

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

Todd Lowell, *President*  
Camille Maben, *Vice President*  
Wendy Lang, *Clerk*  
Susan Halldin, *Member*  
Eric Stevens, *Member*



**FEBRUARY 15, 2017**  
**REGULAR MEETING AGENDA — 6:30 P.M.**

- 1.0 **CALL TO ORDER**
- 2.0 **ROLL CALL**
- 3.0 **PLEDGE OF ALLEGIANCE**
- 4.0 **SPECIAL RECOGNITIONS/PRESENTATIONS**
  - 4.1 RUSD Family Partners in Education – (Presenter: Diana Capra)
  - 4.2 Honoring RUSD Employee for Heroic Lifesaving Act – (Presenter: Diana Capra)
- 5.0 **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.
- 6.0 **COMMENTS FROM STUDENT REPRESENTATIVE**
- 7.0 **COMMENTS FROM BOARD AND SUPERINTENDENT**
- 8.0 **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.
  - 8.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.
    - 8.1.1 January 18, 2017
  - 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 RUSD 2018-19 186 DAY DISTRICT DETAILED SCHOOL YEAR CALENDAR** - Request to approve proposed RUSD 2018-19 186 Day District Detailed School Year Calendar. (Colleen Slattery)
- 8.8 **APPROVE AGREEMENT WITH SAN JOSE STATE UNIVERSITY** - Request to approve agreement with San Jose State University. (Colleen Slattery)
- 8.9 **APPROVE LICENSED VOCATIONAL NURSE (LVN)/INSTRUCTIONAL ASSISTANT (IA) JOB DESCRIPTION** - Request to approve proposed Licensed Vocational Nurse/Instructional Assistant job description and Non Represented Salary Schedule, effective February 16, 2017. (Colleen Slattery)
- 8.10 **APPROVE BEHAVIOR INSTRUCTIONAL ASSISTANT JOB DESCRIPTION** - Request to approve proposed Behavior Instructional Assistant job description and addition of position to the California School Employees Association (CSEA) Salary Schedule, effective February 16, 2017. (Colleen Slattery)
- 8.11 **APPROVE WILL SERVE LETTER, FOR WHITNEY RANCH PHASE II, C UNIT 41 ABC, PLANNED DEVELOPMENT HOMES** - Request to approve Will Serve Letter for Whitney Ranch Phase II, C Unit 41 ABC, 186 planned development homes. (Craig Rouse)
- 8.12 **REJECT CLAIM NO. R17-01** - Request to reject claim number R17-01. (Barbara Patterson)
- 8.13 **APPROVAL OF BUDGET REVISIONS** - Request to approve budget revisions. (Barbara Patterson)
- 8.14 **APPROVE CONTRACT WITH CAPITOL PUBLIC FINANCE GROUP (CAPITOL PFG)** - Request to approve contract with Capitol Public Finance Group. (Barbara Patterson)
- 8.15 **APPROVE RESOLUTION NO. 16-17-07 FOR PURCHASE OF SCHOOL BUS** - Request to approve Resolution 16-17-07. (Barbara Patterson)
- 8.16 **APPROVE CONTRACT WITH TOTAL COMPENSATION SYSTEMS, INC. (TCS) FOR ACTUARIAL STUDY** - Request to approve contract with Total Compensation Systems, Inc. for Actuarial Study. (Barbara Patterson)
- 8.17 **OVERNIGHT FIELD TRIP(S)** – Request to approve the following overnight field trip. (Kathy Pon)
- 8.17.1 Whitney High School Journalism Students, to participate in the National High School Journalism Convention, at the Washington State Convention Center in Seattle, WA, (April 5 – April 9, 2017).
- 8.18 **APPROVE BOARD POLICIES (BP), ADMINISTRATIVE REGULATIONS (AR), EXHIBITS (E) AND BOARD BYLAWS (BB)** - Request to approve revisions to the following Board Policies and Administrative Regulations. (Colleen Slattery)
- 8.18.1 BP 4119.11 Sexual Harassment – (Revised)
- 8.18.2 BP 4219.11 Sexual Harassment – (Revised)
- 8.18.3 BP 4319.11 Sexual Harassment – (Revised)
- 8.18.4 AR 4119.11 Sexual Harassment – (Revised)
- 8.18.5 AR 4219.11 Sexual Harassment – (Revised)
- 8.18.6 AR 4319.11 Sexual Harassment – (Revised)
- 8.18.7 BP 4030 Nondiscrimination in Employment – (Revised)
- 8.18.8 AR 4030 Nondiscrimination in Employment – (Revised)



- 8.19 **APPROVE BOARD POLICIES (BP), ADMINISTRATIVE REGULATIONS (AR), EXHIBITS (E) AND BOARD BYLAWS (BB)** – Request to approve revisions to the following Board Policies, Administrative Regulation, Exhibits and Board Bylaws. (Roger Stock)
  - 8.19.1 BB 9323 Meeting Conduct (Revised)
- 9.0 **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.
  - 9.1 **REVIEW RESULTS OF PARENT FORUMS AND STAFF SURVEY IN CONSIDERATION OF LATER START TIME** – (Kathy Pon)
  - 9.2 **APPROVE BOARD POLICIES (BP), ADMINISTRATIVE REGULATIONS (AR), EXHIBITS (E) AND BOARD BYLAWS (BB)** – Request to approve new Board Policy. (Barbara Patterson)
    - 9.2.1 BP 3470 Debt Issuance and Management (New)
- 10.0 **INFORMATION AND REPORTS**
  - 10.1 **2017 – 2022 STRATEGIC PLAN UPDATE** – (Roger Stock)
- 11.0 **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.
- 12.0 **CLOSED SESSION** – The Board will adjourn to closed session regarding the following matters.
  - 12.1 *Conference with Legal Counsel – Anticipated and Existing Litigation* as authorized by Government Code section 54956.9
  - 12.2 *Conference with Legal Counsel – Existing Litigation* as authorized by Government Code section 54956.9 (OAH Case No. 2016120548)
  - 12.3 *Public employee discipline/dismissal/release pursuant* to Government Code section 54957
  - 12.4 *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
- 13.0 **RECONVENE TO OPEN SESSION**
- 14.0 **REPORT OF ACTION TAKEN IN CLOSED SESSION**
- 15.0 **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: MARCH 1, 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:**

February 10, 2017

**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 10th day of February 2017 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 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:**

Rock Creek Elementary School's Alcalá family is being honored for the impact they have had on Rock Creek over the past few years. The biggest contribution, among many, is Mom Cristina Alcalá's hard work in starting a thriving science docent program that continues to grow each year. Starting from scratch, Cristina set out to bring her love of science to the students of Rock Creek. Currently in year 4 of the science program, any observer can walk into the science room and see students actively engaged in experiments and activities centered on the love of science which is operated by a vast amount of parent volunteers. Over the past four years, Cristina has not only recruited and trained parent volunteers, but also set out to secure funding for the supplies. She did this by working closely with the former principal and applying for (and receiving) local grants. This is in addition to building the curriculum and writing many of the lessons that are run on a weekly basis. In addition to her work in founding the Science Docent program, Cristina somehow finds time to assist with the Art Docent program and participates in PTC events, in addition to being an active member on the school's Strategic Planning Team.

Cristina is accompanied by her husband (Jamie Mora) and son Massimo who is a 6<sup>th</sup> grader at Rock Creek. "Massimo follows in the footsteps of his parents in that, while never one to seek attention for the work he does, he has quietly demonstrated the very best of what Rock Creek students have to offer due to his hard work and most importantly his compassion for others," according to Principal Mark Williams. A few quotes from his teachers that symbolize the type of student and person Massimo represents are: 'smart,' 'creative,' and 'kind to his peers.' In addition to Massimo, the Mora family also has a son (Marcus) who is in the Gate Program at Rocklin Elementary.

**Presenter(s):**

Diana Capra, Chief of Communications and Community Engagement  
Mark Williams, Principal, Rock Creek Elementary

**Financial Impact:**

Current year: Donated gifts include passes to Studio Movie Grill, special cake from Nothing Bundt Cake, Dozen cookies from Cookie Connection and Ice Cream certificates to Leatherby's Creamery.  
Future years: N/A  
Funding source: N/A

**Materials/Films:**

None

**Other People Who Might Be Present:**

Cristina Alcalá (Mom), Jaime Mora (Dad), Massimo Mora (6<sup>th</sup> grade son) and Marcus Mora (3<sup>rd</sup> grade son)

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Special Recognition Item Only

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Honoring RUSD Employee for Heroic Lifesaving Act

DEPARTMENT: Office of the Chief of Communications and Community Engagement

---

**Background:**

The safety of all students is a top priority at the Rocklin Unified School District. Instructional Aide/Cafeteria Monitor, Lynne Craft, recently put her safety training into action when she saw a 6<sup>th</sup> grader in distress at lunch on January 30<sup>th</sup> at Breen Elementary School. The Board of Trustees are grateful to each and every one of our dedicated and trained staff members and are honoring Mrs. Craft and Breen Elementary for the precision and cooperation with which the situation was handled.

**Status:**

On January 30<sup>th</sup>, it was a routine day at school during lunchtime until the unthinkable happened. 6<sup>th</sup> grader Michael Conner began to choke on string cheese. He stood up from his lunch table and approached Mrs. Craft, who as with all staff, was proactively prepared for such an incident. The dramatic scene that unfolded next is something that truly makes Mrs. Craft an RUSD hero. Michael had his hand on his throat and shook his head "no" when asked by Mrs. Craft if he could breathe. Mrs. Craft signaled to another monitor to call the office. Mrs. Craft then began to administer the Heimlich maneuver, but to no avail. She administered two blows to his back and still nothing. She then applied the Heimlich again, dislodging the blockage and Michael was able to speak. Michael was walked to the office, where his mother was called and came to the school. She decided to take Michael home because they were both very emotional about what had happened. Principal Chuck Thibideau arranged for a special plaque presentation for Mrs. Craft on Monday, February 13<sup>th</sup>, with staff and students present to honor her selfless and swift actions.

**Presenter(s):**

Diana Capra, Chief of Communications and Community Engagement  
Chuck Thibideau, Principal, Breen Elementary

**Financial Impact:**

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

**Materials/Films:**

Donated gifts include cookies from Cookie Connection and floral arrangement from Abstractions Florist.

**Other People Who Might Be Present:**

-Lynne Craft (Instructional Aide/Cafeteria Monitor), Larry Craft (Husband), Andrew Craft (Son, 11<sup>th</sup> grade at RHS), Steven Craft (Son, college student)  
-Michael Conner Sr. (Dad), Michael Conner (Son, 6<sup>th</sup> grade at Breen)

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Special Recognition Item Only

February 15, 2017

**ROCKLIN UNIFIED SCHOOL DISTRICT**

2615 Sierra Meadows Drive Rocklin, CA 95677

Todd Lowell, *President*  
Camille Maben, *Vice President*  
Wendy Lang, *Clerk*  
Susan Halldin, *Member*  
Eric Stevens, *Member*



**JANUARY 18, 2017  
REGULAR MEETING AGENDA — 6:30 P.M.**

1.0 **CALL TO ORDER** – President Todd Lowell called the meeting of the Rocklin Unified School District Board of Trustees to order at 6:30 P.M., January 18, 2017, in the District Administration Office located at 2615 Sierra Meadows Drive, Rocklin, CA, 95677. A quorum was established.

2.0 **ROLL CALL**

Trustees Present:                    Todd Lowell, *President*  
   Camille Maben, *Vice President*  
   Susan Halldin, *Member*  
   Eric Stevens, *Member*

Trustees Absent:                    Wendy Lang, *Clerk*

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*; 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*; Mike Fury, *Chief Technology Officer*; Diana Capra, *Chief of Communications and Community Engagement*; Wayne Hauptman, *Principal Victory High School*; Shari Anderson, *Principal Valley View Elementary School*; Bill MacDonald, *Principal, Sunset Ranch Elementary 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 Wayne Hauptman, Principal Victory High School, introduced the Ransford family and recognized the family’s strong support of the Victory High School community. Shari Anderson, Principal Valley View Elementary School, introduced the Pelly family and recognized the family’s strong support of the Valley View Elementary School community. Both families have impacted their schools by the 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), shared with Trustees her appreciation of the District in allowing her the chance to participate on the Employee Review Benefits Committee (ERBC) to learn and help support teachers with information regarding employee benefits. Crowe stated that Rocklin Unified is one of the districts that has complete

representation at these meetings strengthening the ability for our District to communicate benefits with teachers and employees.

- 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** – Susan Halldin wished all a Happy New Year and shared that she participated in one of the “Later Start Time Committee” meetings that were held this month to discuss the important option of possible later start time for students. Halldin also congratulated Student Board Representative, Ryan Guinn, on being accepted to the University of Notre Dame. Superintendent Stock thanked the RUSD Maintenance and Grounds crews for their hard work throughout the winter storms during past few weeks in keeping our schools open and safe for students. Stock also shared that February 1 and 2, 2017, the District will begin the process of updating and refreshing the District Strategic Plan.
- 8.0 **ACTION ITEMS - CONSENT CALENDAR**
- 8.1 **APPROVE BOARD MINUTES** – Request to approve Board minutes.  
8.1.1 December 14, 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 2016-17 SINGLE PLANS FOR STUDENT ACHIEVEMENT (SPSA) AND 2015-16 SCHOOL ACCOUNTABILITY REPORT CARDS (SARC) PUBLISHED DURING THE 2015-16 SCHOOL YEAR** – Approve 2016-17 Single Plans for Student Achievement (SPSA) and 2015-16 School Accountability Report Cards (SARC) published during the 2015-16 school year. (Kathy Pon)
- 8.8 **APPROVE QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS** – Approve Quarterly Report on Williams Uniform Complaints for the quarter ending December 31, 2016. (Kathy Pon)
- 8.9 **APPROVE AGREEMENT WITH BRANDMAN UNIVERSITY** – Approve agreement with Brandman University. (Colleen Slattery)
- 8.10 **APPROVE BOARD POLICIES (BP), ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E)** – Request to approve the following Board Policies, Administrative Regulation and Exhibits. (Colleen Slattery)
- |        |          |                                 |
|--------|----------|---------------------------------|
| 8.10.1 | E 4112.9 | Employee Notification (Revised) |
| 8.10.2 | E 4212.9 | Employee Notification (Revised) |
| 8.10.3 | E 4312.9 | Employee Notification (Revised) |
| 8.10.4 | BP 4113  | Assignment (Revised)            |
| 8.10.5 | BP 4151  | Employee Compensation (New)     |

- 8.10.6 BP 4251 Employee Compensation (New)
- 8.10.7 BP 4351 Employee Compensation (New)
- 8.10.8 BP 4157.1 Work-Related Injuries (Deleted)
- 8.10.9 BP 4257.1 Work-Related Injuries (Deleted)
- 8.10.10 BP 4357.1 Work-Related Injuries (Deleted)
- 8.10.11 AR 4157.1 Work-Related Injuries (New)
- 8.10.12 AR 4257.1 Work-Related Injuries (New)
- 8.10.13 AR 4357.1 Work-Related Injuries (New)
- 8.10.14 AR 4217.11 Preretirement Part-Time Employment (Revised)

**8.11 APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) -**  
Request to approve revisions to the following Board Policy and Administrative Regulation.  
(Kathy Pon)

- 8.11.1 BP 3260 Fees and Charges – (Revised)
- 8.11.2 AR 3260 Fees and Charges – (Revised)

**8.12 APPROVE STIPULATED EXPULSION(S) –** Request to approve agreement and stipulated expulsion(s) for Student No. 011817-01 and Student No. 011817-02. (Kathy Pon)

Todd Lowell requested that **Item 8.12 (Stipulated Expulsion)** be removed for separate discussion.

A **MOTION** was made by Camille Maben and seconded by Eric Stevens to approve the remaining Consent Calendar. Motion passed by the following roll call vote: Student Representative– aye, Halldin – aye, Stevens – aye, Maben – aye, Lowell – aye.

Following this A **MOTION** was made by Todd Lowell and seconded by Camille Maben to authorize the Superintendent or Designee to enter into a new Agreement and Stipulation for Expulsion for Student 011817-02 that would provide for a year expulsion and meet all the rehabilitation requirements in the current agreement but would provide an option to suspend the expulsion for the 2<sup>nd</sup> semester providing the pupil submits written evidence from a medical laboratory reflecting drug-free test results each month until December 2017. Motion passed by the following roll call vote: Student Representative– aye, Halldin – aye, Stevens – aye, Maben – aye, Lowell – aye.

**9.0 ACTION ITEMS – REGULAR AGENDA**

**9.1 APPROVE DECLARATION OF OPEN ENROLLMENT AND IMPACTED SCHOOLS FOR 2017 –** Kathy Pon, Deputy Superintendent, Educational Services, shared an update with Trustees on potentially impacted school sites for the 2016-17 and 2017-18 school years. Pon requested Board approval of the Declaration of Open Enrollment at all elementary schools except Sunset Ranch Elementary which is impacted for 2017-18.

Board Comments: Susan Halldin asked for capacity at Twin Oaks Elementary and Rocklin Elementary. Pon responded that “Twin Oaks is currently at 516 students with space for 612 and Rocklin Elementary is currently at 529 students with space 615.” Trustee Maben asked Sunset Ranch Elementary Principal, Bill MacDonald, to provide Trustees with an update on how things are going at Sunset Ranch in regards to an impacted site. MacDonald stated that things are going well thanks to a great staff and student body, and that the Sunset Ranch Elementary has been creative in their use of space to support students at this busy and thriving campus. MacDonald shared that no resident students were redirected in the 2015-16 school year, and he was hopeful for the same outcome in 2016-17, although it is too early to predict exactly what that will look like for next year. Eric Stevens, shared that through his personal contacts in the community, he believes the Sunset Ranch community will be grateful that the Board would be considering keeping Sunset Ranch Elementary an impacted site and closed for Inter/Intradistrict enrollment for 2017.

A **MOTION** was made by Eric Stevens and seconded by Camille Maben to approve the Declaration of Open Enrollment at all elementary schools except Sunset Ranch Elementary which is impacted for 2017-18. Motion passed unanimously.

- 9.2 **APPROVE EXTRA ASSIGNMENT SALARY SCHEDULE** – Barbara Patterson, Deputy Superintendent, Business and Operations, requested Board approval of revised Extra Assignment Salary Schedule, effective January 26, 2017.

A **MOTION** was made by Susan Halldin and seconded by Camille Maben to approve the revised Extra Assignment Salary Schedule, effective January 26, 2017. Motion passed unanimously.

- 9.3 **ACCEPT 2015-16 AUDIT REPORT** – Barbara Patterson, Deputy Superintendent, Business and Operations, introduced auditor Peggy VandeVooren with Gilbert Associates, Inc., who performed the District's annual independent financial audit report. VandeVooren presented an overview of the results of the 2015-16 Audit Report, stating that the audit had no findings or adjustments, and certified the accuracy of the District's financial accounting. Following the audit report update, Patterson requested Board approval of the 2015-16 Audit Report.

Board Comments: Trustees thanked the Business Department Staff and Barbara Patterson, Deputy Superintendent Business and Operations, for their exceptional work, stating that the District is proud and grateful to them for their exemplary work and the outstanding result of "no findings or recommendations."

A **MOTION** was made Susan Halldin and seconded by Camille Maben to approve the 2015-16 Audit Report. Motion passed unanimously.

