Section 54957.6

District Representative(s): Roger Stock, Superintendent
Barbara Patterson, Deputy Superintendent, Business and Operations
Colleen Slattery, Assistant Superintendent, Human Resources

13.0 **RECONVENE TO OPEN SESSION** – President Daley reconvened the meeting to open session.

14.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION** – No action was taken in Closed Session.

15.0 **ADJOURNMENT**– President Daley adjourned the meeting at 10:17 P.M.

Please note that additional information distributed to the Board of Trustees before or during the meeting and not included in the agenda packet can be obtained by calling the District Office at (916) 630-2230

**ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING 6:30 P.M.**

ATTENDANCE SIGN-IN SHEET

Wednesday, November 16, 2016

| NAME | AFFILIATION <small>(site name/position, parent, community organization, etc.)</small> | CONTACT INFORMATION <small>(email and/or phone)</small> |
|--------------------|--|--|
| S. Taylor | CSEA | |
| JMY Holmes | RUSD | |
| Kim Byrholat | RUSD | |
| Tammie Bezanson | parent | |
| Peyton Shorts | Scout | |
| Tasha Shorts | parent | |
| Claire Fortenberry | RUSD | |
| Kari Annwe | RUSD | |
| Beth Davidson | RUSD | |
| Colleen Crowe | RTAA | |
| Olivia Hays | parent | |
| Ryan Hays | Scout | |
| Matt Hendrix | Scout | |
| Debi Bueh | Community Member | |
| Scott Collins | WHS | |
| Trishela Schuch | | |

Completion of any portion of this sign-in sheet is voluntary and will be included as part of the permanent minutes.

CERTIFICATED/MANAGEMENT PERSONNEL REPORT

NEW HIRES:

1. Allison Judd, 0.54 FTE PE Teacher, Spring View Middle School, 11/17/16

CLASSIFIED PERSONNEL REPORT

RESIGNATIONS/RETIREMENT:

1. Selma Kelly, Special Ed Instructional Aide I / Instructional Aide, Antelope Creek, Retired, 12/31/16
2. Cynthia "Cindy" Bradley, Instructional Aide – PE, Twin Oaks Elementary, Retired, 1/9/17
3. Shampa Chaudri, Special Ed Instructional Aide I, Valley View, Resigned, 11/18/16
4. Jacqueline Sturtz, Nutrition Services Worker I, Antelope Creek, Retired, 12/23/16
5. Kristin Sahl, Special Ed Instructional Aide II, Valley View, Revised Resigned, 11/28/16
6. Janice Carpenter, Instructional Aide, Sierra Elementary, Resigned, 12/2/16
7. Guiliana Hoolehan, Special Ed Instructional Aide/Instructional Aide, Resigned, 11/30/16

NEW HIRES FOR 2016-17:

8. Alicia Boyd, Computer Maintenance Technician, District Office, 11/7/16
9. Kay Jones, Special Ed Instructional Aide II, Valley View Elementary, 11/10/16
10. Renae Robertson, School Clerk, Rocklin Elementary, 1/23/17
11. Kathleen Gerlach, Special Ed Instructional Aide II, Antelope Creek Elementary, 11/28/16
12. Veronica Ruiz Quinonez, Special Ed Instructional Aide I, Whitney High School, 11/28/16
13. Adrien Pocklington, Special Ed Instructional Aide II, Valley View Elementary, 12/2/16
14. Anna McMillen, Clerk/Receptionist, District Office, 12/1/16

RECLASSIFICATIONS/CHANGE IN HOURS:

15. Estella Harris, Computer Center Technician I, Sunset Ranch, Increase in hours, 11/7/16
16. Theresa Hampton, Health Aide, Granite Oaks Middle School, Increase in hours, 10/26/16
17. Julie Kilkeny, School Clerk, Granite Oaks Middle School, Increase in hours, 11/1/16
18. Nancy Doyle, Special Ed Instructional Aide II, Antelope Creek, Increase in hours, 9/26/16
19. Alyssa Garcia, Special Ed Instructional Aide I, Twin Oaks Elementary, Increase in hours, 10/26/16
20. Alyssa Southwick, Speech Language Path. Assistant, District-wide, Increase in hours, 10/26/16

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Accept Donations
DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

The District receives donations from various individuals and companies throughout the year.

Status:

It is the practice of the District to bring all donations to the Board on a monthly basis.

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: \$3,104.00
Future years:
Funding source: Local sources

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

List of donations

Recommendation:

Staff recommends accepting donations.

DONATIONS /December 14, 2016

| Date | Donor | Donation | Comment/Purpose | School Site |
|------------|-------------------------------|-------------------|-----------------------------|-----------------|
| 11/29/2016 | Studio Movie Grill | \$2,414.00 | Chefs for Children | District Office |
| 11/8/2016 | Rocklin HS Parent Club | 40 Chrome Books | Chrome Cart & Books | Rocklin HS |
| 10/17/2016 | Gap Employee Matching Program | \$600.00 | On behalf of Tamara Cadieux | Antelope Creek |
| 10/26/2016 | Wells Fargo Matching Program | \$90.00 | On behalf of Tracy Gorman | Antelope Creek |
| | Total | \$3,104.00 | | |
| | | | | |

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Science Technology Engineering and Math (STEM) Professional Development Memorandum of Understanding (MOU)

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Rocklin Elementary School is partnering with Placer County Office of Education (PCOE) to provide teachers with professional development in STEM over the course of the 2016-2017 school year. Rocklin Elementary teachers will participate in a series of trainings including lesson study, to help them integrate STEM practices in their classrooms, supporting student learning in 21st century skills and practices. Rocklin Elementary will use a portion of their Title I allotment to fund the trainings.

Status:

The Memorandum of Understanding (MOU) authorizes PCOE to provide STEM related professional development services for Rocklin Elementary School for the 2016-17 school year.

Presenters:

Kathy Pon, Deputy Superintendent, Educational Services

Financial Impact:

Current year: \$19,900
Future years: None
Funding source: Rocklin Elementary Title I allocation

Materials/Films:

None

Other People Who Might Be Present:

Amanda Makis, Principal, Rocklin Elementary School
Karen Huffines, Director, Elementary Programs and School Leadership

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Copy of Memorandum of Understanding

Recommendation:

Staff recommends Board approval of the Placer County Office of Education MOU for STEM professional development at Rocklin Elementary.



Placer County Office of Education

360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) between the Placer County Office of Education (PCOE) and Rocklin Elementary School (District) is regarding the provision of services, as noted in this MOU for the 2016-17 school year.

The Placer County Office of Education agrees to provide STEM Professional Development during the 2016-17 school year as outlined in the attached fee schedule.

If it is determined that additional professional development is required during the 2016-17 school year, District must submit a request, in writing or by e-mail to the PCOE Executive Director, Educational Services, indicating additional professional development being requested. Once approved, the Placer County Office of Education will continue to provide the requested service and will invoice the District for all services rendered.

Services will be provided by: PCOE Professional Development Staff

Prior to any substitution of personnel, employer shall consult District.

Payment for such services shall be made in the following manner:

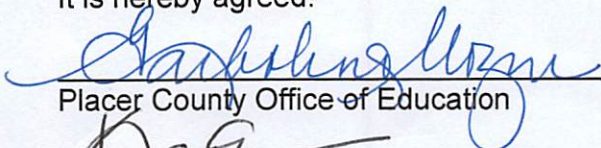
- PCOE shall invoice the District the sum of \$19,900.00. PCOE will invoice for completed sessions in November 2016, March 2017, and June 2017. Payments will be due 30 days after invoicing. See attached fee schedule.

Placer County Office of Education as the employer shall make all employer payroll tax and retirement related payments.

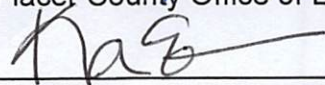
The employer of the person providing services may consider any input as it pertains to the employee's performance from the recipient of those services.

Either party may terminate this MOU by giving the other party at least thirty (30) calendar days written notice. In the event of early termination, the employer of the provider of services shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

It is hereby agreed:



 Placer County Office of Education



 District

7/5/16

 Date

11/17/14

 Date

Rocklin Elementary

2016-2017 Professional Development Proposal

6/8/16

| Date | Time | Training | Trainers | Cost |
|------------|------------|---|-----------------------|-------------|
| 8/12 | 8:30-11:30 | Tech PD | PCOE STEM Coordinator | \$450 |
| 9/6, 9/7 | Half Day | Lesson Study Cycle 1 – K Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 1 – 1 st Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 9/13, 9/14 | Half Day | Lesson Study Cycle 1 – 2nd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 1 – 3rd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 9/20, 9/21 | Half Day | Lesson Study Cycle 1 – 4th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 1 – 5th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 9/27, 9/28 | Half Day | Lesson Study Cycle 1 – 6th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | N/C Title 1 |
| | Half Day | Admin and Tech Leadership Team Support- Observations | PCOE STEM Coordinator | |
| 10/10 | 8:00-3:00 | Tech PD | PCOE STEM Coordinator | \$1000 |
| 1/24, 1/25 | Half Day | Lesson Study Cycle 2 – K Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 2 – 1 st Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 1/31, 2/1 | Half Day | Lesson Study Cycle 2 – 2nd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 2 – 3rd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 2/7, 2/8 | Half Day | Lesson Study Cycle 2 – 4th | PCOE STEM Coordinator | \$2000 |

| | | | | |
|------------|------------------------|---|-----------------------|-------------|
| | | Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | | |
| | Half Day | Lesson Study Cycle 2 – 5th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 2/14, 2/15 | Half Day | Lesson Study Cycle 2 – 6th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | N/C Title 1 |
| | Half Day | Admin and Tech Leadership Team Support- Observations | PCOE STEM Coordinator | |
| 4/17 | Half Day-3 hours | Tech PD | PCOE STEM Coordinator | \$450 |
| 4/18, 4/19 | Half Day | Lesson Study Cycle 3 – K Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 3 – 1 st Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 4/25, 4/26 | Half Day | Lesson Study Cycle 3 – 2nd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 3 – 3rd Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 5/2, 5/3 | Half Day | Lesson Study Cycle 3 – 4th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | \$2000 |
| | Half Day | Lesson Study Cycle 3 – 5th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | |
| 5/9, 5/10 | Half Day | Lesson Study Cycle 3 – 6th Day 1 (Co-Planning) Day 2 (Teaching/De-briefing) | PCOE STEM Coordinator | N/C Title 1 |
| | Half Day | Admin and Tech Leadership Team Support- Observations | PCOE STEM Coordinator | |

Total Proposal Cost: \$19,900

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Will Serve Letter – Whitney Ranch 52BC, 55AB & 56, 90 Planned Development Homes at West Oaks Boulevard and Painted Pony Lane

DEPARTMENT: Office of the Senior Director, Facilities, Maintenance & Operations

Background:

Old Republic Title Company is requesting a "Will Serve" letter for Whitney Ranch 52BC, 55AB & 56, 90 planned development homes at West Oaks Boulevard and Painted Pony Lane. The projected dates of this project are from December 2016 to December 2017, which means these students would begin arriving in January of 2018.

Status:

A standard "Will Serve" letter for this request is attached for review and approval by the Board.

Presenter:

Craig Rouse, Senior Director, Facilities, Maintenance & Operations

Financial Impact:

| | |
|-----------------|-----|
| Current year: | N/A |
| Future years: | N/A |
| Funding source: | N/A |

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

A copy of the Old Republic Title Company request, the will serve letter, and listing of schools is included.

Recommendation:

Staff recommends Board approval of the attached "Will Serve" letter for 90 lots located at Whitney Ranch 52BC, 55AB & 56 West Oaks Boulevard & Painted Pony Lane.

Rocklin Unified School District

2615 Sierra Meadows Drive • Rocklin, CA 95677

Phone • (916) 624-2428 Fax • (916) 624-7246



Roger Stock, Superintendent
Kathleen Pon, Deputy Superintendent

Barbara Patterson, Deputy Superintendent
Colleen Slattery, Assistant Superintendent

April Ballard
Old Republic Title Company
1000 Burnett Ave., Suite 400
Concord, CA 94520

Subject: Whitney Ranch 52BC, 55AB & 56
90 Planned Development Homes
West Oaks Boulevard & Painted Pony Lane
APN: 017 – 182 – 016 (portion)

Will Serve Letter

Dear Ms. Ballard:

This letter confirms that the Rocklin Unified School District will provide educational services to all eligible K-12 pupils who may now or in the future reside in the Whitney Ranch 52BC, 55AB & 56, 90 planned development homes at West Oaks Boulevard & Painted Pony Lane. In order to qualify for funding from the State Program and to follow District practice of balancing class sizes, the students from the new development may be required to attend a school other than the one in their area. The attached information sheet lists all schools serving this area.

The above referenced development is included in a Community Facilities (Mello Roos) District that funds K-8 schools. However, the developer is required to pay to the District an impact fee for construction of 7-12 facilities and district support facilities, at the time of permit pull.

Transportation is provided for those students living outside of the walking distance to their attendance schools. Fees for transportation for the 2016/17 school year are \$265 per semester.

If you have any questions or need further information, please call.

Sincerely,

Craig Rouse
Senior Director
Facilities, Maintenance & Operations

Rocklin Unified School District

2615 Sierra Meadows Drive • Rocklin, CA 95677

Phone • (916) 624-2428 Fax • (916) 624-7246



Roger Stock, Superintendent
Kathleen Pon, Deputy Superintendent

Barbara Patterson, Deputy Superintendent
Colleen Slattery, Assistant Superintendent

December 14, 2016

April Ballard
Vice President
Old Republic Title Company
1000 Burnett Ave., Suite 400
Concord, CA 94520

Subject: RUSD School Listing

Antelope Creek, K-6
6185 Springview Drive
632 1095

Breen Elementary, K-6
2751 Breen Drive
632 1155

Cobblestone Elementary, K-6
5740 Cobblestone Drive
632 0140

Parker Whitney Elementary, K-6
5145 Topaz Avenue
624 2491

Rocklin Elementary, K-6
5025 Meyers Street
624 3311

Rock Creek Elementary, K-6
2140 Collet Quarry Drive
788 4282

Ruhkala Elementary, K-6
6530 Turnstone Way
632 6560

Sierra Elementary, K-6
6811 Camborne Way
788 7141

Sunset Ranch Elementary, K-6
2500 Bridlewood Drive
624 2048

Twin Oaks Elementary, K-6
2835 Club Drive
315 1400

Valley View Elementary, K-6
3000 Crest Drive
435 4844

Granite Oaks Middle, 7-8
2600 Wyckford Drive
315 9009

Spring View Middle, 7-8
5040 Fifth Street
624 3381

Rocklin High School, 9-12
5301 Victory Lane
632 1600

Victory High School, 9-12
3250 Victory Drive
632 3195

Whitney High School, 9-12
701 Wildcat Blvd.
632 6500

BY: _____
Craig Rouse, Senior Director
Facilities, Maintenance & Operations

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Non-Represented Salary Schedule
DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

Analyzing the current duties of non-represented positions and the separation between employees with those in a supervisory capacity, there is a discrepancy.

Status:

The job descriptions for the Custodial Supervisor and Grounds Supervisor content and specific responsibilities will remain the same. Thus, this revised Non-Represented Salary Schedule will not increase the staff of the Maintenance and Operations Department but will change the placement on the schedule of the two positions listed above from Step 9 to Step 12. This change realigns the existing positions of Custodial Supervisor and Grounds Supervisor to more closely reflect accurate pay schedules based on skills, knowledge, experience, and performance. This change will also create an appropriate level of pay difference between employees in a supervisory capacity and those that are supervised.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: \$13,724
Future years: \$25,337
Funding source: General Fund

Materials/Films:

None

Other People Who Might Present:

Colleen Slattery, Assistant Superintendent, Human Resources

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Non-Represented Salary Schedule.

Recommendation:

Staff recommends approval of the revised Non-Represented Salary Schedule effective December 15, 2016.

**ROCKLIN UNIFIED SCHOOL DISTRICT
NON-REPRESENTED SALARY SCHEDULE - HOURLY**

DRAFT

| RANGE | STEP A | STEP B | STEP C | STEP D | STEP E | STEP F |
|-------|--------|--------|--------|--------|--------|--------|
| 1 | 13.56 | 14.32 | 14.99 | 15.74 | 16.54 | 17.37 |
| 2 | 13.96 | 14.64 | 15.38 | 16.15 | 16.95 | 17.79 |
| 3 | 15.03 | 15.79 | 16.58 | 17.42 | 18.29 | 19.20 |
| 4 | 15.22 | 16.07 | 16.88 | 17.72 | 18.59 | 19.53 |
| 5 | 15.82 | 16.61 | 17.45 | 18.34 | 19.25 | 20.19 |
| 6 | 18.30 | 19.21 | 20.16 | 21.18 | 22.23 | 23.34 |
| 7 | 19.60 | 20.56 | 21.61 | 22.67 | 23.83 | 25.04 |
| 8 | 20.26 | 21.30 | 22.36 | 23.49 | 24.64 | 25.89 |
| 9 | 20.56 | 21.61 | 22.67 | 23.83 | 25.00 | 26.23 |
| 10 | 22.31 | 23.47 | 24.54 | 25.67 | 26.78 | 28.11 |
| 11 | 22.67 | 23.83 | 25.00 | 26.23 | 27.55 | 28.95 |
| 12 | 24.41 | 25.60 | 26.90 | 28.24 | 29.65 | 31.14 |
| 13 | 32.96 | 34.64 | 36.33 | 38.16 | 40.07 | 42.04 |
| 14 | 37.20 | 39.08 | 41.02 | 43.05 | 45.22 | 47.47 |
| 15 | 42.26 | 44.38 | 46.59 | 48.92 | 51.38 | 53.95 |

LONGEVITY

VACATION

| <p>Paid monthly commencing on the first month following the completion of ten (10), fifteen (15), and twenty (20) years of unbroken service. Longevity pay is computed on the basis of 173.33 hours per average work month, 40 hours per week, 2080 hours per year - 12 months per year.</p> <p>After 10 years - \$850. After 15 years an additional \$997 for total of \$1,847. After 20 years an additional \$1,152 for total of \$2,999.</p> | Years of Service | Vacation Days Earned Per Year | | | |
|---|------------------|-------------------------------|-------------|----------|----------|
| | | 10 mths. | 10-1/2 mth. | 11 mths. | 12 mths. |
| | 0-3 | 8 | 8-1/2 | 9 | 10 |
| | 4-9 | 12 | 12-1/2 | 13 | 15 |
| | 10 or more | 16 | 17 | 18 | 20 |
| <p>Vacation days for 10 month, 10-1/2 month and 11 month employees shall not be taken. (These employees are paid for their vacation days.) Ten (10) month employees are paid annually on June 10, and 10-1/2 and 11 month employees are paid monthly.</p> | | | | | |

MAINTENANCE OPERATIONS AND GROUNDS

- 9 Custodial-Supervisor
- 9 Grounds-Supervisor
- 9 Nutrition Services Operation Manager
- 11 Maintenance Supervisor
- 11 Transportation Supervisor/Trainer
- 12 Custodial Supervisor
- 12 Grounds Supervisor

SCHOOL SUPPORT

- 1 Campus Monitor
- 4 Discipline Technician
- 1 Instructional Aide (Elem K-6; Elem PE; Secondary; English Language Learner I)
- 3 Instructional Aide ELL II (English Language Learner)
- 2 Health Aide
- 2 Library Aide
- 8 Workability Coordinator
- 4 Workability I Job Developer/Job Coach

SPECIAL EDUCATION AND SUPPORT SERVICES

- 7 Certified Occupational Therapist Assistant
- 7 Speech Language Pathologist Assistant
- 6 Interpreter - Deaf and Hard of Hearing
- 10 Licensed Vocational Nurse
- 15 Occupational Therapist
- 15 Physical Therapist
- 15 Behavior Specialist
- 15 Mental Health Specialist

NUTRITION SERVICES

- 6 Nutrition Services Assistant

TRANSPORTATION

- 12 Senior Mechanic

TECHNOLOGY

- 14 Database Specialist
- 13 Student Information Systems Specialist

District Office

- 12 Certificated Personnel Analyst

- Revision: March 19, 2014 reflects 4% increase retroactive to July 1, 2013 for 2013-14: 4% increase effective July 1, 2014
- Revision: April 2, 2014
- Revision: October 23, 2014 - change from Food Services to Nutrition Services
- Revision: November 5, 2014
- Revision: November 17, 2014 reflects 0.54% increase retroactive to July 1, 2014
- Revision: December 11, 2014
- Revision: February 3, 2016 reflects 6.6% increase retroactive to July 1, 2015 (Classic PERS members will begin to pay 6% of the employee portion of the PERS contribution on all eligible pay received after January 31, 2016. Effective February 1, 2016, the District will continue to pay 1% of the employee portion of the PERS contribution on all eligible pay received after January 31, 2016)
- Revision: February 3, 2016 reflects 0.87% increase effective July 1, 2016
- Revision: May 4, 2016 - Add new positions: Behavior Analyst and Mental Health Specialist effective July 1, 2016
- Revision: May 18, 2016 - Add new position: Student Information Systems Specialist effective July 1, 2016
- Revision: May 18, 2016 - Add new position: Nutrition Services Assistant effective July 1, 2016
- Revision: December 14, 2016 reflects change in placement for Custodial/Grounds Supervisors from Step 9 to 12 effective December 15, 2016

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Agreement with University of Nevada - Reno

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

The District enters into MOUs/agreements with colleges and universities to provide internship opportunities for students enrolled in their teaching programs. Students partner with mentor supervisors to gain real-world experience with classroom instruction, observation, and curriculum planning.

Status:

The agreement between University of Nevada – Reno and the District is specifically designed to provide internship opportunities for University of Nevada – Reno students. The term of this agreement is January 2, 2017 up to and through June 10, 2017. It will remain in effect for the stated period unless written notification to terminate is provided by one party to the other at least thirty (30) calendar days, or as soon as practical, prior to the proposed termination date.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Agreement with University of Nevada - Reno and Certificate of Liability Insurance.

Recommendation:

Staff recommends approval of the Agreement with University of Nevada – Reno.

STUDENT TEACHING AGREEMENT

This agreement (hereinafter "Agreement") by and between the Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno, College of Education (hereafter referred to as "College") and the Rocklin Unified School District (hereafter referred to as "District") recites as follows:

WHEREAS, the College seeks to provide opportunities to its students which allow them to student teach in a public school setting;

WHEREAS, the District has supervising employees, schools and worksites suitable for student teaching; the College has suitable faculty members to supervise its students to teach in a public school setting; and the College has students with suitable education, experience and character to successfully participate in student teaching;

WHEREAS, the District is able and willing to provide such opportunities to the College students who meet appropriate requirements as set forth herein;

WHEREAS, the parties intend this Agreement to document the understandings, requirements, rights, and obligations of the parties to this Agreement, as well as the contemplated student teachers.

NOW WHEREFORE, in consideration of the mutual promises herein contained, the parties enter into the Agreement as follows:

1. The District shall provide student teaching experience to schools and classes of the District, not to exceed the term set forth in this Agreement.
2. Student teaching as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District who hold valid, clear teaching credentials authorizing them to serve as classroom teachers in the schools or classes in which the student teaching is provided, and that they have completed a minimum of three (3) years of successful teaching experience.
3. The daily schedule of such student teaching shall match the classroom teacher's contract day as established by the District at its discretion in consultation with the individual school.
4. The placement of all College student teachers is contingent upon completion of a satisfactory tuberculosis screening and criminal history records check by the District. The District reserves the right to reject, in its sole discretion, any student teacher proposed for placement based on the student teacher's criminal history records check and in accordance with state law.
5. The parties agree that each shall comply with all federal and state anti-discrimination laws and regulations. The College agrees that it will comply with all applicable District policies.
6. The District shall in no way be considered as the employer of the College student teachers or faculty, nor shall it be responsible for paying any funds to the College or College students pursuant to this Agreement.
7. This Agreement only creates a joint project between the parties; it does not create an agency or other legal relationship. Unless specifically authorized herein, this Agreement does not authorize any party to independently speak or act on the other party's behalf or to bind the other party to any other agreement or obligation.
8. The Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno, College of Education shall indemnify, defend and hold harmless the District from and against any and all liabilities, claims, losses, lawsuits, judgments and/or expenses, including attorney fees, arising either directly or indirectly from any act or failure to act by the College or any of its officers, employees, or students, which may occur during or which may arise out of the performance of the agreement.
9. The District shall indemnify, defend and hold harmless the College, its officers, employees and agents from and against any and all liabilities, claims, losses, costs or expenses to the person or property of another, lawsuits, judgments and/or expenses, including attorney fees, arising either directly or indirectly from any act or failure to act by the District or any of its officers or employees, which may occur during or which may arise out of the performance of this Agreement.
10. The College student teacher is responsible for personal health care coverage.
11. The College student teacher shall provide the District with verification of professional liability coverage for the term of this Agreement in the amount of 1,000,000.00.
12. Each party represents that for the period of this Agreement, with respect to their own employees and volunteers, they will purchase and maintain workers' compensation insurance coverage. With respect to such coverage (s, each party shall provide evidence of such coverage by way of a Certificate of Insurance or Certificate of Coverage).
13. The College student teacher shall teach under the supervision of District teachers and shall follow the direction of the District administrators, teachers and other authorized staff while present in any District school.
14. The District reserves the right to terminate the participation of any College student teacher in the activities described herein.
15. The term of this Agreement is in effect from January 2, 2017 to June 10, 2017. It will remain in effect for the stated period unless written notification to terminate is provided by one party to the other 30 calendar days, or as soon as practical, prior to the proposed termination date. All amendments or modifications to this Agreement must be made in writing, have a specifically stated term, and be accepted by both

parties. The Agreement may be renewed by mutual agreement of the parties for a specified period of time not to exceed five (5) years in total, including extensions.

16. This Agreement is governed by the laws of the State of California and any dispute arising from, or which is in any way related to this Agreement shall have venue in the County of Placer, State of California.

The parties by their signatures hereto agree to the above.