- 9.4 **APPROVE ELECTRONIC BOARD AGENDA AND PACKET OPTION** – Roger Stock, Superintendent, and Mike Fury, Chief of Technology, presented the Board with an electronic Board agenda and packet option. Stock and Fury stated that going electronic would increase efficiency and transparency, lower costs, streamline processes, and reduce staff time required to prepare Board agenda and packets. Stock requested Board approval of electronic Board agenda and packet option and contract for services with Emerald Data Solutions/BoardDocs.

Board Comments: Susan Halldin asked if users would be able to "tab" directly to pages with notes. Fury responded that the software allows users to make notes on the agenda and allows for tabbing to specific notes. Fury shared that the "search function" would be a tremendous upgrade for users and that the District would start the capability of "search" once the first packet was placed on line electronically. Camille Maben asked if users could log on to BoardDocs and access electronic packets on any device at anytime. Fury stated, "Yes, BoardDocs can be accessed easily 24/7 from any cloud based device and has been designed for easy access." Maben asked how large documents (ie: Audit Report) would be provided to Trustees. Stock stated that staff would continue to provide Trustees with hard copies of any large document attachments that were provided by outside agencies as needed. Maben stated that she would support the electronic Board packet option as long as a "hard copy" of the packet was available as needed. Eric Stevens stated that he sees the trend with many public agencies moving to online agendas and packets and supports the idea for Rocklin Unified going electronic, with particular appreciation for the benefits that a "search mode" would offer staff and public. Stevens asked if the notes/annotations feature would be "text" only (no highlighting). Fury stated "yes, text only is the option available at this time." Todd Lowell stated that he appreciates the option of a hard copy being made available as needed and shared his support of the idea of electronic packets for transparency, efficiency and the search mode benefits the product brings



to staff and the public. Staff shared that if approved, training would begin in the next 6-8 weeks and electronic Board agenda would be implemented in the spring.

A **MOTION** was made by Eric Stevens and seconded by Camille Maben to approve electronic Board agenda and packets and contract with Emerald Data Solutions/BoardDocs. Motion passed unanimously.

- 9.5 **APPROVE NOMINATION FOR COUNTY COMMITTEE** – Superintendent, Roger Stock, requested that the Board discuss possible nomination for representative on the Placer County Committee on School District Organization “County Committee” (Supervisory District 3).

Comments: Susan Halldin asked if it would be in the best interest of Rocklin Unified School District, as the dominate District in Supervisory District 3, to have a representative on the committee. Superintendent Stock stated “yes, it would be beneficial for RUSD to have a representative on the County Committee since Rocklin is such a large part of the District 3.” Stock shared that the nominated representative would typically be required to meet once a year. Susan Halldin, with support from fellow Trustees, volunteered to serve on the County Committee to finish out the term (due to resignation of former Trustee Greg Daley).

A **MOTION** was made by Camille Maben and seconded by Eric Stevens to approve nomination of Susan Halldin for County Committee. Motion passed unanimously.

#### 11.0 **INFORMATION AND REPORTS**

**GOVERNOR’S PROPOSED BUDGET UPDATE** – Barbara Patterson, Deputy Superintendent, Business and Operations, shared with Trustees an update and review of the 2017-18 Governor’s budget proposal. The presentation also showed the impact of the proposed increase in employer rates for CalPERS pension costs that was proposed by the CalPERS Board in the December District budget, along with the overall minimal increases in revenue to the District in the Governor's budget proposal for 2017-18.

Board Comments: Eric Stevens asked if the Governor had shared any proposals for funding of Special Education funding. Patterson responded that the Governor shared he would meet with stakeholders, but nothing firm had been reported on a new plan at this time. Camille Maben asked about employee rate increases for CalSTRS and CalPERS, and how many RUSD employees were in CalPERS. Patterson stated that the current rate of 6%, paid by employees that joined CalPERS after January 1, 2013, could be increased as CalPERS determines their rates annually and estimated that over half of RUSD classified staff were in CalPERS. Todd Lowell stated in light of the Governor’s Proposed Budget Update, most likely the 2nd Interim would look different for the District than the 1<sup>st</sup> interim. Patterson stated “Yes, we will see more changes in the certifications statewide at the 2<sup>nd</sup> interim due to the Governor’s proposed drop in state revenue.” Superintendent Stock stated that due to sound decisions by the Board, and cooperation of labor partners during the recession, Rocklin Unified School District is in a much better financial place than some Districts in the state who did not make the tough decisions needed during recession years.

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

- 12.0 **ADJOURNMENT**– President Lowell adjourned the meeting at 8:05 P.M.

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

## ATTENDANCE SIGN-IN SHEET

Wednesday, January 18, 2017

NAME	AFFILIATION <small>(site name/position, parent, community organization, etc.)</small>	CONTACT INFORMATION <small>(email and/or phone)</small>
Catalyn Wedman	Grandmother of Jordan Ransford	
LAURA PEUYS	VALLEYVIEW E.S.	PEUYS@YAHOO.COM
ALOYSIUS L. PELLY	son of Laura Pelly	aloysius.pelly@rocklinusd.org
Kelly Ransford	mother of Jordan Ransford	Keller1997@aol.com
Wayne Hauptman	principals / VHS	
Shari Anderson	Principal W	VHS
Bob + Carl Ransford	Jordan Ransford	
Terri Olson	leadership Rocklin	
Bill MacDonald	Principal SR	
Shelly Kabe	SR	
Stan Tye	CSEA	
Colleen Crowe	RTPA	RHS
April Wagner	Valley View teacher	awagner@rocklin.k12.ca.us
Rebekah Richards	Rocklin Leadership	

*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**

**LEAVE OF ABSENCE:**

1. Marby Brown, Elementary Teacher, 0.50 FTE Reduced Work Load Leave, effective 7/1/17

**RETIREMENT/RESIGNATION:**

2. Kelly Chambers, Guidance Counselor, Whitney High School, Resignation 2/15/17
3. Ann Borchers, Elementary Teacher, Rock Creek Elementary, Retirement 6/30/17
4. John Erickson, RSP Teacher, Whitney High School, Resignation 6/30/17
5. Karen Rader, VAPA Teacher, Retirement 6/30/17
6. Leah White, Math Teacher, Whitney High School, Resignation 6/30/17
7. Katrina Wong, Elementary Teacher, Valley View Elementary, Retirement 6/30/17
8. Kathleen Zungri, Science Teacher, Spring View Middle School, Retirement 6/30/17
9. Rich Sullivan, Principal on Special Assignment, Resignation 6/30/17
10. Amy Bohren, Assistant Principal, Spring View Middle School, Resignation 6/30/17
11. Wayne Hauptman, Principal, Alternative Education, Resignation 6/30/17
12. Patrick Bunnemeyer, RSP Teacher, Breen Elementary, Resignation 2/28/17
13. Sunny Carder, Elementary Teacher, Resignation 6/8/17

**CHANGE IN 2017-18 ASSIGNMENT:**

14. Sherry Mauser, Teacher, Site to be determined
15. Jill Meshwert, Teacher, Site to be determined

---

**CLASSIFIED PERSONNEL REPORT**

**RESIGNATIONS/RETIREMENT:**

1. Laura Woodward, Special Ed Instructional Aide III, Rocklin High School, Resigned, 1/26/17
2. Jacqueline Cook, Special Ed Instructional Aide II, Antelope Creek, Resigned, 2/6/17
3. Dionne Ching, Instructional Aide, Sunset Ranch Elementary, Resigned, 2/17/17

**NEW HIRES FOR 2016-17:**

4. Amy Mao, Nutrition Services Worker I, Antelope Creek Elementary, 1/9/17
5. Claudia Pereira, Nutrition Services Worker I, Parker Whitney Elementary, 1/9/17
6. Karen Long, Library Aide, Victory High School, 1/9/17
7. Anna Galiyev, Bus Driver, Transportation Department, 1/3/17
8. Cheyenne Amaro, Instructional Aide – P.E., Twin Oaks Elementary, 1/11/17
9. Rowena Laber, Instructional Aide, Sunset Ranch Elementary, 1/12/17
10. Courtney Campbell, Special Ed Instructional Aide II, Valley View Elementary, 1/23/17
11. Ashley London, Special Ed Instructional Aide II, Rock Creek Elementary, 1/26/17
12. Shirlene Roganovic, Special Ed Instructional Aide II, Rock Creek Elementary, 1/24/17
13. Rafael Perez, Payroll Technician II, District Office, 1/24/17

**RECLASSIFICATIONS/CHANGE IN HOURS:**

14. Robin Sparks, Instructional Aide, Antelope Creek Elementary, Increase in hours, 1/9/17
15. Cherie Baser, Special Ed Instructional Aide II, Spring View Middle School, 1/11/17
16. Zachary Dumas, Special Ed Instructional Aide II, Spring View Middle School, 1/10/17
17. Karla Burket, Special Ed Instructional Aide II, Antelope Creek Elementary, 1/16/17

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: \$11,505.12  
Future years: N/A  
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 Board acceptance of donations.

## DONATIONS /February 15, 2017

Date	Donor	Donation	Comment/Purpose	School Site
1/9/2017	Studio Movie Grill	\$2,188.00	donations	District Office
1/9/2017	St. Peter & Paul Church & Oracle	\$2,130.00	Gift cards for homeless & needy families	District Office
1/12/2017	US Bank Employee Matching Program	\$100.00	Employee Matching Program	Antelope Creek
1/30/2017	Lifetouch	\$566.00	Rebate from picture day	Breen
1/12/2017	Lasting Memories Event Photography	\$852.00	Commission from fall Portrait Day	Valley View
1/11/2017	AT&T Employee Giving Program	\$40.00	On behalf of Jennifer Huston	Valley View
1/19/2017	Jennifer Huston	\$40.00	AT&T Employee Giving Program	Valley View
1/27/2017	Parent Falcon Club	\$5,589.12	Purchase of 15 Chromebooks for student use	Granite Oaks
	<b>Total</b>	<b>\$11,505.12</b>		

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve RUSD 2018-19 186 Day District Detailed School Year Calendar

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

---

**Background:**

Each year the Calendar Committee, in conjunction with District Cabinet, reviews the current approved school calendars and makes recommendations for the upcoming years to the Board of Trustees. The calendar Committee's focus in preparing the attached draft was on keeping the 2018-19 calendar similar to previous school calendars.

**Status:**

Staff is presenting the 2018-19 186 day District detailed school year calendar for the Board's approval.

**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:**

Proposed 2018-19 186 day District detailed school year calendar.

**Recommendation:**

Staff recommends Board approval of the proposed RUSD 2018-19 186 day District detailed school year calendar.



**DRAFT**

August					Pup	Wk
M	T	W	TH	F		
		1	2	3		
6	7	8	9	TP10		
13	TP14	SS15	16	17		
20	21	22	23	24		
27	28	29	30	31	13	16
September						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28	19	19
October						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31			22	23
November						
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30	16	16
December						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31					14	14
January						
1	2	3	4			
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31		18	18
February						
			1	2		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28		15	15
March						
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29	21	21
April						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30				16	17
May						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31	22	22
June						
3	4	5	6	TP7	4	5
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
<b>Total Student Days</b>					<b>180</b>	
<b>Total Work Days</b>						<b>186</b>

First Day of School: August 15, 2018 (SS)  
 Last Day of School: June 6, 2019 (SE)  
 Last Work Day for Teachers: June 7, 2019

**SCHOOL NOT IN SESSION:**

	2017/18	SUGGESTED	
August	14	13	Staff Development Day (SD) ○
August	11 and 15	10 and 14	Teacher Prep Day (TP)
September	4	3	Labor Day
October	9	8	Staff Development Day (SD) ○
November	10	12	Veterans' Day (Observed)
November	20, 21, 22	19, 20, 21	Local Holidays
November	23-24	22, 23	Thanksgiving/Admission Day **
December	22-29	21-31	Winter Break Part 1
January	1-5	1-4	Winter Break Part 2
January	1	1	New Year's Day
January	15	21	Martin Luther King Day
February	19	18	Presidents Day (in lieu of Lincoln's Birthday)
February	20, 21, 22	19, 20, 21	Presidents Week (No School)
February	23	22	Presidents Day (in lieu of Washington's Birthday)
March	26-30	April 22-26	Spring Break
April	2	29	Staff Development Day (SD) ○
May	28	27	Memorial Day
June	8	7	Teacher Prep Day (TP)

\*\*In lieu of Admission Day for Classified

**ARTICULATION DAYS:**

Mondays TK-12

**MINIMUM DAYS:**

	2017/18	SUGGESTED	
November	6	Oct. 29, 2017	TK-6 Conference/Grade Preparation
November	13-17	Nov. 5-9, 2017	TK-6 Parent/Teacher Conference Days
December	20-21	19-20	High Schools' End of First Semester
December	21	20	TK-6, & 7-8 Min. Day--winter break
March	5	4th	TK-6 Conference/Grade Preparation
March	12-16	11-15	TK-6 Parent/Teacher Conference Week
May	10	9	Middle Schools' Open House
May	17	16	All TK-6 Open Houses
May	21	20	TK-6 Conference/Grade Preparation
June	6 and 7	5 and 6	High Schools' End of Second Semester
June	7	6	Last Day of School

**LAST DAY OF QUARTERS (7-12):**

	2017/18	SUGGESTED	End of	# student days
October	13	12	1st Quarter	41
December	21	20	2nd Quarter	43
March	16	15	3rd Quarter	44
June	7	6	4th Quarter	52

**LAST DAY OF TRIMESTER (K-6):**

	2017/18	SUGGESTED	End of	# student days
November	3	2	1st Trimester	56
March	2	1	2nd Trimester	62
June	7	6	3rd Trimester	62

**BACK TO SCHOOL NIGHTS:**

	2017/18	SUGGESTED	
August	28	27	High Schools
August	23	22	Middle Schools
August	24	23	Elementary Schools

**OPEN HOUSE/SHOWCASE DATES:**

	2017/18	SUGGESTED	
March	5	4	High Schools
May	10	9	Middle Schools
May	17	16	All TK-6

**MIDDLE SCHOOL PROMOTIONAL ACTIVITIES:**

	2017/18	SUGGESTED
<b>RHS GRADUATION:</b>	June 8, 2018	June 7, 2019
<b>VHS &amp; RICA GRADUATION:</b>	June 6, 2018	June 5, 2019
<b>WHS GRADUATION:</b>	June 7, 2018	June 6, 2019

**Legend:**

- ▲ - Legal Holiday
- - School Recess/Local Holiday/No School Day
- - Furlough Days
- - Staff Development (no school)
- ◇ - End of Quarter (7-12) School in Session
- ◇ - End of Trimester (K-6) School in Session

Adopted: February 15, 2017



ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Agreement with San Jose State University

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 San Jose State University and the District is specifically designed to provide internship opportunities for San Jose State University Occupational Therapy students. The term of this agreement is February 16, 2017. It will remain in effect for the stated period of five (5) years. This agreement can be terminated by either party, after giving thirty (30) days advance written notice.

**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 San Jose State University and Certificate of Liability Insurance.

**Recommendation:**

Staff recommends approval of the Agreement with San Jose State University.

**AGREEMENT FOR OCCUPATIONAL THERAPY  
BETWEEN  
SAN JOSÉ STATE UNIVERSITY  
AND**

**ROCKLIN UNIFIED SCHOOL DISTRICT**

THIS AGREEMENT is entered effective upon full execution by and between **SAN JOSÉ STATE UNIVERSITY** hereinafter referred to as “State”, and

**ROCKLIN UNIFIED SCHOOL DISTRICT**

hereinafter referred to as “Facility”,  
the State and Facility are referred to collectively as the Parties.

**WITNESSETH:**

WHEREAS, State has an approved Occupational Therapy Program and is desirous that its students obtain fieldwork educational experience at the Facility; and WHEREAS, Facility has the facilities for furnishing such fieldwork educational experience located at:

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

and, WHEREAS, it is to the mutual benefit *of* the Parties to this Agreement that the Occupational Therapy students (“OT student”) *of* State’s program use said fieldwork education sites for their learning experience; NOW, THEREFORE, the Parties agree as follows:

1. GENERAL INFORMATION

- a) The period of time for each OT student’s fieldwork educational experience shall be agreed upon by the Parties before the beginning *of* the training.
- b) The maximum number *of* OT students to receive fieldwork educational training shall be mutually agreed upon by the Parties based upon the availability *of* space and other considerations. The Facility shall have the right not to accept OT students *or* to terminate individual OT students at any time during the term *of* this Agreement.

2. NONDISCRIMINATION

The Parties agree that all OT students receiving fieldwork educational training pursuant to this Agreement shall be selected without discrimination on account of race, sex, color, religion, national origin, age, physical or mental handicap *or* veteran’s status.

3. RESPONSIBILITIES OF STATE

- a) State shall send the name, biographical data, a report *of* health status, and information about the health care coverage *or* insurance *of* each OT student to the Facility at least two (2) weeks before the beginning date *of* each fieldwork educational experience program.
- b) State shall be responsible for supplying any additional information required by the Facility prior to the beginning date of each fieldwork educational experience.
- c) Instruction shall be provided to OT students through academic instructors employed by the State, who shall assume responsibility for all classroom instruction *of* the OT students, unless, in specific instances, other provisions are made which are mutually satisfactory to the State and Facility.

- d) State shall be responsible for all instruction, supervision, control, evaluation, and discipline of OT students in the academic program.
- e) State shall designate a faculty member to coordinate with designee of the Facility in the planning of the program of fieldwork educational experience to be provided to OT students.
- f) State shall maintain all personnel and academic records of the OT students.
- g) State shall enforce rules and regulations governing the OT students that are mutually agreed upon by the State and Facility.
- h) State shall notify the OT students that they are responsible for:
  - i. Following the administrative policies of the Facility;
  - ii. Providing the necessary and appropriate uniforms, which shall be designated, but not provided, by the Facility;
  - iii. Arranging for own transportation and living accommodations when not provided by the Facility;
  - iv. Reporting to the Facility on time and following all established rules and regulations of the Facility;
  - v. Procuring and maintaining in full force and effect professional liability insurance covering their activities hereunder, in the amount of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. OT Student will provide proof of such insurance upon request;
  - vi. Arranging for their own health insurance when not provided by the State;
  - vii. Assuming responsibility for their personal illness, necessary immunizations, tuberculin test, chest x-ray and annual health examinations;
  - viii. Maintaining the confidentiality of client information. No OT students shall have access to or have the right to review any medical record, except where necessary in the regular course of the program. The discussion, transmission or narration in any form by OT students of any client information of a personal nature, medical or otherwise, obtained in the regular course of the program is forbidden except as a necessary part of the program.

#### 4. RESPONSIBILITY OF FACILITY

- a) Facility shall accept from the State the mutually agreed upon number of OT students enrolled in the Occupational Therapy program and shall permit said OT students and faculty of the State access to appropriate Facility facilities for the fieldwork educational experience including classroom and conference room space when available, provided that the presence of the OT students shall not be allowed to interfere with the regular activities of the Facility.
- b) Facility shall designate a member of the Facility staff to participate with the designee of the State in planning, implementing and coordinating the program of fieldwork educational experience.
- c) Facility shall permit designated Facility personnel to participate with the faculty of the State in the instruction of the OT students; however, this shall not interfere with the service commitments of the Facility personnel.
- d) Facility may request the State to immediately withdraw from the fieldwork educational experience program if any student who the Facility determines is not performing satisfactorily, who has refused to follow the Facility's administrative and client care policies, procedures, rules and regulations, including inappropriate behavior, dress, or hygiene. Such a request must be in writing and must include a statement of the reason or reasons why the Facility desires to have the OT student withdrawn. Said request shall be complied with immediately, but no later than five (5) days of receipt of same depending upon the severity of the problem.
- e) Facility shall, on any day when an OT student is receiving fieldwork educational experience at its facilities, provide to OT students, health care or first aid for accidents occurring in its facilities. Except as herein provided, the Facility shall have no obligation to furnish medical or surgical care to any OT student.

5. JOINT RESPONSIBILITIES

The designated representatives of the State and Facility may formalize by letter operational details of the fieldwork educational experience program, including a mutually agreeable schedule of the time OT students are expected to be in the Facility.

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).

6. STATUS OF STATE AND FACILITY

It is expressly understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between the State, Facility and students, but is rather an agreement by and between independent contractors, these being the State and Facility.

7. STATUS OF OT STUDENTS AND INSTRUCTORS

It is expressly agreed and understood by the State and the Facility that the OT students under this program and their instructors are in attendance at the clinic for educational purposes, and such OT students or instructors are not considered to be employees of the Facility for any purpose including, but not limited to, compensation for services, employee welfare and pension benefits, fringe benefits of employment, or workers compensation insurance. It is agreed that State will provide Workers' Compensation coverage for OT Student for the duration of this Agreement.

8. INDEMNITY CLAUSE

The State will save harmless and indemnify the Facility against all claims, demands, suits, judgments, expenses and costs of any and every kind, insofar as it may legally do so and subject to the availability of funds, on account of the injury to or death of persons or loss of or damage to property arising in any manner out of the State's performance of the terms of this Agreement. The Facility will save harmless and indemnify the State against all claims, demands, suits, judgments, expenses and costs of any and every kind, insofar as it may legally do so and subject to the availability of funds, on account of the injury to or death of persons or loss of or damage to property arising in any manner out of the Facility's performance of the terms of this Agreement.

9. INSURANCE

State and Facility will procure and maintain in full force and effect adequate insurance or will self-insure their obligations under this Agreement. Facility shall be provided with verification of each student's professional liability insurance coverage prior to the beginning of each fieldwork educational experience program.

10. TERM OF AGREEMENT

This Agreement will become effective as of the date of the last executed signature and shall remain in effect for a term of five (5) years, unless terminated sooner. Either party, after giving the other party 30 days advance written notice of its intention to so terminate, or for just cause, this agreement can be terminated immediately by either party. Should either party terminate this agreement for any reason, the terms of this Agreement may remain in full force for those existing OT Student(s) still participating in the State's program for as long as they are enrolled as OT students of the State, and the State is satisfied that the Facility meets the fieldwork educational experience requirements of the State's Program

11. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement of the parties relating to the subject matter addressed in this Agreement. This Agreement supersedes all prior communications, contracts, or agreements between the parties with respect to the subject matter addressed in this Agreement, whether oral or written.

12. GOVERNING LAW

This Agreement shall be construed in accordance with and governed by the laws of the State of California.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their respective duly authorized representatives effective as of the date of the last executed signature.

SAN JOSÉ STATE UNIVERSITY	Rocklin Unified School District
One Washington Square	2615 Sierra Meadows Drive
San José, CA 95192-0059	Rocklin, CA 95677

By: \_\_\_\_\_ / \_\_\_\_\_  
**NAME: KAREN MCCALL** **DATE**  
**TITLE: CONTRACT ANALYST**

By: \_\_\_\_\_ / \_\_\_\_\_  
**TYPE NAME: ROGER STOCK** **DATE**  
**TYPE TITLE: SUPERINTENDENT**



# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
6/27/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Alliant Insurance Services, Inc. 100 Pine Street - 11th Floor San Francisco, CA 94111	<b>CONTACT NAME:</b> PHONE (A/C No., Ext): 415-403-1400      FAX (A/C No.): E-MAIL ADDRESS:	
	<b>INSURER(S) AFFORDING COVERAGE</b> <b>NAIC #</b>	
<b>INSURED</b> The California State University (CSU) 401 Golden Shore, 5th Floor Long Beach, CA 90802	<b>INSURER A:</b> Lloyds of London	
	<b>INSURER B:</b>	
	<b>INSURER C:</b>	
	<b>INSURER D:</b>	
	<b>INSURER E:</b>	
	<b>INSURER F:</b>	


**COVERAGES**      **CERTIFICATE NUMBER: 1371646591**      **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input checked="" type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		B0621PCSUR00416	7/1/2016	7/1/2017	EACH OCCURRENCE	\$2,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
						MED EXP (Any one person)	\$
						PERSONAL & ADV INJURY	\$2,000,000
						GENERAL AGGREGATE	\$4,000,000
						PRODUCTS - COMP/OP AGG	\$
							\$
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS					COMBINED SINGLE LIMIT (Ea accident)	\$
						BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
							\$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED    RETENTION \$					EACH OCCURRENCE	\$
						AGGREGATE	\$
							\$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below <input type="checkbox"/> Y / <input type="checkbox"/> N / A					PER STATUTE    OTH-ER	
						E.L. EACH ACCIDENT	\$
						E.L. DISEASE - EA EMPLOYEE	\$
						E.L. DISEASE - POLICY LIMIT	\$
A	Student Professional Liability Insurance Program (SPLIP)		B0621PCSUR00416	7/1/2016	7/1/2017	\$2,000,000 \$4,000,000	Each Claim Policy Aggregate

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

THIS CERTIFICATE IS PROVIDED FOR EVIDENCE ONLY. General Liability and Professional Liability coverage is provided on a claims-made basis including a 3 year extended reporting period. Coverage extends to students enrolled in covered academic courses. Coverage extends to any affiliate institution to whom the Named Insured is obligated by written agreement to add as Additional Insured. Coverage applies only when there exists a written agreement between the University and the affiliate institution, which is executed prior to an incident giving rise to a claim for a covered loss.

<b>CERTIFICATE HOLDER</b>  EVIDENCE OF COVERAGE	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	<b>AUTHORIZED REPRESENTATIVE</b>  

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 8.9  
CONSENT  
February 15, 2017

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Licensed Vocational Nurse (LVN)/Instructional Assistant (IA) Job Description

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

---

**Background:**

Human Resources and the Special Education/Support Programs Department have reviewed the District Licensed Vocational Nurse (LVN) job description and determined the need to create this job description to match current staff responsibilities at some work locations due to student needs. These changes do not change the compensation for this position.

**Status:**

The LVN/IA job description proposal is being proposed to reflect current staff responsibilities at some sites due to student needs.

**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 Licensed Vocational Nurse/Instructional Assistant job description and Non-Represented Salary Schedule.

**Recommendation:**

Staff recommends approval of the proposed Licensed Vocational Nurse (LVN)/Instructional Assistant job description and Non-Represented Salary Schedule effective February 16, 2017.

# Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677  
(916) 624-2428 / [www.rocklinusd.org](http://www.rocklinusd.org)



---

## Job Description

---

**POSITION TITLE:** Licensed Vocational Nurse (LVN)/Instructional Assistant  
**SALARY PLACEMENT:** Non-Represented Salary Schedule

---

**SUMMARY:**

Under general supervision, performs specialized health care procedures as needed, administers medications, provides first aid and completes other tasks delegated to the LVN/Instructional aide by the Health Services Supervisor/ classroom teacher, for designated students in the classroom and other school areas; assists teacher or other certificated employee in providing curriculum instruction to students (children/adults); performs related duties as required.

**SUPERVISOR:**

This position reports directly to the Health Services Supervisor, School Site Administrator and Assigned Teacher.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

The duties of this classification include classroom instruction and health care. When not attending to the specialized health care needs of assigned student/students, the incumbent assists the certificated employee in providing curriculum instruction. This classification requires a Licensed Vocational Nurse (LVN) certification and incumbents are expected to provide first aid and life saving techniques to students without direct nursing supervision.

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

1. Provides specialized health care procedures as the needs of students dictate and as approved by the State Department of Education and Health Services including but not limited to; catheterization and instruction of self-catheterization, tracheostomy care, suctioning, tube feeding, oxygen therapy, ostomy care, blood glucose monitoring, operation of medical and/or mechanical devices required for the care of students, and dispenses medication.
2. Provides first aid, cardiopulmonary resuscitation and other physical health care procedures including, but not limited to: elimination care, seizures, cardiac problems, menstrual cycle needs, anaphylactic shock, respiratory distress, insulin reactions, hypoglycemic reactions, dysreflexia, and safe handling of students with chronic infectious diseases.
3. Perform feedings for physically impaired students including gastrostomy tube feedings, nasogastric tube feedings, and specialized health care procedures for other feeding needs.
4. Participates in the administration of nursing care described in Emergency Care Plans, Individualized Health Service Plans, Individualized Education Plans or other written plans of care for students under the direction of the Health Supervisor.
5. Moves students to/from the floor, changing tables and wheelchairs.
6. Assists in lifting students from wheelchairs and/or adaptive equipment; places and positions/repositions students in therapeutic equipment; pushes wheelchairs and assists with walkers; assists students with clothing, possessions or personal care such as feeding, washing and toileting and changing diapers.



7. Cleans and maintains portable toilets and supplies; completes accident and follow up reports.
8. Dispenses prescribed medication per RUSD policies and procedures, monitors students for any unexpected, abnormal or allergic reactions to medication and records medication and treatment given.
9. Assists Health Supervisor in mandated screening programs.
10. Appropriately documents all medical information, interventions and student outcomes, and appropriately communicates with Health Services Supervisor. Files health materials and records, prepares records, periodic and special reports, completes accident reports, and screens student records for compliance with immunization laws. Under the direction of the Health Services Supervisor, alerts parents of needed immunizations and maintains communication until records are provided. Under the direction of the Health Supervisor, participates in follow up of students with vision, hearing, and dental needs, scoliosis or other health issues.
11. May be required to ride a bus or other transport vehicle to provide nursing care to students being transported via district transportation service, as needed. May be required to accompany students on field trips in order to provide specialized health care procedures and/or general nursing care, as needed.
12. May attend student's IEP to participate in health related discussion.
13. Assists in the development and implementation of behavioral plans.
14. Communicates with parents and staff regarding student health information.
15. Assist in meetings and development of activities to ensure successful transitions take place between instructional settings.
16. Provide assistance and support to staff members.
17. Collaborate with a multi-disciplinary team on student needs.
18. Serve as a resource to site needs.
19. Attend all appropriate staff meetings, in-services, and workshops and other related professional meetings.
20. Willing to work at more than one school site.
21. Willing to work additional hours periodically.
22. Willing to travel locally.
23. Willingness and ability to receive updated training in the use of special physical health care procedures and behavioral intervention techniques for the developmentally delayed (as identified by the State Department of Education).
24. Demonstrates professional standards of care, including confidentiality, the maintenance of vocational nursing skills, documentation of care, and the modeling of safe, prudent and healthful work behaviors and practices. Works to identify and eliminate unsafe or unhealthful school and /or work area conditions.

25. Provides instruction to individual or small groups of students in a variety of subject areas such as math, reading, spelling, language arts, social studies, or art.
26. Uses a variety of study aids and techniques to reinforce skills/learning or present new academic concepts.
27. Assists individual students with daily assignments, remedial, or make up work; under supervision.
28. Monitors or administers a variety of tests and quizzes.
29. Corrects tests, work sheets, homework, or daily assignments.
30. Posts grades, behavior, test scores or student progress to record books, charts, or student folders.
31. Designs and prepares bulletin boards, displays of student work, charts, forms or other teaching aids.
32. Prepares a variety of instructional materials.
33. Assists with or operates a variety of audiovisual equipment such as projectors, tape recorders, or other learning machines.
34. Organizes work areas and assembles learning materials, study aids, supplies, or as instructional and audiovisual materials.
35. May be required to supervise students in cafeteria, playground or bus loading.
36. Provides assistance in the implementation of instructional and behavioral interventions for students with disabilities.
37. Performs other duties as assigned

**Knowledge of:**

- Knowledge of best practices and laws governing students with disabilities; skill in communicating assessment results both orally and in writing; interpersonal communication, consultation, and teamwork skills necessary to work effectively with students, parents, teachers and administrators
- Data-gathering methodology
- Knowledge of Special Education laws and procedures
- Effective consultation skills
- Competency in basic academic skills such as math, spelling, grammar
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- The general needs and behaviors of students

**Ability to:**

- Ability to understand and implement complex oral and written directions given in English
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling
- Ability to recognize the first aid and health needs of students and make decisions as to appropriate solutions
- Ability to respond appropriately in emergency situations
- Ability to read and comprehend medical terms
- Ability to remain calm in stressful situations

- Ability to understand, manage and relate to students who have behavioral problems, learning and physical disabilities
- Ability to adapt to individual needs of teachers and students and work with interruptions
- Ability to work harmoniously with students, staff, and parents and guardians

**EDUCATION:**

A high school diploma and successful completion of a Licensed Vocational Nurse Program is required.

**EXPERIENCE:**

Experience in school settings – preferably in the area of special education.

**CERTIFICATES, LICENSE, REGISTRATIONS:**

Valid California Driver’s License  
 Possession of a valid California State License as a Licensed Vocational Nurse  
 Current adult and child CPR card  
 Current first aid card.

**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 III**

1. Physical condition necessary for sitting or standing for prolonged periods of time.
2. Light to moderate lifting, pushing and pulling.
3. Speaking and hearing to communicate in person or over the phone.
4. Sufficient visual acuity to recognize words, letters, and numbers
5. Lifting over 50 pounds or carrying an object over 25 pounds.

Adopted Date: February 15, 2017

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  
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**

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.  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.	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
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.					

**MAINTENANCE OPERATIONS AND GROUNDS**

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

**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
- 10 Licensed Vocational Nurse/Instructional Assistant
- 15 Occupational Therapist
- 15 Physical Therapist
- 15 Behavior Specialist
- 15 Mental Health Specialist

**District Office**

- 12 Certificated Personnel Analyst

**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

**NUTRITION SERVICES**

- 6 Nutrition Services Assistant

**TRANSPORTATION**

- 12 Senior Mechanic

**TECHNOLOGY**

- 14 Database Specialist
- 13 Student Information Systems Specialist

- 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
- Revision: February 15, 2017 reflects addition of LVN-Instructional Assistant position effective February 16, 2017

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Behavior Instructional Assistant Job Description

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

---

**Background:**

Based on the District's Strategic Plan and in alignment with Strategies 3, this position is needed to support the additional tasks and growing duties of the District Behaviorist. This is a new job description to reflect duties required to sustain and enhance the Special Education/Support Programs Department. This District is currently contracting out for one (1) position. The contracted position will be eliminated with the addition of this new position.

**Status:**

The position of Behavior Instructional Assistant will support the District Behaviorist, Site Administrators, Special Education staff, and/or Special Education Administrator.

**Presenter:**

Colleen Slattery, Assistant Superintendent, Human Resources

**Financial Impact:**

Current year: None  
Future years: \$20,307.00 (2017-18 Projected Savings )  
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:**

Behavior Instructional Assistant job description and Classified School Employees Association (CSEA) Salary Schedule.

**Recommendation:**

Staff recommends approval of the Behavior Instructional Assistant job description and addition of position to the CSEA Salary Schedule effective February 16, 2017.



# Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677  
(916) 624-2428 / www.rocklinusd.org



---

## Job Description

---

<b>POSITION TITLE:</b>	Behavior Instructional Assistant
<b>SALARY PLACEMENT:</b>	Classified Salary Schedule Classified School Employees Association

---

### **SUMMARY:**

Assists in the supervision and instruction of special education students in a variety of settings, including the community and classroom; to assist in the implementation and monitoring of behavior intervention programs for identified special education students; attend student progress meetings; assist students with and demonstrate proper physical care and hygiene; collects daily progress data; consults with the student's IEP case manager; other duties as assigned.

### **SUPERVISOR:**

This position reports directly to the School Site Administrator or assigned Special Education Administrator.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

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

1. Under the direction of certificated staff implements individualized instructional programs (such as discrete trial training, social skills development, behavior plan, visual schedules, differential reinforcement, token economy, prompting hierarchies and behavior shaping), developed by the Behaviorist or other appropriate staff including nonviolent crisis intervention.
2. Under the direction of certificated staff prepares all materials necessary for implementing individualized program.
3. Under the direction of certificated staff prepares materials and equipment needed for curriculum accommodations and modifications.
4. Supports student in transition to general education or community through use of inclusion support techniques such as least to most prompting.
5. Participates in ongoing training as required by or provided by school district.
6. Possess an understanding of and a willingness to work with challenging students with high behavior support needs.
7. Collects daily progress data on assigned students and reports on that data to supervisors and the IEP case manager when requested.
8. Demonstrates the capabilities of taking specific direction, carrying out those directions, and providing feedback to supervisors on the success and outcomes of following those directions.
9. Capable and proficient in establishing and maintaining effective working relationships with students, student's parents, colleagues and supervisors.
10. Assists students with toileting, feeding, grooming, and promoting independence.
11. Assists students to and from busses, pushing wheelchairs when necessary.
12. Performs ongoing physical activities, including transferring and lifting students using proper lifting techniques and/or equipment.
13. Under the supervision of a qualified school nurse, may provide specialized healthcare procedures.

### **Knowledge and Skills:**

- Knowledge of best practices and laws governing students with disabilities; interpersonal communication, consultation, and group leadership skills necessary to work effectively with students, parents, teachers and administrators.
- Data-gathering methodology.

- Knowledge of Special Education laws and procedures.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.
- Ability to recognize the first aid and health needs of students and make decisions as to appropriate solutions.
- Ability to respond appropriately in emergency situations.
- Ability to remain calm in stressful situations.
- Ability to understand, manage and relate to students who have behavioral problems, learning and physical disabilities.
- Competency in basic skills such as math, spelling and grammar.
- Skill in oral and written communication.
- Ability to adapt to individual needs of teachers and students and work with interruptions.
- Ability to work harmoniously with students, staff and parents and guardians.

**EMPLOYMENT STANDARDS:**

High School Diploma or equivalent and 48 college units in Child Development, Social Services, Human Services or related field or equivalent experience, or A.A degree or higher, or pass a local assessment of knowledge and skills in assisting in instruction.

**EXPERIENCE:**

Two (2) years of experience working with individuals who have special needs preferred.