Recommended by:

Kenneth M. Coll Date
UNR, College of Education Dean

Roger Stock Date
Rocklin Unified School District

For the Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno, College of Education:

Joseph Cline, Vice Provost Date
UNR, Vice Provost



A member of the Tokio Marine Group

1832 Schuetz Road
St Louis, MO 63146-3540
Telephone (888) 995-5300
(314) 995-5300
Fax (314) 995-3843

CERTIFICATE OF INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICY LISTED BELOW.

NAME AND ADDRESS OF CERTIFICATE HOLDER:

DIVISION OF INSURANCE
STATE OF NEVADA
TERRI CHAMBERS
1818 EAST COLLEGE PARKWAY
SUITE 103
CARSON CITY, NV 89706

This is to certify that the policy of insurance listed below has been issued to the insured named below and is in force at this time. Notwithstanding any requirement, term or condition of any contract or any other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policy described herein is subject to all the terms, exclusions and conditions of such policy. Should any of the policy described herein be canceled before expiration date thereof the CORPORATION will endeavor to mail sixty (60) days written notice to the above named certificate holder, but failure to mail such notice shall impose no obligation or liability of any kind upon the CORPORATION.

NAME INSURED EMPLOYER: NEVADA SYSTEM OF HIGHER EDUCATION - NSHE
ADDRESS: 2601 ENTERPRISE RD., RENO, NV 89512
POLICY NUMBER: SP 4054626
TYPE OF INSURANCE: Specific Excess Workers' Compensation and Employers' Liability Insurance
LOCATION(S): NEVADA
POLICY LIABILITY PERIOD: March 01, 2016 through March 01, 2017
POLICY PAYROLL REPORTING PERIOD: March 01, 2016 through March 01, 2017

| | |
|--|--------------|
| Self-Insured Retention Per Occurrence | \$ 750,000 |
| Maximum Limit of Indemnity Per Occurrence | Statutory |
| Employers' Liability Maximum Limit of Indemnity Per Occurrence | \$ 1,000,000 |

SAFETY NATIONAL CASUALTY CORPORATION

By: Seth A. Smith
Senior Vice President Workers' Compensation Underwriting
Date: February 29, 2016



Business Center North
Risk Management Office
Artemesia Building, RM 003/ MS 241
Reno, Nevada 89557-0241
(775) 784-4394 * Fax (775) 784-4363
www.bcn-nshe.org

**NEVADA SYSTEM OF HIGHER EDUCATION
DECLARATION OF SELF INSURANCE**

JANUARY 2016

The Nevada System of Higher Education (NSHE) is self-insured for general and automobile liability exposures funded by the State of Nevada. The self-insurance program is administered by the Nevada Attorney General's Office. Claims are handled in accordance with Chapter 41 of the Nevada Revised Statutes. Under Chapter 41, claims against the state and NSHE are limited to \$100,000 per cause of action. There is no per occurrence cap on claims. In addition, the State and NSHE have a Special General Liability Policy in excess of \$2,000,000 with a limit of \$15,000,000. A certificate of insurance and additional insured status is available under the excess policy.

NSHE is self-insured for their automobile property damage exposure funded by the State of Nevada. Claims are administered by the State of Nevada Risk Management Division.

NSHE is self-insured for their Workers' Compensation exposure under the provisions of §616B.300 and §616B.312 of the Nevada Revised Statutes. Excess insurance is through Safety National. Workers' compensation claims are administered by Cannon Cochran Management Services Inc.

Questions regarding this matter can be forwarded to the Business Center North, Risk Management Office at (775) 682-6107.

BY:

Susan Dunt

Susan Dunt
BCN Risk Manager

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 9.11
CONSENT
December 14, 2016

BOARD AGENDA BRIEFING

SUBJECT: Approve Revised District Librarian Job Description

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

Human Resources and the Educational Services Department have reviewed the District Librarian job description and determined the need to update and revise the job description to match current staff responsibilities. These changes do not change the compensation for this position.

Status:

The current job description for District Librarian was last updated and approved in 2015. The District Librarian job description proposal has been revised to reflect current staff responsibilities.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

A copy of proposed District Librarian job description in track changes.

Recommendation:

Staff recommends approval of the proposed District Librarian job description effective December 14, 2016.

Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677
(916) 624-2428 / www.rocklin.k12.ca.us



Job Description

| | |
|--------------------------|---|
| POSITION TITLE: | District Librarian |
| SALARY PLACEMENT: | Certificated Salary Schedule Rocklin Teachers Professional Association |

SUMMARY:

The District Librarian shall be responsible for the overall administration and operation of the school library/media centers and of the programs within those library/media centers. The District Librarian shall work closely with administrators and faculty members from all schools to make the most effective use of available resources and personnel.

SUPERVISOR:

This position reports directly to the ~~Deputy Superintendent, Educational Services~~Directors of Elementary/Secondary Programs and School Leadership.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The essential duties and responsibilities for this position include, but are not limited to, the following:

1. Establish, maintain, and implement school library/media policies.
2. Communicate with administration regarding budgets, policies, and programs.
3. Train library aides, student assistants, and volunteers.
4. Maintain knowledge of current library/media philosophies and practices and relate them to site level library/media personnel.
5. Evaluate, select, and catalog appropriate library/media materials using a wide range of professional resources, including input from faculty and students.
6. Maintain library/media collection and database which are current and relevant to the curriculum.
7. Provide orientation to all library/media users.
8. Provide instruction of students and staff in the use of library/media materials, research techniques, and new technologies.
9. Provide leadership in library/media related projects and programs (such as California Young Reader Medal, organized research presentations/competitions, oral language fairs, etc.).
10. Serve as a resource to teachers in curriculum and instructional design.
11. Outline and conduct public relations (e.g., maintain schedule of activities, publicize new acquisitions, write articles, give book-talks, etc.).
- ~~11-12.~~ In collaboration with site administration, provide feedback for site library aide evaluation.
- ~~12-13.~~ Other duties as assigned.

EDUCATION:

Possession of a valid California Teacher Librarian Services Credential or equivalent.

EXPERIENCE:

Previous experience as a librarian; ability to direct library/media program and the staff.

CERTIFICATES, LICENSE, REGISTRATIONS:

Valid California Driver's License
Valid Librarian Services Credential

GOALS OF EFFECTIVE PERFORMANCE:

The goal of effective performance will be to ensure consistent, positive visibility for school and district library media programs. Two-way communication between library media personnel and the school community promotes understanding and builds good will, cooperation, and support. The ultimate success of school library/media programs depends, to a large extent, upon the level of understanding and support from within the general school community for the mission, goals, and objectives of the program.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, sit, use hands, and reach with hands and arms. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus.

Medical Category II:

1. Position requires moderate physical exertion associated with the ability to lift, carry, push, pull or climb.
2. Position requires physical capability for sustained physical work; requires strength and endurance associated with moderate physical effort.
3. Position requires moderate physical effort while performing continuous moderate lifting.
4. Lifting 50 pounds maximum or carrying any object weighing up to 25 pounds.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee works in indoor environmental conditions. The employee is occasionally exposed to video display and occasionally works evenings and on weekends. The noise level in the work environment is usually quiet.

Adopted: August 1, 1990

Revised: July 16, 2015

Revised: December 14, 2016

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability. The Rocklin Unified School District maintains a tobacco-free, drug-free environment.

ROCKLIN UNIFIED SCHOOL DISTRICT
BOARD AGENDA BRIEFING

SUBJECT: Approve Communications Technician I Job Description
DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

Based on the District's Strategic Plan and in alignment with Strategies 3 and 5, this position is needed to support the additional tasks and growing duties of the Chief of Communications and Community Engagement. This realigns an existing position (Clerk) to more closely reflect duties required to sustain and enhance this department.

Status:

The position of Communications Technician I will support the Chief of Communications and Community Engagement and will utilize existing staff to fulfill this need. Thus, this position does not increase the staff of the Communications and Community Engagement Department.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: \$4,644
Future years: \$8,574 (12 month)
Funding source: General Fund

Materials/Films:

None

Other People Who Might Present:

Colleen Slattery, Assistant Superintendent, Human Resources

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Communications Technician I job description.

Recommendation:

Staff recommends approval of the Communications Technician I job description effective December 14, 2016.

Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677
(916) 624-2428 / www.rocklin.k12.ca.us



Job Description

| | |
|--------------------------|---------------------------------------|
| POSITION TITLE: | Communications Technician I |
| SALARY PLACEMENT: | Confidential Employee Salary Schedule |

SUMMARY:

Under the supervision of the Chief of Communications and Community Engagement, the Communications Technician I is responsible for assisting with the marketing of Rocklin Unified School District (RUSD), its public relations strategy and the delivery of social media campaigns ensuring organizational values, objectives, and goals are achieved. Development and implementation of public relations plans and strategies; organizing and executing events; conduct research to support public relations planning; support relations with stakeholders, media, vendors etc. and perform general administrative and clerical duties.

SUPERVISOR:

This position reports directly to the Chief of Communications and Community Engagement.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The essential duties and responsibilities for this position include, but are not limited to, the following:

- Responsible for day-to-day coordination of information and communication activities (internal and external) with the public and staff under the direction of the Chief of Communications and Community Engagement
- Managing Communications and other District web pages as needed
- Distributes information via printed materials, social media and messenger under the direction of the Chief of Communications and Community Engagement
- Process and approval of flyer distribution to schools
- Edits materials designed for internal and external communications for credibility, understandability, readability, format, style, content, grammar and composition
- Assisting in the development of and presentation of information to stakeholders in multiple formats and venues (board communication, power point, videos, etc.)
- Assists TV media crews at RUSD events
- Researching mass media, interviewing individuals for internal communications
- Conducting interviews and photographing students, teachers, staff, public and events for publications and other uses
- Attending, photographing and reporting on District events and activities as assigned
- Editing pictures and posting them on the web/social media
- Preparing and maintaining a variety of reports, correspondences and files related to communications
- Supporting the effective responses to emergency situations by supporting the consistent flow of factual information to key audiences
- Performing a variety of specialized duties in the research, preparation, composition, design, editing and distribution of a variety of materials in print and/or electronic media format
- Serving as a resource to district administrators and staff and providing information related to communications and public relations
- Researching, preparing, composing, designing and distributing a variety of materials including but not limiting to press releases, correspondences, flyers, brochures, presentations, guides, camera-ready art work and web-based documents in support of established communication goals
- Coordinating and setting up meetings
- Responding to phone calls, e-mails, letters and other communications
- Coordinating, scheduling and preparing Site Strategic Planning meetings
- Preparing necessary documents/training material
- Ordering supplies

- Assist in monitoring and tracking the department's budgetary process
- Composes letters or memos from brief notes, oral instructions, or own knowledge of subject matter, prepares meeting minutes, prepares agendas/presentations
- Performs other related duties as required

Knowledge of:

- Proper office methods and practices, including filing systems, business correspondence, telephone techniques
- Proper English usage, grammar, spelling, vocabulary, and punctuation
- Relevant State and Federal laws, regulations, and procedures
- Office management principles, methods, and procedures

Ability to:

- Effectively utilize computer and computer technology for information management and data gathering
- Operate standard office equipment including printer, copier, and calculator
- Display knowledge and understanding of media and advertising
- Assist in planning, organizing, and coordinating a variety of projects
- Plan and establish priorities and simultaneously perform a variety of duties
- Communicate effectively and maintain professional relationships with a diverse base of individuals
- Work efficiently under stringent deadlines
- Prepare and present clear and concise reports
- Type accurately at a rate of 55 words per minute

EDUCATION:

Combination of education and training equivalent to two years of college with focus in communications media and/or computer application principles and practices recommended.

EXPERIENCE:

Two years of technical communications/media experience.

CERTIFICATES, LICENSE, REGISTRATIONS:

Valid California Driver's License

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, sit, use hands, and reach with hands and arms. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus.

Medical Category I:

1. Position requires normal physical strength and endurance for standing, sitting, bending, or walking.
2. Work assignments are normally located in a work environment with light physical work and requires light physical effort
3. Lifting 25 pounds maximum or carrying any object weighing over 15 pounds.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently works in indoor environmental conditions. The employee is occasionally exposed to video display and occasionally works evenings and on weekends. The employee occasionally uses personal vehicle for work-related travel. The noise level in the work environment is usually moderate.

Adopted Date: December 14, 2016

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.

The Rocklin Unified School District maintains a tobacco-free, drug-free environment.

DRAFT

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Board Policies (BP), Administrative Regulations (AR) and Exhibits:
BP 4112.2 Certification (Revised)
BP 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
AR 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
E 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
AR 4115 Evaluation/Supervision (Revised)
AR 4222 Teacher Aides/Paraprofessionals (Revised)
E 4222 Teacher Aides/Paraprofessionals (Deleted)

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

These revisions and deletions of Board Policies (BP), Administrative Regulations (AR) and Exhibits (E) are due to the elimination of No Child Left Behind (NCLB) and the new federal Every Student Succeeds Act (ESSA). District departments update BPs, ARs, and Exhibits as advised by California School Board Association (CSBA). Revisions, updates, deletions and additions are the result of legislation to change Education Code, Government Code, and Civil Code. Note: 4100 series relates to Certificated Personnel, 4200 series relates to Classified Personnel, and 4300 series relates to Administrative and Supervisory Personnel.

Status:

BP 4112.2 – Certification (Revised)

Policy updated to add requirement, as amended by the Every Student Succeeds Act (P.L. 114-95), to notify parents/guardians of each student attending a school receiving Title I funds that they may request certain information regarding the qualifications of their child's teacher.

BP 4112.24 – Teacher Qualifications Under The No Child Left Behind Act (Deleted)

AR 4112.24 – Teacher Qualifications Under The No Child Left Behind Act (Deleted)

E 4112.24 – Teacher Qualifications Under The No Child Left Behind Act (Deleted)

Policy, regulation, and exhibits deleted since NEW FEDERAL LAW (P.L. 114-95) repealed requirements that teachers meet criteria of "highly qualified" teachers, as defined.

AR 4115 – Evaluation/Supervision (Revised)

Minor revision made in regulation to delete requirement that a teacher, in order to be evaluated on a five-year schedule, must meet the qualifications of a "highly qualified" teacher if applicable for the position, as the highly qualified teacher requirements were repealed by the Every Student Succeeds Act (P.L. 114-95).

AR 4222 – Teacher Aides / Paraprofessionals (Revised)

E 4222 – Teacher Aides / Paraprofessionals (Deleted)

Regulation updated to delete material on the qualifications and duties of paraprofessionals working in a program supported by Title I funds, as those requirements were repealed by the Every Student Succeeds Act (P.L. 114-95). Regulation also consolidates options for the requirement that paraprofessionals demonstrate proficiency in reading, writing, and mathematics equivalent to or exceeding the proficiency required for high school seniors. Exhibit which provided a sample attestation of compliance with Title I paraprofessional requirements deleted.

Presenter(s):

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Material/Films:

None

Other People Who Might Be Present:

None

Allotment of Time: Consent Calendar Action Item Information Item

Packet Information Item:

- BP 4112.2 Certification (Revised)
- BP 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
- AR 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
- E 4112.24 Teacher Qualifications Under the No Child Left Behind Act (Deleted)
- AR 4115 Evaluation/Supervision (Revised)
- AR 4222 Teacher Aides/Paraprofessionals (Revised)
- E 4222 Teacher Aides/Paraprofessionals (Deleted)

Recommendation:

Staff recommends Board approval of Board Policies, Administrative Regulations and Exhibits listed here.

Rocklin USD

Board Policy

Certification

BP 4112.2

Personnel

The Board of Trustees recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

(cf. 4111/4122/4311 - Recruitment and Selection)

(cf. 4112.21 - Interns)

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

(cf. 4112.23 - Special Education Staff)

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

(cf. 4112.5/~~4212.5~~/4312.5 - Criminal Record Check)

(cf. 4113 - Assignment)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee ~~may~~shall provide assistance and support to teachers holding preliminary credentials to help them meet the qualifications required for the clear credential.

(cf. 4131 - Staff Development)

(cf. 4131.1 - ~~Beginning Teacher Support/Induction~~Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who ~~is qualified to participate in and~~ enrolls in an approved intern program in the region of the district and possesses an intern credential

2. A candidate who is scheduled to complete preliminary credential requirements within six

months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

3. ~~As a last resort, an~~ An individual who holds an emergency permit issued ~~by the CTC~~ or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment ~~–~~ permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Board encourages district teachers to voluntarily complete the requirements for the advanced certification awarded by the National Board for Professional Teaching Standards.

~~The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials.— In accordance with collective bargaining agreement and the district budget, the Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program.~~

(cf. 4161.3 - Professional Leaves)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request

information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived

3. Is teaching in the field of discipline of his/her certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

44300-44302 Emergency permit

44325-44328 District interns

44330-44355 Certificates and credentials

44420-44440 Revocation and suspension of credentials

44450-44468 University intern program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

~~6100-6126—Teacher qualifications, No Child Left Behind Act~~

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans: notifications regarding teacher qualifications

~~6319—Highly qualified teachers~~

~~7801—Definitions, highly-qualified teacher~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.55-200.57—Highly qualified teachers~~

200.61 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on

Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

13-01 Hiring Hierarchy in Education Code 44225.7, Coded Correspondence, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, Credential Information Guide (for employers' use only):

<http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

| Policy ____—ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: July 15, 2009 Rocklin, California

| revised: January 7, 2015

| revised: December 14, 2016

~~Rocklin USD~~

~~Board Policy~~

~~Teacher Qualifications Under The No Child Left Behind Act~~

~~BP 4112.24~~

~~Personnel~~

~~Recognizing the importance of teacher effectiveness in improving student achievement, the Board of Trustees desires to recruit and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).~~

~~(cf. 4112.2—Certification)~~

~~(cf. 4112.21—Interns)~~

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

~~(cf. 4112.23—Special Education Staff)~~

~~(cf. 6171—Title I Programs)~~

~~All teachers employed to teach core academic subjects shall be "highly qualified," as defined by federal law and the State Board of Education.—(20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)~~

~~The Superintendent or designee shall inform teachers of NCLB requirements and shall identify additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements.—He/she shall work with individual teachers to develop a plan for attaining full qualifications.~~

~~The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.~~

~~(cf. 0520.1—High Priority Schools Grant Program)~~

~~(cf. 0520.2—Title I Program Improvement Schools)~~

~~(cf. 0520.4—Quality Education Investment Schools)~~

~~(cf. 4113—Assignment)~~

~~(cf. 4114—Transfers)~~

~~(cf. 4138—Mentor Teachers)~~

~~The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)~~

(cf. 4131—Staff Development)
(cf. 4131.1—Beginning Teacher Support/Induction)

Legal Reference:

EDUCATION CODE

44500-44508—Peer Assistance and Review Program for Teachers

44662—Performance evaluation; Stull Act review

44664—Teacher evaluation; program to improve performance

44865—Alternative programs

CODE OF REGULATIONS, TITLE 5

6100-6126—Teacher qualifications, No Child Left Behind Act

80021—Short-term staff permit

80021.1—Provisional internship permit

80089.3-80089.4—Subject matter authorizations

UNITED STATES CODE, TITLE 20

1401—Definition of highly qualified special education teacher

6311—Parental notifications

6312—Title I local educational agency plan

6314—Schoolwide programs

6315—Targeted assistance schools

6319—Highly qualified teachers

7345-7345b—Small Rural Schools Achievement Program

7801—Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61—Parent notification regarding teacher qualifications

300.18—Highly qualified special education teachers

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings, January 2007

NCLB Teacher Requirements Resource Guide, March 1, 2004

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, revised October 5, 2006

New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, NCLB Teacher Quality: <http://www.cde.ca.gov/nclb/sr/tq>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>

~~Policy ROCKLIN UNIFIED SCHOOL DISTRICT~~
~~adopted: December 17, 2008 Rocklin, California~~
~~deleted: December 14, 2016~~

Rocklin USD

Administrative Regulation

Teacher Qualifications Under The No Child Left Behind Act

AR 4112.24

Personnel

Definitions

~~Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (20 USC 7801)~~

~~Hard-to-staff setting means a middle or high school classroom eligible for the federal Small Rural Schools Achievement Program, a middle or high school special education classroom, or a middle or high school alternative education program as specified in Education Code 44865, including home teaching, hospital classes, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court schools, county community schools, and district community day schools.—(5 CCR 6100)~~

~~(cf. 6181—Alternative Schools)~~

~~(cf. 6183—Home and Hospital Instruction)~~

~~(cf. 6184—Continuation Education)~~

~~(cf. 6185—Community Day School)~~

~~High Objective Uniform State Standard Evaluation (HOUSSE) is a method of determining a teacher's subject matter competence using forms developed by the California Department of Education (CDE). HOUSSE Part 1 consists of a summation of the teacher's years of experience, coursework, professional development, and service to the profession.—HOUSSE Part 2, to be conducted only if Part 1 does not indicate subject matter competency, consists of direct observation and portfolio assessment and, if necessary, completion of the Peer Assistance and Review Program for Teachers or other individualized professional development plan. (5 CCR 6104)~~

~~(cf. 4139—Peer Assistance and Review)~~

~~Level 1 professional development means training that will provide a teacher with the requisite understanding of each set of state content standards. Level 2 professional development means training that will provide a teacher with more in-depth understanding of the content standards than provided in a Level 1 professional development program.—The trainings shall be consistent with state-adopted academic content standards, curriculum frameworks, and adopted texts and shall incorporate the assessment of subject matter competency as outlined in the CDE's document California's Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings. For each type of training, at least 36 hours in the core subject for which the teacher is being certified is required to substantively address the subject matter content.—(5 CCR~~

6100, 6105)

~~Teacher new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, on or after July 1, 2002. (5 CCR 6100)~~

~~Teacher not new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR 6100)~~

~~Teacher Qualifications~~

~~To meet the teacher qualification requirements of the federal No Child Left Behind Act (NCLB), a teacher of a core academic subject shall meet all of the following conditions: (20 USC 6319, 7801; 34 CFR 200.55, 200.56, 300.18; 5 CCR 6101, 6104, 6105, 6110)~~

~~1. Hold a bachelor's degree~~

~~2. Have a full credential or be currently enrolled in an approved intern program for less than three years~~

~~(cf. 4112.2—Certification)~~

~~(cf. 4112.21—Interns)~~

~~3. Demonstrate subject matter competency in accordance with the applicable requirements below~~

~~(cf. 6171—Title I Programs)~~

~~A teacher who holds a supplementary authorization or is employed on a local teaching assignment shall meet the teacher qualification requirements of NCLB if he/she holds a California teaching credential and has demonstrated subject matter competency for the grade span and subject matter taught. (5 CCR 6116)~~

~~A teacher shall not meet the teacher qualification requirements of NCLB if he/she is teaching with a short-term staff permit, a provisional internship permit, or a state or local waiver for the grade or subject taught. (5 CCR 6115, 80021, 80021.1)~~

~~Demonstration of Subject Matter Competency~~

~~Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession:~~

~~1. An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC). (5 CCR 6102)~~

~~2. — An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR 6103-6104)~~

~~a. — A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes~~

~~b. — The (HOUSSE), as defined above, to determine the teacher's subject matter competency in each of the core academic subjects taught by the teacher~~

~~3. — A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR 6111)~~

~~a. — A validated statewide subject matter examination certified by the CTC~~

~~b. — University subject matter program approved by the CTC~~

~~e. — Undergraduate major in the subject taught~~

~~d. — Graduate degree in the subject taught~~

~~e. — Coursework equivalent to the undergraduate major~~

~~4. — A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject assigned: (5 CCR 6112)~~

~~a. — A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes~~

~~b. — University subject matter program approved by the CTC~~

~~e. — Undergraduate major in the subject taught~~

~~d. — Graduate degree in the subject taught~~

~~e. — Coursework equivalent to the undergraduate major~~

~~f. — Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards~~

~~g. — The HOUSSE, as defined above, to determine the teacher's subject matter competence in each of the core academic subjects taught by the teacher~~

~~5. — A middle or high school teacher in a hard-to-staff setting, as defined above, shall complete professional development for the subject matter verification process within three years of the date of assignment to such a setting. — (5 CCR 6100, 6105)~~

~~a. — If the teacher has fewer than 20 total or 10 upper division nonremedial college level semester units, or equivalent quarter units, in a core academic subject, he/she shall complete both Level 1 and Level 2 professional development courses as defined above.~~

~~b. — If the teacher has fewer than 32 semester nonremedial college level units, but at least 20 total or 10 upper division nonremedial semester units, or the equivalent quarter units, in a core academic subject, he/she shall complete a Level 2 professional development course.~~

~~(cf. 4131—Staff Development)~~

~~6. — An elementary, middle, or high school special education teacher teaching multiple subjects exclusively to students with disabilities may either: (20 USC 1401; 34 CFR 300.18; 5 CCR 6111)~~

~~a. — Meet the requirements above for teachers who are new or not new to the profession, as applicable~~

~~b. — In the case of a new special education teacher who has demonstrated subject matter competency in mathematics, language arts, or science, demonstrate competency in the other core academic subject(s) he/she teaches through the HOUSSE no later than two years after the date of employment~~

~~Satisfaction of Requirements Outside District~~

~~A teacher who has been determined by another school district in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. (5 CCR 6120)~~

~~A teacher who has been determined to meet subject matter competency requirements outside of California shall be considered to have met those requirements for the particular subject and/or grade span in California. The date of issuance of a valid out of state credential shall be used to identify a teacher as new or not new to the profession. (5 CCR 6125)~~

~~A teacher prepared in a country other than the United States shall be considered to have met the NCLB teaching requirements if he/she: (5 CCR 6126)~~

~~1. — Holds a degree from a foreign college or university that is at least equivalent to a bachelor's degree offered by an American institution of higher education~~

~~2. — Has completed a teacher preparation program that meets CTC requirements for out of country trained teachers~~

~~3. — Demonstrates subject matter competency for the grade span and subjects taught through the same or equivalent processes and methods required of California teachers~~

~~4. — Holds a California teaching credential~~

~~Certification of Compliance~~

~~All teachers teaching core academic subjects shall complete and sign a certificate of compliance with NCLB requirements and attach the appropriate documentation. The Superintendent or designee shall verify the information and retain the signed original copy.~~

~~The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with NCLB requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (20 USC 6319)~~

~~District Plan for Highly Qualified Teachers~~

~~Within the Title I local educational agency plan, the Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements in accordance with law. As part of this plan, the Superintendent or designee shall provide high quality professional development designed to enable teachers to meet NCLB requirements. (20 USC 6312, 6319)~~

~~Parental Notifications~~

~~At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher, including but not limited to: (20 USC 6311)~~

- ~~1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction~~
- ~~2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived~~
- ~~3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree~~
- ~~4. Whether the student is provided services by paraprofessionals and, if so, their qualifications~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)~~

~~(cf. 4222—Teacher Aides/Paraprofessionals)~~

~~(cf. 5145.6—Parental Notifications)~~

~~In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC 6311; 34 CFR 200.61)~~

~~The Superintendent or designee shall notify teachers, as appropriate, prior to distributing the above notice to parents/guardians.~~

~~The notice and information provided to parents/guardians shall be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC 6311)~~

~~Regulation — ROCKLIN UNIFIED SCHOOL DISTRICT
approved: — December 17, 2008 — Rocklin, California
Deleted: December 14, 2016~~

Rocklin USD

Exhibit

Teacher Qualifications Under The No Child Left Behind Act

E 4112.24

Personnel

Attestation Regarding Qualifications Of Title I Teachers

Instructions: The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to 20 USC 6314 (schoolwide programs) and 20 USC 6315 (targeted assistance schools).