**CERTIFICATES, LICENSE, REGISTRATIONS:**

Valid California Driver's License

**DESCRIPTION OF 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 III:**

1. Positions in this category require ability associated with prolonged periods of heavy physical labor.
2. Position regularly performs heavy physical labor requiring ability to lift, carry, push, pull or move heavy objects or materials.
3. Great physical demand for strength and endurance
4. Requires heavy physical effort such as lifting over 50 pounds on continuous basis.
5. Physical functions involve heavy physical exertion.
6. 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 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: February 15, 2017

**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  
CSEA CLASSIFIED SALARY SCHEDULE

**DRAFT**

**NUTRITION SERVICES**

- 21 Nutrition Services Worker I
- 31 Nutrition Services Worker II
- 33 Nutrition Services Worker III
- 33 Nutrition Delivery Driver/Warehouse Worker

**SCHOOL & OFFICE SUPPORT**

- 30 Attendance Clerk
- 30 Career Technician
- 30 Clerk
- 27 Computer Center Technician
- 29 Computer Center Technician II
- 31 Computer Center Technician III
- 30 Counseling Clerk
- 33 Counseling Secretary
- 35 Department Secretary
- 30 Library Clerk
- 33 Library Technician
- 33 Principal's Secretary - Elem Sch & Alt Ctr
- 35 Principal's Secretary - M.S../H.S.
- 33 Registrar
- 33 School Bookkeeper
- 30 School Clerk
- 33 Secretary to the Assistant Principal
- 24 Special Education Aide I
- 27 Special Education Aide II
- 29 Special Education Aide III
- 29 Behavior Instructional Assistant**

**MAINTENANCE & OPERATIONS**

- 33 Delivery Driver/Warehouse Worker
- 31 Groundskeeper I
- 34 Groundskeeper II
- 37 Groundskeeper III
- 37 Grounds Mechanic
- 28 Day Custodian
- 29 Night Custodian
- 33 Elementary Lead Custodian
- 34 Middle School Lead Custodian
- 36 High School Lead Custodian I
- 37 High School Lead Custodian II
- 31 Maintenance Worker I
- 35 Maintenance Worker II
- 39 Maintenance Worker III
- 41 Mechanic

Range	Step A	Step B	Step C	Step D	Step E	Step F
20	13.03	13.69	14.35	15.04	15.83	16.62
21	13.33	14.03	14.68	15.46	16.20	17.01
22	13.69	14.35	15.04	15.83	16.62	17.46
23	14.03	14.68	15.46	16.20	17.01	17.87
24	14.35	15.04	15.83	16.62	17.45	18.28
25	14.68	15.46	16.20	17.01	17.88	18.78
26	15.04	15.83	16.60	17.45	18.32	19.24
27	15.46	16.20	17.01	17.88	18.77	19.71
28	15.83	16.62	17.45	18.32	19.24	20.22
29	16.22	17.03	17.90	18.79	19.75	20.71
30	16.62	17.45	18.32	19.24	20.19	21.19
31	17.01	17.88	18.77	19.73	20.69	21.74
32	17.45	18.32	19.24	20.19	21.20	22.28
33	17.88	18.77	19.73	20.69	21.73	22.80
34	18.32	19.24	20.19	21.20	22.29	23.39
35	18.77	19.73	20.69	21.73	22.81	23.98
36	19.24	20.19	21.20	22.29	23.38	24.54
37	19.73	20.69	21.73	22.81	23.97	25.12
38	20.19	21.20	22.29	23.38	24.54	25.78
39	20.69	21.73	22.81	23.97	25.13	26.41
40	21.20	22.29	23.38	24.54	25.78	27.03
41	21.73	22.81	23.97	25.13	26.40	27.75
42	22.29	23.38	24.54	25.78	27.08	28.44
43	22.81	23.97	25.13	26.40	27.75	29.10
44	23.38	24.54	25.78	27.08	28.43	29.85
45	23.97	25.13	26.40	27.75	29.09	30.56
46	24.54	25.78	27.08	28.43	29.87	31.35
47	25.13	26.40	27.75	29.09	30.58	32.11
48	25.78	27.08	28.43	29.87	32.10	33.70
49	26.40	27.75	29.09	30.58	32.57	34.20
50	27.08	28.43	29.87	31.32	32.90	34.54
51	27.75	29.09	30.58	32.10	33.69	35.38
52	28.43	29.87	31.32	32.90	34.53	36.26
53	29.09	30.58	32.10	33.69	35.38	37.15
54	29.87	31.32	32.90	34.53	36.30	38.13

**TECHNOLOGY**

- 29 Video/Theater Technician
- 35 Help Desk Support
- 41 Computer Maintenance Technician
- 48 Technology Support Specialist
- 51 Data, Assessment, and Evaluation Specialist

**TRANSPORTATION**

- 34 Bus Driver
- 30 Car Driver
- 34 Routing Technician/Utility Bus Driver
- 38 Mechanic Assistant/Utility Driver

**VACATION**

Years of Service	Vacation		
	10 month	11 month	12 month
0-3	8	9	10
4-9	12	13	15
10 or more	16	18	20

**LONGEVITY**

<b>LONGEVITY (Effective the month following the employees anniversary date - to be paid on a monthly basis.)</b>
After 10 years - \$878
After 15 years an additional \$1,038 for total of \$1,916
After 20 years an additional \$1,198 for total of \$3,114

Revised: March 14, 2014 reflects 4% increase for 2013-14; 4% increase effective July 1, 2014

Revised: May 15, 2014-added Data, Assessment, & Evaluation Specialist

Adopted: May 21, 2014

Revised: October 23, 2014 - change from Food Services to Nutrition Services

Adopted: November 5, 2014

Revised: November 17, 2014 reflects 0.54% increase retroactive to July 1, 2014

Adopted: December 11, 2014

Revised: February 3, 2016 reflects 8.2% increase retroactive to July 1, 2015 (Classic PERS members will begin to pay the employee portion of the PERS contribution on all eligible pay received after January 31, 2016)

Revised: February 3, 2016 reflects 1.69% increase effective July 1, 2016

Revised: May 18, 2016 - Per revised job description, change Data, Assessment, Eval Specialist to Range 51 from 54 effective May 4, 2016.

Revised: Network Coordinator title change to Technology Support Specialist effective August 3, 2016

Revised: February 15, 2017 reflects addition of Behavior Instructional Assistant effective February 16, 2017

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 8:11  
CONSENT  
February 15, 2017

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Will Serve Letter – Whitney Ranch Phase II – C Unit 41 ABC Planned Development Homes

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

---

**Background:**

Landmark Limited Group is requesting a "Will Serve" letter for Whitney Ranch Phase II – C Unit 41 ABC, 186 planned development homes. The projected dates of this project are from February 2017 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 Landmark Limited Group request, the will serve letter, and listing of schools is included.

**Recommendation:**

Staff recommends Board approval of the attached "Will Serve" letter for Whitney Ranch Phase II – C Unit 41 ABC, 186 planned development homes.

# 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

Sherm Donegan  
Landmark Limited Group  
1731 E. Roseville Parkway, Suite 100  
Roseville, CA 95661

Subject: Whitney Ranch Phase II-C Unit 41ABC  
Will Serve Letter

Dear Ms. Donegan:

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 Phase II-C Unit 41ABC, 186 planned development homes. 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 K-8 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,

A handwritten signature in blue ink that reads 'Craig Rouse'.

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

February 15, 2017

Sherm Donegan  
Landmark Limited Group  
1731 E. Roseville Parkway, Suite 100  
Roseville, CA 95661

**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

FINAL MAP OF WHITNEY RANCH PHASE II-C UNIT 41ABC

A SUBDIVISION OF LOT B OF WHITNEY RANCH LARGE LOT B SUBDIVISION

FILED FOR RECORD IN BOOK 2 OF MAPS, AT PAGE 94.

TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M. CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA

CENTERPOINT ENGINEERING, INC. 1217 PLEASANT GROVE BLVD., SUITE 130 ROSEVILLE, CALIFORNIA 95678

OWNER'S STATEMENT:

THE UNDERSIGNED HEREBY STATE THAT THEY ARE THE ONLY PERSONS HAVING ANY RECORD TITLE INTERESTS IN THE REAL PROPERTY DESCRIBED IN THIS SUBDIVISION AND DO HEREBY CONSENT TO THE PREPARATION AND RECORDING OF THIS FINAL MAP AND TO ALL RIGHTS AND INTERESTS THEREIN...

- A. DRAWING EXHIBIT FOR THE INSTALLATION AND MAINTENANCE OF STORM DRAIN PIPES... B. LAND SHOWN HEREON AND DESCRIBED THEREIN... C. LOT A, B, D, E & F FOR LANDSCAPING... D. LOT G FOR EMERGENCY VEHICLE ACCESS (EVA)...

SUNSET RANCH INVESTMENTS, LLC, A DELAWARE LIMITED LIABILITY COMPANY

BY: WHITNEY RANCH VENTURE, LLC, A DELAWARE LIMITED LIABILITY COMPANY, ITS SOLE MEMBER

BY: [Signature] Douglas C. Neffe, President

NOTARY ACKNOWLEDGMENT:

A NOTARY PUBLIC OR OTHER OFFICER COMPLETING THIS CERTIFICATE VERIFIES ONLY THE IDENTITY OF THE INDIVIDUAL WHO SIGNED THE DOCUMENT TO WHICH THIS CERTIFICATE IS ATTACHED, AND NOT THE TRUTHFULNESS, ACCURACY, OR VALIDITY OF THAT DOCUMENT.

STATE OF CALIFORNIA COUNTY OF PLACER

ON March 23, 2016, before me, Douglas C. Neffe, a Notary Public, personally appeared [Signature] Douglas C. Neffe, known to me to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed...

WITNESS MY HAND AND OFFICIAL SEAL: [Signature] Douglas C. Neffe, Notary Public

MY PRINCIPAL COUNTY OF BUSINESS IS: Placer MY COMMISSION EXPIRES: 2016-09-08 MY COMMISSION NUMBER IS: 2016-908

SURVEYOR'S STATEMENT:

THIS FINAL MAP OF WHITNEY RANCH PHASE II-C UNIT 41ABC WAS PREPARED BY ME OR UNDER MY DIRECTION AND IS BASED UPON A FIELD SURVEY IN CONFORMANCE WITH THE REQUIREMENTS OF THE PROFESSIONAL SURVEYING ACT AND THE ENGINEERING PROFESSIONAL ACT, AND THE REQUIREMENTS OF THE DELAWARE LIMITED LIABILITY COMPANY ACT, IN THAT I HEREBY STATE THAT THIS FINAL MAP SUBSTANTIALLY COMPLIES TO BE APPROVED OR CONDITIONALLY APPROVED THEREIN AND THAT ALL INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF...



CITY ENGINEER'S STATEMENT:

I, LARRY M. WARD, HEREBY STATE THAT I HAVE EXAMINED THIS FINAL MAP OF WHITNEY RANCH PHASE II-C UNIT 41ABC AND FIND IT TO BE SUBSTANTIALLY IN ACCORDANCE WITH THE REQUIREMENTS OF THE PROFESSIONAL SURVEYING ACT AND THE ENGINEERING PROFESSIONAL ACT, AND THE REQUIREMENTS OF THE DELAWARE LIMITED LIABILITY COMPANY ACT, AND THAT I AM SATISFIED THAT SAID MAP IS TECHNICALLY CORRECT.



CITY CLERK'S STATEMENT:

THE CITY COUNCIL OF THE CITY OF ROCKLIN ON THE 26th day of April, 2016, BY RESOLUTION NO. 2016-07, HAS APPROVED THIS FINAL MAP OF WHITNEY RANCH PHASE II-C UNIT 41ABC AND HAS ORDERED THE CITY ENGINEER TO RECORD THIS MAP IN ACCORDANCE WITH THE TERMS OF THE ORDER OF DEDICATION SUBJECT TO COMPLETION AND CONFORMANCE WITH THE TERMS OF THE ORDER OF DEDICATION SUBJECT TO COMPLETION AND CONFORMANCE WITH THE TERMS OF THE ORDER OF DEDICATION SUBJECT TO COMPLETION AND CONFORMANCE WITH THE TERMS OF THE ORDER OF DEDICATION...

By: [Signature] Deborah Williams, Mayor



RECORDER'S STATEMENT:

ACCEPTED FOR RECORDATION AND FILED IN THE OFFICE OF THE RECORDER OF PLACER COUNTY, STATE OF CALIFORNIA, AT THE REQUEST OF CENTERPOINT ENGINEERING, INC. ON MARCH 23, 2016, AT 10:05 AM. THIS INSTRUMENT IS BEING RECORDED IN BOOK 2 OF MAPS, AT PAGE 94.

FILE NO. 2016-0234806 COUNTY RECORDER OF PLACER COUNTY FEE: \$ 35.00 BY: [Signature] J. Yarns

# FINAL MAP OF WHITNEY RANCH PHASE II-C UNIT 41ABC

A SUBDIVISION OF LOT B OF  
WHITNEY RANCH LARGE LOT SUBDIVISION<sup>1</sup>  
FILED FOR RECORD IN BOOK Z OF MAPS, AT PAGE 94.  
BEING A PORTION OF SECTION 2  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2016  
CENTERPOINT ENGINEERING, INC.  
1217 PLEASANT GROVE BLVD., SUITE 130  
ROSEVILLE, CALIFORNIA 95678

- NOTES:**
1. ALL DISTANCES SHOWN ARE MEASURED, UNLESS OTHERWISE NOTED.
  2. THE TOTAL AREA FOR THIS SUBDIVISION IS 77.3523 ACRES, CONSISTING OF 106 NUMBERED LOTS AND 8 LETTERED LOTS.
  3. DUE TO ROUNDING, THE OVERALL LENGTH OF A CURVE WILL NOT ALWAYS EQUAL THE SUM OF THE PARTIAL CURVE LENGTHS.
  4. THE APPROVAL OF THIS FINAL MAP DOES NOT CONSTITUTE ANY RIGHT OF REVERSION TO THE ORIGINAL PROPERTY OR ANY OTHER INTEREST. ANY/OTHER PERSON REVEY APPLICATIONS SHALL BE REQUIRED PRIOR TO CONSTRUCTION OR DEVELOPMENT OF "DESIGNATED REMAINDER".
  5. THE COURSE DATA OF THE BOUNDARY SHOWN ON THIS MAP MATCHES THE COURSE DATA SHOWN ON 2 B.L.M. 94.
  6. THE LOTS SHOWN HEREON SHALL BE MADE SUBJECT TO THE DECLARATION RECORDED AS DOCUMENT NO. 2005-0060721, PURSUANT TO A SUBSEQUENTLY RECORDED DOCUMENT.
  7. LOT A AND LOT B AS SHOWN HEREON ARE SUBJECT TO AN OPEN SPACE EASEMENT SHOWN ON THE ORIGINAL MAP AND ACCESS, AND WELLS AND BLUFF PROTECTION) PER DOCUMENT NO. 2016-003333.03.
  8. THE LOTS SHOWN HEREON ARE SUBJECT TO A DECLARATION OF RESTRICTIONS RECORDED, AIR QUALITY ATTENUATION INFORMATION PER DOCUMENT NO. 2016-003333.03.

**BASIS OF BEARING:**

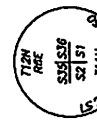
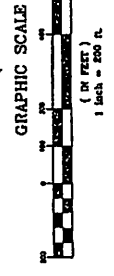
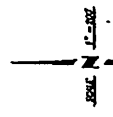
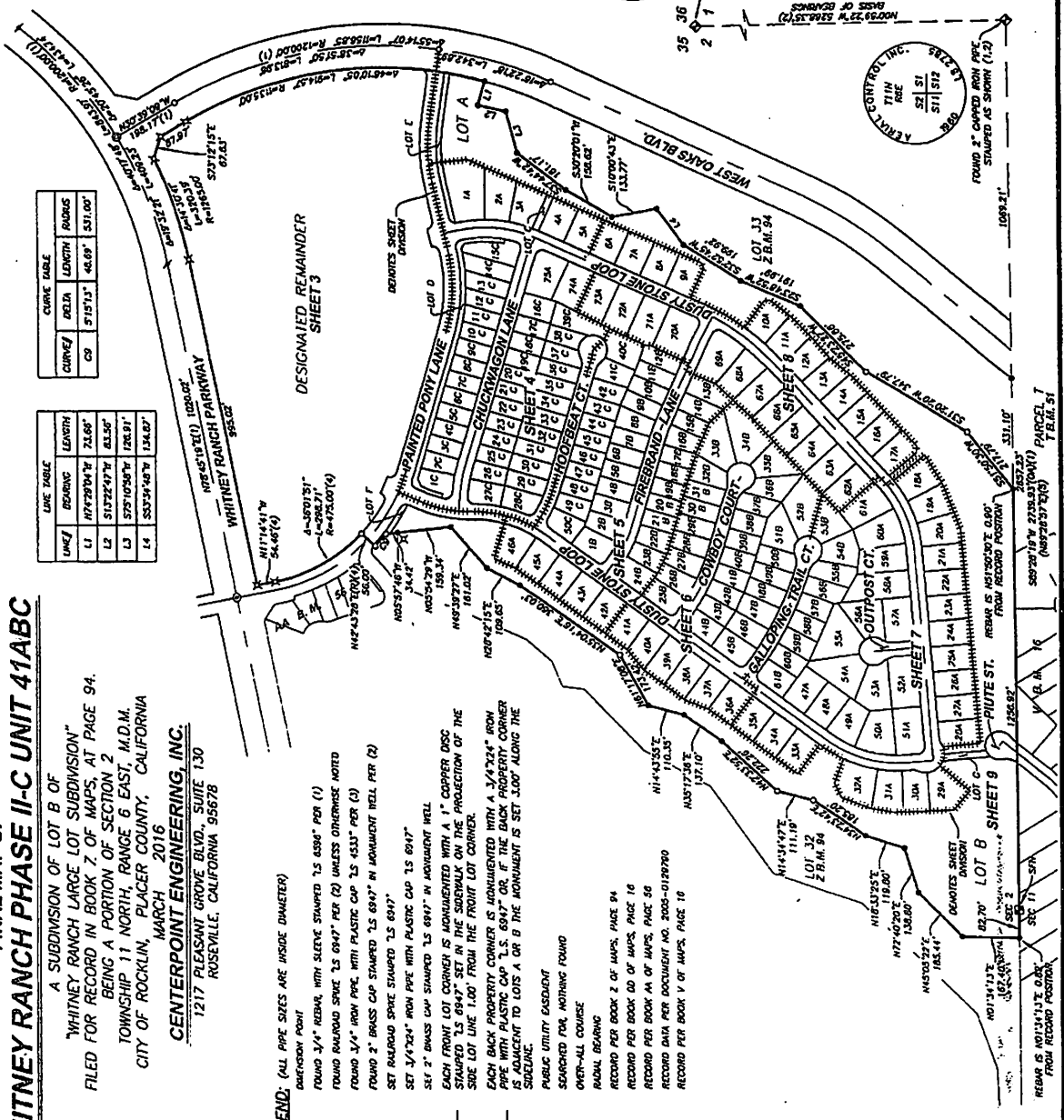
THE LINE BETWEEN THE MONUMENTS IMPROVING THE NORTHEAST AND SOUTHWEST CORNERS OF SECTION 24, T11N, R12E, S12E, THURNEY RANCH LARGE LOT SUBDIVISION, FILED IN BOOK Z OF MAPS, AT PAGE 94, OF PLACER COUNTY, RECORDS THE BEARING OF WHICH IS CALCULATED AS NORTH 00°59'32" WEST.