School: _____ Principal: _____

I certify that all teachers hired after the first day of the 2002-03 school year to teach core academic subjects in a program supported by Title I funds meet the following qualifications:

1. Hold at least a bachelor's degree
2. Have a credential or are currently enrolled in an approved intern program for less than three years
3. Have demonstrated subject matter competence as required by 5 CCR 6100-6115 for the grade level(s) taught and the teacher's length of time in the profession

Signature of Principal Date

TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT

PARENTAL NOTIFICATION OF TEACHER QUALIFICATIONS

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This federal law requires that parents/guardians be notified when a teacher who has not demonstrated that he/she meets the NCLB teacher requirements has taught their child for four or more consecutive weeks.

Under the NCLB, teachers of core academic subjects are required to hold state certification and demonstrate subject matter competency for the grade span or subject matter taught. Newly hired Title I teachers must meet the NCLB requirements when hired. All other teachers have until the

~~end of the 2005-06 school year to meet the requirements.~~

~~These requirements help us to ensure that all our students receive the best education by teachers who are highly skilled and knowledgeable in their subject areas. Our school district is currently working to determine that our teachers meet these requirements and, if necessary, help teachers meet the requirements through additional support and training.~~

~~Currently, a teacher who is authorized to teach in California, but who has not yet completed the process for meeting the NCLB requirements, has taught your child for four or more consecutive weeks. Under the law, school districts have until June 2006 to determine if all their teachers meet the federal requirements. Therefore, your child's teacher may meet the requirements and has just not had the opportunity to demonstrate that he/she does.~~

~~You may contact [insert school name] to request the qualifications of your child's teacher. If you have any questions, please contact [insert principal name] at [insert telephone number].~~

~~Exhibit~~ROCKLIN UNIFIED SCHOOL DISTRICT

~~revised: July 21, 2004~~ Rocklin, California

~~Deleted: December 14, 2016~~

Rocklin USD

Administrative Regulation

Evaluation/Supervision

AR 4115
Personnel

Evaluation of certificated employees shall be conducted in accordance with the procedures established in this administrative regulation and applicable collective bargaining agreements. To the extent that any of those provisions conflict, the procedures in the collective bargaining agreement shall be implemented.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

(cf. 4112.9 - Employee Notifications)

Frequency of Evaluations

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code 44664)

(cf. 4116 - Probationary/Permanent Status)
(cf. 4117.6 - Decision Not to Rehire)

Each certificated employee with permanent status shall be evaluated and assessed at least every other year. If the employee receives an unsatisfactory evaluation, he/she shall be annually evaluated until he/she achieves a positive evaluation or is separated from the district. (Education Code 44664)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

Alternatively, a permanent employee who has been employed by the district at least 10 years and who was rated in his/her previous evaluation as exceeding standards shall be evaluated at least every three years, if he/she and the evaluator so agree. Either the evaluator or the employee may withdraw consent for the alternative schedule at any time. (Education Code 44664)

Alternatively, if the evaluator and employee agree, a permanent employee shall be evaluated at least every three years provided he/she has been employed by the district at least 10 years, was rated in his/her previous evaluation as exceeding standards, and meets the qualifications of a highly qualified teacher as defined in 20 USC 7801, if his/her position requires such

~~qualifications. Either the evaluator or the employee may withdraw consent for the alternative schedule at any time.~~

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

Evaluation Results

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Noninstructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and noninstructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

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

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Governing Board pursuant to Education Code 44662, the Superintendent or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Superintendent or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

Qualifications of Evaluators

The Superintendent or designee shall assign the principal or other appropriate supervisory personnel to evaluate certificated staff. He/she shall ensure that the evaluator:

1. Possesses a valid administrative credential

2. Is competent in the instructional methodologies used by the teachers being evaluated
3. Is skilled in the supervision of instruction and in techniques and procedures related to the evaluation of instruction
4. Is familiar with district curriculum priorities and practices, district standards for student progress, and district policies and procedures related to personnel supervision, performance evaluation, and staff development

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: December 17, 2008 Rocklin, California
revised: January 21, 2015
revised: December 14, 2016

Rocklin USD

Administrative Regulation

Teacher Aides/Paraprofessionals

AR 4222
Personnel

Qualifications ~~and Duties of Paraprofessionals~~

No person shall be initially assigned to assist in instruction as a paraprofessional unless he/she has demonstrated proficiency in reading, writing, and mathematics skills up to or exceeding that required for the district's high school seniors pursuant to Education Code 51220(a) and (f). (Education Code 45330, 45344.5, 45361.5)

A paraprofessional who has passed a proficiency test in another district and was employed in the same capacity shall be considered to have met the district's proficiency standards, unless the district determines that the other district's test is not comparable. (Education Code 45344.5, 45361.5)

Instructional aides shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45344)

(cf. 5121 - Grades/Evaluation of Student Achievement)

~~Instructional aides need not perform their duties only in the physical presence of the teacher, but the teacher shall retain responsibility for the instruction and supervision of the students in his/her charge. (Education Code 45344)~~

~~Additional Qualifications and Duties of Paraprofessionals in Title I Programs~~

~~All paraprofessionals working in a program supported by federal Title I funds shall have received a high school diploma or its equivalent. (20 USC 6319; 34 CFR 200.58; Education Code 45330)~~
~~A paraprofessional shall perform only such duties as, in the judgment of the certificated personnel to whom the paraprofessional is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45330)~~

~~(cf. 4112.2 - Certification)~~

~~(cf. 5121 - Grades/Evaluation of Student Achievement)~~

~~(cf. 6171 - Title I Programs)~~

Instructional aides need not perform their duties only in the physical presence of the teacher, but the teacher shall retain responsibility for the instruction and supervision of the students in his/her charge. (Education Code 45344)

~~In addition, at least one of the following criteria shall be met immediately by paraprofessionals hired on or after January 8, 2002, and by the end of the 2005-06 school year by paraprofessionals hired before January 8, 2002: (20 USC 6319; 34 CFR 200.58; Education Code 45330)~~

~~1. Completion of at least two years of study at an institution of higher education~~

~~—In accordance with the definition adopted by the State Department of Education, "two years of study" shall be equal to 48 semester units or equivalent quarter units.~~

~~2. Possession of an associate's degree or higher~~

~~3. Knowledge of and the ability to assist in instructing reading, writing, and mathematics, as demonstrated through a local or state assessment~~

~~A paraprofessional who was hired on or before January 1, 2003, shall be deemed to have met the proficiency exam requirements of item #3 above if he/she has previously demonstrated, through a local assessment, knowledge of and an ability to assist in instructing reading, writing, and mathematics. (Education Code 45330)~~

~~When a paraprofessional has previously worked in another district, the Superintendent or designee may determine whether any assessments conducted by the previous district satisfy the proficiency criteria of item #3 above.~~

~~Items #1-3 above shall not apply to any paraprofessional: (20 USC 6319; 34 CFR 200.58; Education Code 45330)~~

~~1. Who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title I programs by acting as a translator~~

~~2. Whose duties consist solely of conducting parental involvement activities consistent with 20 USC 6318~~

~~Paraprofessionals working in a program supported by Title I funds may be assigned to: (20 USC 6319; 34 CFR 200.59)~~

~~1. Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher~~

~~2. Assist with classroom management, such as organizing instructional and other materials~~

~~3. Provide assistance in a computer laboratory~~

- ~~4. Conduct parental involvement activities~~
- ~~5. Provide support in a library or media center~~
- ~~6. Act as a translator~~
- ~~7. Provide instructional services to students, provided that the paraprofessional is working under the direct supervision of a teacher~~

~~Title I paraprofessionals may assume limited duties that are assigned to similar personnel in non Title I programs, including duties beyond classroom instruction or that do not benefit Title I students, in the same proportion of total work time as non Title I paraprofessionals. (20 USC 6319; 34 CFR 200.59)~~

~~The principal of each school operating a Title I program shall annually attest in writing as to whether the school is in compliance with federal requirements regarding qualifications and duties of paraprofessionals listed above. Copies of attestations shall be maintained at the school and district office and shall be available to the public upon request. (20 USC 6319)~~

Parental Notification

At the beginning of each school year, a parents/guardians shall be notified that ~~he/shethey~~ may request information regarding whether ~~his/hertheir~~ child is provided services by paraprofessionals and, if so, ~~their-the paraprofessionals~~ qualifications. (20 USC 6311)

(cf. 5145.6 - Parental Notifications)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
Approved: March 1, 2006 Rocklin, California
revised: December 14, 2016

~~Rocklin USD~~

~~Exhibit~~

~~Teacher Aides/Paraprofessionals~~

~~E-4222~~

~~Personnel~~

~~Attestation Regarding Title I Paraprofessionals~~

~~The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to P.L. 107-110, Section 1114 (schoolwide programs) and P.L. 107-110, Section 1115 (targeted assistance schools):~~

~~=~~

~~School Principal~~

~~1. I certify that every paraprofessional hired after January 8, 2002, and working in a program supported by Title I funds, unless he/she is exempted by law, has received a high school diploma or its equivalent and has met at least one of the following criteria pursuant to P.L. 107-110, Section 1119:~~

~~a. Completed at least two years of study at an institution of higher education~~

~~b. Obtained an associate's or higher degree~~

~~c. Met a rigorous standard of quality and demonstrated, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing either reading, writing and mathematics or reading readiness, writing readiness and mathematics readiness.~~

~~2. All paraprofessionals working in a Title I program are performing duties consistent with Section 1119.~~

~~=~~

~~Signature of Principal~~

~~Exhibit ROCKLIN UNIFIED SCHOOL DISTRICT
version: October 16, 2002 — Rocklin, California
Deleted: December 14, 2016~~

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Board Policies (BP) and Administrative Regulations (AR):
BP 3550 Food Service/Child Nutrition Program (Revised)
AR 3550 Food Service/Child Nutrition Program (Revised)
BP 3553 Free & Reduced Price Meals (Revised)
AR 3553 Free & Reduced Price Meals (Revised)
AR 3554 Other Food Sales (Revised)
BP 3555 Nutrition Program Compliance (Revised)
AR 5141.27 Food Allergies/Special Dietary Needs (Revised)

DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

District departments update Board Policies (BP), Administrative Regulations (AR), and Exhibits (E) as advised by California School Board Association (CSBA). Revisions, updates, deletions and additions are the result of legislation to change in Education Code, Government Code and Public Contract Code. In addition, staff reviewed, revised and updated policies and procedures to reflect current practices.

Status:

BP 3550 Food Service/Child Nutrition Program (Revised)
AR 3550 Food Service/Child Nutrition Program (Revised)
BP 3553 Free & Reduced Price Meals (Revised)
AR 3553 Free & Reduced Price Meals (Revised)
AR 3554 Other Food Sales (Revised)
BP 3555 Nutrition Program Compliance (Revised)
AR 5141.27 Food Allergies/Special Dietary Needs (Revised)

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Material/Films:

Other People Who Might Be Present:

Juanita Fahnestock, Director of Nutrition Services

Allotment of Time: Consent Calendar Action Item Information Item

Packet Information Item:

Board policies and Administrative Regulations are included in your packet.

Recommendation:

Staff recommends approval of revisions to Board Policies and Administrative Regulations.

Rocklin USD

Board Policy

~~Food-Nutrition~~ Service/Child Nutrition Program

BP 3550

Business and Noninstructional Operations

The ~~Board of Trustees-Governing Board~~ recognizes that students ~~need~~ adequate, nourishing ~~food~~ in order to grow, learn, and maintain good health ~~foods essential to student health, development, and ability to learn.~~ The Superintendent or designee shall develop strategies to increase students' access to the districts food service programs and to maximize their participation in available programs

Foods and beverages available through the district's ~~food-nutrition~~ service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease__

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

2. Meet or exceed nutritional standards specified in law and administrative regulation

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

(cf. 6142.8 - Comprehensive Health Education)

4. Be served in age-appropriate portions

5. ~~Be sold at reasonable prices~~ Be available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students at reasonable prices

(cf. 3551 - ~~Food-Nutrition~~ Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables, ~~that are not deep-fried.~~

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals and to support the district's nutrition education program.

(cf. 6142.8-Comprehensive Health Education)

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provide all food items meet nutrition standards and all students are given and opportunity to select any food item.

The Superintendent or designee ~~shall encourage the participation of~~ may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 7110 - Facilities Master Plan)

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

~~Professional development for food service personnel shall include nutrition education and safe food handling.~~

~~(cf. 4231—Staff Development)~~

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's Nutrition services program meets regarding the district's compliance with state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the Nutrition service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

(cf. 0500 - Accountability)

| [\(cf. 3555- Nutrition Program Compliance\)](#)

| Legal Reference:

| EDUCATION CODE

35182.5 Contracts, non-nutritious beverages
38080-38103 Cafeteria, establishment and use
45103.5 Contracts for management consulting services; restrictions
| 49430-~~49436~~—[49434](#) Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
| 49550-49561—~~2~~Meals for needy students
~~49565-49565.8~~—[California Fresh Start pilot program](#)
49570 National School Lunch Act
[51795-51797 School gardens](#)

| HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
| ~~15566-15568~~—[California Fresh Start Program](#)
| 15575-15578 Requirements for foods and beverages outside federal meals program

| UNITED STATES CODE, TITLE 42

| 1751-1769~~h-j~~ [National School Lunch Programs](#), including:
1751~~8b~~ Note Local wellness policy
[1761 Summer Food Service Program and Seamless Summer Feeding Option](#)
[1769a Fresh Fruit and Vegetable Program](#)
1771-179~~4~~~~3~~ Child nutrition, especially:
1773 School breakfast program

| CODE OF FEDERAL REGULATIONS, TITLE 7

| 210.1-210.31 National School Lunch Program
[215.1-215.18 Special Milk Program](#)

220.12-220.212 National School Breakfast Program
[245.1-245.13 Eligibility for free and reduced-price meals and free milk](#)

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Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

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[School Breakfast Toolkit](#)

[Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010](#)

[Food Buying Guide for Child Nutrition Programs, December 2007](#)

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Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005

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WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

[California Farm Bureau Federation: http://www.cfbf.com](#)

California Food Policy Advocates: <http://www.cfpa.net>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

~~National Association of State Boards of Education: <http://www.nasbe.org>~~

~~School Nutrition Association: <http://www.schoolnutrition.org>~~

U.S. Department of Agriculture, Food and Nutrition ~~Information Center~~ Services:

<http://www.nal.fns.usda.gov/fnies>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: May 7, 2008 Rocklin, California

revised: December 14, 2016

Rocklin USD

Administrative Regulation

~~Food-Nutrition~~ Service/Child Nutrition Program

AR 3550

Business and Noninstructional Operations

~~Nutritional~~ Standards for ~~Elementary Schools~~ School Meals

~~At each elementary school, the only foods that may be sold to a student during the school day are either: Meals, food items, and beverages provided through the district's Nutrition services program shall:~~ (Education Code 49431, 49553; 42 USC 1758, 1773)

1. ~~Full meals, defined by Education Code 49430 as a combination of food items that meet Comply with National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable or the state's menu planning options of Shaping Health as Partners in Education (SHAPE); or~~

2. ~~Not be deep fried, or flash fried, as defined in Education Code 49430 and 49430.7 Individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes~~

~~(Cf.3553-Free and Reduced Price Meals)~~

~~(cf. 3554-Other Food Sales)~~

~~(cf. 5030-Student Wellness)~~

~~(Cf.5141.27-Food Allergies/Special Dietary Needs)~~

~~Drinking Water Nutritional Standards for National School Lunch and Breakfast Program~~

~~The district shall provide access to free, fresh drinking water during meal times in nutrition service areas at all district schools, including, but not limited to, areas where reimbursable meals under the Any school participating in the National School Lunch Program and/or School Breakfast Program pursuant are served or consumed. to 42 USC 1751-1769h and 1771-1791 shall serve meals that, on average over each school week: (Education Code 380086; 42 USC 1758)49531; 42 USC 1758, 1773; 7 CFR 210.10, 220.8)~~

Special Milk Program

Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonable priced milk. (7 CFR 215.1)

~~1.—Meet the nutrient levels and calorie requirements appropriate for the ages/grade levels served and the menu planning approach used, as specified in 7 CFR 210.10 or 220.8~~

~~2.—Provide one fourth (breakfast) or one third (lunch) of the Recommended Dietary Allowances for protein, calcium, iron, vitamin A, and vitamin C appropriate for the ages/grade levels served and the menu planning approach used~~

~~3.—Comply with applicable Dietary Guidelines for Americans which recommend:~~

~~a.—Limiting the percentage of calories from saturated fat to less than 10 percent of total calories offered~~

~~b.—Limiting the percentage of calories from total fat to 30 percent of total calories offered~~

~~c.—Reducing sodium and cholesterol levels~~

~~d.—Increasing the level of dietary fiber~~

~~(cf. 5030—Student Wellness)~~

~~(cf. 5141.27—Food Allergies/Special Dietary Needs)~~

~~Nutritional Standards for Free and Reduced Price Meals Program~~

~~Any school that has students who meet federal eligibility criteria for free or reduced price meals shall:—(Education Code 49430.7)~~

~~1.—Ensure that meals meet National School Lunch and/or Breakfast Program nutritional guidelines or the state's menu planning options of SHAPE~~

~~2.—Not sell or serve a food item that the district or school has deep fried, par fried, or flash fried, as defined in Education Code 49430, or that has been deep fried, par fried, or flash fried as part of the manufacturing process in an oil or fat prohibited by Education Code 49430.7~~

~~3.—Not sell or serve a food item containing artificial trans fat, including vegetable shortening, margarine, or any kind of hydrogenated or partially hydrogenated vegetable oil unless the manufacturer's documentation or label lists the trans fat content as less than 0.5 gram per serving~~

~~(cf. 3533—Free and Reduced Price Meals)~~

~~Nutritional Standards for Foods Outside the National School Lunch or Breakfast Program~~

~~For food items that are not sold as part of the National School Lunch or Breakfast Program, the following nutritional standards shall apply:~~

~~1. At each elementary school, an individually sold dairy or whole grain food item may be served to students if it meets all of the following standards: (Education Code 49431)~~

~~a. Not more than 35 percent of its total calories is from fat.~~

~~b. Not more than 10 percent of its total calories is from saturated fat.~~

~~c. Not more than 35 percent of its total weight is composed of sugar, including naturally occurring and added sugar.~~

~~d. Its total calories do not exceed 175 calories.~~

~~(cf. 3554—Other Food Sales)~~

~~2. For foods sold to students in middle, junior high, and high schools: (Education Code 49430, 49431.2)~~

~~a. Each entree item shall:~~

~~(1) Not exceed 400 calories~~

~~(2) Contain no more than four grams of fat per 100 calories~~

~~(3) Be categorized as an entree item in the National School Lunch or Breakfast Program~~

~~b. For each snack item that supplements a meal:~~

~~(1) Not more than 35 percent of its total calories shall be from fat, excluding nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes.~~

~~(2) Not more than 10 percent of its total calories shall be from saturated fat, excluding eggs or cheese packaged for individual sale.~~

~~(3) Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar, excluding fruits or vegetables that have not been deep fried.~~

~~(4) Its total calories shall not exceed 250 calories.~~

~~3. Beginning July 1, 2009, any food provided to K-12 students during school hours and within one-half hour before and after school shall not contain or have been prepared with artificial trans fat, including vegetable shortening, margarine, or any kind of partially hydrogenated vegetable oil, unless the manufacturer's documentation or label lists the trans fat content as less than 0.5 grams per serving. (Education Code 49431.7)~~

Nutritional Standards for Beverages

~~The only beverages that may be sold to elementary students, regardless of the time of day, are: (Education Code 49431.5)~~

- ~~1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener~~
- ~~2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener~~
- ~~3. Drinking water with no added sweetener~~
- ~~4. Milk that is 1 percent fat, 2 percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk~~

~~The only beverages that may be sold to middle-school or junior high school students from one-half hour before the start of the school day until one-half hour after the end of the school day are: (Education Code 49431.5)~~

- ~~1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener~~
- ~~2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener~~
- ~~3. Drinking water with no added sweetener~~
- ~~4. Milk that is 1 percent fat, 2 percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk~~
- ~~5. Electrolyte replacement beverages that contain no more than 42 grams of added sweetener per 20-ounce serving~~

~~At least 50 percent of the beverages sold to high school students from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those specified in items #1-5 above. Beginning July 1, 2009, all of the beverages sold to high school students from one-half hour before the start of the school day until one-half hour after the end of the school day shall meet the standards specified in items #1-5 above. (Education Code 49431.5)~~

Food Safety

The Superintendent or designee shall ensure that the district's ~~food~~nutrition service program meets the ~~sanitation~~applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written school food safety program for the storage, preparation and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP)) ~~principle system.~~ ~~(42 USC 1758)~~ The districts HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. ~~(42 USC 1758; 7 CFR 210.13, 220.7)~~

~~The district's HACCP plan shall be in writing and shall address the components specified in Health and Safety Code 114419.1 including, but not limited to, methods for determining control measures needed to prevent hazards at each stage of food production, monitoring of the implementation of the food safety program, establishment of corrective actions to be taken if the proper time or temperature range is not met, training of food service employees and supervisors on food safety issues, recordkeeping, and periodic review of the food safety program.~~

The Superintendent or designee shall provide ongoing staff development on food safety to food service managers and employees. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. ~~designate at least one staff member to be responsible for verification of the HACCP plan and shall provide the designated staff member with training in HACCP principles and the contents of the plan. Records of the training shall be retained for the duration of employment or a period of not less than two years, whichever is greater. In addition, t~~ The Superintendent or designee shall provide applicable HACCP training to food service employees who work in food preparation and shall shall document the date, trainer, and subject of the training. ~~(Health and Safety Code 114419.2)~~

(cf. 4231 - Staff Development)

The Superintendent or designee shall assign staff to maintain records and logs documenting food safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

Inspection of Food Facilities

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (42 USC 1758; 7 CFR 210.13, 220.7; Health and Safety Code

113725.1)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: May 7, 2008 Rocklin, California

revised Dec 14, 2016

Rocklin USD

Board Policy

Free ~~And~~ Reduced Price Meals

BP 3553

Business and Noninstructional Operations

The ~~Board of Trustees-Governing Board~~ recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's ~~food-~~ nutrition service program.

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

- (cf. 3551 - ~~Food-Nutrition~~ Service Operations/Cafeteria Fund)
- (cf. 5148 - Child Care and Development)
- ~~(cf. 5148.2 - Before/After School Programs)~~
- (cf. 6177 - Summer School)
- (cf. 6300 - Preschool/Early Childhood Education)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meal program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

- (cf. 3550 - ~~Food-Nutrition~~ Service/Child Nutrition Program)
- ~~(cf. 5030 - Student Wellness)~~

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 3555 - Nutrition Program Compliance)
- (cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and by the Board or pursuant to a court order. (Education Code 49558)

(cf. 5125 - Student Records)

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the following purposes:
(Education Code 49558)-of:

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. ~~In any school identified for program improvement under Title 1 of the No Child Left Behind Act, i~~dentification of students eligible for alternative supports in any school choice and identified as a Title 1 program improvement school supplemental educational services

(cf. 0520.2 -Title I Program Improvement Schools)

(cf. 5125—Student Records)

(cf. 6162.51—Standardized Testing and Reporting Program)

(cf. 6171 - Title I Programs)

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The ~~Board further authorizes the Superintendent or designee may~~ release ~~of~~ information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program eligibility, provided that if the student is has been approved for free meals or, ~~and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.~~ if included in the agreement with the local agency, for reduced-price meals. He/she also

may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - Student Health and Social Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term
49430-49436⁴ Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act of 1974
49547-49548.3 Comprehensive nutrition service
49550-49561² Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act
6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769^h School lunch program
1771-1791 Child nutrition, especially:
1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

WELFARE AND INSTITUTIONS CODE

14005.41 Basic health care

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~~06-103 Conditions for Summer School Meal Waivers and Saturday School Meal Criteria, January 2006~~

~~04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004~~

~~98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998~~

NSD SNP-12-2015 Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, July 2015

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Eligibility ~~Guidance for School Meals Manual, August 2001~~ for School Meals: Determining and Verifying Eligibility, July 2015

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

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CSBA: <http://www.csba.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
California Project LEAN (Leaders Encouraging Activity and
Nutrition):<http://www.californiaprojectlean.org>
U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: May 7, 2008 Rocklin, California

revised: December 14, 2016

Rocklin USD

Administrative Regulation

Free ~~Andand~~ Reduced Price Meals

AR 3553

Business and Noninstructional Operations

The district's plan for students receiving free or reduced price meals shall ensure the following: (Education Code 49557)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any other purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or milk.
4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

Applications

~~An application form for free or reduced price meals~~ The Superintendent or designee shall ensure that the application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

(cf. 3550 – Nutrition Service/Child Nutrition Program)

~~(cf. 3551 – Nutrition Service Operations/Cafeteria Fund) be distributed to all parents/guardians at the beginning of each school year, together with information about eligibility standards, application procedures, and appeal procedures. This form and information shall also be provided whenever a new student is enrolled. (Education Code 48980, 49520; 7 CFR 245.5)~~

~~(cf. 5145.6 – Parental Notifications)~~

~~Applications for free and reduced price meal programs shall be available to students at all times during the regular school day and shall contain the following statement: (Education Code 49557; 7-CFR-245.5)~~

~~Students participating in the National School Lunch and/or School Breakfast Programs will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.~~

~~The application packet also shall contain:~~

- ~~1. A notification that, if a student qualifies for free or reduced price meals, then he/she may qualify for free or reduced-cost health insurance coverage~~
- ~~2. A request for the parent/guardian's consent for the student, if eligible for free school lunches, to participate in the Medi-Cal program and to have the information on the school lunch application shared with the local agency that determines eligibility under the Medi-Cal program~~
- ~~3. A notification that the district will not forward the application to the agency that determines Medi-Cal eligibility without the parent/guardian's consent~~
- ~~4. A notification that the application is confidential and will not be shared with any other governmental agency for any purpose other than the administration of the Medi-Cal program~~
- ~~5. A notification that the application information will be used only by the state and local agencies that administer the Medi-Cal program and will not be shared with other government agencies, including the federal Department of Homeland Security and the Social Security Administration, except as necessary to verify information provided by the parent/guardian~~
- ~~6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements~~

~~(cf. 5141.6—Student Health and Social Services)~~

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are homeless or migrant, and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance

area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meal program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

When authorized by law, participants in other federal or state programs may be directly certified for enrollment without further application, for enrollment in the free and reduced-price meal program. (Education Code 49561; 42 USC 1758)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

~~The Board of Trustees~~ The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced price meal program for the purpose of disaggregation of academic achievement data or for the identification of students ~~in any program improvement school eligible for school choice and supplemental educational services pursuant to 20 USC 6316; who are eligible for alternative supports in a Title I program improvement school:~~

Superintendent
Deputy Superintendent/Designee
Director of ~~Food Services~~ Nutrition Services/Designee

~~In using these records for that purpose, the following conditions shall be satisfied: (Education Code 49558)~~

~~1. No individual indicators of participation in the free and reduced-price meal program shall be maintained in the permanent records of any student if not otherwise allowed by law.~~

~~(cf. 5125 – Student Records)~~

~~2. Information regarding individual student participation in the free and reduced price meal program shall not be publicly released.~~

~~(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)~~

~~3. All other confidentiality provisions required by law shall be met.~~

~~4. Information collected regarding individual students certified to participate in the free and reduced price meal program shall be destroyed when no longer needed for its intended purpose.~~

In using the records for such purposes, the Superintendent or designee shall ensure that:
(Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meals program are maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meals program is not publicly released.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

3. All other confidentiality provisions required by law are met.

4. Information collected regarding individual students certified to participate in the free and reduced-price meals program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.

2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.

3. The students shall not be required to work for their meals or for milk.

4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3555 - Nutrition Program Compliance)

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8)

Prices

The maximum price that shall be charged to eligible students for reduced-price meals shall be 40 cents for lunch and 30 cents for breakfast. (42 USC 1758, 1773)

(3/11 3/16) 7/16

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: May 7, 2008 Rocklin, California
revised: December 14, 2016

Rocklin USD

Administrative Regulation

Other Food Sales

AR 3554

Business and Noninstructional Operations

Nutritional Standards for Foods and Beverages

Food and beverage sales outside the district's food service program shall comply with the applicable nutritional standards specified in Education Code 49431;~~49431.7 and 5 CCR 15500-15501 and 15575-15577~~ 49431.2, 49431.5, and 49431.7 and 5 CCR 15575-15578.

(cf. 3550 - ~~Food~~ Nutrition Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

~~At an elementary school, the~~ sale of foods ~~and beverages~~ or beverages that do not comply with the standards in Education Code 49431 ~~and 49431.5~~ may be permitted, ~~as part of a fundraising event, only when the items are sold by students of the school and the sale meets either of the following conditions in either of the following circumstances:~~ (Education Code 49431; ~~49431.5~~)

1. ~~The sale~~ takes place off and away from school premises.
2. ~~The sale~~ takes place on school premises at least one-half hour after the end of the school day.

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitations of Funds from and by Students)
(cf. 6145 – Extracurricular and Cocurrucular Activities)

Requirements for Schools Participating in Federal Meal Program

For any district school participating in the National School Lunch and/or Breakfast Program, food and beverage sales conducted outside the district's food service program on school campuses during the school day shall comply with applicable nutritional standards specified in 7 CFR 210.11 and 220.12 or with state nutrition standards in Education Code 49431-49431.7 and 5 CCR 15500-15501 and 15575-15578, whichever rule is stricter.

These standards shall apply to all competitive foods and beverages sold from midnight before the school day to one-half hour after the end of the school day. (7 CFR 210.11).

In a school with any of grades K-8 that is participating in the National School Lunch and/or Breakfast Program, the Superintendent or designee shall not permit the sale of foods by a student

organization except when all of the following conditions are met: (5 CCR 15500)

1. The student organization sells only one food item per sale.
2. The specific nutritious food item is approved by the Superintendent or designee in accordance with Board policy.
3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is not one sold in the district's nutrition service program at that school during that school day.

~~At a~~In any middle, middle or junior-high school, a student organization may be approved to sell ~~or high school, the sale of food items during or after the school days if all of the following conditions are met: that do not comply with the standards in Education Code 49431.2 may be permitted in any of the following circumstances: (Education Code 49431.2) (5 CCR 15501)~~

- ~~1. The sale takes place off and away from school premises.~~ 1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.
- ~~2. The sale takes place on school premises at least one-half hour after the end of the school day. The specific nutritious food items are approved by the Superintendent or designee in accordance with Board policy.~~
- ~~3. The sale occurs during a school-sponsored student activity after the end of the school day.~~Food items sold during the regular school day are not prepared on the premises.
4. The food items sold are not those sold in the district's nutrition service program at that school during that school day.

~~(cf. 6145—Extracurricular and Cocurricular Activities)~~

~~Beverage sales that do not comply with the nutritional standards in law may be permitted at a middle school or junior high school as part of a school event under the following circumstances: (Education Code 49431.5)~~

- ~~1. The sale occurs during a school-sponsored event and takes place at the location of the event at least one-half hour after the end of the school day.~~
- ~~2. Vending machines, student stores, and cafeterias are used later than one-half hour after the~~

~~end of the school day.~~

~~Additional Requirements for Schools Participating in the National School Lunch or Breakfast Program~~

~~The sale of foods outside of the district's food service program during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization(s) sponsoring the sale.—(7 CFR 210.11, 220.12)~~

~~No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B, and 7 CFR 220, Appendix B, shall be sold in food service areas during breakfast and lunch periods.—(7 CFR 210.11, 220.12)~~

The Superintendent or designee shall maintain records, and shall require ~~not permit the sale of food by student organizations~~ selling foods and beverages to maintain records, to document compliance with federal nutrition standards for all competitive foods and beverages sold though and outside the districts nutrition services program. in a school with any of grades K-8 that is participating in the National School Breakfast or Lunch Program, except when all of the following conditions are met:—(5 CCR 15500) At a minimum, these records shall include receipts, nutrition labels, and/or products specifications. (7 CFR 210.00)

- ~~1. —The student organization may sell one food item per sale.~~
- ~~2. —The specific nutritious food item is approved by the Superintendent or designee.~~
- ~~3. —The sale does not begin until after the close of the regularly scheduled midday food service period.~~
- ~~4. —The sale during the regular school day is not of food items prepared on the premises.~~
- ~~5. —There are no more than four such sales per year per school.~~
- ~~6. —The food sold is a dessert-type food, such as pastry, ice cream, or fruit.~~
- ~~7. —The food sold is not one sold in the district's food service program at that school during that school day.~~

~~In junior high and high schools, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met:—(5 CCR 15501)~~

- ~~1. —Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.~~

- ~~2. The specific nutritious food items are approved by the Superintendent or designee.~~
- ~~3. Food items sold during the regular school day are not prepared on the premises.~~
- ~~4. The food items sold are not those sold in the district's food service program at that school during that school day.~~

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: May 7, 2008 Rocklin, California
revised: December 14, 2016

Rocklin USD
Board Policy
Nutrition Program Compliance

BP 3555
Business and Noninstructional Operations

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her on any basis prohibited by law.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 3550 - ~~Food~~-Nutrition Service/Child Nutrition Program)
- (cf. 3553 - Free and Reduced Price Meals)
- (cf. 5030 - Student Wellness)

Coordinator

The Board designates the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the district's civil rights coordinator to ensure compliance with the laws governing its nutrition programs and to investigate any related complaints.

The responsibilities of the compliance officer/coordinator include, but are not limited to:

1. Providing the name of the civil rights coordinator, Section 504 coordinator, and Title IX coordinator, if different from the civil rights coordinator, to the California Department of Education and other interested parties

(cf. 6164.6 - Identification and Education Under Section 504)

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs

(cf. 6159 - Individualized Education Program)

4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below

6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency

7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

9. Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log and working with the appropriate person to resolve any complaint

10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

Notifications

The U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster or a substitute poster approved by the USDA's Food and Nutrition Service shall be displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their program rights and responsibilities and steps necessary for participation. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be file anonymously or by a third party.

(cf. 5145.6 - Parental Notifications)

In addition, all forms of communication available to the public regarding program availability shall contain, in a prominent location, the following statement:

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider."

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude menus. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, stating "This institution is an equal opportunity provider," may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints

Any complaint concerning the district's nutrition programs shall be investigated using the process identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When a complaint alleging discrimination on the basis of race, color, national origin, sex, age, or disability is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:

1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 4503, Sacramento, CA 95814-2342 or call (916) 323-8531 or (800) 952-5609
2. U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email program.intake.usda.gov.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

PENAL CODE

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.23 National School Lunch Program, district responsibilities
215.7 Special Milk Program, requirements for participation
215.14 Special Milk Program, nondiscrimination
220.7 School Breakfast Program, requirements for participation
225.3 Summer ~~Food~~-Nutrition Service Program, administration
225.7 Summer ~~Food~~- Nutrition Service Program, program monitoring
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, rev. November 2015
U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE
PUBLICATIONS
Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
WEB SITES
California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>
U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>
U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

(7/10) 7/16

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT
approved: December 14, 2016 Rocklin, California

Rocklin USD

Administrative Regulation

Food Allergies/Special Dietary Needs

AR 5141.27
Students

Definitions

Special dietary needs include food intolerances, allergies, and other medical needs that may require avoidance of specific foods.

Food allergies are abnormal responses of the body's immune system to certain foods or ingredients.

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance and may be caused by a food allergy. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Notification by Parent/Guardian

The parents/guardians of any student who has a known food allergy or other special dietary need shall notify the Superintendent or designee, in writing, and provide written medical documentation, signed by the student's health care provider, that describes the nature of the student's condition, instructions, and necessary medications. If the student's condition requires food substitutions or modifications in school meals, the written statement shall also describe the specific foods to be restricted and the foods that should be substituted.

Health Plan

Upon receiving notice of a student's food allergy or other special dietary need, the Superintendent or designee shall ensure that a written health plan is developed, in consultation with the student's parents/guardians and health provider, to manage the student's needs while at school or at a school-sponsored activity. The plan shall seek to minimize the student's risk of exposure to the allergen and address actions to be taken if exposure occurs.

As appropriate, the plan may include specific food prohibitions and substitutions, an identification

of common school rooms where the student may be exposed, staff responsibilities, information and training to be provided to staff, accommodations and services to facilitate the student's participation in the educational program, and medical/emergency protocols.

When a student with a food allergy or other special dietary need has been identified as disabled pursuant to Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act, necessary accommodations and services shall be identified as part of the student's Section 504 services plan or individualized education program, as appropriate.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Prevention Strategies

To minimize students' exposure to foods to which they are allergic, the Superintendent or designee shall, at a minimum, implement the following preventive measures:

1. Notification to District Staff

When notified by the parent/guardian that a student has a food allergy, the Superintendent or designee shall inform the student's principal, teacher(s), bus driver, school nurse, coach, and/or any other personnel responsible for supervising the student.

The principal or designee shall notify substitute staff of the identity of any students with known food allergies and the school's response plan.

(cf. 5125 - Student Records)

2. ~~Food~~Nutrition Services

The district's ~~food~~nutrition services program shall make food substitutions in breakfasts, lunches, and after-school snacks when students are considered to have a disability under Section 504 that restricts their diet and when a health care provider has signed a statement of need that includes recommended alternate foods. (7 CFR 210.10, 220.8)

(cf. 3550 - ~~Food~~Nutrition Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)

Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a health care provider. (7 CFR 210.10, 220.8, 225.16)

The district's ~~food~~-nutrition services staff shall check food labels or specifications to ensure that foods do not contain traces of substances to which the student is allergic.

Under no circumstances shall food services staff prescribe nutritional requirements or revise a diet order prescribed by a health care provider.

Food substitutions shall not result in any additional cost to the student.

3. Class Parties/School Activities

Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.

Whenever the ingredients in any food served at class parties or other school activities are unknown, the student shall be encouraged to avoid the food.

4. Sanitation and Cleaning

To avoid spreading allergens, cafeteria tables and classroom surfaces shall be cleaned with fresh cloth or disposable paper towels utilizing cleaning products known to effectively remove food proteins, excluding waterless cleaners or instant hand sanitizers that do not involve a wet-wash step. Cross-contact from a sponge or cloth used to clean allergen-containing tabletops shall be avoided.

Staff shall use and promote hand-washing using soap and water before and after food handling.

Students shall be notified that exchanging meals or utensils is prohibited.

5. Professional Development

School wide professional development shall be provided to appropriate staff on the identification and management of food allergies, including avoidance measures, typical symptoms, the proper use of epinephrine auto-injectors, documentation and storage of medication, and emergency drills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Supervision of Students

When available, staff who are trained and knowledgeable about symptoms of anaphylaxis and actions to take in an emergency shall provide supervision in the classroom and cafeteria, on the playground, and on field trips or other school activities whenever students known to have a food allergy are present.

(cf. 6153 - School-Sponsored Trips)

7. Health Education

The district's health education curriculum may include instruction on food allergies in order to assist food-allergic students in taking responsibility for monitoring their diet and to teach other students about the dangers of sharing foods or utensils with others.

(cf. 6142.8 - Comprehensive Health Education)

Emergency Response

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

(cf. 4119.43 - Universal Precautions)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction.

(cf. 5141 - Health Care and Emergencies)

As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

When a student with a known allergy will be off school grounds, such as on a field trip, he/she shall be accompanied by a kit containing at least two doses of epinephrine, other medications as noted by the student's health care provider, and, as appropriate, the student's individualized food allergy plan.

(3/07) 8/13

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: December 14, 2016 Rocklin, California

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Annual Organization of the Board of Trustees

DEPARTMENT: Office of the Superintendent

Background:

Per Education Code Sections 35143 and 5017, the Governing Board of each school district must conduct its annual organizational meeting and elect officers on a day within a 15-day period that commences with the date upon which governing Board Members elected take office (first Friday in December). This year the 15 day window period begins on Friday, December 2, 2016 and runs through Saturday, December 17, 2016. Meetings in years which no such regular election for governing Board Members is conducted shall be held during the same 15 day period on the calendar.

Status:

As required by Education Code section 35143, the Governing Board will be requested to elect by nomination a President, Vice President and Clerk. The Board will also be asked to select the Superintendent as Secretary to the Board; select a date, time and place for regular meetings; and select representatives to serve on various committees.

This process will include receiving nominations from Board Members for President, Vice President and Clerk. The nominations must be seconded by a fellow Board Member followed by a vote. Current Board Vice President, Camille Maben, will preside over the meeting until the new President is elected. When the new President is elected, he/she will preside over the remainder of the nominations and the meeting.

The District holds meetings on either the first or the third Wednesday of each month at 6:30 p.m. in the District Administration Office, with some exceptions and some months holding meetings on both the first and third Wednesday of the month.

Presenter:

Roger Stock, Superintendent

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: [] Consent Calendar [X] Action Item [] Information Item

Packet Information:

None

Recommendation:

Superintendent recommends that the Board of Trustees elect officers for 2017-18 and approve holding District Board of Trustee meetings on either the first or the third Wednesday of each month at 6:30 p.m. in the District Administration Office, with some exceptions and some months holding meetings on both the first and third Wednesday of the month.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Designate 2017 Placer County Committee District Voting Representative

DEPARTMENT: Office of the Superintendent

Background:

The Placer County Committee Office of Education requests that Districts select a Board Member Voting Representative at it's annual Organizational Meeting who will vote to elect members to the Placer County Committee on School District Organization.

Status:

This year the Placer County Committee on School District Organization for 2017 will be held in November 2017. Selection of voting RUSD Board member is due no later than January 9, 2017.

Presenter:

Roger Stock, Superintendent

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Placer County Office of Education, County Committee District Voting Representative Selection Form for 2017

Recommendation:

Staff recommends Board select a designated Board Member Voting Representative to vote at PCOE's annual Organizational Meeting to elect members to the Placer County Committee on School District Organization.

Memorandum

Date: October 31, 2016
To: District Superintendents & Sierra College President
From: Gayle Garbolino-Mojica, County Superintendent of Schools
RE: County Committee District Voting Representative Selection for 2017

Please remember to have your board select, at its upcoming December Organizational Meeting, the Voting Representative who will vote to elect members to the Placer County Committee on School District Organization for 2017. The election will be held in November 2017.

Following the selection of your district's Voting Representative, please complete and return this form no later than January 9, 2017 to Jessica Garlock at jgarlock@placercoe.k12.ca.us or via fax at 1-888-292-4936.

Please contact my office if you have any questions. Thank you.

GGM/jg

cc: District Secretaries

Please use the following section to designate the name of the voting representative from your district who has been selected to elect individuals to the Placer County Committee on School District Organization at the 2017 Meeting of District Voting Representatives.

District Name: _____

Submitted By: _____ Date: _____

Designated Board Member Voting Representative Information:

Name: _____

Address: _____

E-mail Address: _____

Telephone: _____

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 10.3
ACTION
December 14, 2016

BOARD AGENDA BRIEFING

SUBJECT: Nominate Representative to California School Boards Association (CSBA) Delegate Assembly

DEPARTMENT: Office of the Superintendent

Background:

Each year CSBA member school boards elect representatives from 21 geographical regions to CSBA's Delegate Assembly. Working with local districts, county offices, the Board of Directors, and Executive Committee, delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state.

Status:

Nominations for CSBA's Delegate Assembly are being accepted until Saturday, January 7, 2017.

Presenter:

Roger Stock, Superintendent

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

CSBA Delegate Assembly nomination form and nomination instructions.

Recommendation:

Superintendent recommends that the Board of Trustees discuss and take action as appropriate regarding nominations for CSBA Delegate Assembly.



California School Boards Association

October 24, 2016

DEADLINE: Saturday, January 7, 2017
BOARD ACTION REQUIRED
Please deliver to all governing board members.

MEMORANDUM

To: All Board Presidents, Superintendents of CSBA Member Boards of Education

From: Chris Ungar, President

Re: Call for Nominations for CSBA Delegate Assembly

Each year, member boards elect representatives from 21 geographic regions to CSBA's Delegate Assembly. The Delegate Assembly is a vital link in the association's governance and sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors, and Executive Committee, Delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year. In 2017, the first meeting will be May 20-21 in Sacramento and the second one will be November 29-30 in San Diego preceding CSBA's Annual Education Conference and Trade show.

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Saturday, January 7, 2017**. Nomination instructions are listed below:

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion and may nominate as many individuals as it chooses by submitting a nomination form for each nominee.
- All nominees must serve on CSBA member boards and give their approval prior to being nominated.
- All nominees must submit a **one-page, single-sided**, candidate biographical sketch form. An optional one-page, one-sided résumé may also be submitted but cannot be substituted for the biographical sketch form.
- All nomination materials must be postmarked by the U.S.P.S., faxed or emailed no later than **Saturday, January 7**. It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by this due date. Late submissions will not be accepted.
- Ballots will be mailed by Wednesday, February 1, 2017 and are due Wednesday, March 15, 2017.
- Elected Delegates serve a two-year term beginning April 1, 2017 through March 31, 2019.

The enclosed nomination materials related to the nomination process are available to download at <https://www.csba.org/About/Leadership/ElectionToCsbaOffice/ElectiontotheDelegateAssembly.aspx>. For more information about the Delegate Assembly, please contact the Executive Office or Charlyn Tuter at ctuter@csba.org or (800) 266-3382, ext. 3281. Thank you.



Frequently Asked Questions regarding Delegate Assembly Nominations and Elections

Who is eligible to serve on Delegate Assembly? To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

What is the term of office to serve on Delegate Assembly? The term of office for each Delegate is two years beginning April 1, 2017 through March 31, 2019. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

How is a board member nominated to serve on the Delegate Assembly? A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes, however, it is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

What does a nomination consist of? A nomination consists of a completed signed nomination and a one-page candidate biographical sketch form. In addition, an optional, one-page, single-sided, résumé may be submitted, (résumé cannot be substituted for the candidate biographical sketch form). The biographical sketch will be copied exactly as submitted and included with the ballots.

When are the nomination and biographical sketch forms due? The nomination and candidate biographical sketch forms must be delivered to CSBA either by fax (916) 371-3407, email nominations@csba.org, or mail, postmarked by the U.S.P.S., on or before **Saturday, January 7, 2017**. *It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.*

How are nominees elected to serve on Delegate Assembly? Ballots are mailed by Wednesday, February 1 to each district or county board within the region or subregion. Ballots must be delivered to CSBA via U.S.P.S. postmarked by Wednesday, March 15, in order to be accepted. Ballots may not be faxed or emailed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All districts and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election will be held.

What are the required Delegate Assembly meeting dates? There are two required Delegate Assembly meetings each year. In 2017, the first meeting will be May 20-21 in Sacramento and the second one will be November 29-30 in San Diego preceding CSBA's Annual Education Conference and Trade show.

Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings? No, CSBA is not able to cover expenses.

For additional information, please contact the Executive Office at (800) 266-3382.



Delegate Assembly Nomination Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

CSBA Region/subregion # _____

The Board of Education of the _____ wishes to

(Nominating District)

nominate _____ . The nominee is a member of the

(Nominee)

_____, which is a member of the California

(Nominee's District)

School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé.
- The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé will be sent by Saturday, January 7, 2017.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The nomination and candidate biographical sketch forms may be emailed to nominations@csba.org, faxed to (916) 371-3407 or mailed to CSBA, Attn: Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95691, postmarked by the U.S.P.S. no later than **Saturday, January 7, 2017**. ***It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by the due date. Late submissions cannot be accepted.*** If you have any questions, please contact the Executive Office at (800) 266-3382 or Charlyn Tuter at ctuter@csba.org. Thank you.



2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page 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 one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

| | |
|---|--------------------------------|
| Name: _____ | CSBA Region-subregion #: _____ |
| District or COE Name: _____ | Years on board: _____ |
| Profession: _____ | Contact Number: _____ |
| E-mail: _____ | |
| Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? _____ | |

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

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

Signature: _____

Date: _____

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve District Certification of Ability to Meet Financial Obligations (First Interim Report)

DEPARTMENT: Office of the Deputy Superintendent, Business and Operations

Background:

State law and prudent business practices require all California public school districts to review, monitor and update all budget and financial information on a regular basis. The Rocklin Unified School District monitors 11 budgets on an annual basis. These budgets are grouped under designated categories commonly called funds. The primary operating budget of the school district is the General Fund. This fund is segregated by law into two separate components: 1) Unrestricted General Fund, which is used for general operating purposes; and 2) Restricted General Fund, which is used to account for categorical and grant programs such as Special Education, Title I, and Restricted Lottery. Of the 11 district funds, four of them are individual building projects and/or Mello-Roos and General Obligation Bond budgets. Thus, there are actually seven perpetual funds operated by the Rocklin Unified School District:

- General Fund
- Charter School (RICA)
- Deferred Maintenance
- Cafeteria
- Capital Facilities (Building Fees)
- Special Reserve for Capital Outlay
- Retiree Benefit Fund (Irrevocable Trust)

BUDGET COMPONENTS

The primary components of California public school budgets and financial reports are:

1. Beginning Balance
2. Revenues (commonly called income in the private sector)
3. Expenditures
4. Ending Balance

Within each major component there are many subsections. One of the most critical components is the ending balance. This section contains the Reserve for Economic Uncertainty which by State Law must be, at a minimum, a stated percentage of the total general fund expenditure budget. The percentage factor varies by the student population or size of the school district. For RUSD, the statutory minimum reserve level is 3.0%.

Status:

Based on the current State budget, State Department of Finance funding projections for future years and local budget assumptions detailed in the attached multi-year projection, the district will be able to meet its financial obligations for the current year and two budget years.

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: N/A
 Future years: N/A
 Funding source: N/A

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: [] Consent Calendar [X] Action Item [] Information Item

Packet Information:

- First Interim Report PowerPoint Presentation
- Certification of First Interim Report, General Fund Multi-year Projection and Assumptions, State Reports (provided under separate cover; these documents are available to the public by contacting Business Services 916-630-2234)

Recommendation:

Staff recommends Board approval of the First Interim Report.