CURVE	DELTA	LENGTH	RADIUS
C1	81°15'11"	46.69'	1311.00'

LINE	BEARING	LENGTH
L1	N72°29'04"W	24.68'
L2	S13°22'47"W	42.36'
L3	S79°10'59"W	128.91'
L4	S33°34'40"W	134.87'

**LEGEND: (ALL PIPE SIZES ARE INSIDE DIAMETER)**

- DIMENSION POINT
- FOUND 3/4" IRON PIPE, WITH SLEEVE STAMPED "LS 6947" PER (1)
- × FOUND 3/4" IRON PIPE, WITH PLASTIC CAP "LS 4537" PER (3)
- ⊙ FOUND 2" BRASS CAP STAMPED "LS 6947" IN MONUMENT WELL PER (2)
- ⊗ SET 3/4" IRON PIPE WITH PLASTIC CAP "LS 6947"
- ⊘ SET 3/4" IRON PIPE WITH PLASTIC CAP "LS 6947"
- SET 2" BRASS CAP STAMPED "LS 6947" IN MONUMENT WELL
- EACH FRONT LOT CORNER IS MONUMENTED WITH A 1" COPPER DISC STAMPED "LS 6947" SET IN THE SUBWALK ON THE PROJECTION OF THE SIDE LOT LINE 1.00' FROM THE FRONT LOT CORNER.
- EACH BACK PROPERTY CORNER IS MONUMENTED WITH A 3/4" X 2 1/2" IRON PIPE WITH PLASTIC CAP "LS 6947" OR, IF THE BACK PROPERTY CORNER IS ADJACENT TO LOTS A OR B THE MONUMENT IS SET 3.00' ALONG THE SIDELINE.
- PUBLIC UTILITY EASEMENT
- SN SEARCHED FOR, NOTHING FOUND
- OVER-ALL COURSE
- ADJACENT BEARING
- (1) RECORD PER BOOK Z OF MAPS, PAGE 94
- (2) RECORD PER BOOK D OF MAPS, PAGE 16
- (3) RECORD PER BOOK M OF MAPS, PAGE 38
- (4) RECORD DATA PER DOCUMENT NO. 2005-0129290
- (5) RECORD PER BOOK V OF MAPS, PAGE 16



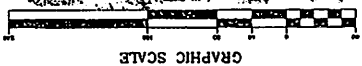
35 36  
2 1  
BASE OF LEAVING 1-1/2"  
CHIPPED FROM PIPE  
STAMPED AS SHOWN (1,2)



FOUND 2" CHIPPED IRON PIPE  
STAMPED AS SHOWN (1,2)

**FINAL MAP OF  
WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBMISSION OF LOT B OF  
"WHITNEY RANCH LARGE LOT SUBDIVISION"  
FILED FOR RECORD IN BOOK 2 OF MAPS, AT PAGE 94.  
BEING A PORTION OF SECTION 2  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2018  
**CENTERPOINT ENGINEERING, INC.**  
1217 PLEASANT GROVE BLVD., SUITE 130  
ROSEVILLE, CALIFORNIA 95678



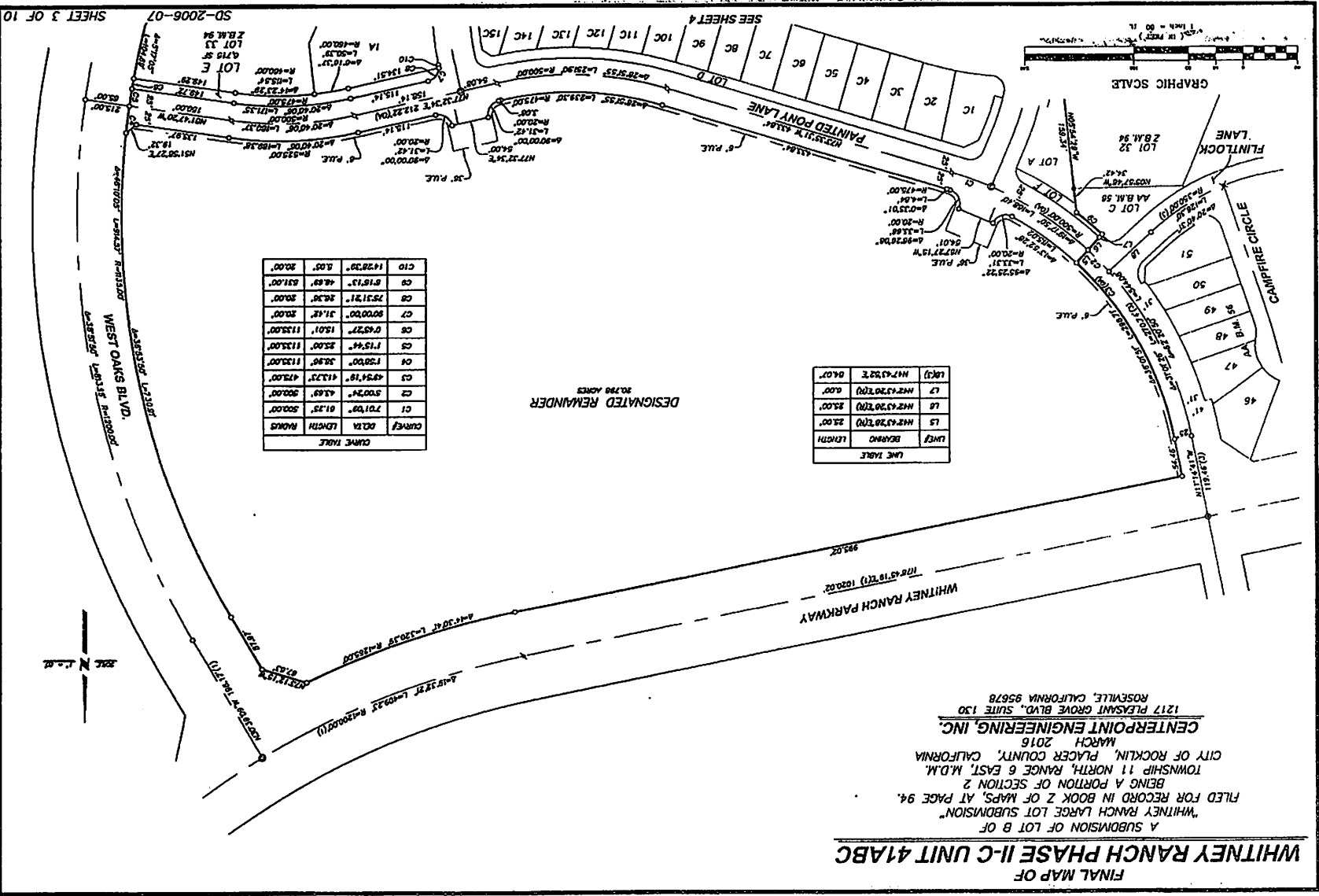
**LINE TABLE**

LINE#	BEYOND	LENGTH
L4	N42°43'20"E	22.00'
L5	N42°43'20"E	22.00'
L6	N42°43'20"E	22.00'
L7	N42°43'20"E	0.00'
L8(L)	N47°43'52"E	04.00'

**CURVE TABLE**

CURVE#	DELTA	LENGTH	RADIUS
C1	7°01'09"	61.35'	500.00'
C2	5°00'24"	43.65'	300.00'
C3	4°34'19"	41.33'	475.00'
C4	1°39'00"	32.95'	1130.00'
C5	1°15'44"	25.00'	1130.00'
C6	0°45'27"	15.01'	1130.00'
C7	5°00'00"	31.42'	20.00'
C8	2°31'21"	20.35'	20.00'
C9	6°16'13"	46.69'	20.00'
C10	1°58'39"	12.05'	20.00'

DESIGNATED REMAINDER  
20.790 ACRES





**FINAL MAP OF  
WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBDIVISION OF LOT B OF  
"WHITNEY RANCH LARGE LOT SUBDIVISION"  
FILED FOR RECORD IN BOOK 2 OF MAPS, AT PAGE 94.  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2016  
**CENTERPOINT ENGINEERING, INC.**  
1217 PLEASANT GROVE BLVD., SUITE 130  
ROSELIE, CALIFORNIA 95678

CURVE TABLE

CURVE#	DELTA	LENGTH	RADIUS
C28	11.3405°	66.02'	327.00'
C27	8.5133°	42.42'	306.50'
C26	6.4371°	6.01'	540.00'
C25	1.0632°	10.77'	540.00'
C24	1.3659°	15.12'	535.00'
C23	10.1878°	57.45'	318.00'
C22	50.1870°	34.50'	30.00'
C21	11.3405°	70.67'	350.00'
C20	4.1378°	37.54'	373.00'
C19	8.5133°	33.00'	30.00'
C18	11.3405°	75.31'	373.00'
C17	50.1870°	31.53'	30.00'
C16	8.1730°	28.54'	20.00'
C15	34.3000°	26.01'	20.00'
C14	65.7829°	28.84'	30.00'
C13	7.3028°	45.65'	350.00'
C12	6.1423°	38.12'	350.00'
C11	6.0748°	37.45'	350.00'
C10	14.3830°	5.00'	20.00'
C9	75.3121°	28.35'	20.00'
C7	50.0000°	31.43'	20.00'

CURVE TABLE

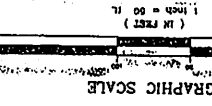
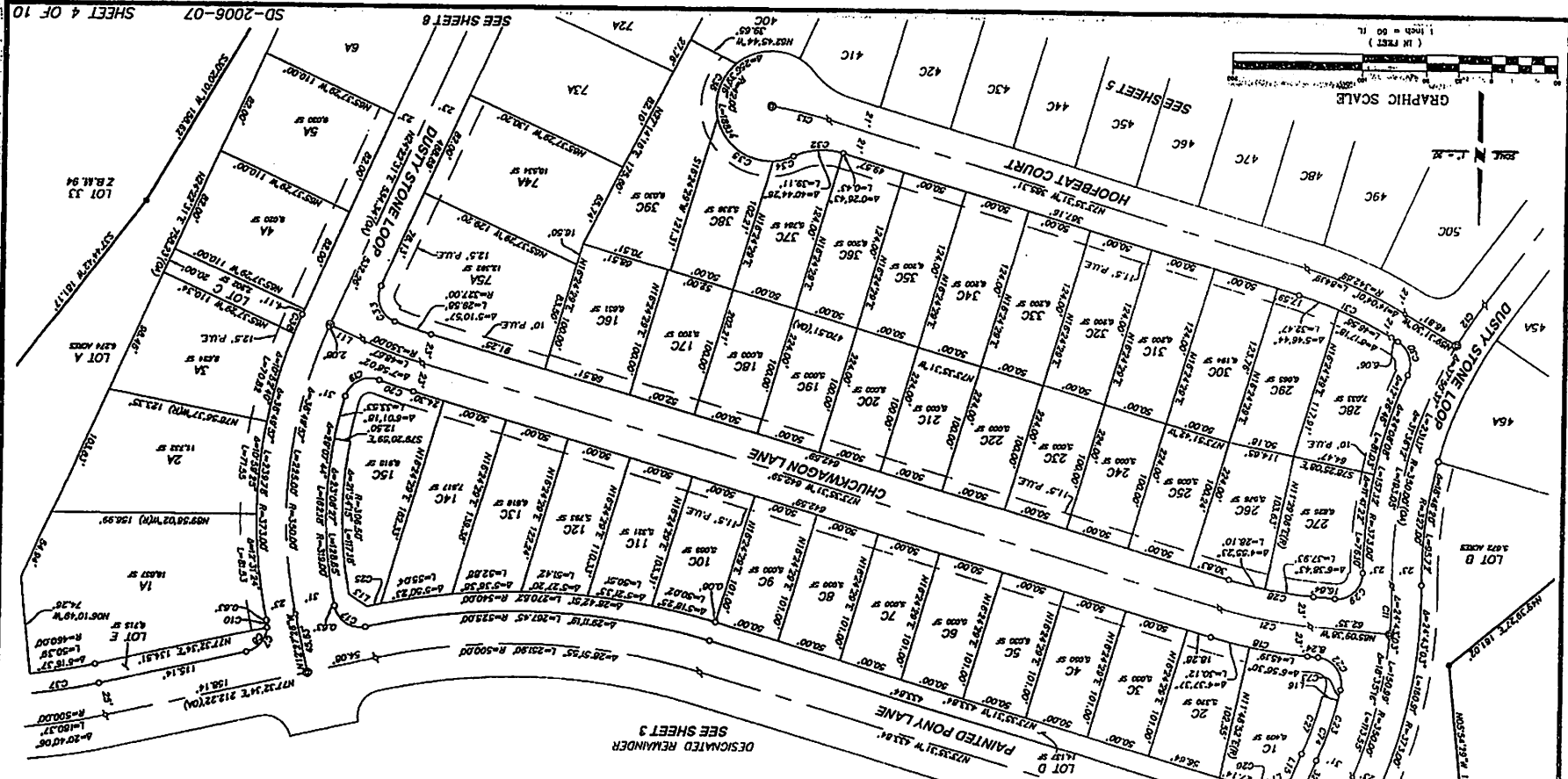
CURVE#	DELTA	LENGTH	RADIUS
C28	11.3405°	66.02'	327.00'
C27	8.5133°	42.42'	306.50'
C26	6.4371°	6.01'	540.00'
C25	1.0632°	10.77'	540.00'
C24	1.3659°	15.12'	535.00'
C23	10.1878°	57.45'	318.00'
C22	50.1870°	34.50'	30.00'
C21	11.3405°	70.67'	350.00'
C20	4.1378°	37.54'	373.00'
C19	8.5133°	33.00'	30.00'
C18	11.3405°	75.31'	373.00'
C17	50.1870°	31.53'	30.00'
C16	8.1730°	28.54'	20.00'
C15	34.3000°	26.01'	20.00'
C14	65.7829°	28.84'	30.00'
C13	7.3028°	45.65'	350.00'
C12	6.1423°	38.12'	350.00'
C11	6.0748°	37.45'	350.00'
C10	14.3830°	5.00'	20.00'
C9	75.3121°	28.35'	20.00'
C7	50.0000°	31.43'	20.00'

CURVE TABLE

CURVE#	DELTA	LENGTH	RADIUS
C16	8.1730°	28.54'	20.00'
C15	34.3000°	26.01'	20.00'
C14	65.7829°	28.84'	30.00'
C13	7.3028°	45.65'	350.00'
C12	6.1423°	38.12'	350.00'
C11	6.0748°	37.45'	350.00'
C10	14.3830°	5.00'	20.00'
C9	75.3121°	28.35'	20.00'
C7	50.0000°	31.43'	20.00'

LINE TABLE

LINE#	BEARING	LENGTH
L16	N75.2615°W	12.50'
L15	N23.2928°E	20.75'
L14	N65.2429°E	23.51'
L13	N57.0829°W	10.87'
L11	N65.3128°W	28.00'
L6	S54.3728°W	23.00'

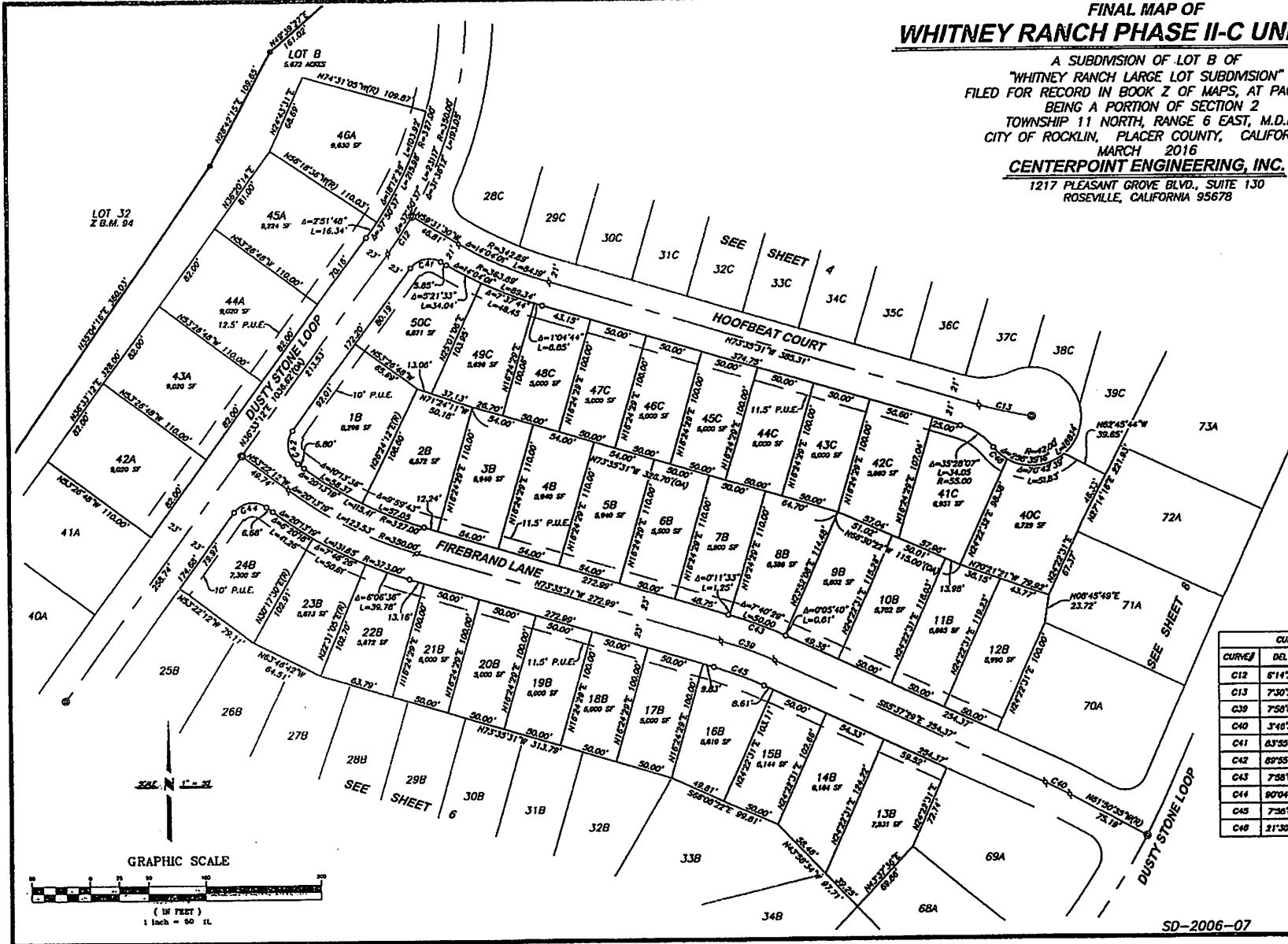


**FINAL MAP OF  
WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBDIVISION OF LOT B OF  
"WHITNEY RANCH LARGE LOT SUBDIVISION"  
FILED FOR RECORD IN BOOK Z OF MAPS, AT PAGE 94.  
BEING A PORTION OF SECTION 2  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2016