Rocklin Unified School District 1st Interim Report



BOARD OF TRUSTEES

DECEMBER 14, 2016

**BY BARBARA PATTERSON
DEPUTY SUPERINTENDENT, BUSINESS & OPERATIONS**

Positive Certification

2

- District will be able to meet its financial obligations for the current year and the two future years, based on assumptions in the multi-year projection

Major Budget Assumption Changes at 1st Interim Since Revised Budget

3

- Few changes since Budget Revision #1 was approved by the Board in October (net increase in general fund balance is \$345k)
- Major changes:
 - \$108k increase in LCFF revenue due to a projected increase of 14.71 ADA
 - Received new College Readiness Block Grant of \$99k
 - Increase in textbook adoption budget of \$177k
 - Decrease in PCOE's projected bill back charges for special education of \$374k
 - Increase of \$135k for special education expenses - mostly due to salaries and benefits and NPA contracts

Multi-Year Projection and Components of Fund Balance 2016-17 through 2018-19

4

| | | 2016-17 | 2017-18 | 2018-19 |
|----|--|------------------|------------------|------------------|
| | | 1st interim | Projected Budget | Projected Budget |
| A. | TOTAL REVENUES AND FINANCING SOURCES | \$ 109,716,419 | \$ 111,335,687 | \$ 112,849,775 |
| B. | TOTAL EXPENDITURES & USES | (109,653,101) | (107,275,612) | (107,602,802) |
| C. | NET INCREASE (DECREASE) IN FUND BALANCE (Deficit Spending) | \$ 63,318 | \$4,060,075 | \$ 5,246,973 |
| D. | FUND BALANCE, RESERVES | | | |
| 1. | Beginning Fund Balance | 19,594,531 | 19,657,849 | 23,717,924 |
| 2. | Ending Fund Balance | \$ 19,657,849 | \$ 23,717,924 | \$ 28,964,897 |
| E. | COMPONENTS OF FUND BALANCE | | | |
| 1. | Nonspendable | \$ 10,500 | \$ 10,500 | \$ 10,500 |
| 2. | Restricted | \$ 4,697,007 | \$ 4,519,697 | \$ 5,149,998 |
| 3. | Committed | \$ 592,533 | \$ 589,449 | \$ 586,365 |
| 4. | Assigned: | | | |
| a. | Other assigned | \$ 3,531,554 | \$ 1,803,494 | \$ 1,341,015 |
| b. | LCFF contingency | 4,185,114 | 2,200,284 | 3,897,631 |
| c. | Negotiation Settlement | 1,139,551 | 3,325,775 | 5,511,999 |
| | Total Assigned | \$ 8,856,219 | \$ 7,329,553 | \$ 10,750,645 |
| 5. | Unassigned - Reserve for Economic Uncertainty (REU) | \$ 5,501,590 | \$ 11,268,725 | \$ 12,467,389 |
| | REU as a % of total expenditures | 5.02% | 10.50% | 11.59% |
| | REU and LCFF contingency as a % of total expenditures | 8.83% | 12.56% | 15.21% |
| | 3% Reserve | 3,289,593 | 3,218,268 | 3,228,084 |
| | REU and LCFF contingency as a % of total expenditures after negotiations settlement costs are included in expenditures | 8.74% | 12.24% | 14.79% |

Factors that May Affect the Current Projections

5

- Economy
- Salary and benefit increases for employees
- Actual expenditures in department and site budgets throughout the year
- Actual P-2 ADA vs. projected
- Special Ed bill back from PCOE
- Governor's Budget Proposal and May Revise
 - Funding level of the LCFF gap
 - Possible allocation of one time funds

Next Steps

6

- Governor's Budget Proposal for 2017-18 in January
- Revise Multi-Year Projection based on Governor's Budget Proposal - update Board in January
- 2nd Interim Report on Financial Activity as of January 31 - to Board in March
- LCAP Development, Budget Development
- May Revise
- Public Hearings on Budget and LCAP - June
- Adopt Budget and LCAP - June

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve AB1200 Bargaining Disclosure for Rocklin Teacher's Professional Association (RTPA) for November 1, 2016 through June 30, 2017.

DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

Background:

Per AB1200, public disclosure of the cost of collective bargaining agreements must be made prior to the ratification of the Agreements by the Board of Trustees.

Status:

The costs for the 2016-17 salary & benefit agreements are listed on the Public Disclosure of Proposed Collective Bargaining Agreement Forms as required. Funds are available in the 2016-17 year to pay for these costs based on Budget Revision #1 and the 1st Interim Report for 2016-17 and the assumptions outlined on the last pages of the AB 1200 Disclosure Report. The Agreement is for November 1, 2016 through June 30, 2017.

Presenter:

Barbara Patterson, Deputy Superintendent, Business & Operations

Financial Impact:

Current year: \$804,959
Future years: \$1,681,659
Funding source: General Fund and Charter Fund

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time: 5 minutes

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Public Disclosure of Proposed Collective Bargaining Agreement

Recommendation:

Approve AB1200 Public Disclosure of Proposed Collective Bargaining Agreement.

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

- 1 What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

All RTPA salary schedules - effective 11/1/16 will receive a 2% increase.
Speech and Language Pathologists (SLPs) and Psychologists - effective 5/1/17 will be placed on new condensed salary schedules. As part of the new salary schedules, masters stipends will be incorporated and no longer paid separately. Also effective 5/1/17, half step movements on the new salary schedules will no longer be applied.
Stipends - added 2 CTE, JV girls golf (at both high schools), and 2 elementary music stipends effective 7/1/16. In 17/18 the District will reinstate remaining athletic and VAPA stipends previously cut in prior years.
Effective 1/26/17, the extra hourly rate will receive a 2% increase (this is not an RTPA salary schedule, but was included in the agreement).

- 2 Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No, however the new salary schedules (effective 5/1/17) for SLPs and Psychologists salary schedules are being condensed from 25 steps to 8 steps.

- 3 Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes

No

If yes, please describe the cap amount.

RTPA- \$788/mo. (no changes to the rate were made in the settlement)

- 4 Describe other proposed non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

The negotiation settlement did not have other non-compensation items.

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
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- 5 What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The negotiation settlement did not have any impact on staffing for instructional or support programs.

- 6 What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

The negotiation settlement did not include contingency language.

- 7 Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

No other major provisions were included in the agreement.

- 8 Describe any costs that were previously included at budget adoption or subsequent board approved revision, that will be implemented by the proposed agreement.

The District had an assignment of fund balance for negotiation settlements at first interim that will now be recognized as an expense.

- 9 Identify the source of funding for the proposed agreement in the current and each of the two subsequent years.

The District will spend down fund balance in 16/17.

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

10 If amounts are entered in the "Other Revisions" on the MYP forms please provide brief description.

Changes from the most recent Board approved budget (BR#1) to the 1st interim report.

11 Will this agreement create, or decrease the LEA's budget deficit in the current or subsequent year(s)?
"Budget Deficit" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

See step 9 above.

12 Will the LEA be able to maintain it's Reserve for Economic Uncertainty in the current and two subsequent fiscal years? If not, explain justification for approving proposed agreement.

Yes.

13 Please provide any additional comments and explanations that are necessary to understand the impact of the proposed agreement not already addressed above.

No additional comments deemed necessary.

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

| GENERAL FUND 01 | Current Year | 1st Subsequent Year | 2nd Subsequent Year |
|---|--------------|---------------------|---------------------|
| UNRESTRICTED | FY 2016/17 | FY 2017/18 | FY 2018/19 |
| Latest Board Approved Budget Before Settlement, Date: BR#1 10/19/2016 | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 82,183,843 | 84,022,998 | 85,818,936 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999) | 82,295,618 | 80,570,421 | 79,443,349 |
| Increase (Decrease) In Fund Balance | (111,775) | 3,452,577 | 6,375,587 |
| Other Revisions, As Of Date: 1st interim 12/14/16 | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 514,053 | 456,406 | 410,188 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999) | 232,199 | (328,402) | 2,189,103 |
| Increase (Decrease) In Fund Balance | 281,854 | 784,808 | (1,758,915) |
| Adjustment For Settlement | | | |
| * Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | (182,741) | (687,184) | (687,184) |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999) | 614,407 | 1,033,725 | 1,033,725 |
| Increase (Decrease) In Fund Balance | (797,148) | (1,720,909) | (1,720,909) |
| Total Revised Budget | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 82,515,155 | 83,792,220 | 85,541,940 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999) | 83,142,224 | 81,275,744 | 82,646,177 |
| Fund Balance | | | |
| Beginning Fund Balance | 14,790,763 | 14,163,694 | 16,680,170 |
| Total Increase (Decrease) In Fund Balance | (627,069) | 2,516,476 | 2,895,763 |
| Projected Ending Fund Balance | 14,163,694 | 16,680,170 | 19,575,933 |
| Components of Ending Fund Balance | | | |
| Restricted | | | |
| Committed | 592,533 | 589,449 | 586,365 |
| Assignments: | 8,052,284 | 4,845,495 | 6,586,464 |
| Nonspendable | 10,500 | 10,500 | 10,500 |
| Reserve For Economic Uncertainty | 5,508,377 | 11,234,726 | 12,392,604 |
| Unassigned Balance (must be positive number) | - | - | - |
| % Available for Economic Uncertainty | 4.99% | 10.31% | 11.34% |

- Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted Included under Adjustment For Settlement section.

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

| GENERAL FUND 01 | Current Year | 1st Subsequent Year | 2nd Subsequent Year |
|---|--------------|---------------------|---------------------|
| RESTRICTED | FY 2016/17 | FY 2017/18 | FY 2018/19 |
| Latest Board Approved Budget Before Settlement, Date: BR#1 10/19/2016 | | | |
| Total Revenues , Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 27,172,406 | 27,143,038 | 26,852,867 |
| Total Expenses , Including Transfers Out, Other Uses (Objects 1000-9999) | 27,342,664 | 24,398,500 | 24,034,819 |
| Increase (Decrease) In Fund Balance | (170,258) | 2,744,538 | 2,818,048 |
| Other Revisions, As Of Date: 1st interim 12/14/16 | | | |
| Total Revenues , Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | (153,883) | (286,755) | (232,216) |
| Total Expenses , Including Transfers Out, Other Uses (Objects 1000-9999) | (217,380) | 2,635,093 | 1,955,531 |
| Increase (Decrease) In Fund Balance | 63,497 | (2,921,848) | (2,187,747) |
| Adjustment For Settlement | | | |
| * Total Revenues , Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 182,741 | 687,184 | 687,184 |
| Total Expenses , Including Transfers Out, Other Uses (Objects 1000-9999) | 189,528 | 646,398 | 646,398 |
| Increase (Decrease) In Fund Balance | (6,787) | 40,786 | 40,786 |
| Total Revised Budget | | | |
| Total Revenues , including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 27,201,264 | 27,543,467 | 27,307,835 |
| Total Expenses , Including Transfers Out, Other Uses (Objects 1000-7999) | 27,314,812 | 27,679,991 | 26,636,748 |
| Fund Balance | | | |
| Beginning Fund Balance | 4,803,768 | 4,690,220 | 4,553,696 |
| Total Increase (Decrease) In Fund Balance | (113,548) | (136,524) | 671,087 |
| * Projected Ending Restricted Fund Balance | 4,690,220 | 4,553,696 | 5,224,783 |
| Restricted Balance Positive (Negative) | | | |
| * Projected Restricted Ending Balance cannot be negative. Requires contribution from Unrestricted included under Adjustment For Settlement section. | | | |

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

| GENERAL FUND 01 | Current Year | 1st Subsequent Year | 2nd Subsequent Year |
|---|--------------|------------------------|------------------------|
| COMBINED | FY 2016/17 | FY 2017/18 | FY 2018/19 |
| Latest Board Approved Budget Before Settlement, Date: <i>BR#1 10/19/2016</i> | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 109,356,249 | 111,166,036 | 112,671,803 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999) | 109,638,282 | 104,968,921 | 103,478,168 |
| Increase (Decrease) In Fund Balance | (282,033) | 6,197,115 | 9,193,635 |
| Other Revisions, As Of Date: <i>1st interim 12/14/16</i> | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 360,170 | 169,651 | 177,972 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-9999) | 14,819 | 2,306,691 | 4,124,634 |
| Increase (Decrease) In Fund Balance | 345,351 | (2,137,040) | (3,946,662) |
| Adjustment For Settlement | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | - | - | - |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-8999) | 803,935 | 1,680,123 | 1,680,123 |
| Increase (Decrease) In Fund Balance | (803,935) | (1,680,123) | (1,680,123) |
| Total Revised Budget | | | |
| Total Revenues, Including Transfers In, Other Sources In, & Contributions (Objects 8000-8999) | 109,716,419 | 111,335,687 | 112,849,775 |
| Total Expenses, Including Transfers Out, Other Uses (Objects 1000-7999) | 110,457,036 | 108,955,735 | 109,282,925 |
| Fund Balance | | | |
| Beginning Fund Balance | 19,594,531 | 18,853,914 | 21,233,866 |
| Total Increase (Decrease) In Fund Balance | (740,617) | 2,379,952 | 3,566,850 |
| Projected Ending Fund Balance | 18,853,914 | 21,233,866 | 24,800,716 |
| Components of Ending Fund Balance | | | |
| Restricted | 4,690,220 | 4,553,696 | 5,224,783 |
| Committed | 592,533 | 589,449 | 586,365 |
| Assignments: | 8,052,284 | 4,845,495 | 6,586,464 |
| Nonspendable | 10,500 | 10,500 | 10,500 |
| | - | - | - |
| Reserve For Economic Uncertainty | 5,508,377 | 11,234,726 | 12,392,604 |
| Unassigned Balance (must be positive number) | - | - | - |
| % Available for Economic Uncertainty | 4.99% | 10.31% | 11.34% |

**PLACER COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

CERTIFICATION

This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure and by the Board President upon formal board action on the proposed agreement.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Rocklin Unified School District (District), hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement between the District and the RTPA Bargaining Unit, during the term of the agreement from 11/01/2016 to 06/30/2017.


Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

| Current Year Budget Adjustments | Budget Adjustment Increase (Decrease) |
|-----------------------------------|--|
| Revenues/Other Financing Sources | \$ 0 |
| Expenditures/Other Financing Uses | \$ 804,959 |
| Change to Ending Fund Balance | \$ (804,959) |

Certifications (check one & sign)

I hereby certify I am unable to certify



District Superintendent
Signature

12/9/16

Date

I hereby certify I am unable to certify



Chief Business Official
Signature

12/9/16

Date

After public disclosure of the major provisions contained in this document, the Governing Board at its meeting on 12/14/2016, took action to approve the proposed Agreement with the RTPA Bargaining Unit.

President, Governing Board
Signature

Date

Special Note: The Placer County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Certification of District's ability to meet the costs of the collective bargaining agreement Addendum

This certification is based on information known at the time of the signing of the tentative agreement, including the 2016-17 State Adopted Budget, as documented in the multi-year projection submitted with this disclosure document. Unanticipated changes in enrollment or expenditures, reductions in state/federal funding, new state or federal mandates, or subsequent legislative or regulatory actions that would alter the financial status of the district are not contemplated in this certification.

Assumptions:

The State funds the Local Control Funding Formula (LCFF) gap as provided in the 2016-17 State Adopted Budget; and at the levels that the Department of Finance estimated in July 2016 of 54.18% in 2016-17, 72.99% in 2017-18 and 40.36% in 2018-19. COLAs provided in the LCFF, 0% in 2016-17, 1.11% in 2017-18 and 2.42% in 2018-19 are not reduced.

The State fully funds non-LCFF programs during 2016-17, 2017-18 and 2018-19, and provides COLA and growth at the same level for all programs through appropriations that support rates included in the State 2016-17 Adopted Budget.


The federal categorical programs, i.e. IDEA and Title I continue to be funded at the same levels as allocated in 2016-17.

ADA for 2016-17 is projected to be 11,173 (excluding PCOE ADA), and grows by 97 in 2017-18 and another 97 in 2018-19.

Actual workers' compensation claims and new legislation will not result in a negative change to the 2017-18 actuarial report of SIG or a rate increase for the district in 2017-18 or 2018-19.

The State does not increase school districts' required contribution rates to the STRS and PERS pension systems above the rates approved by the State in June 2014 for STRS and by CalPERS in the Employer Circular Letter No. 200-023-16 for 2016-17. Estimates for future years remain the same as originally projected by the CalPERS Board in 2014.

There are no major claims, or litigation costs imposed on the District that are not already anticipated and reserved.



Barbara L. Patterson
Deputy Superintendent, Business & Operations

December 8, 2016

**Rocklin Unified School District
General Fund
Multiyear Projection
Combined**

| | 2016-17 1st interim | 2017-18 Projected Budget | 2018-19 Projected Budget |
|---|------------------------|--------------------------------|--------------------------------|
| A. TOTAL REVENUES AND FINANCING SOURCES | \$ 109,718,419 | \$ 111,335,887 | \$ 112,849,775 |
| B. TOTAL EXPENDITURES & USES | (110,457,038) | (108,855,735) | (109,282,925) |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Deficit Spending) | \$ (740,817) | \$ 2,379,952 | \$ 3,566,850 |
| D. FUND BALANCE, RESERVES | | | |
| 1. Beginning Fund Balance | 19,594,531 | 18,853,914 | 21,233,868 |
| 2. Ending Fund Balance | \$ 18,853,914 | \$ 21,233,868 | \$ 24,800,716 |
| E. COMPONENTS OF FUND BALANCE | | | |
| 1. Nonspendable | \$ 10,500 | \$ 10,500 | \$ 10,500 |
| 2. Restricted | 4,660,220 | 4,553,668 | 5,224,783 |
| 3. Committed | 592,533 | 589,449 | 588,385 |
| 4. Assigned | | | |
| a. Other assigned | 3,531,554 | 1,803,494 | 1,341,015 |
| b. Subsequent year deficit spending | - | - | - |
| c. LCFF contingency | 4,185,114 | 2,200,284 | 3,897,631 |
| d. Negotiation settlement | 335,818 | 841,717 | 1,347,818 |
| 5. Unassigned (REU) | \$ 5,508,377 | \$ 11,234,728 | \$ 12,392,604 |
| REU as a % of total expenditures | 4.99% | 10.31% | 11.34% |
| REU and LCFF contingency as a % of total expenditures | 8.78% | 12.33% | 14.91% |
| 1% Reserve | 1,104,570 | 1,089,657 | 1,092,829 |
| 3% Reserve | 3,313,711 | 3,268,672 | 3,278,488 |

BUDGET ASSUMPTIONS

2016-17

- LCFF funding model includes a 0.0% cost-of-living-adjustment on the target and 54.18% gap closure, and a 245 increase in ADA. Proportionality requires an increase in supplemental services of \$453k.
- 1 Lottery revenue - \$189 (\$144 unrestricted) per prior year ADA
 - 2 257 growth K-12 enrollment (excludes RICA)
 - 3 6.54 FTE increase in general education teachers due to growth
 - 4 Growth in classified due to staffing ratios
 - 5 Included settlement costs for the RTPA 16/17 agreement. No other bargaining units are included, however money has been assigned in fund balance
 - 6 Increase for step/column costs for eligible employees of approx. \$963k, net of retirement savings
 - 7 Increase in PERS contribution of \$248k due to estimated rate increase of 2.041%
 - 8 Increase in STRS contribution of \$895k due to rate increase of 1.85%
 - 9 Decrease in Workers' Compensation premiums of \$182k due to rate decrease of .29%
 - 10 Include board election costs of \$40k
 - 11 Increase in fuel and material costs
 - 12 Eliminate one time expenditures and revenues
 - 13 Contribution to the Deferred Maintenance Fund of \$80/ADA less carryover of RDA funds. Total transfer is \$566k.
 - 14 RRMA contribution increases \$451k to meet 3% set aside requirement; \$995k expenditure added for WHS Synthetic turf
 - 15 Increase in contribution to support programs of \$116k
 - 16 Increase utility costs by 1% for estimated rate increases, offset by end of energy consultant contract
 - 17 Prop 39 funding of \$350k and expenditures budgeted \$410k
 - 18 Increase of \$1.3M in instructional materials budget for new textbooks adoption for 11th grade math and K-12 ELA
 - 19 Included State on behalf STRS contribution and expenditures \$4M (GASB 68 implementation)
 - 20 Decrease in indirect cost rate from 5.97% to 3.48% = \$500k decrease in unrestricted
 - 21 Increase of \$120k for property and liability insurance premiums
 - 22 Increase of \$52k for the ROP program- payment to PCOE
 - 23 Grievance settlement cost for RTPA is included in the amount of \$55k (\$42k is one time and \$13k is ongoing)

25 Unrestricted Fund Balance is projected to decrease by \$627k (based on current assumptions, before salary settlement with all units (except RTPA)). This includes one time funds of \$3.0M. Reserve for LCFF subsequent year funding is fully funded.

Rocklin Unified School District
General Fund
Multiyear Projection
Combined

2017-18

- 1 LCFF funding model includes a 1.11% cost-of-living-adjustment on the target and 72.99% gap closure. Proportionality requires an increase in supplemental services of \$199k.
 - 2 Lottery - \$189 (\$144 unrestricted) per prior year ADA
 - 3 100 growth K-12 enrollment (excludes RICA)
 - 4 Included settlement costs for the RTPA 16/17 agreement. No other bargaining units are included, however money has been assigned in fund balance
 - 5 Increase for step/column costs for eligible employees of approx. \$1.1M, net of retirement savings
 - 6 Increase in PERS contribution of \$230k due to estimated rate increase of 1.61%
 - 7 Increase in STRS contribution of \$1M due to rate increase of 1.85%
 - 8 Increase in fuel and material costs
 - 9 Eliminate one time expenditures and revenues
 - 10 Contribution to the Deferred Maintenance Fund of \$80/ADA less \$200k utilized from Prop 39 funding and carryover of RDA funds. Total transfer is \$401k.
 - 11 RRMA contribution decreases \$87k to meet 3% set aside requirement
 - 12 Increase in contribution to support programs of \$100k
 - 13 Increase utility costs by 1% for estimated rate increases
 - 14 Prop 39 funding of \$350k and expenditures budgeted \$551k
 - 15 Exclude board election costs of \$40k
 - 16 Decrease of \$1.4M in instructional materials budget for new textbooks
 - 17 Included State on behalf STRS contribution and expenditures \$4M (GASB 68 implementation)
 - 18 Increase in indirect cost rate from 3.48% to 5.15% = \$377k increase in unrestricted
 - 19 Added set aside for operational costs of new elementary school of \$155k
 - 20 Increased staffing by 4 teachers for anticipated enrollment growth - \$307k
 - 21 Added \$150k to support mental health services
- 22 **Unrestricted Fund Balance is projected to increase by \$2.5M (based on current assumptions, before salary settlement with all units (except RTPA)). Reserve for LCFF subsequent year funding is fully funded.**

2018-19

- 1 LCFF funding model includes a 2.42% cost-of-living-adjustment on the target and 40.36% gap closure. Proportionality requires an increase in supplemental services of \$48k.
 - 2 Lottery - \$189 (\$144 unrestricted) per prior year ADA
 - 3 100 growth K-12 enrollment (excludes RICA)
 - 4 Included settlement costs for the RTPA 16/17 agreement. No other bargaining units are included, however money has been assigned in fund balance
 - 5 Increase for step/column costs for eligible employees of approx. \$1.1M, net of retirement
 - 6 Increase in PERS contribution of \$232k due to estimated rate increase of 1.6%
 - 7 Increase in STRS contribution of \$1.1M due to rate increase of 1.85%
 - 8 Increase in fuel and material costs
 - 9 Eliminate one time expenditures and revenues
 - 10 Contribution to the Deferred Maintenance Fund of \$80/ADA less carryover of RDA funds. Total transfer is \$601k.
 - 11 RRMA contribution decreases \$10k to meet 3% set aside requirement
 - 12 Increase in contribution to support programs of \$100k
 - 13 Increase utility costs by 1% for estimated rate increases
 - 14 Eliminated Prop 39 funding and expenditures. Program ends in 17-18
 - 15 Include board election costs of \$40k
 - 16 Increase of \$1.5 in instructional materials budget for new textbooks
 - 17 Included State on behalf STRS contribution and expenditures \$4M (GASB 68 implementation)
 - 18 Added set aside for operational costs of new elementary school of \$155k
 - 19 Increased staffing by 4 teachers for anticipated enrollment growth - \$307k
 - 20 Added \$400k for professional development to maintain program funding
 - 21 Added \$500k for technology replacement plan
 - 22 Added \$50k for VAPA program equipment replacement
- 23 **Unrestricted Fund Balance is projected to increase by \$2.9M (based on current assumptions, before salary settlement with all units). Reserve for LCFF subsequent year funding is fully funded.**

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve Rocklin Teachers Professional Association (RTPA) Tentative Agreement and Revised Salary Schedules

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

On April 26, 2016, the District began negotiations on salary and health benefits and contract language with RTPA. A total of nine Negotiation meetings were held. As a result, the District and RTPA have reached a Tentative Agreement (TA) on salary and health benefits and contract language.

Status:

On November 29, 2016, a tentative Salary and Health Benefit agreement for the 2016-17 school year was reached between the District and RTPA for the following:

2016-17 Salary Schedules

- Effective November 1, 2016
 - Increase all RTPA unit member salary schedules by 2.0% effective November 1, 2016, utilizing the deduction for the excess column movement (BA +75) cost as agreed to in the parties' agreement May 2015 (0.07%).
- Effective May 1, 2017
 - Remove Speech and Language Pathologists from the RUSD Certificated Salary Schedule and place on a new proposed RUSD Psychologist and Speech and Language Pathologist Salary Schedule (Attachment A). This new salary schedule will have an increase for the starting salary and accelerate the rate of reaching the top salary, also increasing the steps by 1.75%. This new salary schedule would specify that there are no half step increments provided for unit members on this schedule. Masters stipend is incorporated into the cells of the new schedule. This includes the 2% applied to all RTPA members November 1, 2016.
 - Communicative Delay Disorder (CDD) Teachers utilizing SLP services credential in their current position shall be placed on the newly proposed SLP salary schedule.