**CENTERPOINT ENGINEERING, INC.**

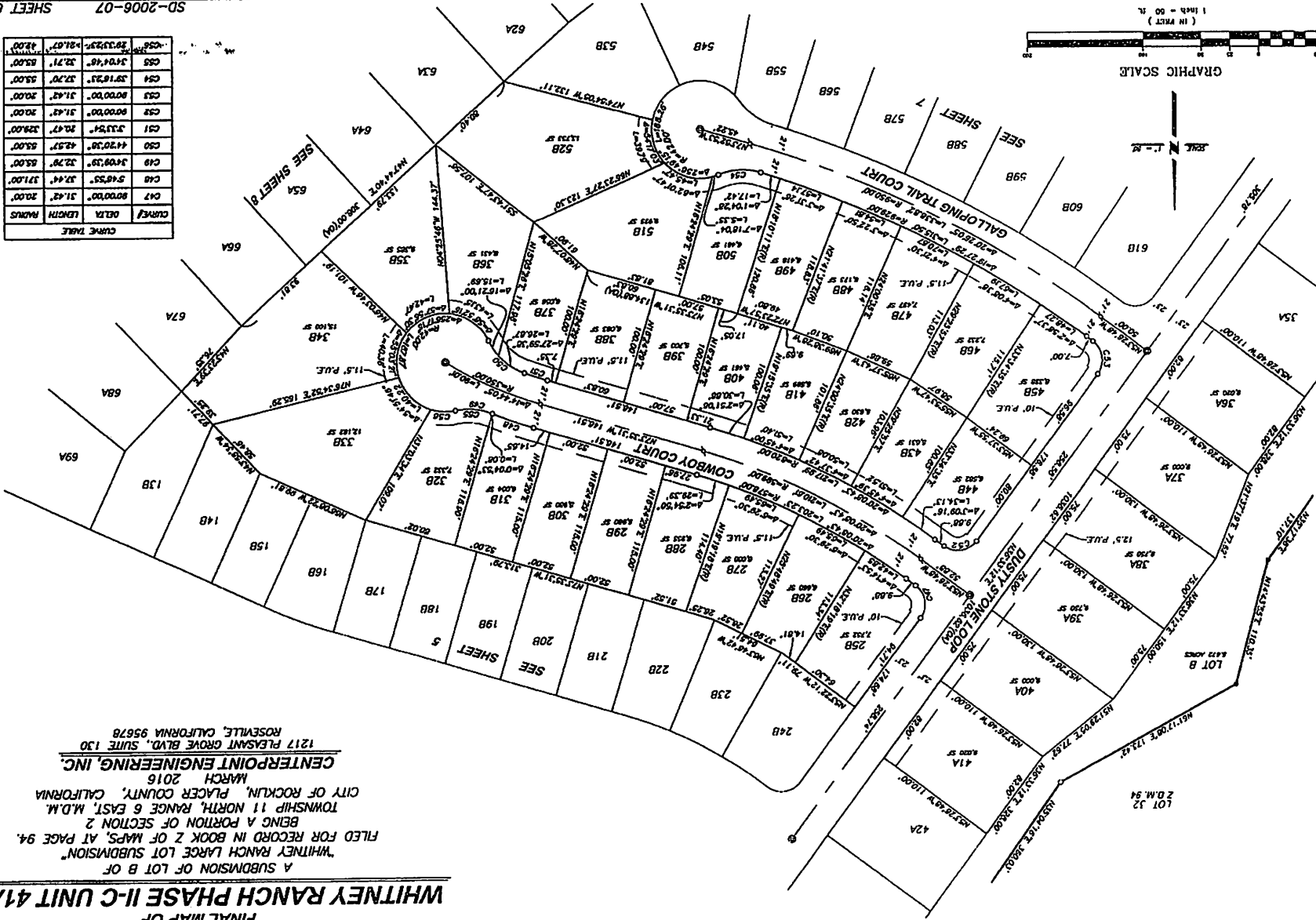
1217 PLEASANT GROVE BLVD., SUITE 130  
ROSEVILLE, CALIFORNIA 95678



CURVE TABLE			
CURVE#	DELTA	LENGTH	RADIUS
C12	6°14'26"	38.12'	350.00'
C13	7°30'26"	45.88'	350.00'
C19	7°58'02"	48.07'	350.00'
C40	3°40'54"	23.10'	350.00'
C41	63°55'18"	29.29'	20.00'
C42	69°55'24"	31.39'	20.00'
C43	7°58'02"	51.87'	373.00'
C44	80°04'38"	31.44'	20.00'
C45	7°36'02"	43.47'	327.00'
C46	21°30'38"	15.77'	42.00'

FINAL MAP OF  
**WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBMISSION OF LOT B OF  
 "WHITNEY RANCH LARGE LOT SUBDIVISION"  
 FILED FOR RECORD IN BOOK Z OF MAPS, AT PAGE 94.  
 BEING A PORTION OF SECTION 2  
 TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
 CITY OF ROCKHUN, PLACER COUNTY, CALIFORNIA  
 MARCH 2016  
**CENTERPOINT ENGINEERING, INC.**  
 1217 PLEASANT GROVE BLVD, SUITE 130  
 ROSEVILLE, CALIFORNIA 95678



CURVE TABLE

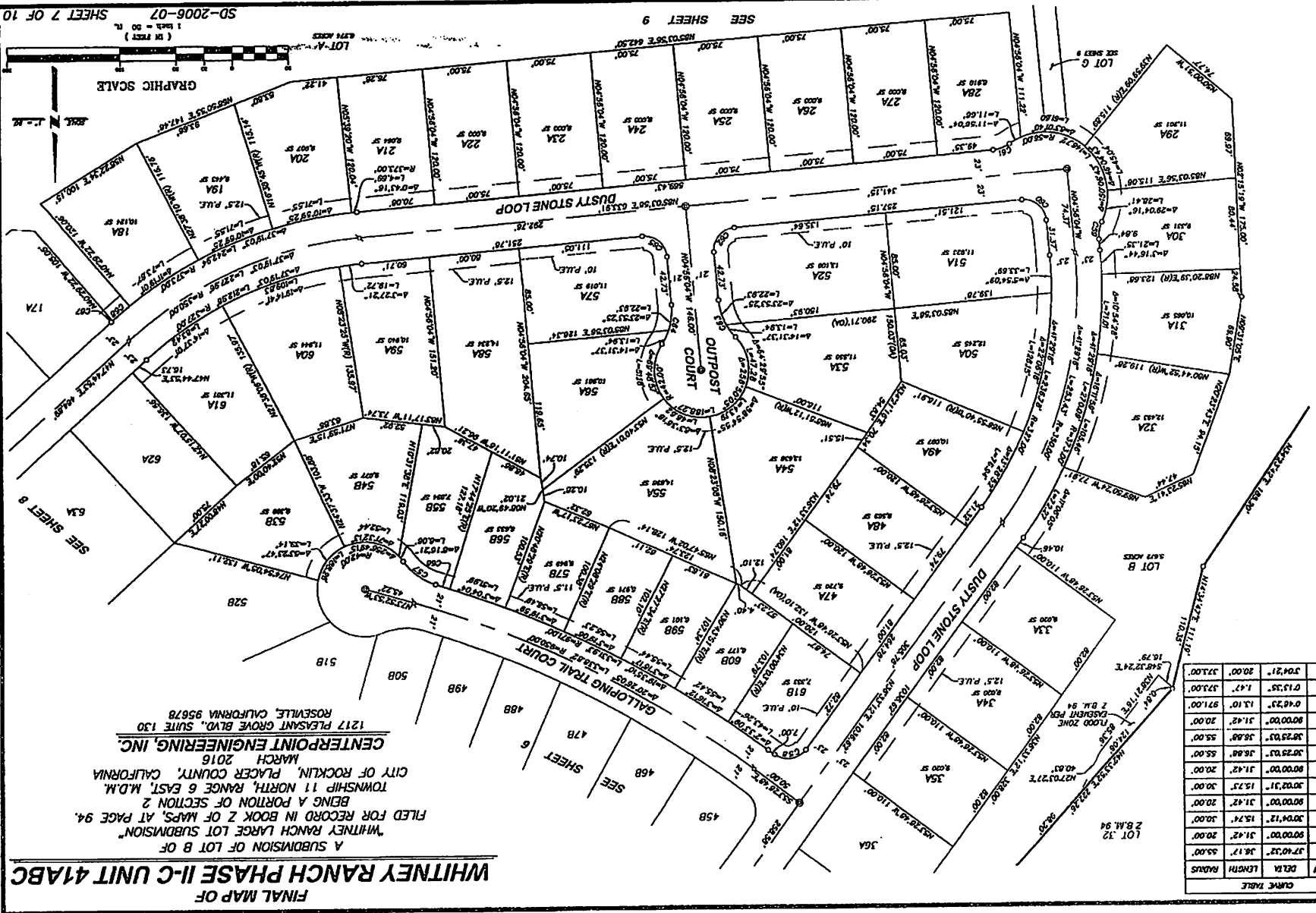
CURVE#	DATA	LENGTH	RADIUS
C17	80°00'00"	31.42'	20.00'
C18	5°48'53"	37.44'	371.00'
C19	34°09'19"	32.29'	53.00'
C20	44°28'38"	42.57'	53.00'
C21	3°33'54"	20.47'	328.00'
C22	80°00'00"	31.42'	20.00'
C23	80°00'00"	31.42'	20.00'
C24	3°18'31"	37.20'	53.00'
C25	34°09'44"	32.21'	53.00'
C26	28°33'57"	42.07'	42.00'

FINAL MAP OF  
**WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBDIVISION OF LOT 8 OF  
 "WHITNEY RANCH LARGE LOT SUBDIVISION"  
 FILED FOR RECORD IN BOOK 2 OF MAPS, AT PAGE 94.  
 BEING A PORTION OF SECTION 2  
 TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
 CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
 MARCH 2016  
**CENTERPOINT ENGINEERING, INC.**  
 1217 ROSEVILLE GROVE BLVD, SUITE 130  
 ROSEVILLE, CALIFORNIA 95678

CURVE TABLE

CURVE#	DELTA	LENGTH	RADIUS
C07	37.4032°	38.17	55.00
C08	80.0000°	31.42	20.00
C09	80.0000°	31.42	20.00
C01	30.0231°	15.75	30.00
C02	80.0000°	31.42	20.00
C03	30.7803°	16.88	55.00
C04	30.7803°	16.88	55.00
C05	80.0000°	31.42	20.00
C06	0.4623°	13.10	91.00
C07	0.1335°	1.47	373.00
C08	304.91°	20.00	373.00



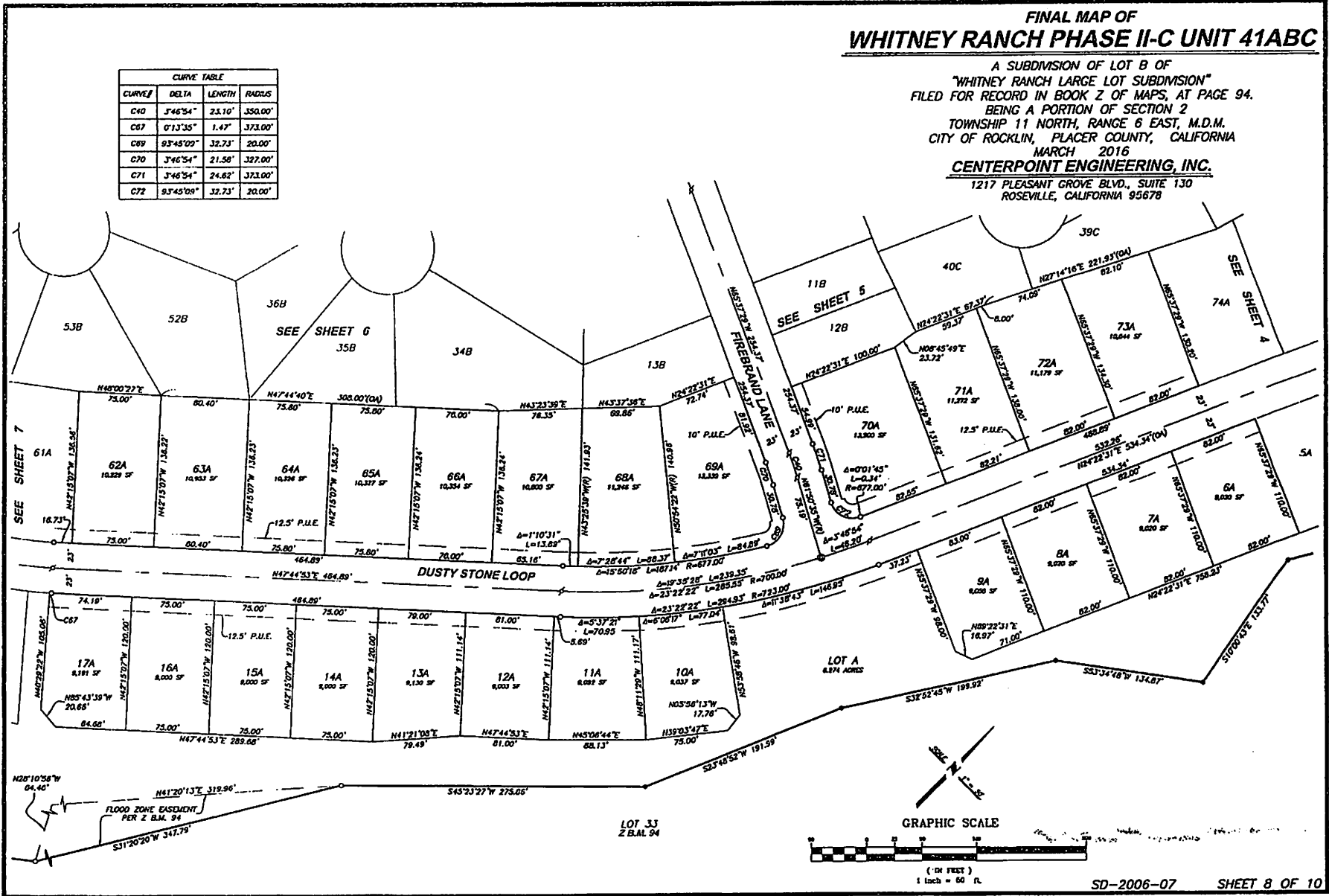
**FINAL MAP OF  
WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBDIVISION OF LOT B OF  
"WHITNEY RANCH LARGE LOT SUBDIVISION"  
FILED FOR RECORD IN BOOK Z OF MAPS, AT PAGE 94.  
BEING A PORTION OF SECTION 2  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2016

**CENTERPOINT ENGINEERING, INC.**

1217 PLEASANT GROVE BLVD., SUITE 130  
ROSEVILLE, CALIFORNIA 95678

CURVE TABLE			
CURVE#	DELTA	LENGTH	RADIUS
C40	3°46'54"	23.10'	350.00'
C67	0°13'35"	1.47'	373.00'
C69	93°45'02"	32.73'	20.00'
C70	3°46'54"	21.56'	327.00'
C71	3°46'54"	24.82'	373.00'
C72	93°45'08"	32.73'	20.00'





**FINAL MAP OF  
WHITNEY RANCH PHASE II-C UNIT 41ABC**

A SUBDIVISION OF LOT B OF  
"WHITNEY RANCH LARGE LOT SUBDIVISION"  
FILED FOR RECORD IN BOOK 2 OF MAPS, AT PAGE 94,  
BEING A PORTION OF SECTION 2  
TOWNSHIP 11 NORTH, RANGE 6 EAST, M.D.M.  
CITY OF ROCKLIN, PLACER COUNTY, CALIFORNIA  
MARCH 2016  
**CENTERPOINT ENGINEERING, INC.**  
1217 PLEASANT GROVE BLVD., SUITE 130  
ROSEVILLE, CALIFORNIA 95678

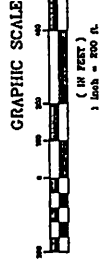
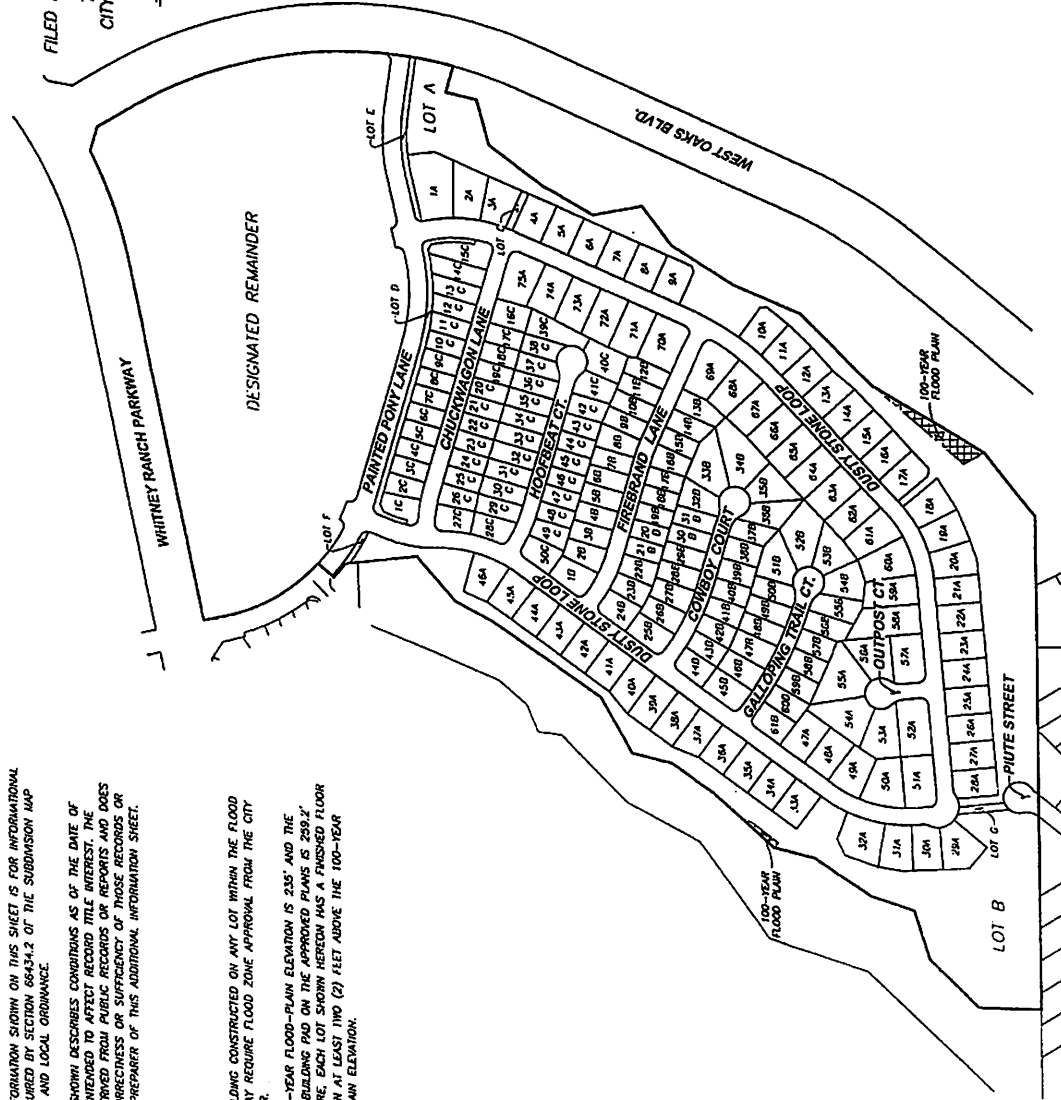
**CITY OF ROCKLIN - LOCAL AGENCY  
INFORMATION SHEET**

THE ADDITIONAL INFORMATION SHOWN ON THIS SHEET IS FOR INFORMATIONAL PURPOSES AS REQUIRED BY SECTION 66434.2 OF THE SUBDIVISION MAP ACT, AS AMENDED, AND LOCAL ORDINANCE.

THE INFORMATION SHOWN DESCRIBES CONDITIONS AS OF THE DATE OF PLANS. IT IS NOT INTENDED TO AFFECT RECORD TITLE INTEREST. THE INFORMATION IS DERIVED FROM PUBLIC RECORDS OR REPORTS AND DOES NOT IMPLY THE CORRECTNESS OR SUFFICIENCY OF THOSE RECORDS OR REPORTS BY THE PREPARER OF THIS ADDITIONAL INFORMATION SHEET.