Contract Language

- Effective December 15, 2016
 - Language revisions to Articles XVIII – Wages and Article VIII – Preparation Time are detailed in attached Tentative Agreement.
 - Revised Appendix G

Stipends

- As noted in Tentative Agreement

The parties agree this agreement concludes bargaining for the 2016-17 school year and extends all other terms and conditions through June 30, 2017. All applicable Salary Schedules have been revised to reflect the changes outlined above.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: See Public Disclosure Document AB 1200
Future years: See Public Disclosure Document AB 1200
Funding source: General Fund

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Rocklin Teachers Professional Association 2016-17 Tentative Agreement and Salary Schedules

Recommendation:

Staff recommends approval of the Rocklin Teachers Professional Association 2016-17 Tentative Agreement (TA) and revised Salary Schedules and contract language.

TENTATIVE AGREEMENT
BETWEEN
ROCKLIN UNIFIED SCHOOL DISTRICT
AND
ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION

Rocklin Unified School District and Rocklin Teachers Professional Association, hereby agree to the following changes to the current RTPA Collective Bargaining Agreement.

A. Salary Schedules

- **Effective November 1, 2016**
 - **Increase all RTPA unit member salary schedules by 2.0% effective November 1, 2016, utilizing the deduction for the excess column movement (BA +75) cost as agreed to in the parties' agreement May 2015 (0.07%).**
- **Effective May 1, 2017**
 - **Remove Speech and Language Pathologists from the RUSD Certificated Salary Schedule and place on a new proposed RUSD Psychologist and Speech and Language Pathologist Salary Schedule (Attachment A). This new salary schedule will have an increase for the starting salary and accelerate the rate of reaching the top salary, also increasing the steps by 1.75%. This new salary schedule would specify that there are no half step increments provided for unit members on this schedule. Masters stipend is incorporated into the cells of the new schedule. This includes the 2% applied to all RTPA members November 1, 2016.**
 - **Communicative Delay Disorder (CDD) Teachers utilizing SLP services credential in their current position shall be placed on the newly proposed SLP salary schedule.**

Attachment A

B. Article XVIII - Wages

5. Step and Column Requirements

- (a) **The advancement on the salary schedule shall be at the rate of one (1) step each year of experience; however, no employee shall advance more than one (1) step per year.**
 - (b) **The employee will be responsible for notifying the District by April 15 if he/she is to move on the salary schedule, but the District may provide a form for this purpose as a reminder in April.**
 - (c) **Units for salary advances must be completed by August 25. Official verification of same is required.**
 - (d) **A one-half (1/2) increment each year on the salary schedule will be given to employees who work fifty percent (50%) to seventy-five percent (75%) of their contract time. A full increment will be given to employees who work seventy-five percent (75%) or more of their contract time. One-half (1/2) increments will not apply to the Psychologist and Speech and Language Pathologist salary schedule.**
-

C. Hourly Rate

1. The hourly rate be increased 2% effective January 26, 2017.
-

D. Stipends

2. VICA Advisor will be renamed to Career Technical Education Advisor (CTE) (2)
 3. Add Junior Varsity (JV) Girls Golf
 4. To accurately represent the meaning and intent of the Musical Stipend, the stipend schedule will reflect the following accepted change:
 - Dramatic Musical Production
 - Musical Drama Director (1 max)
 - Musical Choral Director (1 max)
 - Musical Orchestra Director (1 max)
 - Musical Choreographer (1 max)
 5. Effective 2017-18, reinstate all remaining Athletic and VAPA stipends on proposed Appendices E-1, E-2, E-3, and E-4.
 6. Reinstate Elementary Music stipend effective July 1, 2016.
-

E. Article VIII – Preparation time

(b) Support Personnel

- 1) Support personnel (speech pathologists, psychologists, Learning Center teachers, SEA resource teachers, music, prep time teachers, etc.) will receive prep time through their program schedule on a consistent basis or as mutually agreed by support personnel and supervising administrator. Support personnel will not receive prep time through the VAPA or P.E. programs.
-

F. Article X – Class Size

1. This article to remain status quo.

G. Article XVI – Health, Welfare, and Benefits

1. This article to remain status quo.
-

H. Appendix G

This agreement concludes bargaining for the 2016-17 school year and extends all other terms and conditions through June 30, 2017.

Final agreement subject to review of revised salary schedules.

ROCKLIN TEACHERS PROFESSIONAL
ASSOCIATION

ROCKLIN UNIFIED SCHOOL DISTRICT

By: Colleen Crowe 11/29/16
RTPA President

By: [Signature] 11-29-16
Superintendent

By: [Signature]
RTPA Bargaining Chair 11/29/16

By: Colleen Slattery 11-29-16
Assistant Superintendent of Human Resources

Attachment A

With 2% applied

Draft

| | | Psychologist 192 days | | Speech and Language Pathologist 189 days |
|------|----|---------------------------------|----|--|
| Step | | | | |
| 1 | \$ | 76,388 | \$ | 74,430 |
| 2 | \$ | 81,970 | \$ | 77,590 |
| 3 | \$ | 85,553 | \$ | 80,750 |
| 4 | \$ | 89,135 | \$ | 83,910 |
| 5 | \$ | 92,717 | \$ | 87,070 |
| 6 | \$ | 96,299 | \$ | 90,230 |
| 7 | \$ | 99,881 | \$ | 93,390 |
| 8 | \$ | 103,464 | \$ | 96,550 |

**MEMORANDUM OF UNDERSTANDING
BETWEEN
ROCKLIN UNIFIED SCHOOL DISTRICT
AND
ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION**

Rocklin Unified School District and Rocklin Teachers Professional Association, hereby agree to the following:

1. A joint employer-employee committee, made up of at least 4, but not more than 6, RTPA representatives and an equal number of District representatives, preferably joining another existing District committee.
2. The committee will convene no later than January 31, 2017 and will meet at least three times during the 2016-17 school year and at least six (6) times during the 2017-18 school year to review the District's current and past practices/policies surrounding special education services and their impact on the general education program, as well as to review any data, reports, and/or recommendations made by WestEd in this regard and to make recommendations to the Association and District for possible improvement in the District's Special Education process.

This Memorandum of Understanding is effective for the 2016-17 and 2017-18 school years.

ROCKLIN TEACHERS PROFESSIONAL
ASSOCIATION

By:  11/29/16
RTPA President

By:  11/29/16
RTPA Bargaining Chair

ROCKLIN UNIFIED SCHOOL DISTRICT

By:  11-29-16
Superintendent

By:  11-29-16
Assistant Superintendent of Human Resources

ROCKLIN UNIFIED SCHOOL DISTRICT

Psychologist Salary Schedule

DRAFT

(Based on a 192-day Work Year)

| Step | Level |
|------|--------|
| 1 | 59,833 |
| 2 | 62,150 |
| 3 | 64,470 |
| 4 | 66,789 |
| 5 | 69,106 |
| 6 | 71,428 |
| 7 | 73,747 |
| 8 | 76,064 |
| 9 | 78,388 |
| 10 | 80,702 |
| 11 | 83,021 |
| *12 | 85,340 |
| 16 | 88,591 |
| 19 | 91,360 |
| 22 | 94,129 |
| 25 | 96,897 |

*Maximum entry level for out-of-district experience

\$971 - Stipend for MA or MS or \$1,418 for Ph.D/Ed.D.

Revised: April 23, 2014 reflects 4% increase for 2013-14

Revised: May 20, 2015 reflects 5% increase retro to July 1, 2014

Revised: May 20, 2015 reflects 1% increase effective July 1, 2015; add'l 0.98% increase effective July 1, 2015

Revised: September 15, 2015 reflects add'l 0.98% increase effective July 1, 2015 as per agreement dated April 21, 2015

Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

DRAFT

**ROCKLIN UNIFIED SCHOOL DISTRICT
Certificated Salary Schedule**

| STEP | Emergency /Intern (Y) | A | B | C | D | E | F |
|-------------|------------------------------|----------|----------|----------|----------|----------|----------|
| 1 | 39,371 | 46,158 | 46,498 | 46,839 | 47,177 | 47,518 | 49,181 |
| 2 | 41,409 | 46,839 | 47,177 | 47,518 | 47,857 | 50,233 | 51,990 |
| 3 | 43,445 | 47,518 | 47,857 | 48,198 | 50,233 | 52,947 | 54,801 |
| 4 | 43,445 | 48,198 | 48,535 | 52,271 | 54,738 | 57,205 | 59,207 |
| 5 | 43,445 | 49,386 | 51,856 | 54,324 | 56,792 | 59,263 | 61,338 |
| 6 | 43,445 | 49,386 | 53,914 | 56,385 | 58,851 | 61,320 | 63,466 |
| 7 | 43,445 | 49,386 | 55,971 | 58,445 | 60,909 | 63,378 | 65,596 |
| 8 | 43,445 | 49,386 | 58,029 | 60,496 | 62,968 | 65,438 | 67,729 |
| 9 | 43,445 | 49,386 | 60,092 | 62,557 | 65,024 | 67,495 | 69,858 |
| 10 | 43,445 | 49,386 | 62,145 | 64,614 | 67,082 | 69,555 | 71,990 |
| 11 | 43,445 | 49,386 | 62,145 | 66,672 | 69,138 | 71,612 | 74,118 |
| 12 | 43,445 | 49,386 | 62,145 | 66,672 | 71,199 | 73,665 | 76,244 |
| *13 | 43,445 | 49,386 | 62,145 | 66,672 | 72,909 | 76,776 | 79,464 |
| 16 | 43,445 | 49,386 | 62,145 | 66,672 | 74,669 | 80,100 | 82,903 |
| 19 | 43,445 | 49,386 | 62,145 | 66,672 | 77,386 | 82,816 | 85,715 |
| 22 | 43,445 | 49,386 | 62,145 | 66,672 | 77,386 | 86,888 | 89,929 |
| 25 | 43,445 | 49,386 | 62,145 | 66,672 | 77,386 | 90,962 | 94,145 |

Emergency/**Intern (Y)** Emergency/Intern credential or permit

- A BA or BS degree
- B BA or BS degree plus fifteen (15) graduate units
- C BA or BS degree plus thirty (30) graduate units
- D BA or BS degree plus forty-five (45) graduate units completed or MA or MS degree
- E BA or BS degree plus sixty (60) graduate units or a MA or MS plus fifteen (15) graduate units
- F BA or BS degree plus seventy-five (75) graduate units or a MA or MS plus thirty (30) graduate units

* Maximum entry level for out-of-district experience

\$971 - Stipend for MA or MS or \$1,418 for Ph.D./Ed.D.

Revised: April 23, 2014 reflects 4% increase on steps/stipends for 2013-14

Revised: May 20, 2015 reflects 5% increase for 2014-15 on steps retro to July 1, 2014

Revised: May 20, 2015 reflects 1% increase for 2015-16 on steps/stipends plus new column VI effective July 1, 2015

Revised: September 1, 2015 reflects increasing class VI from 1.75% to 3.5% effective July 1, 2015 (Column VI fully funded October 31, 2015)

Revised: November 16, 2016 reflects changing titles from Class 1, 2 etc to A, B C and populating empty cells

Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

ROCKLIN UNIFIED SCHOOL DISTRICT
Extra-Compensation Pay Schedule - HIGH SCHOOL
ATHLETICS

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1. The positions and stipends listed below shall be appropriated only if the district authorizes the position(s) to be filled. All assignments shall be for one year only and renewed at the discretion of the site principal and/or district office on an annual basis.
2. The district reserves the right to determine the number of personnel and positions necessary for the safe and/or efficient operation of the extra-curricular program.
3. Pursuant Article XVIII, Section 1 and 6 of this agreement, the same "percentage" will be added to all Extra Compensation Pay salary schedules schedule shall apply to the entire extra compensation schedule.
4. Coaches and/or extra duty personnel (7-12) who switch supervision from one "like" activity to another shall retain years of service for purposes of placement on the compensation schedule (e.g. J.V. Football Coach 2 years to Varsity Baseball Coach Year 3).
 - a. Coaches and/or extra duty personnel new to Rocklin may be granted up to two years experience by providing verification from their previous school showing that they were employed in a "like" paid position.
5. All athletic seasons begin on the first day that the California Interscholastic Federation (CIF) and/or the league allows practice to begin or the day practice actually begins with district approval.
6. Athletic coaches who must coach in league or CIF required post-season playoffs shall receive:
 - a. Football, soccer, basketball, baseball, softball, and volleyball: \$150 for each week of additional service required.
 - b. Track: \$150 per week for the first two weeks of required additional service, and \$73 for additional weeks.
 - c. All other sports listed above: \$74 for each additional week required.

| | <u>1-2 year</u> | <u>3-5 years</u> | <u>6+years</u> |
|--|-----------------|------------------|----------------|
| <u>Head Coach (Varsity)</u> | | | |
| Football | \$4,104 | \$4,420 | \$4,735 |
| Basketball (men/women) | \$3,788 | \$4,104 | \$4,420 |
| Baseball/Softball | \$3,788 | \$4,104 | \$4,420 |
| Wrestling | \$3,788 | \$4,104 | \$4,420 |
| Track (men/women) | \$3,788 | \$4,104 | \$4,420 |
| Volleyball (men/women) | \$3,788 | \$4,104 | \$4,420 |
| Soccer (men/women) | \$3,788 | \$4,104 | \$4,420 |
| Cross Country (co-ed) | \$3,472 | \$3,788 | \$4,104 |
| Swimming (men/women) | \$3,472 | \$3,788 | \$4,104 |
| Water Polo (men/women) | \$3,472 | \$3,788 | \$4,104 |
| Tennis (men/women) | \$3,158 | \$3,472 | \$3,788 |
| Golf (men/women) | \$3,158 | \$3,472 | \$3,788 |
| <u>Assistant Coach (Varsity)</u> | | | |
| Varsity Football (4) | \$3,000 | \$3,315 | \$3,632 |
| Cross Country (1) | \$2,054 | \$2,366 | \$2,684 |
| Track (2) | \$2,684 | \$3,000 | \$3,315 |
| <u>Head Coach (Junior Varsity)</u> | | | |
| Football | \$3,158 | \$3,472 | \$3,788 |
| Basketball (men/women) | \$2,843 | \$3,158 | \$3,472 |
| Baseball/Softball | \$2,843 | \$3,158 | \$3,472 |
| Wrestling | \$2,843 | \$3,158 | \$3,472 |
| Volleyball (men/women) | \$2,843 | \$3,158 | \$3,472 |
| Soccer (men/women) | \$2,843 | \$3,158 | \$3,472 |
| Water Polo (men/women) | \$2,843 | \$3,158 | \$3,472 |
| Swimming (men/women) | \$2,843 | \$3,158 | \$3,472 |
| Golf (men/women) | \$2,843 | \$3,158 | \$3,472 |
| <u>Assistant Coach (Junior Varsity)</u> | | | |
| Football (2) | \$2,527 | \$2,843 | \$3,158 |
| <u>Head Coach (Freshman)</u> | | | |
| Football | \$2,684 | \$3,000 | \$3,315 |
| Basketball (men/women) | \$2,366 | \$2,684 | \$3,000 |
| Baseball | \$2,366 | \$2,684 | \$3,000 |
| Volleyball (women) | \$2,366 | \$2,684 | \$3,000 |
| <u>Assistant Coach (Freshman)</u> | | | |
| Football(2) | \$2,054 | \$2,366 | \$2,684 |
| <u>Athletic Trainer (1 per season)</u> | | | |
| Athletic Medical Technician (\$630 Extra if A.T.C. license) | \$2,054 | \$2,366 | \$2,684 |

Revised: April 23, 2014 reflects 4% increase for 2013-14
 Revised: May 20, 2015 reflects 5% increase for 2014-15 retro to July 1, 2014
 Revised: May 20, 2015 reflects 1% increase for 2015-16 effective July 1, 2015
 Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

ROCKLIN UNIFIED SCHOOL DISTRICT
Extra-Compensation Pay Schedule - HIGH SCHOOL

DRAFT
Other Assignments

| <u>Assignment</u> | <u>1-2 Years</u> | <u>3-5 Years</u> | <u>6+Years</u> |
|---|------------------|------------------|----------------|
| Band Director | \$3,788 | \$4,104 | \$4,420 |
| Symphonic, Orchestra, Jazz (concert[s], competition[s], school performance, community, pep) | | | |
| Choir Director | \$3,473 | \$3,788 | \$4,104 |
| Music (concert[s], competition[s], school performance, community activities) | | | |
| Marching Band | \$1,895 | \$2,237 | \$2,528 |
| Mock Trial | \$1,577 | \$1,850 | \$2,211 |
| Academic Decathlon | \$1,577 | \$1,850 | \$2,211 |
| Debate | \$1,577 | \$1,850 | \$2,211 |
| Link Coordinator | \$1,577 | \$1,850 | \$2,211 |
| Career Technical Education Advisor (CTE) (2) | \$1,577 | \$1,850 | \$2,211 |
| Drama Director (each production/2 maximum) | \$1,577 | \$1,850 | \$2,211 |
| Dramatic Musical Production | | | |
| Musical Drama Director (1 max) | \$1,577 | \$1,850 | \$2,211 |
| Musical Choral Director (1 max) | \$1,261 | \$1,577 | \$1,895 |
| Musical Orchestra Director (1 max) | \$1,261 | \$1,577 | \$1,895 |
| Musical Choreographer (1 max) | \$1,261 | \$1,577 | \$1,895 |
| Dance Director | \$2,211 | \$2,528 | \$2,843 |
| Yearbook | \$2,211 | \$2,528 | \$2,843 |
| Newspaper | \$2,211 | \$2,528 | \$2,843 |
| Student Activities | \$4,104 | \$4,420 | \$4,735 |
| Athletic Director | \$4,104 | \$4,420 | \$4,735 |
| Drill Team Director | | | |
| Fall | \$2,211 | \$2,528 | \$2,843 |
| Winter | \$2,211 | \$2,528 | \$2,843 |
| Intramural Director | \$1,895 | \$2,211 | \$2,406 |
| Cheerleading | | | |
| Fall Varsity | \$2,366 | \$2,684 | \$3,000 |
| Fall Junior Varsity | \$2,211 | \$2,528 | \$2,843 |
| Fall Freshman | \$2,211 | \$2,528 | \$2,843 |
| Winter Varsity | \$2,366 | \$2,684 | \$3,000 |
| Winter Junior Varsity | \$2,211 | \$2,528 | \$2,843 |
| Winter Freshman | \$2,211 | \$2,528 | \$2,843 |
| ROTC Director | \$2,605 | \$2,920 | \$3,235 |
| ROTC Assistant | \$2,211 | \$2,528 | \$2,843 |
| Academic stipends | \$3,158 | | |
| to be determined by high school site administrator for academic competitions (e.g. Science Olympiad). | | | |

Revised: April 23, 2014 reflects 4% increase for 2013-14
 Revised: May 20, 2015 reflects 5% increase for 2014-15 retro to July 1, 2014
 Revised: May 20, 2015 reflects 1% increase for 2015-16 effective July 1, 2015
 Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

DRAFT

ROCKLIN UNIFIED SCHOOL DISTRICT
Extra Compensation Pay Schedule - ELEMENTARY/MIDDLE SCHOOL

| <u>Position</u> | <u>Grade</u> | <u>Athletics</u> | | |
|---------------------------|--------------|------------------|------------------|-----------------|
| | | <u>1-2 Years</u> | <u>3-5 Years</u> | <u>6+ Years</u> |
| Cross Country(co-ed) | 8 | \$1,738 | \$2,054 | \$2,366 |
| | 7 | | | |
| Football | 8 | \$1,738 | \$2,054 | \$2,366 |
| | 7 | | | |
| Basketball (men/women) | 8 | \$1,738 | \$2,054 | \$2,366 |
| (men/women) | 7 | | | |
| Volleyball (men/women) | 8 | \$1,738 | \$2,054 | \$2,366 |
| (men/women) | 7 | | | |
| Wrestling | 8 | \$1,738 | \$2,054 | \$2,366 |
| | 7 | | | |
| Softball | 8 | \$1,738 | \$2,054 | \$2,366 |
| | 7 | | | |
| Track (coed) | 8 | \$1,738 | \$2,054 | \$2,366 |
| | 7 | | | |
| Discretionary Coaches (2) | 7 | \$1,738 | \$2,054 | \$2,366 |
| Athletic Director | | \$2,211 | \$2,528 | \$2,843 |
| Activities Director | | \$1,895 | \$2,211 | \$2,528 |

Other Assignments - Middle

| | |
|---|------------------|
| Music (concerts, competitions, school performance, community activities) | \$2,764 |
| Cheerleading (fall/winter) (1 max) | \$1,895 |
| Drama | \$1,577 |
| Yearbook | \$1,895 |
| Academic stipends (to be determined by site administration for academic competitions and/or enrichment activities (e.g. speech,debate, dance, and Math Counts) | \$6,789 per site |

Other Assignments - Elementary

| | |
|---|------------------|
| Music (concerts, competitions, school, performance, community activities) | \$1,974 |
| Academic stipends (to be determined by site administration for academic competitions and/or enrichment activities) | \$3,157 per site |

Revised: April 23, 2014 reflects 4% increase for 2013-14

Revised: May 20, 2015 reflects 5% increase for 2014-15 retro to July 1, 2014

Revised: May 20, 2015 reflects 1% increase for 2015-16 effective July 1, 2015

Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

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**ROCKLIN UNIFIED SCHOOL DISTRICT
Extra-Compensation Pay Schedule**

Secondary (7-12) Department Chair/Lead Stipend Schedule
(Based on periods of supervision; includes Department Chair's/Lead's own classes)

| Secondary (7-12) Department Chairs/Leads Supervision Areas | |
|---|--|
| High School | Middle School |
| <ol style="list-style-type: none"> 1. World Language 2. Language Arts 3. Math 4. Physical Education 5. Science 6. Social Studies 7. Special Education/Support Services 8. Counseling 9. Health 10. Media/Communications 11. Visual and Performing Arts | <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Physical Education 4. Electives 5. Science 6. Social Studies 7. Special Education/Support Services |

| Number of Sections | |
|---------------------------|---------|
| 1-13 | \$750 |
| 14-26 | \$1,498 |
| 27-39 | \$2,246 |
| 40-54 | \$2,997 |
| 55 and over | \$3,744 |

- Revised: April 23, 2014 reflects 4% increase for 2013-14
- Revised: May 20, 2015 reflects 5% increase for 2014-15 retro to July 1, 2014
- Revised: May 20, 2015 reflects 1% increase for 2015-16 effective July 1, 2015
- Revised: December 14, 2016 reflects 2% increase effective November 1, 2016

**ROCKLIN UNIFIED SCHOOL DISTRICT
CERTIFICATED EMPLOYEE'S REQUEST FOR ADVANCE APPROVAL FOR
PERSONAL NECESSITY LEAVE AND INDIVIDUAL ABSENCE REPORT**

Each fiscal year, a certificated employee may use up to seven (7) days of his/her accumulated sick leave for cases of personal necessity as defined below.

The Superintendent or designee has the right to require employee verification of the use of personal necessity leave per Education Code Section 44981. Under all circumstances, an employee shall verify in writing that sick leave for personal necessity was not used for vacation, recreation, seeking or engaging in other employment, to extend a holiday or for concerted activities against the District. This verification can be provided when submitting absence in the District's Absence Reporting System.

Sick leave credited under this Article IX may be used at the employee's election, for purposes of personal necessity, provided that such use of sick leave does not exceed seven days in any school year. For purposes of personal necessity leave and leave without pay, "employee's family" means employee's spouse, mother, step-mother, father, step-father, guardian, child, step-child, grandparent, grandchild, son-in-law, daughter-in-law, brother, step-brother, or sister, step-sister, cousin, niece, nephew, aunt or uncle (all above of the employee or of the employee's spouse) or any relative living in the immediate household of the employee.

Reasons which shall be considered Personal Necessity (PN) leave which will require immediate notification to direct administrator, in lieu of prior notification.

- 1) Death or illness of a member of the employee's family;
- 2) Accident involving the employee's person or property, or the person or property of a member of the employee's family;
- 3) Unavoidable transportation delay of an employee or family member;
- 4) Emergency child care problems.

The additional reasons listed below shall be considered as Personal Necessity (PN) leave but requires permission to be obtained at least forty-eight (48) hours in advance from immediate administrator by inputting absence online in the District's Absence Reporting System.

- 1) Legal or financial matters which can only be accomplished during school hours;
- 2) Marriage of the employee or family member;
- 3) Attendance at graduation, special awards ceremony, conferences or counseling appointments for the employee or family member which can only be accomplished during school hours;
- 4) Participation in college graduation ceremonies of the employee or family member;
- 5) Attendance at the funeral of a family member;
- 6) Taking examinations which are not available outside of school hours and are related directly to the educational field;
- 7) School board member attendance at conferences (employee only);
- 8) Religious holidays (employee only);
- 9) Time taken off from work by an employee to take a member of his/her immediate family, except a child as specified under sick leave in this article, to a medical appointment when such appointments cannot be made outside of work hours.

Individual Absence Reasons as follows (to be submitted online in the District's Absence Reporting System):

- 1) Sick Leave
 - a. Illness, medical appointment (Employee only)
 - b. Child care: Illness, medical appointment
- 2) Personal Necessity (PN) (See above)
- 3) Personal Necessity Discretionary (PND)
 - a. Three of the seven Personal Necessity Days with pay may be used at the discretion of the employee, subject to the following:
 - i. These days shall not be taken on staff development days, seeking or engaging in other employment, to extend a holiday, first or last student contact days of the year or for concerted activities against the District.
- 4) Industrial Accident/Illness
- 5) Bereavement (in the event of a death in the employee's immediate family)
 - a. Three (3) days paid leave
 - b. Five (5) days paid leave if out-of-state travel is required or if travel one way is more than three hundred miles
- 6) Jury Duty
- 7) Court Subpoena for District Business
- 8) Authorized School Business (District Paid)
- 9) Authorized School Business (Site Paid)

For further detail, see Article IX – Leaves.

OG 9/29/14
AJP 9/29/14

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve District's 2016-17 Initial Contract Proposal to California School Employees Association (CSEA)

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

The Rocklin Unified School District (RUSD) annually presents (sunshines) its proposal for negotiations with California School Employees Association (CSEA) for the next school year for approval by the Board of Trustees. In addition to salary and benefits, the Article being presented by RUSD is as follows: Article 8 – Leaves of Absence.

Status:

The District is now presenting to the Board of Trustees for approval its proposal with California School Employees Association for the 2016-17 school year. Negotiations will begin following the public hearing.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Copy of CSEA Collective Bargaining Agreement available online at:
<http://www.rocklinusd.org/Departments/Human-Resources/Salary-Schedules--Contracts/index.html>.
Public copy available at board meeting.

Recommendation:

Staff recommends that the Board accept the 2016-17 Contract Proposal from RUSD.

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 10.8
ACTION
December 14, 2016

BOARD AGENDA BRIEFING

SUBJECT: Hold Public Hearing Regarding the 2016-17 Initial Contract Proposal from California Public School Employees (CSEA)

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

Background:

On November 16, 2016, the Board of Trustees accepted the 2016-17 initial contract proposal from the CSEA and set December 14, 2016 for the public hearing.

Status:

At this time, staff recommends the Board of Trustees hold a public hearing to accept comments from the public regarding the 2016-17 initial contract proposal from CSEA. Negotiations will begin following the public hearing.

Presenter:

Colleen Slattery, Assistant Superintendent, Human Resources

Financial Impact:

Current year: N/A
Future years: N/A
Funding source: N/A

Materials/Films:

None

Other People Who Might Present:

Stan Taylor, President, California School Employees Association

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

A copy of the jointly agreed upon Memorandum of Understanding between the District and CSEA which details negotiations for 2016-17.

Recommendation:

Staff recommends the Board hold a public hearing for December 14, 2016.

Memorandum of Understanding
Between
California School Employees Association
And Its Rocklin Chapter #773
And the
Rocklin Unified School District

This Memorandum of Understanding (MOU) is entered into this 16th day of August between the Rocklin Unified School District (District) and California School Employees Association and its Rocklin Chapter #773 (CSEA). The parties agree that it is in the interest of the District and (CSEA) to have stability during the period in which the parties negotiate a successor collective bargaining agreement. To this end the parties agree as follows:

1. The parties agree to create a new collective agreement between CSEA and the District with a term of July 1, 2016 through June 30, 2019.
2. The above referenced collective agreement shall embody all of the specific terms of the agreement that expired on June 30, 2016, with the exception of the duration article and any other article the parties' may negotiate out of the agreement..
3. Pursuant to the tentative agreement signed by the parties on January 15, 2016, the parties agree that for 2016-2017 school year they will re-open negotiations on salary, health, welfare and retirement benefits and one article of the parties' choice.
4. For the 2017-2018 school year and the 2018-2019 school year, the parties agree to re-open negotiations on salary, health, welfare and retirement benefits and two articles of the parties' choice.
5. Nothing in this agreement shall be construed as limiting any rights the parties otherwise retain under the provisions of the Educational Employment Relations Act.
6. The parties will act in good faith and in a timely manner to create the successor collective bargaining agreement.

For the District  Date 8-16-16

For the CSEA  Date 8-16-16

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Approve College Readiness Block Grant

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

The College Readiness Block Grant was established by the California Department of Education (CDE) for the purpose of providing California high school students, particularly socio-economically disadvantaged, English learner, and foster youth, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Eligible grade levels are 9, 10, 11, and 12. The CDE requires districts to develop a plan describing how funds will increase or improve services to ensure college readiness and how the plan aligns with the Local Control Accountability Plan. Districts shall report to the CDE by January 1, 2017 how the impact of the funds received will be measured.

Status:

The California Department of Education requires that the plans be presented to the Governing Board and approved in two separate meetings. Information regarding both the Rocklin Unified School District and Rocklin Independent Charter Academy plans was presented to the Board on November 16, 2016. The plans are being presented to the Board for approval.

Presenter(s):

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services
Melanie Patterson, Program Specialist, LCAP and Strategic Planning

Financial Impact:

| | | |
|-----------------|-------------------------------|----------|
| Current year: | RUSD | \$99,148 |
| | RICA | \$75,000 |
| Future years: | N/A | |
| Funding source: | College Readiness Block Grant | |

Materials/Films:

None

Other People Who Might Be Present:

Marty Flowers, Director, Secondary Programs and School Leadership

Allotment of Time:

Check one of the following: [] Consent Calendar [X] Action Item [] Information Item

Packet Information:

Attachment A: RUSD College Readiness Block Grant Plan
Attachment B: RICA College Readiness Block Grant Plan

Recommendation:

Staff recommends Board approval of both the RUSD and the RICA College Readiness Block Grant Plans.

Attachment A: RUSD College Readiness Block Grant Plan

| # | Goals (LCAP and SP) | Actions/Services | Outcomes | Measures of Effectiveness | Budget Description | Budget Amount |
|---|--|--|--|--|---|--------------------|
| 1 | SP Strategy 1 LCAP Goal 1, Action 1.1 | PSAT or PreACT for all 10th or 11th grade students: PSAT in 11th: National Merit Scholarship PreACT for 10th: College Readiness component Counselors meet with students to discuss results and plan future courses (college prep) | Increase SAT/ACT scores for all students, especially targeted students Increase enrollment in AP courses for targeted students | SAT/ACT scores AP course enrollment for subgroups | New PreACT is \$12 per student PSAT is \$15 per student 2 years of testing for approximately 1000 students | \$30,000.00 |
| 2 | SP Strategy 1 LCAP Goal 1 | AP test fees for SED students | Increased number of SED students taking AP tests | # of SED students taking AP tests | Approximately \$3,500 per high school for three years of AP testing | \$21,000.00 |
| 3 | SP Strategy 1 LCAP Goal 1 | Train teachers in SAT/ACT preparation to incorporate into the classroom for all students | Increase SAT/ACT scores for all students, especially targeted students | SAT/ACT scores | CollegeBoard Professional Development Modules - no cost. Stipend for teachers to implement staff development - approximately \$4000. A-List Education: On-site PD available for 2 day training \$5000 + Travel Expense for 1 trainer + Teacher materials and/or Self-contained Prep Class \$60 per student. Can cater PD to budget and district needs. \$4000-\$10000 | \$10,000.00 |
| 4 | SP Goal 1 LCAP Goal 3 | <u>Parent Education related to college readiness and application, including Sierra College Academic Enrichment Program for cohort of targeted students</u> | Increase the number of students applying to college and taking courses at Sierra College before graduation | LCAP parent survey results Number of junior and senior students enrolling in Sierra College | Labor, food, childcare for workshops=\$720 2 workshops for 3 schools for 2 years= | \$8,640.00 |
| 5 | SP Goal 1 LCAP Goal 3 | Field trips to colleges (private, public, community, state) for cohort of targeted students Coordination, planning, training | Increase the number of students enrolling in college after graduation by providing access to information for decision making | Number of targeted students attending institutions of higher education after graduation | Ex: College visit to Santa Clara University and San Jose St.(50 Students) Bus: \$1,200 lunch @ dinning commons:\$750 2 substitutes: \$250 \$2200x 6 trips | \$13,200.00 |
| 6 | SP Strategy 1 LCAP Goal 1 | Create and provide pathways for completing A-G requirements and support students where there are roadblocks. Combine this effort with CTE Grant for summer training | Support teachers with UCCI training to create courses. Begin with a pilot for 4 teachers. Increase the number of students A-G ready | Number of students A-G ready | A-G approved courses are available for adoption through UCCI at no cost. Curriculum training is available to teachers by UCCI in two day workshops. Stipend or substitute pay - Approximately \$39X7 hrs per day (summer) per teacher x 10 days 2-4 teachers. Summer stipend for teachers attending two day workshop. \$250 x up to 20 teachers. | \$12,858.00 |
| 7 | SP Strategy 1 LCAP Goal 1, Action 1.8 | Dual enrollment with Sierra College | Increase the number of students earning college credit before graduation and continuing to enroll in institutions of higher education after graduation | Number of students earning college credit before graduation | This item will be continued work | \$0.00 |
| Total | | | | | | \$95,698.00 |
| Budget | | | | | | \$99,148.00 |
| Indirect Cost | | | | | | \$3,450.00 |
| Difference | | | | | | \$0.00 |
| RUSD LCAP Goals | | | | | | |
| 1 RUSD will ensure all students achieve and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards. | | | | | | |
| 2 RUSD will ensure staff continually build capacity through professional learning and growth opportunities that support student achievement and success. | | | | | | |
| 3 RUSD will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels. | | | | | | |

Attachment B: RICA College Readiness Block Grant Plan

| # | Goals (LCAP) | Actions/Services | Outcomes | Measures of Effectiveness | Budget Description | Budget Amount |
|----------------------|--------------|--|--|--|--|--------------------|
| 1 | Goal 1 and 3 | College Field Trips: Committee coordinates survey of juniors for following year Top 3 scheduled for following year | Motivates and familiarizes/exposes students for college | student field trip reflections, number of students attending schools visited | Cost for three trips a year for three years: Transportation=\$5400 Hourly pay for two teachers=\$4536 | \$9,936.00 |
| 2 | Goal 1 and 3 | College Advisory Day: Include College Outreach Counselors, FAFSA representatives, ILS vendors Provide lunch, drawings to encourage family participation | Greater awareness of financial support and options for college attendance | Attendance rates, college application rate in Naviance | Cost for one event for two years: Hourly pay to prepare for event=\$2880 Lunch=\$2000 Material/Supplies=\$600 | \$5,480.00 |
| 3 | Goal 1 | College and Career Center: Infrastructure - computer, printer, projector, banners, pennants Western Association of College Admission Counselors conference Local Event Participation – Chamber of Commerce, Rotary, etc. Back Reach resource to contact graduates from previous year and learn from their experiences, include in College Advisory Day Keynote Speakers | Increased awareness, assistance, and support for students to research, apply and attend college | Student visits, college applications, FAFSA applications | Cost to implement for 2.5 years: WACAC/NACAC Conference/Membership=\$8590 Rocklin Chamber of Commerce Events=\$4500 Infrastructure=\$1000 Labor=\$13500 | \$27,590.00 |
| 4 | Goal 1 and 2 | Naviance: Provide to expand understanding of capabilities and implementation techniques Early education of A-G and related college requirements on Mondays in alignment with RUSD | Understand and begin taking steps for graduation and college attendance | The number of student plans created in Naviance | Cost for six teachers: Hourly pay=\$864 | \$864.00 |
| 5 | Goal 1 | A-G Qualification for Science | Provide students the opportunity to attend UC/CSU colleges | Enrollment and increased percentage of students meeting UC/CSU college entrance requirements | Cost to plan and implement A-G course: Textbooks=\$2250 Lab materials=\$4000 Curriculum Development hourly pay=\$1065 Course Approval Process=\$710 Teacher hourly pay=\$10800 | \$18,825.00 |
| 6 | Goal 1 | ASVAB and PSAT Assessment Administration | Increased awareness and participation of ASVAB assessments, leading to a sound understanding of student's respective vocational aptitude. Increased participation in PSAT, with the goal of reducing SAT anxiety and improving SAT results. | Participation rate of ASVAB and PSAT assessments | Cost for ASVAB administration three times: Proctor hourly pay=\$324 Cost for PSAT two times for 50 students: Proctor hourly pay=\$324 Assessment Fee=\$1500 | \$2,148.00 |
| 7 | Goal 1 | AP Course Offerings: (pilot) offer online courses to a cohort of students and evaluation with data | Offer more opportunities for advanced students | Number of students who accessed course and passed test. | AP Courses through University of California- Scout \$99 per section, per semester- RICA provides the teacher \$169 per section, per semester- Scout provides the teacher (NCAA approved) \$299 per student, per semester- Scout provides the teacher with flexible course schedule and deadlines BYU Online AP Bio: \$318 per year per student (\$15 per semester per student) AP Psychology: \$356 per year per student (\$148 per semester per student + \$30 for books) AP Calc. AB: \$498 per year per student (\$249 per semester per student) | \$7,547.00 |
| Total | | | | | | \$72,390.00 |
| Budget | | | | | | \$75,000.00 |
| Indirect Cost | | | | | | \$2,610.00 |
| Difference | | | | | | \$0.00 |

RICA LCAP Goals

- 1 RICA will ensure all students achieve and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.
- 2 RICA will ensure staff continually build capacity through professional learning and growth opportunities that support student achievement and success.
- 3 RICA will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

SUBJECT: Special Education Update

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

Background:

Rocklin Unified School District is continuing to implement recommendations from the West Ed's Special Education Supports and Services Report to improve its delivery of special education instruction and services. This presentation is the second update from the Special Education Department for the 2016-17 school year. The report includes information about how the department is strengthening special education programs and support to build capacity and overall effectiveness, leveraging our new special education positions to address student and staff needs, refining communication and meeting structures, and enhancing parent outreach.

Status:

The Director of Special Education and Support Programs will provide initial metrics generated by new staff and the projected impact on programs and students. In addition, several significant steps to improve communication and build staff capacity of teachers and administrators will be highlighted. Finally, the work with parents and staff to update the Special Education Manual will be shared.

Presenter(s):

Tammy Forrest, Director of Special Education and Support Services
Kathy Pon, Deputy Superintendent, Educational Services

Financial Impact:

Current year: NA
Future years: NA
Funding source: NA

Materials/Films:

None

Other People Who Might Be Present:

None

Allotment of Time:

Check one of the following: Consent Calendar Action Item Information Item

Packet Information:

Power Point: Rocklin Unified School District Special Education Update
Addendum A: Executive Summary: Referral, Consultation & Services - Special Education Positions

Recommendation:

This is an informational item only.

Special Education Update

Rocklin Unified School District Board of Trustees Meeting December 14, 2016



Tammy Forrest Ph. D.,
Director, *Special Education and Student Support*

Overview of Presentation

- Culture and Climate (including metrics to measure effectiveness)
 - New Positions
 - Least Restrictive Environment (LRE) data
 - Goal Audit Plans
 - MTSS and Learning Center Development
 - Get-In-Front/Site Articulation Meetings
- Policies and Procedures
- Parent/Staff Work
- Professional Development
- Communication/Outreach
- Next Steps

Continued Support of West Ed Recommendations AND RUSD's Focus on Improved Student Outcomes

Special Education Services in Rocklin Unified will continue to focus attention on the West Ed recommendations for effectiveness and efficiency of the overall program as well as implement practices that enhance the district's provision of special education services.

This work aligns with the District Strategic Plan and the following strategies:

1. *Create student academic growth through dynamic, relevant and increasingly challenging learning experiences*
2. *Provide a variety of opportunities for all students to become healthy, self-aware, resilient and high-functioning adults*
3. *Enhance student growth through local partnerships that provide learning opportunities*

Measuring Effectiveness of Program Enhancements

| Student Outcomes | Beginning | Mid Year | End of Year |
|--|-------------|-------------|-----------------------|
| <ul style="list-style-type: none"> ● CAASP/ CAA State Assessment ● Graduation/suspension rates ● MAP | X X X | | X |
| Stakeholder Surveys | | | |
| <ul style="list-style-type: none"> ● Principal/Admin ● Teachers and Classified Staff ● Service Providers ● Parents | | | X X X X |
| Service Referral, Consultation & Services | Frequency | Plans | Impact |
| <ul style="list-style-type: none"> ● Referrals ● Consult ● Direct Services | X X X | X X X | X X X |
| Summary Data and Program Impact | | | |
| <ul style="list-style-type: none"> ● Least Restrictive Environment - Indicator 5 ● IEP Goal Audit ● Curriculum Development ● Learning Center Data ● Training: Attendees & Evaluations by Site | X X X | | X X X X X |

Positive Behavioral Interventions & Support (PBIS) Behaviorist

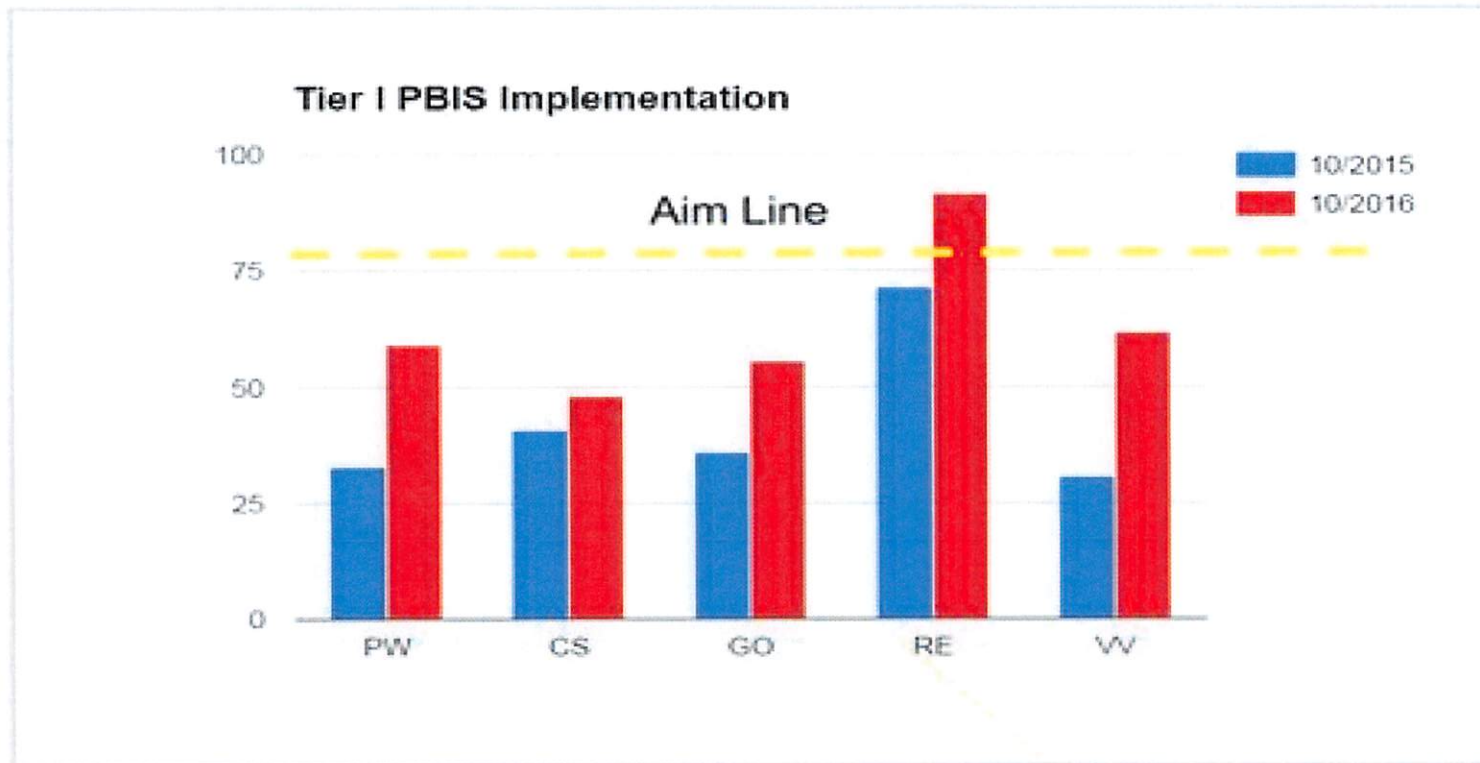
Impact:

Elementary data shows marked reduction in problem behavior (See attached graph).

Focus Moving Forward

- Develop 40-hour training for behavior aide (in process), and train targeted staff in spring.
- Capacity building at sites:
 - Training on *Functions of Behavior* (teachers and at some site aides)
 - *Top 8 De-escalation Behavioral Strategies* training at Elementary Leadership Team

PBIS Behaviorist Implementation



This represents the implementation of Tier I Universal Supports which include school wide descriptions and implementation of appropriate behavior in all areas of the school. This is a self reported observation based on a PBIS rubric 3x annually which is then corroborated by the PBIS Behaviorist. All sites are nearing the 80% “aim line” which is considered the level of fidelity necessary to move to the development/refinement of Tier II behavioral supports at the site.

Note: Rocklin Elementary has surpassed this aim line and has also met the 80% threshold for Tier II.

Special Education Behaviorist

Impact:

In-house district behaviorist has replaced multiple contracted behaviorists. Having a district-wide behaviorist has allowed for an expanded role of the behaviorist and stronger program support. There has been an increase in consistency of service provision across programs for students with disabilities in ED and STP programs.

Focus Moving Forward

- Developing 40-hour training for behavior aide (in process), train targeted staff in spring.
- Redefining roles of site psychologist and district behaviorist .

Mental Health Specialist

Impact:

Identified targeted training areas necessary to address capacity building for suicide prevention programs, needs assessment training, and mental health awareness.

Focus Moving Forward:

- Improving programs/protocols at sites: Mental Health First Aid training, suicide prevention programs and training, risk assessment training. District wide trainings, programs and protocols to increase site capacity around mental health. Helping to shift the reliance on school psychologists.
- Using progressive mental health system models to inform our processes.

Special Education Teacher on Special Assignment

Impact:

Trainings for sites are supporting district implementation to address curricular needs for Tier III Interventions, as well as addressing emerging site needs.

Forward Focus

Coaching for staffs, support for administrators about best practices to use in the feedback process after walk-throughs, continued response to the training needs of sites, implementation of Reading Mastery and Language Live! (reading programs) with fidelity; IEP goal auditing work.

Inclusion Specialist

Impact:

Supported transition of new Inclusion teacher at SR and programming for fully included students at BR and AC. Ensured best practices for inclusion students at PW.

Focus Moving Forward:

- Partnering with other district and county specialists to bring in house capacity for assessments and service provision with assistive technology alternative augmentative communication
- Defining the model of support for students with moderate/severe disabilities included in the general education classroom for more than 50% of their day
 - Student close to grade level where behavior is the primary difficulty
 - Students significantly below grade level where academics and/or behavior
 - Students with physical or medical and may be combined with medical disability.

Least Restrictive Environment Metric Development Work

How do we measure Least Restrictive Environment?

Indicator 5 of the State Annual Performance Review

Least Restrictive Environment: the average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:

- a. Inside of the regular class 80% or more of the day
- b. Inside regular class less than 40% of the day
- c. In separate schools, residential facilities, or homebound/hospital placements

This information is located on each student's IEP. Aggregated across students to determine whether the target is met.

Baseline LRE Data-RUSD

For the 2014-2015 Year RUSD Met All LRE Targets

Total Number of Students receiving Special Education (Age 6-22) = 1201

- A. Students with greater than 80% of their day in gen ed setting = 727
60.5% compared to Statewide Target of 49.2%
- B. Students with less than 40% of their day in general ed setting = 192
16.0% compared to statewide target of 24.6%
- C. Students in Separate Schools = 27
2.2% compared to statewide target of 4.4%

Comparison from 2013-14 data indicates an increase of 2.6% in A, 1.4% in B and .03% in C.

Comparison LRE Data- District Carlsbad

For the 2014-2015 Year Met All LRE Targets

Total No. of Students receiving Special Education (Age 6-22) = 1090

- A. Students with greater than 80% of their day in gen ed setting = 718
65.9% compared to Statewide Target of 49.2%
- B. Students with less than 40% of their day in general ed setting = 137
12.6% compared to statewide target of 24.6%
- C. Students in Separate Schools = 24
2.2% compared to statewide target of 2.2%

Goal Audit

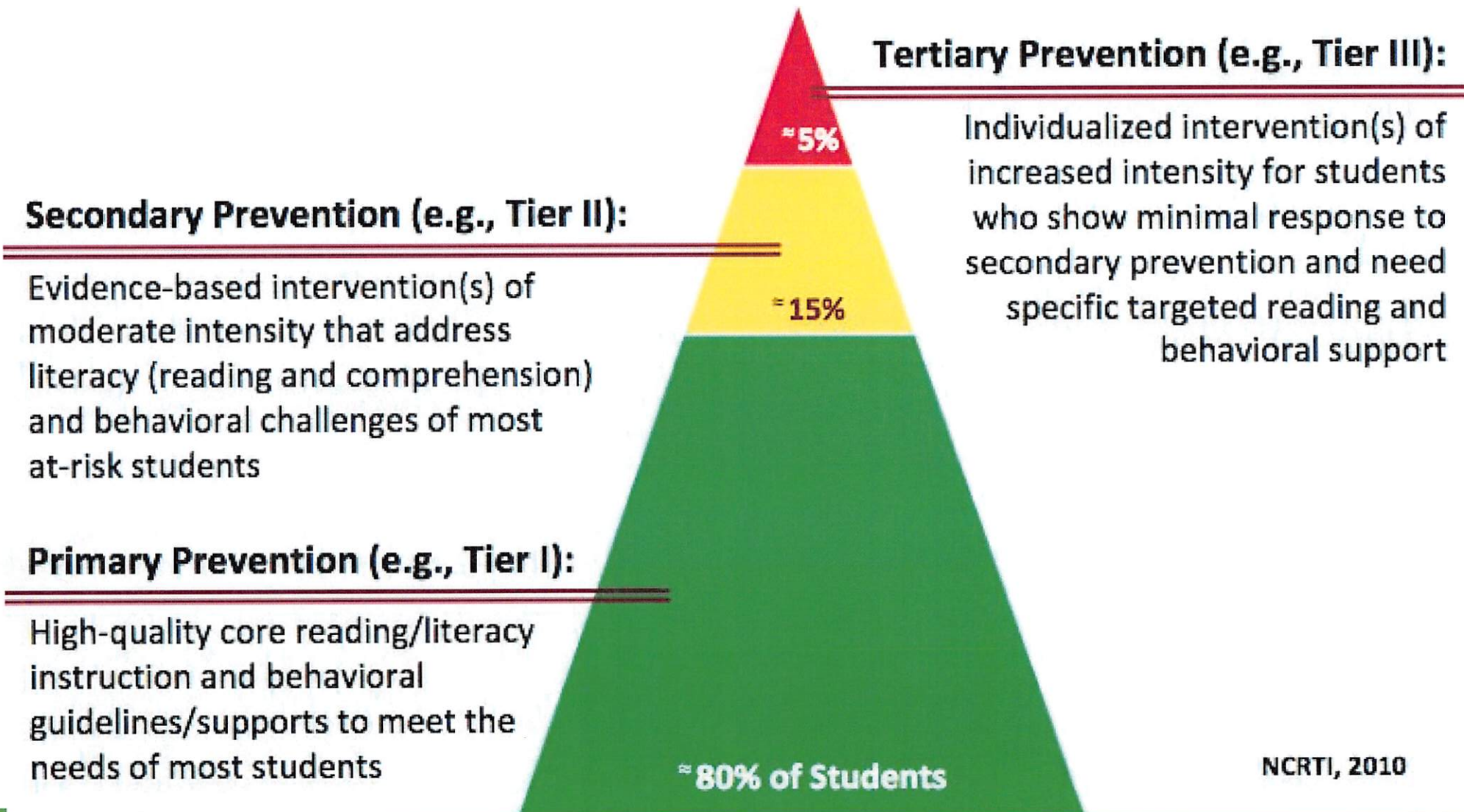
Purpose

The purpose of the goal audit is to provide an opportunity for teacher and support staff to address the following regarding the progress of students with disabilities (SWD):

- *Are students meeting their IEP goals?*
- *Are goals measurable?*
- *Are goals appropriate to address standards or other needs of the student?*

A group of representative special education staff will meet in January to begin developing the evaluation rubric. This group will pull a sample of IEPs and evaluate goal quality and student outcomes.