**NOTES:**

- 1) ANY BUILDING CONSTRUCTED ON ANY LOT WITHIN THE FLOOD PLAIN MAY REQUIRE FLOOD ZONE APPROVAL FROM THE CITY ENGINEER.
- 2) THE 100-YEAR FLOOD-PLAIN ELEVATION IS 235' AND THE LOWEST BUILDING PAD ON THE APPROVED PLANS IS 239.2'. THEREFORE, EACH LOT SHOWN HEREON HAS A FINISHED FLOOR ELEVATION AT LEAST TWO (2) FEET ABOVE THE 100-YEAR FLOODPLAIN ELEVATION.





ROCKLIN UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BRIEFING

---

SUBJECT: Reject Claim No. R17-01  
DEPARTMENT: Office of the Deputy Superintendent, Business & Operations

---

**Background:**

It is standard practice for the Board to reject claims.

**Status:**

This claim will be forwarded to Woodruff Sawyer & Co. after rejection.

**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  Action Item  Information Item

**Packet Information:**

Confidential copy of the claim is included in board's packet.

**Recommendation:**

Staff recommends the Board reject claim number R17-01.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approval of Budget Revisions  
**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

---

**Background:**

It is standard practice for changes to be made to the budget throughout the year. These budget revisions will be routinely brought to the Board for approval.

**Status:**

Budget changes are summarized in the attachment. Major changes in the General Fund include an increase in LCFF revenue due to enrollment growth and gap percentage change and prior year lottery revenue, new and additional state grant funding; salary and benefit increases for settlement with RTPA, increase in textbook adoption costs, increase in non-public agency (NPA) costs and a decrease in PCOE special education billback projected costs.

Major changes in other funds are increases in developer fee revenue and increases in Mello Roos property tax revenues.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

**Current year:** General Fund \$148,039, Charter Fund (\$9,418), Cafeteria Fund (\$2,758), Deferred Maintenance (\$55,557), Developer Fees \$470,178, Special Reserve for Capital Outlay Projects (\$8,058), Mello-Roos Capital Projects \$48,919.

**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:**

Budget revisions are included in the agenda packet.

**Recommendation:**

Staff recommends approval of budget revisions.

Rocklin Unified School District  
Budget Revision #2  
February 15, 2017

<b>FUND 01 - GENERAL FUND</b>		
<b>Beginning Excess of Expenditures over Revenues</b>		\$ (282,033)
<b>Revenues</b>		
Increase in LCFF funding (due to an increase of 6.14 ADA and increase of 1.1% in gap funding)	\$ 96,855	
Increase for College Readiness Block Grant (new funding)	99,148	
Increase in Clean Energy Jobs Act award	233,303	
Increase in CTEIG funding	140,153	
Decrease in federal mental health revenue	(14,790)	
Increase in LEA Medi-Cal Billing Option reimbursement	36,004	
Decrease out of home care revenue based on new allocation	(9,716)	
Decrease for SELPA Special Education allocation	(23,010)	
Increase in 1x Mandated Cost Reimbursement revenue for final allocation	5,920	
Increase in prior year revenue for unrestricted lottery	63,059	
Increase in prior year revenue for restricted lottery	55,649	
Decrease in contribution to Fund 14	65,436	
Increase in SIG Wellness Program revenues	39,840	
Increase in local unrestricted donations	44,477	
Increase in local restricted donations	36,472	
Increase in revenue for to be billed expenses	48,686	
Increase in unrestricted other local revenues	29,166	
Increase in salary abatements	18,283	
Increase in miscellaneous revenues	5,251	
<b>Total Increase in Revenues</b>	<b>970,186</b>	
<b>Transfers In</b>		
Transfer from Fund 40 for a surveillance camera		8,058
<b>Total Increase in Revenues and Transfers In</b>		<b>978,244</b>
<b>Expenditures</b>		
Net increase in unrestricted salaries and benefits due to the RTPA salary settlement, an increase in substitute costs, net of vacancy savings and increase in FTE	\$ 380,218	
Increase in local unrestricted donations	44,477	
Increase in local restricted donations	36,337	
Increase in SIG Wellness Program	39,840	
Increase in CTEIG funding and finalized expenditure plan	170,153	
Increase in to be billed expenses	73,686	
Decrease in federal mental health revenue	(14,790)	
Increase in LEA Medi-Cal Billing Option reimbursement	36,004	
Increase in federal expenditures due to SDI reimbursements, adjustment to awards, and RTPA settlement costs in ROTC	5,453	
Decrease in energy consultant contract	(11,787)	
Increase for access feasibility study at RHS	6,000	
Increase budget for lost/stolen/vandalized/damaged equipment	23,982	
Increase for Board Docs software and equipment	18,000	
Increase in site discretionary budgets for final CBEDs enrollment	8,166	
Increase in textbook adoptions	177,280	
Increase for M&O vehicle	15,478	
Decrease in transportation costs	(8,338)	
Increase special education expenses mostly due to NPA costs	156,799	
Decrease in PCOE's projection in the bill back charges for special education	(369,104)	
Increase to purchase a surveillance camera	8,058	
Increase in utilities	4,330	
Decrease in WHS field and turf project final costs	(1,903)	
Increase in supplemental expenditures	23,963	
Increase in miscellaneous expenses	7,903	
<b>Total Increase in Expenditures</b>	<b>830,205</b>	
<b>Revised Excess of Expenditures over Revenues</b>		<b>\$ (133,994)</b>
<b>Revised Beginning Fund Balance</b>		<b>19,594,531</b>
<b>Revised Ending Fund Balance</b>		<b>\$ 19,460,537</b>

Rocklin Unified School District  
Budget Revision #2  
February 15, 2017

<b>FUND 09 CHARTER SCHOOL</b>		
Beginning Excess of Expenditures over Revenues		\$ (27,641)
Revenues		
Decrease in LCFF funding (due to a decrease of 16.52 ADA)	\$ (145,355)	
Increase in interest income	2,000	
Increase due to a prior year stale dated check	979	
Increase in one time mandated cost reimbursements for 2016-17 allocation	76	
Increase for college readiness block grant (new funding)	75,000	
Increase in prior year unrestricted lottery	1,679	
Increase in prior year restricted lottery	849	
Total Decrease in Revenues	<u>                    </u>	(64,772)
Expenditures		
Decrease in salaries and benefits for positional pay	\$ (25,233)	
Increase in salaries and benefits overtime, extra time, and substitutes	3,771	
Decrease in special education direct cost transfer to Fund 01	(20,799)	
Increase for college readiness block grant (new funding)	36,634	
Increase for the WASC services	2,500	
Decrease in textbooks	(27,000)	
Decrease in materials and supplies	(12,474)	
Decrease in one time furniture expense	(10,000)	
Decrease in indirect cost transfer to Fund 01	(2,753)	
Total Decrease in Expenditures	<u>                    </u>	(55,354)
Revised Excess of Expenditures over Revenues		\$ (37,059)
Revised Beginning Fund Balance		246,654
Revised Ending Fund Balance		<u>                    </u> \$ 209,595

<b>FUND 13 CAFETERIA</b>		
Beginning Excess of Revenues over Expenditures		\$ 46,041
Revenues		
Increase for surplus sales revenue		1,255
Expenditures		
Decrease in salaries (mostly due to vacancy savings)	\$ (10,502)	
Increase for one time vehicle purchase	16,000	
Decrease in direct costs due to a decrease in services	(1,620)	
Increase in indirect costs due to a increase in overall expenditures	135	
Total Increase in Expenditures	<u>                    </u>	4,013
Revised Excess of Revenues over Expenditures		\$ 43,283
Revised Beginning Fund Balance		657,538
Revised Ending Fund Balance		<u>                    </u> \$ 700,821

<b>FUND 14 DEFERRED MAINTENANCE</b>		
Beginning Excess of Revenues over Expenditures		\$ 288,165
Revenues		
Decrease in contribution from Fund 01	\$ (65,436)	
Increase in local revenue (billed the City for 50% of the WHS pool heater)	9,879	
Total Decrease in Revenues	<u>                    </u>	(55,557)
Revised Excess of Revenues over Expenditures		\$ 232,608
Revised Beginning Fund Balance		1,085,185
Revised Ending Fund Balance		<u>                    </u> \$ 1,317,793

<b>FUND 25 DEVELOPER FEES</b>		
Beginning Excess of Revenues over Expenditures		\$ 2,100,054
Revenues		
Increase in interest income	\$ 20,000	
Increase in developer fees	450,000	
Total Increase in Revenues	<u>                    </u>	470,000
Expenditures		
Decrease for misc. adjustments		(178)
Revised Excess of Revenues over Expenditures		\$ 2,570,232
Revised Beginning Fund Balance		6,165,318
Revised Ending Fund Balance		<u>                    </u> \$ 8,735,550

Rocklin Unified School District  
 Budget Revision #2  
 February 15, 2017

<b>FUND 40 SPECIAL RESERVE FOR CAPITAL OUTLAY PROJECTS</b>		
Beginning Excess of Revenues over Expenditures	\$	1,500
Transfers Out		
Transfer of expenditures for a surveillance camera to Fund 01		8,058
Revised Excess of Expenditures over Revenues	\$	(6,558)
Revised Beginning Fund Balance		112,677
Revised Ending Fund Balance	\$	106,119

<b>FUND 49 MELLO-ROOS CAPITAL PROJECTS</b>		
Beginning Excess of Revenues over Expenditures	\$	494,101
Revenues		
Increase in property tax revenues	\$ 50,000	
Increase for surplus sales revenue	25	
Total Increase in Revenues		50,025
Expenditures		
Increase in salaries and benefits due extra time	\$ 1,363	
Decrease for miscellaneous adjustments	(257)	
Total Increase in Expenditures		1,106
Revised Excess of Revenues over Expenditures	\$	543,020
Revised Beginning Fund Balance		14,252,127
Revised Ending Fund Balance	\$	14,795,147

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Contract with Capitol Public Finance Group (Capitol PFG)

**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

---

**Background:**

The District has the need for financial advisory services, as it reviews existing debt for possible refinancing opportunities, and explores financing avenues for future facility needs. In past bond issuance transactions, a single firm provided underwriting and financial advisory services to the District. The Dodd-Frank Consumer Protection Law no longer allows one firm to provide both services. Municipal Securities Rule Making Board (MSRB) Rule G-42 (which governs advice given to government agencies concerning the development, execution and management of debt financing and related activities) went into effect June 23, 2016. By contracting with a registered municipal advisor for debt transactions, the District will be in compliance with its debt policy and the municipal advisor will be able to provide financial advice in compliance with the standard of care and fiduciary duty prescribed in MSRB Rule G-42.

The District has contracted with Capitol Public Finance Group previously when issuing Tax Revenue Anticipation Notes for operating cash flow purposes, and in preparing the District's Annual and Five Year Developer Fee Report.

**Status:**

The rate is \$195 per hour for consulting services. If the Governing Board decides to refinance bonds or certificates of participation / issue municipal securities, then an additional flat or contingent fee will be mutually agreed upon for that scope of work.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year:

Future years: N/A

Funding source:

**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:**

Contract with Capitol Public Finance Group is included in your packet.

**Recommendation:**

Staff recommends approval of the Capitol PFG contract.

**AGREEMENT FOR  
PROFESSIONAL SERVICES  
BETWEEN  
ROCKLIN UNIFIED SCHOOL DISTRICT  
AND  
CAPITOL PUBLIC FINANCE GROUP**

**1. Parties and Date.**

This Agreement ("Agreement") is made and entered into this 16<sup>th</sup> day of February, 2017, by and between **ROCKLIN UNIFIED SCHOOL DISTRICT** (the "District") and **CAPITOL PUBLIC FINANCE GROUP** ("Consultant") (collectively referred to as the "Parties" and each individually as the "Party").

**2. Recitals.**

2.1 **Consultant.** Consultant is a professional consultant, experienced and properly certified/licensed to provide the professional services described herein, and is familiar with the plans of the District.

**3. Terms.**

**3.1 Scope of Services, Qualifications and Term.**

(a) General Scope of Services. Consultant promises and agrees to furnish all labor, materials, tools, equipment, services, and incidental and customary work necessary to fully and adequately supply professional services, as more particularly described in the scope of work proposal and fee schedule set forth in **Exhibit "A"** attached hereto and incorporated herein by reference (collectively "Services"). All Services shall be subject to, and performed in accordance with, this Agreement, the exhibits attached hereto and incorporated herein by reference, and all applicable local, state and federal laws, rules and regulations.

(b) Fiduciary Duty. In accordance with the Municipal Securities Rulemaking Board Proposed Rule 42, Consultant has provided a Conflict of Interest Disclosure as set forth in **Exhibit "B"**. Consultant shall provide the District with periodic updates of Exhibit "B" on an as-needed basis, including written disclosures of actual or pending conflicts of interests, legal or disciplinary actions, and flat or contingent fee arrangements associated with the issuance of municipal securities or financial products.

3.2 **Term.** The term of this Agreement shall be from the date first written above and shall continue until June 30, 2019, unless earlier terminated as provided herein. The Parties may mutually agree to extend this term by written amendment.

**3.3 Responsibilities of Consultant.**

(a) Control and Payment of Consultants and its Subordinates. The District retains Consultant on an independent contractor basis and Consultant is not an employee of the District. Any additional personnel performing the Services under this Agreement on behalf of



Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of Services under this Agreement and as required by law including, but not limited to, the payment of prevailing wage, as applicable.

(b) Conformance to Applicable Requirements. All work prepared by Consultant is subject to the approval of the District and any and all applicable regulatory State agencies, and shall be the property of the District.

(c) Work Authorization/Task Order. Consultant shall obtain from the District a written work authorization for the Project prior to commencing any work or performing any Services under this Agreement. Such written work authorization shall reiterate Consultant's duties outlined herein and provide written confirmation of the specific Services, or portion thereof, to be performed, any applicable schedule requirements for such Services, as well as the agreed upon compensation to be provided for such Services consistent with the fee structure set forth this Agreement.

(d) Coordination of Services. Consultant agrees to work closely with the District staff in the performance of Services and shall be available to the District's staff, consultants and other staff at all reasonable times.

(e) Standard of Care. Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subcontractors or sub-consultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Any of Consultant's employees who are determined by the District to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or any of Consultant's employees who fail or refuse to perform the Services in a manner acceptable to the District, shall be promptly removed from the Project by the Consultant and shall not be re-employed to perform any of the Services or to work on the Project.

(f) Laws and Regulations. Consultant shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Project or the Services, and shall give all notices required by law. Consultant shall be liable for all violations of such laws and regulations in connection with Services.

(g) Insurance. Consultant shall provide insurance in amount and type subject to the review and approval of the District. Consultant shall also provide District with the copies of its insurance policies prior to commencing work on the Project.

(h) Safety. Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees and subcontractors appropriate to the nature of the Services and the conditions under which the Services are to be performed.

(i) Project Staffing. Consultant shall provide adequate staff and resources to facilitate all contractors' activity. Should Consultant fail to adequately staff a project, the District may, at its sole discretion, retain third party inspection services and back charge Consultant for all third party fees.

### 3.4 Fees and Payments.

(a) Compensation. Consultant shall receive compensation, including reimbursements, for all Services rendered under this Agreement for the not-to-exceed fees set forth in Exhibit "A" attached hereto and incorporated herein by reference consistent with the applicable Work Authorization. Consultant shall not be entitled to any compensation under this Agreement except as confirmed in such written Work Authorization. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

(b) Reimbursement of Expenses. Consultant shall not be reimbursed for any expenses unless authorized in writing in advance by the District.

(c) Payment of Compensation. Consultant shall submit to the District an itemized statement which indicates work completed and hours of Services rendered by Consultant. The District shall pay Consultant within a reasonable time and in accordance with this Agreement.

(d) Extra Work. At any time during the term of this Agreement, the District may request that Consultant perform Extra Work. As used herein, "Extra Work" means any Services which are determined by the District to be necessary, but which the Parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written supplemental work authorization from the District.

(e) Authority to Amend Agreement. As the authorized representative for the District for the purposes of binding the District to amendments to this Agreement, the Superintendent or his/her designee, may authorize and execute an amendment to this Agreement to add Services and/or increase the not-to-exceed fee by up to twenty-five percent if the Superintendent identifies an immediate need for such an amendment. All such amendments executed by the Superintendent shall be subject to ratification by the District's governing board.

3.5 Maintenance of Accounting Records. Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of the District during normal business hours to examine, audit, and make transcripts or copies of such records and any

other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of four (4) years from the date of final payment under this Agreement.

### 3.6 General Provisions.

(a) Suspension of Services. The District may, in its sole discretion, suspend all or any part of Services provided hereunder without cost; provided, however, that if the District shall suspend Services for a period of ninety (90) consecutive days or more and in addition such suspension is not caused by Consultant or the acts or omissions of Consultant, upon rescission of such suspension, the compensation will be subject to adjustment to provide for actual costs and expenses incurred by Consultant as a direct result of the suspension and resumption of Services under this Agreement. Consultant may not suspend its service without the District's express written consent.

(b) Termination of Agreement.

(i) Grounds for Termination. The District may, by written notice to Consultant, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least seven (7) calendar days before the effective date of such termination. Upon termination, Consultant shall be compensated only for those services which have been adequately rendered to the District, and Consultant shall be entitled to no further compensation. Consultant may not terminate this Agreement except for cause.

(ii) Effect of Termination. If this Agreement is terminated as provided in this Section, the District may require Consultant to provide all finished or unfinished documents, data, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within fifteen (15) calendar days of the request.

(iii) Additional Services. In the event this Agreement is terminated in whole or in part as provided herein, the District may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

(c) Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

**CONSULTANT:**

**CAPITOL PUBLIC FINANCE GROUP**  
2436 Professional Drive, Suite 300  
Roseville, CA 95661  
Tel.: (916) 641-2734  
Fax: (916) 921-2734

**Attn: Jeffrey Small, Managing Partner**

**DISTRICT:**

**ROCKLIN UNIFIED SCHOOL DISTRICT**

2615 Sierra Meadows Drive

Rocklin, CA 95677

**Attn: Barbara Patterson, Deputy Superintendent**

Such notice shall be deemed made when personally delivered to the address set forth above, or forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed as set forth above. Delivery of notice may also be made by overnight mail with proof of delivery; by facsimile with proof of transmission; or by email if receipt is acknowledged by the recipient of the email notice. Notice shall be deemed adequate on the date actual notice occurred, regardless of the method of service.

(d) Mediation. Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the Parties hereto. The type and process of mediation to be utilized shall be subject to the mutual agreement of the Parties.

(e) Ownership of Materials and Confidentiality.

(i) All materials and data, including but not limited to, data on magnetic media and any materials and data required to be made or kept pursuant to federal, state or local laws, rules or regulations, prepared or collected by Consultant pursuant to this Agreement, shall be the sole property of the District, except that Consultant shall have the right to retain copies of all such documents and data for its records. The District shall not be limited in any way in its use of such materials and data at any time, provided that any such use not within the purposes intended by this Agreement shall be at the District's sole risk and provided that Consultant shall be indemnified against any damages resulting from such use, including the release of this material to third parties for a use not intended by this Agreement.

(ii) All such materials and data shall be provided to the District, or such other agency or entity as directed by District or required by law, rule or regulation, immediately upon completion of the term of this Agreement as directed by the District. Should the District wish to obtain possession of any such materials or data during the term of this Agreement, it shall make its request in writing. Such information shall be provided to the District within forty-eight (48) hours of its request.