Multi-Tiered System of Support (MTSS) and the Context for Special Education Students



MTSS and Learning Centers (LC)

The goal of developing elementary and secondary models of Learning Centers as part of the MTSS System of Support are to:

- Provide a classroom or set of classrooms where a diverse group of educators provides varied levels of intervention and support to students, based on data informed decisions about student progress, and researched based interventions.
- While students with IEPs must be served by Special Education staff, where there is room/groups, general education students may also be served. Likewise, if students with an IEP can benefit from a specific service, they too, can be served.
- Learning Centers are an inclusive approach to providing students with disabilities direct instructional or behavioral services and interventions, with built in monitoring of students' responses to these interventions and progress on a regular intervals.

Refining Components of Learning Center Pilots

- **Purpose:**
 - What is the purpose of each site's program options?
- **Placement decision-making:**
 - How are students placed in our LC vs. other options?
 - What data is used for placement entry/exit, student intervention needs and program success?
- **Staffing/Collaboration:**
 - Who are the staffs in our LCs?
 - How do staffs collaborate about students (e.g. general ed/other special education)?
- **Focus areas:**
 - What instructional models are we using: remediation, study skills assistance; homework/tutoring assistance; pre-teaching re-teaching, etc. ?

Site Learning Center Development

Whitney High School

Refining co-teaching model and provision of scaffolded instruction, as well as how to provide pre-teaching or reteaching for students. Exploring models for collaboration and use of data for placement and progress monitoring.

Springview Middle School

Exploring co-teaching and curriculum to support students' literacy and mathematics needs and use of data for progress monitoring.

Rocklin and Twin Oaks Elementary Schools

Defining, with MTSS district committees, criteria for entry/exit of Tier II and Tier III interventions, staffing and research based interventions.

Get In Front Meetings

Purpose:

Enhance site administration of special education programs by convening Program Specialists, District Office, and Site Administrators to provide:

- instructional oversight through classroom walk-throughs,
- discussion about issues facing sites,
- opportunities for job embedded training and learning
- action through short time-bound plans

Fourteen meetings have been held between October 2016 - December 2016 for Round 1 of these meetings. Following these, there will be a chance for feedback from participants to tweak the format of these meetings for Round 2 which will take place beginning in January.

Examples of Impact of *Get In Front* Meetings

Victory/RICA

Director Flowers, Program Specialist Gilmore, Principals Hauptman and Hutton.

Actions: Plan to meet to clearly define classroom procedures & supports, instructional coaching in Resource program, professional development identified for Non violent Crisis Intervention and support through Bridges Intervention materials and training.

Antelope Elementary

Director Huffines, Program Specialist Davis, TOSA Boettinger, Principal Arcuri

Actions: Identified behavior support for targeted students, developed plan for reading intervention support for RSP program, and communication protocol developed between general ed and SDC teachers.

Breen Elementary

Deputy Pon, Program Specialist Royer, Principal Thibideau, Inclusion Specialist Freeman

Actions: Scheduled additional support with Inclusion Teacher, identified coaching for RSP on Reading Mastery curriculum, will look into other multi-sensory programs writing programs and possible training offered by Sacramento State.

Articulation Meetings

Purpose:

Led by program specialists, these monthly site level meetings provide updates on procedures/processes, professional development, and district updates. Equally time is given to discussions about upcoming IEP meetings and other legal issues surrounding special education.

Examples of meeting items:

- What do we implement if a parent does not sign an IEP
- SEIS training and updates
- Understanding new referral forms
- Designing effective socio-emotional behavioral goals

Policy and Procedures

Parent Work

- Parent review of Special Education Manual, October, 2016.
 - Review of Eligibility Criteria and Parent Handbook
- Next Parent Manual Work Day: March 15th, 2017 will be facilitated by Mel Patterson and Tammy Forrest
 - Note: Partial posting of updated SPED Manual components will be in January
- Review of Transportation Manual, Determination of Need for 1:1 Support

Staff Work

- District Leadership Team (DLT) Meeting January, 2017
 - Principals and district leaders to provide feedback to manual
 - Transportation, Determination of Need for 1:1, other TBD.

Professional Development Targeting Special Educators 2016-2017

Curricula (See Addendum)

Behavior - Non-Violent Crisis Intervention (NCI):

2- 2 day trainings this year to date:

- September 8th/9th: 22 staff trained
 - 3 teachers, 1 psych, 18 classified
- November 2nd/3rd: 30 staff trained
 - 9 teachers, 4 admin, 1 psych, 15 classified, 1 SLP

TOTAL: 52 NCI trained staff this year

Communication/Parent Outreach

- Parent Review of Special Education Manual
 - Review of Eligibility and Parent Handbook
- Parent Forums - November 2nd - Expert Panel Discussion
 - 5 panel members
 - 24 parents attended
 - Panel responded to 48 parent questions
- Community Advisory Committee (CAC) meeting scheduled for RUSD - March 2017
 - Topic: Post-Secondary Transition

Next Steps for Special Education

New

- Implement process/protocols for progress monitoring of IEP goals.
- Compare LRE 2014-15 to 2015-16 data. Determine trends for amount of time Students with Disabilities receive instruction apart from nondisabled peers.
- Behavior aide positions created, and hiring/training to follow.

Ongoing

- Report progress on metrics.
- Continue vetting manual by parent workgroup and staff.
- Training to support the use of disaggregated EDAMS and MAP data to inform instruction.
- Train K-12 on expectations of mainstreaming.
- Development of End of Year Survey.

Addendum A: Executive Summary:
Referral, Consultation & Services - Special Education Positions

The following data reflect the services, consultations and responses supporting teacher and student needs.

PBIS Behaviorist:

Highlights from Data Summary

- Pro-Social Skills Training for Instructional Aides (20) & Pro-Social Skills Make-up Training for Instructional Aides (10)
- 2 aides from every elementary site trained
- Active Supervision Training for Supervision Aides (76)

| Trainings | Attendees | Outcome |
|---|--------------------------------|--|
| Love & Logic Session 1 | Parents (14 completed program) | Survey Results |
| Active Supervision | Supervision Aides (76) | Survey Results |
| Active Supervision - Modeling | VVES - supervision aides (4) | |
| PBIS in the Library | District-wide Librarians (15) | |
| PBIS on the Bus - Intro | District Transportation (30) | Survey Results |
| PBIS on the Bus - Development | District Transportation (30) | |
| Functions of Bx - VV | Teachers (20) | |
| SWIS Booster Training | PBIS Data Teams (3) | |
| De-escalating & Avoiding Problem Behavior | SLT (10) | |
| Pro-Social Skills Training | Instructional Aides (20) | 2 aides from every elementary site trained |
| Pro-Social Skills - Make-up Training | Instructional Aides (10) | |

| | | |
|---|---|----------------------------------|
| PBIS in the Classroom | BTSA (40?) | |
| Functions of Bx - SE | Teachers | |
| Functions of Bx - TO | Teachers | |
| De-escalating & Avoiding Problem Behavior | SR, BR Teachers, IA's | |
| Referrals | | Result |
| TyLo_5_TO | | IEP/FBA |
| AlSu_K_RE | | IEP/PBIP |
| AiFo_3_AC | | PBIP |
| JaAr_1_TO | | PBIP |
| ChAd_3_CS | | PBIP |
| JaBa_8_GO | | Update IEP/Data Analysis |
| TyWe_HS_RH | Team meeting 11/14 (3 hrs), 11/15 (1.5 hrs) | PBIP Training |
| LoJi_9_PLC | 11/15 (4 hrs) | Aide Assessment PBIP Training |
| LiMc_T_VV | 11/1- (1.5 hrs) | Recommendations |
| KaKo_K_VV | 11/1- (1.5 hrs) | Recommendations |
| Consults/Direct Services | | |
| BrPa_T_VVES | | |
| SiTo_S_VVES | | |
| SE SH Program | 4 hrs consult monthly BIS | 11/16 2.5 hrs |

| ProSocial Skills Coaching | | |
|---------------------------|----------|--------------------|
| TO | Coaching | 11/10 Demo .75 hrs |
| RE | Coaching | |
| BR | Coaching | |
| VV | Coaching | |

Special Ed Behavior Specialist:

Highlights from Data Summary

- Support of behavior services written into IEPs by assisting with the implementation of Behavior Intervention Plans (BIP) in the Structured Teaching Program at Granite Oaks (390 minutes monthly) and by consulting with teachers, classroom staff, school psychologists for collaboration, modeling. Provision of “on the spot” recommendations to support student behavior.
- Developed behavior plans (BIPs) and follow-up to support implementation and maintain integrity. Adjusted strategy plans as needed at WHS for 13 students (780 minutes monthly). Met with teachers and school psychologists to collaborate on BIPs and Functional Behavior Assessments.(FBAs) and refine strategies.

| Service | Site(s) | # Students | Frequency | Comment |
|---|-------------------------|------------|---------------------|--|
| Support behavior services written into IEP. Assist implementing Behavior Intervention Plans (BIP). | GO | 6 | 390 minutes monthly | Teachers, classroom staff, school psychologists for collaboration, modeling, provide “on the spot” recommendations, and conduct behavior observations. |
| Develop behavior plans, follow-up, and maintain integrity. Adjust strategy plans as needed. | WHS | 13 | 780 minutes monthly | Meet with teachers and school psychologists to collaborate on BIPs and FBAs and provide strategies. |
| Document review, data analysis and graphing. | District Wide - schools | 3 schools | 60 minutes a month | |

| | | | | |
|---|--|---|--------------------------------|--|
| | that are participating in pro-social groups TO, RE, Breen. | | | |
| Collaborate with and support school psychologists regarding BIP | District Wide: schools and district office | | Approx 1,000 minutes per month | Consult w/ staff members of schools, district. |
| Conduct fidelity checks on treatment programs | | | | |
| Support for ED/Autism programs | GOMS | | | |
| Attend "Get in Front" Meetings | Sierra Elementary, | | | Classroom observations/walkthrough, discuss successes and concerns, and create "mini action plan". |
| Program Development and Articulation site meetings | WHS, GOMS and SE | 5 | 5 hours per month | Meetings to support the development of programs and meetings to provide communication from district to school sites. |
| Trainings Attended | NCI-Instructor Certification Training | | 40 hours | Gain certification to train staff in providing appropriate and effective services to students. |

Mental Health Specialist:

Highlights from Data Summary:

- Program Development and Articulation site meetings at WHS, GOMS and SE 5 hours per month. Meetings have supported the consistency in the development of programs across sites and the district and have provided communication between district office and IEPs.
- Individual Counseling Services at WHS for delivered to 13 students (780 minutes monthly), Meetings conducted with students individually outside of the classroom to work on goals stated on the IEP.

| Service | Site | # Students | Frequency | Comment |
|---|--|------------|---|--|
| IEP Individual Counseling Services | GO | 6 | 390 minutes monthly | Meets with students individually outside of the classroom to work on goals stated on the IEP. |
| IEP Individual Counseling Services | WHS | 13 | 780 minutes monthly | Meets with students individually outside of the classroom to work on goals stated on the IEP. |
| Training | District Wide - schools that are participating in pro-social groups TO, RE, Breen. | 3 schools | 60 minutes a month | Assists with pro-social trainings |
| Consult - general with school staff, district staff, parents and outside service providers. | District Wide: schools and district office | | Approx 1,000 minutes per month | Consult w/ staff members of schools, district, family, and outside service providers. |
| Referrals to outside services | District Wide | 1 | As requested, this year one referral for FRCC and WRAP Services. 10 hours so far this year. | Complete referral packet while working closely with family and outside resources. Attend FRCC meeting with family. Complete WRAP services referral, continue to be informed on progress of referral and work of WRAP services with family. |
| Trainings Attended | Pro-social skills training And Pro-social skills training refresher, Mental Health First Aid | | 70 hours so far this year. | Gain information to support staff in providing services to students. |
| Mental Health | TO | 2 | Services as requested, | Provide Mental Health assessment to |

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|--|-------------------|---|---------------------------|--|
| assessments | | | 20 hours so far this year | gather and provide information that may assist student in gaining services. |
| Program Development and Articulation site meetings | WHS, GOMES and SE | 5 | 5 hours per month | Meetings to support the development of programs and meetings to provide communication from district to school sites. |

Special Education TOSA:

Highlights of Data: TOSA work has impacted elementary and secondary RSP and SDC teachers implementing reading and mathematics intervention curricula as well as curricula targeting students in the STP programs. Additionally, the TOSA has supported trainings for paraprofessionals in these areas. This affects students being served in all elementary, middle and high schools. The TOSA also spends time with the ELA pilot teachers supporting their work as the district examines re-teach and intervention components of the new adoption materials. Finally, she is working on UDL trainings that will be embedded in the ELA materials roll out.

Special Education Staff Reading and Math

- 8/23/16 Reading Mastery Curriculum – 16 Certificated; 14 Classified
- 9/7/16 Bridges Intervention – 7 Certificated
- 9/9/16 Language Live! – 4 Certificated; 2 Classified
- 9/14/16 Big Ideas – 5 Certificated; 3 Classified
- 9/28/16 Unique – 6 Certificated; 2 Support Staff
- 10/10/16 Bridges Intervention IA – 25 Classified
- 10/10/16 Reading Mastery IA – 15 Classified
- 11/17/16 Bridges Strategies IA in Gen Ed and Sp Ed – 23 Classified

*This does not include the special education teachers that have participated in the ELA pilot training and Gen Ed Bridges trainings that includes special ed teachers.

| Teacher Support Services | Site | # Students | Frequency | Comment |
|--------------------------|-------------------|------------|---------------------|---|
| IEP Goal Writing | 7 different sites | 15 | 360 minutes monthly | Meets with teachers to guide in writing |

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|--|---|--------------------------|----------------------------|--|
| | | | | appropriate grade-level goals for students |
| Coaching | 6 different sites | 6 teachers | 240 minutes weekly | Meet with new and veteran teachers to guide teaching practices in differentiation and scaffolding strategies. |
| Trainings | All Schools | See above | 60 hours so far this year | Delivered trainings for new curriculum and organized trainings from companies for new curriculum |
| Consult - general and special education teachers | 3 different sites | 6 teachers | 240 minutes monthly | Consult w/ staff members (General and Special) in modifying and accommodating curriculum to meet the needs of students |
| Observations | 8 different sites | 4 students 5 teachers | 120 minutes monthly | Observation of students within a general education setting to assist teacher in implementing strategies that meet the needs of the students; also observation of teaching to guide lesson structure. |
| Trainings Attended | PCOE Coaching, CASSPP, ACA Cohort, Dyslexia, PCOE Goal Writing | | 90 hours so far this year. | Gain information to support staff in providing services to students. |
| Program Development and Articulation site meetings | RC, RU, CS, SVMS, RHS, VHS/RICA | 7 | 7 hours per month | Meetings to support the development of programs and meetings to provide communication from district to school sites. |

Inclusion Specialist:

Data Highlights:

- Ongoing consult - Inclusion at PW, 240 min Monthly. Consult w/GE teachers for curriculum adaptation/modification
- Ongoing consult - Inclusion @ BR, 240 min Monthly. Consult w/GE teacher for curriculum adaptation/modification

| Service | Site | # Students | Frequency | Comment |
|--------------------------------|------|------------|---------------------------------------|---|
| Consult - Inclusion GE | PW | 3 | As requested by SDC, GE (Psych) or DO | Consult and assist SDC teacher with coordination & scheduling GE |
| Consult - Inclusion per IEP | PW | 1 | 240 min Monthly | Consult w/GE teachers for curriculum adaptation/modification |
| Consult - Inclusion per IEP | SR | 1 | 240 min Monthly | Consult w/GE teacher for curriculum adaptation/modification |
| Consult - Inclusion per IEP | BR | 1 | 240 min Monthly | Consult w/GE teacher for curriculum adaptation/modification |
| Consult - Inclusion GE | PW | 2 | As requested by SDC teacher | Consult re: GE curriculum adaptation |
| Consult - Inclusion GE | AC | 2 | As requested | Consult. Aide training on BIP for 1 student. Prep visuals to support. |
| Direct Service - SAI | SR | 1 | 180 minutes weekly | Direct Instruction |
| Consult - OI | BR | 1 | Service provided by PCOE | Consult with SDC, PCOE |
| Consult - OI + Inclusion in GE | SR | 1 | TBD Pending IEP | Consult with GE, PCOE. O.I. Services to added for adaptations to access GE curriculum |
| Consult - OI | PW | 1 | TBD Pending AP | Consult with SDC teacher for OI Services to be added for access to curriculum. |
| Consult - Inclusion GE | VV | 2 | TBD | Referral from School Psychologist. Obs./consult with SDC & GE teachers |
| | 5 | 16 | | |

PENDING BOARD AGENDA ITEMS

July 2016

| Agenda Item | Administrator | Board Meeting |
|---|--|----------------------|
| Williams Uniform Complaints, Quarterly Report <i>(Consent)</i> | Ed Services | July |
| Resolution Delegating Barbara Patterson as Representative and Roger Stock as Alternate Representative to Joint Powers Board for SIG <i>(Consent)</i> | Business & Operations | July |
| Non-Public School and Agency Master Contracts for the Upcoming School Year | Ed Services | July |
| Resolution Adopting Declaration of Need for Fully Qualified Educators <i>(Consent)</i> | Human Resources | July |
| BP 9270 - Conflict of Interest, Biannual Review – (Every Other Year, Action) | Business & Operations | July 2016 |
| Tax Report for CFD No. 1 and No. 2, Yearly Adoption | Business & Operations | July/August |
| Information and Related Actuarial Reports on Workers' Compensation Claims & Health/Welfare Benefits for Retired Employees After 65 | Business & Operations | August |
| Discussion on Option to Nominate Representative to Placer County School Boards Association, Executive Committee <i>(Action)</i> | Superintendent | August |
| Resolution Approving Listed Teachers to Teach Specified Courses Outside their Credential Authorizations in Departmentalized Setting (per Ed Code Sections 44258.3, 44263 and 44256(b)) | Human Resources | August/September |
| Unaudited Actuals, Approve District Certification | Business & Operations | August/September |
| Resolution Establishing Appropriation Limitation (GANN) <i>(Action)</i> | Business & Operations | August/September |
| WestEd Special Education Report and Implementation Update <i>(Information)</i> | Ed Services/Dir Special Ed & Support Programs | September |
| ESY Summer School Report – <i>(Information)</i> | Ed Services/Staff | September |
| School Opening/Readiness Report – <i>(Information)</i> | Ed Services/Staff | September |
| Summer Civic Program Update – <i>(Information)</i> | Chief of Communications | September |
| Hold Public Hearing and Approve Resolution Affirming Sufficient Textbooks and Instructional Materials <i>(post Notice of Public Hearing 10 days in advance; required by the 8th week of the start of school)</i> <i>(Action)</i> | Ed Services | September/October |
| RUSD Employee Years of Service Recognition | Human Resources | September/October |
| Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i> | Ed Services | October |
| Nomination for County Committee Representative <i>(Action every 4 years, last assignment 2015, next due 2019)</i> | Superintendent | October |

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|--|---|-----------------------------------|
| Strategic Plan Quarter 1 Update – <i>(Information)</i> | Strategic Planning | October/November |
| Set Date for Annual School Board Organizational Meeting <i>(Action)</i> | Superintendent | November |
| First Interim Report <i>(Action)</i> | Business & Operations | December |
| Organizational Board Meeting/Special Presentation to Board President <i>(Action)</i> | Superintendent | December |
| Single Plan for Student Achievement <i>(previously known as School Improvement Plan)</i> <i>(Consent)</i> | Ed Services | December |
| WestEd Special Education Report and Implementation Update <i>(Information)</i> | Ed Services/Dir Special Ed & Support Programs | December |
| Audit Report <i>(Action)</i> | Business & Operations | January |
| Schedule Goal Setting Workshop | Superintendent/Staff | January |
| Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i> | Ed Services | January |
| Strategic Plan Annual Update – <i>(Information)</i> | Strategic Planning | January |
| Budget Assumptions & Priorities | Business & Operations | February |
| WestEd Special Education Report and Implementation Update <i>(Information)</i> | Ed Services/Dir Special Ed & Support Programs | February |
| Identify Teachers for Non-Reelection; Prepare Letters of Notification <i>(March 1st Mtg – Closed Session)</i> | Human Resources | February |
| Resolution Authorizing the Release of Temporary Certificated Employees Pursuant to Ed Code 44954 <i>(Consent)</i> | Human Resources | March <i>(1st Mtg)</i> |
| Present Draft School Year Calendar <i>(two years out - Consent)</i> | Human Resources | March <i>(1st Mtg)</i> |
| Annual Board Action Regarding Distribution of Non-Reelection Letters | Human Resources | March <i>(1st Mtg)</i> |
| Finalize District's Proposal and Prepare for Sunshining Process | Human Resources | March <i>(1st Mtg)</i> |
| Notify the Board in writing by April 1; complete Performance Evaluation for the Superintendent, per contract schedule | Superintendent/Board | March |
| Annual Resolution Authorizing the Release of Free/Reduced Lunch Information for CAASPP Testing <i>(consent)</i> | Ed Services | March |
| Certification of Temporary Athletic Team Coaches <i>(consent)</i> | Human Resources | March |
| Special Education Update | Ed Services | March |
| Strategic Plan Quarter 2 Update <i>(Information)</i> | Strategic Planning | March |
| Vote for CSBA Delegate Assembly Representative(s) for Region 4D <i>(Action)</i> | Superintendent | March |

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|---|---|-----------------------------|
| School Year Calendar <i>(two years out - Consent)</i> | Human Resources | March (2 nd Mtg) |
| Budget Update/Information | Business & Operations | March/April |
| Sierra College Report (Rocklin Graduates) | Ed Services | March/April |
| School Safety Plans <i>(Consent)</i> | Ed Services/Coord St & Fed Programs | March/April |
| Annual Personnel Update – Renewal of Contracts for Site Administrators <i>(Closed Session)</i> | Ed Services | April |
| Williams Uniform Complaints Quarterly Report <i>(Consent)</i> | Ed Services | April |
| Spelling Bee Winner(s) <i>(Recognition)</i> | Ed Services | April |
| Annual Review of Master Plan/Nexus Study <i>(Bi-annual—even numbered years)</i> | Facilities | April/May |
| Developer Fee Update <i>(Bi-annual-even numbered years)</i> | Facilities | April/May |
| Summer School Principals Approval Contingent on State Funding <i>(include on Certificated Personnel Report) (Consent)</i> | Ed Services | April/May |
| Second Interim Report/Approval <i>(Action)</i> | Business & Operations | May |
| Strategic Plan Quarter 3 Update <i>(Information)</i> | Strategic Planning | May |
| *Facilities-Use Policy/Practice and Schedule of Fees | Facilities | May |
| Present Tentative Budget and Budget Priorities | Business & Operations | May |
| Classified Layoff <i>(if necessary)</i> | Human Resources | May |
| Final Board Action Regarding Administrative Reassignments or First Year Prob/Temp Teachers | Human Resources | May |
| Approve Resolution for Interfund Transfers of Special or Restricted Fund Monies | Business & Operations | May |
| WestEd Special Education Report and Implementation Update <i>(Information)</i> | Ed Services/Dir Special Ed & Support Programs | May |
| AFJROTC Color Guard Special Recognition (Student Representative Unit & Cadet Commander) | Superintendent/Staff | May (2 nd Mtg) |
| Student Board Member Recognition | Superintendent | May (2 nd Mtg) |
| BP/AR 5116.1 – Intradistrict Open Enrollment review as required by Ed Code 35160.5 <i>(must be completed by July 1)</i> | Ed Services | May/June |
| CIF Representatives for Upcoming School Year <i>(Consent)</i> | Ed Services | May/June |

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|--|-----------------------|------------------------------------|
| LCAP Approval/Hold Public Hearing <i>(Action)</i> | Ed Services | May/June |
| Board Meeting Dates for Upcoming School Year <i>(Consent)</i> | Superintendent | June (<i>1st Mtg</i>) |
| Resolution Authorizing End-of-Year Budget Transfers <i>(Consent)</i> | Business & Operations | June |
| Resolution Delegating Certain Contracting Powers to the Superintendent or Designee <i>(Consent)</i> | Facilities | June |
| Consolidated Applications (Part 1/Part 2) | Ed Services | June |
| Final Budget Approval/Hold Public Hearing <i>(Action)</i> | Business & Operations | June |
| Authorization to Dispose of Surplus Property | Facilities | June |
| EPA Spending Plan | Business & Operations | June |
| Community Advisory Committee (CAC), Appoint Parent Representative for 2 year Term <i>(every other year, due 2015, Consent)</i> | Ed Services | June |
| Complete Superintendent's Performance Evaluation and Update Contract | Superintendent/Board | June/July |
| Expulsion Hearing Panel for Upcoming School Year <i>(Consent)</i> | Ed Services | June/July |

* Denotes a non-annual/one-time only agenda item.