(f) Indemnification. To the fullest extent permitted by law, Consultant shall defend (with counsel of the District's choosing), indemnify and hold the District, its officials, officers, employees, volunteers and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner arising out of, pertaining to, or incident to any alleged acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all consequential damages, expert witness fees and attorneys' fees and other related costs and expenses. Consultant shall reimburse the District and its officials, officers,

employees, agents, and/or volunteers, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided. Consultant's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by the District, its directors, officials officers, employees, agents, or volunteers.

(g) Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements.

(h) Governing Law. This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of Placer, State of California.

(i) Time of Essence. Time is of the essence for each and every provision of this Agreement.

(j) The District's Right to Employ Other Consultants. The District reserves right to employ other consultants in connection with this Project. However, Consultant shall be the exclusive consultant for purposes of the Services as noted within this Agreement, unless terminated as provided herein.

(k) Successors and Assigns. This Agreement shall be binding on the successors and assigns of the Parties, and shall not be assigned by Consultant without the prior written consent of the District.

(l) Amendments. This Agreement may not be amended except by a writing signed by the District and Consultant.

(m) Severability. If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.

(n) Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

(o) Conflict of Interest. For the term of this Agreement, no member, officer or employee of the District, during the term of his or her service with the District, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.

(p) Equal Opportunity Employment. Consultant represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex or age. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination.

Fingerprinting Requirements. Consultant hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Consultant shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Consultant must provide for the completion of a Fingerprint Certification form, in the District's required format, prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the District's pupils. Consultant further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements.

(q) Non-Waiver. None of the provisions of this Agreement shall be considered waived by either party, unless such waiver is expressly specified in writing.

(r) Drug/Tobacco-Free Facilities. All District facilities are drug and tobacco-free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of the District facilities.

(s) Board Approval Required. This Agreement shall not be binding nor take effect unless approved or ratified by the District Board of Education. Any amendments, except as required by law, to this Agreement shall require Board approval or ratification.

(t) Exhibits and Recitals. All Exhibits and Recitals contained herein are hereby incorporated into this Agreement by this reference.

(u) Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which shall constitute one agreement. Copies of signatures shall have the same force and effect as original signatures.

(v) Authority to Execute. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

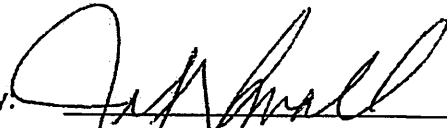
IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their authorized officers as of the day, month and year first written above.

**ROCKLIN UNIFIED SCHOOL DISTRICT    CAPITOL PUBLIC FINANCE GROUP**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

By:  \_\_\_\_\_

Name: Jeffrey Small

Title: Managing Partner



***EXHIBIT "A"***  
**Scope of Work and Fee Schedule**

Capitol Public Finance Group will provide the following, on an as needed basis, as specified by and at the direction of the District, general financial planning and advisory services to the District which include but are not limited to the following:

- Integrate Facilities Master Plan with Facility Needs Analysis
- Preparation and maintenance of funding plan for facility improvements and program needs
- Assist operation of a facilities sub-committee
- Bond Planning, including tax rate analysis, tax base analysis, sizing, timing, and structuring of proposed debt issuance
- Advice with respect to existing debt
- Assistance with entities such as the County Office of Education, County of Placer, and members of the finance industry (e.g., attorneys, underwriters, rating agencies, etc.)
- Assist with compliance with debt covenants, the Internal Revenue Code, continuing disclosure obligations (to the extent not otherwise provided for), and related policies and procedures
- Investment advice related to the proceeds of municipal securities
- Advice with respect to financial products, services and proposals
- Financial communication strategies and presentations
- Training and education for Board, staff and committees

In consideration of consulting services provided, Rocklin Unified School District will pay Capitol Public Finance Group an hourly rate of \$195, billed on a monthly basis. In accordance with Section 3.1(b), flat or contingent fee arrangements for the issuance of municipal securities will be mutually agreed upon concurrently with the scope of work.

**EXHIBIT "B"**  
**MSRB Rule G-42 Supplement**

**Conflict of Interest Disclosure**  
**Rocklin Unified School District**

**As of February 16, 2017**

As part of the fiduciary duty Municipal Advisors owe to their clients, Capitol PFG is providing this supplement to advise you of actual or potential conflicts of interest. Capitol PFG is identifying actual or potential conflicts of interest or material disclosures by marking the relevant conflict in the boxes below; providing a brief explanation of the nature, implications and potential consequences of each conflict; and providing an explanation of how Capitol PFG will manage or mitigate the conflict.

- any actual or potential conflicts of interest of which it is aware after reasonable inquiry that could reasonably be anticipated to impair its ability to provide advice to or on behalf of the client in accordance with its fiduciary duty to municipal entity clients
- any affiliate of the municipal advisor that provides any advice, service, or product to or on behalf of the client that is directly related to the municipal advisory activities to be performed by the disclosing municipal advisor
- any payments made by the municipal advisor, directly or indirectly, to obtain or retain an engagement to perform municipal advisory activities for the client
- any payments received by the municipal advisor from a third party to enlist the municipal advisor's recommendation to the client of its services, any municipal securities transaction or any municipal financial product
- any fee-splitting arrangements involving the municipal advisor and any provider of investments or services to the client
- any conflicts of interest arising from compensation for municipal advisory activities to be performed that is contingent on the size or closing of any transaction as to which the municipal advisor is providing advice
- any other engagements or relationships of the municipal advisor that could reasonably be anticipated to impair the municipal advisor's ability to provide advice to or on behalf of the client in accordance with its fiduciary duty to municipal entity clients

- Capitol PFG has determined, after exercising reasonable diligence, that it has no known material conflicts of interest that would impair its ability to provide advice to the Rocklin Unified School District in accordance with its fiduciary duty to the District. To the extent any such conflicts of interest arise after the date of this Agreement, Capitol PFG will provide information with respect to such conflicts in the form of a written supplement to this Agreement.
  
- any legal or disciplinary event that is material to the Rocklin Unified School District's evaluation of Capitol PFG or the integrity of its management or advisory personnel

Copies of Capitol PFG filings with the United States Securities and Exchange Commission can currently be found by accessing the SEC's EDGAR system Company Search Page which is currently available at <https://www.sec.gov/edgar/searchedgar/companysearch.html> and searching for either Capitol Public Finance Group, LLC or for our CIK number which is 0001614042. There have been no material changes to the legal or disciplinary events that Capitol PFG has disclosed to the SEC.

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Resolution No. 16-17-07 for Purchase of School Bus

**DEPARTMENT:** Office of the Deputy Superintendent, Business and Operations

---

**Background:**

The District has a need to obtain a new school bus for its students; and Section 20118 of the Public Contract Code allows the District to enter into a contract to lease or purchase said materials and/or equipment, without advertising for bids, if the District's Governing Board determines that it is in the best interest of the District to do so and provided that said materials and/or equipment comply with the specifications and unit prices established by a competitively-bid contract awarded by another local public agency.

The new school buses meeting the District's needs and requirements were specified in a competitively-bid contract awarded by Hemet Unified School District on April 08, 2014 with subsequent approvals to extend the contract for up to five, one-year periods, the most recent approval occurring on June 07, 2016, wherein Buswest, Inc. was selected as the low bidder to provide school buses, including a Thomas, 41+1/27+4 Saf-T-Liner HDX, CHSY 2018.

**Status:**

Staff recommends that the Board approve and authorize the District to enter into a contract with Buswest for the purchase of a Thomas, 41+1/27+4 Saf-T-Liner HDX, CHSY 2018 model school bus at the cost and as described above.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year: \$168,327  
Future years: N/A  
Funding source: General Fund - 2015-16 One-time Mandated Cost Reimbursement Funds

**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:**

-Resolution No. 16-17-07.  
-Hemet USD piggybackable bid document is available for viewing by contacting the RUSD Business Services Department.

**Recommendation:**

Staff recommends approval of Resolution No. 16-17-07.

**BEFORE THE BOARD OF TRUSTEES  
OF THE ROCKLIN UNIFIED SCHOOL DISTRICT  
PLACER COUNTY, CALIFORNIA**

**RESOLUTION NO. 16-17-07**

**APPROVING AND AUTHORIZING A CONTRACT WITH BUSWEST  
FOR PURCHASE OF A SCHOOL BUS PURSUANT TO  
PUBLIC CONTRACT CODE SECTION 20118**

**WHEREAS**, the Rocklin Unified School District (“District”) has a need to obtain a new school bus for its students; and

**WHEREAS**, Section 20118 of the Public Contract Code allows the District to enter into a contract to lease or purchase said materials and/or equipment, without advertising for bids, if the District’s Governing Board (“Board”) determines that it is in the best interest of the District to do so and provided that said materials and/or equipment comply with the specifications and unit prices established by a competitively-bid contract awarded by another local public agency; and

**WHEREAS**, the staff of the District has advised this Board that new school buses meeting the District’s needs and requirements were specified in a competitively-bid contract awarded by Hemet Unified School District on April 08, 2014 with subsequent approvals to extend the contract for up to five, one-year periods, the most recent approval occurring on June 07, 2016, wherein BUSWEST, Inc. was selected as the low bidder to provide school buses, including a 41+1/27+4 Saf-T-Liner HDX, CHSY 2018; and

**WHEREAS**, the staff of the District recommends the Board approve and authorize the District to enter into a contract with BUSWEST for the purchase of a Thomas, Saf-T-Liner HDX, Model CHSY school bus at the cost and as described therein.

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE ROCKLIN UNIFIED SCHOOL DISTRICT FINDS, DETERMINES AND RESOLVES as follows:**

1. The foregoing recitals are true and correct.
2. The Purchase Agreement pursuant to Public Contract Code 20118 as described above between ROCKLIN UNIFIED SCHOOL DISTRICT and Bus West is found to be in the best interest of the District and is hereby approved and ratified.
3. The District staff is authorized and directed to take all steps necessary or convenient to acquire a Thomas, Saf-T-Liner, model CHSY school bus in accordance with said Agreement.

4. The District's Superintendent and his designee are individually authorized and directed to execute the Agreement on behalf of the District (subject to making such changes to the Agreement as may be necessary or appropriate) to consummate the purchase of school buses, any documents or supplementary agreements necessary to secure possession, use, or ownership of said school buses, and to approve any amendments as necessary to carry out the provisions of this authorizing Resolution.
5. This Resolution shall take effect immediately upon its adoption.

\*\*\*\*\*

PASSED AND ADOPTED by the Board of Trustees of the Rocklin Unified School District at its meeting held on February 15, 2017, as follows:

AYES:

NOES:

ABSENT:

ABSTAINED:

---

President, Board of Trustees  
Rocklin Unified School District

Attest:

---

Clerk, Board of Trustees  
Rocklin Unified School District

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

**SUBJECT:** Approve Contract with Total Compensation Systems, Inc. (TCS) for Actuarial Study  
**DEPARTMENT:** Office of the Deputy Superintendent, Business & Operations

---

**Background:**

For financial reporting purposes, Governmental Accounting Standards Board (GASB) Statements 43 & 45 are in effect until June 30, 2018 for school districts and June 30, 2017 for trusts. Then GASB statements 74 and 75 take effect. All four Statements require an actuarial valuation to be obtained for Other Post Employment Benefits (OPEB) Plans to estimate the accrued but unfunded cost of health and welfare benefits for employees upon their retirement. Because the next period for the District's required actuarial study straddles the effective dates of GASB 43 & 45 and 74 & 75, the actuary will have to prepare the calculations under both requirements. TCS has prepared the last three actuarial reports for the district.

**Status:**

Total Compensation Systems, Inc. will prepare an actuarial estimate of plan costs and liabilities, including a consulting report to comply with GASB Statements 43 and 45 for the 2016-17 fiscal year and a roll forward calculation for GASB Statements 74 & 75 for fiscal years 2017-18 and 2018-19 for RUSD's retiree health benefit plans.

**Presenter:**

Barbara Patterson, Deputy Superintendent, Business & Operations

**Financial Impact:**

Current year: Contract in the amount of \$7,020  
Future years: \$2,340  
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:**

A copy of the proposed contract is included in your packet.

**Recommendation:**

Staff recommends approval of the contract with Total Compensation Systems, Inc.

## CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 16th day of February, 2017 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Rocklin Unified School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2017, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer



harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

- 11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"  
TOTAL COMPENSATION SYSTEMS, INC.

"CUSTOMER"  
ROCKLIN UNIFIED SCHOOL DISTRICT

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

By: Geoffrey L. Kischuk

By: \_\_\_\_\_

Title: President

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 43/45 and 74/75 related to retiree health benefits for two years, including one full valuation under GASB 43/45 and two "roll-forward" valuations. Study results will be separated between three employee classifications. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested by Customer at the fee shown in Schedule 2. Services also do not include a funding valuation unless requested by Customer at the fee shown in Schedule 2

## SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$5,200. One-half, or \$2,600 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$2,600 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for each retiree valuation report based on a “roll-forward” valuation a total of \$2,600 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the “roll-forward” valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$2,340 by Saturday, April 1, 2017, all amounts shown above shall be reduced by 10%. The following table shows the fees under both the full fee s referenced above as well as fees with the aforementioned 10% discount.

	<u>GASB</u> <u>43/45</u>	<u>Full GASB</u> <u>74/75</u>	<u>GASB 74/75 w/</u> <u>10% Discount</u>
Fee for Full Valuation	\$5,200	N/A	\$4,680
Roll-forward/Roll-back Valuation for 2nd or 1 <sup>st</sup> Year (each)	N/A	\$2,600	\$2,340
Funding Valuation Fee* (optional)	N/A	\$1,800	\$1,800
Meeting Fee* (optional)	\$1,900	\$1,900	\$1,900

\*Not subject to 10% discount

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,900 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting. Also in addition, to all of the above fees, Customer will pay Consultant \$1,800 for each “funding valuation” requested by Customer. Neither the meeting fee nor the fee for a “funding valuation” shall be subject to the above discount or to any other discounts.

BOARD AGENDA BRIEFING

SUBJECT: Whitney High School National High School Journalism Convention Overnight Field Trip

DEPARTMENT: Office of the Deputy Superintendent, Educational Services

**Background:**

The Journalism students at Whitney High School would like to participate in the Journalism Education Association (JEA)/National Scholastic Press Association (NSPA) National High School Journalism Convention at Washington State Convention Center, Seattle, Washington. They will travel to Seattle, Washington on April 5, 2017 and return on April 9, 2017. While at the National High School Journalism Convention students will attend learning sessions, problem-solving breakouts, hands-on workshops and discussion groups in addition to participating in contests and awards convocations.

**Status:**

Staff is requesting approval for Whitney High School's Journalism student's field trip to the JEA/NSPA National High School Journalism Convention in Seattle, Washington for approximately 9 students and 2 adults. The trip is scheduled for April 5 – 9, 2017.

**Presenter(s):**

Justin Cutts, Principal

**Financial Impact:**

Current year: \$500 per student  
Future years: N/A  
Funding source: ASB/Fundraising funds, parent/student donations

**Materials/Films:**

None

**Other People Who Might Be Present:**

Casey Nichols, Rocklin High School Journalism Teacher  
Sarah Nichols, Whitney High School Journalism Teacher

**Allotment of Time:**

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

**Packet Information:**

None

**Recommendation:**

Staff is requesting Board approval of the overnight field trip described above.

Submitted by: J-AR Date: 1/23/17

Approved by Site Administrator: [Signature] Date: 1/23/17

Approved by Superintendent or Designee: [Signature] Date: 1/24/17

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Revisions to Board Policies (BP), Administrative Regulations (AR) and Exhibits:  
BP 4119.11 Sexual Harassment (Revised)  
BP 4219.11 Sexual Harassment (Revised)  
BP 4319.11 Sexual Harassment (Revised)  
AR 4119.11 Sexual Harassment (Revised)  
AR 4219.11 Sexual Harassment (Revised)  
AR 4319.11 Sexual Harassment (Revised)  
BP 4030 Nondiscrimination in Employment (Revised)  
AR 4030 Nondiscrimination in Employment (Revised)

DEPARTMENT: Office of the Assistant Superintendent, Human Resources

---

**Background:**

District departments update Board Policy (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 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 4119.11/4219.11/4319.11 – Sexual Harassment**

**AR 4119.11/4219.11/4319.11 – Sexual Harassment**

Policy and regulation updated to reflect new state regulations (Register 2015, No. 50), as renumbered, which extend protections against sexual harassment to unpaid interns and volunteers, require districts to instruct supervisors to report complaints, and revise requirements pertaining to the training of supervisory employees.

**BP 4030 – Nondiscrimination in Employment**

**AR 4030 – Nondiscrimination in Employment**

Policy and regulation updated to reflect new state regulations (Register 2015, No. 50), as renumbered, which specify certain requirements to be included in district policy or regulation and extend protections against discrimination to unpaid interns and volunteers. Policy also adds requirement to post the California Department of Fair Employment and Housing publication on workplace discrimination and harassment, and reflects new law (SB 1063, 2016) which prohibits the payment of different wage rates based on race or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation. Regulation reflects provisions of new state regulations regarding training of supervisors and dissemination of the district's nondiscrimination policy to all employees.

**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 4119.11    Sexual Harassment (Revised)
- BP 4219.11    Sexual Harassment (Revised)
- BP 4319.11    Sexual Harassment (Revised)
- AR 4119.11    Sexual Harassment (Revised)
- AR 4219.11    Sexual Harassment (Revised)
- AR 4319.11    Sexual Harassment (Revised)
- BP 4030        Nondiscrimination in Employment (Revised)
- AR 4030        Nondiscrimination in Employment (Revised)

**Recommendation:**

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

# Rocklin USD

## Board Policy

### Sexual Harassment

BP 4119.11

#### Personnel

The Board of Trustees prohibits sexual harassment of district employees ~~and job applicants~~. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (~~5-2~~ CCR 496411023)

Any district employee ~~or job applicant~~ who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, ~~a job applicant or a student~~, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR ~~4031-4030~~ - ~~Complaints Concerning NonD~~iscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels or coerces another to commit sexual harassment ~~against a district employee, job applicant or student is~~ in violation of this policy ~~and~~ is subject to disciplinary action, up to and including dismissal.

~~(cf. 4117.4—Dismissal)~~

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

~~11009 Employment discrimination~~

~~11021 Retaliation~~

~~11023 Harassment and discrimination prevention and correction~~

~~11024 Sexual harassment training and education~~

~~11034 Terms, conditions, and privileges of employment~~

~~7287.8 Retaliation~~

~~7288.0 Sexual harassment training and education~~

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

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-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026



Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275  
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257  
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989  
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998  
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL  
Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:  
<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: September 7, 2005 Rocklin, California

revised: February 15, 2017

# Rocklin USD

## Board Policy

### Sexual Harassment

BP 4219.11 \_\_\_\_\_

#### Personnel

The Board of Trustees prohibits sexual harassment of district employees ~~and job applicants~~. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (~~5-2~~ CCR 496411023)

Any district employee ~~or job applicant~~ who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, ~~a job applicant or a student~~, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR ~~4031-4030~~ - ~~Complaints Concerning Nondiscrimination in Employment~~. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels or coerces another to commit sexual harassment ~~against a district employee, job applicant or student is~~ in violation of this policy ~~and~~ is subject to disciplinary action, up to and including dismissal.

~~(cf. 4117.4—Dismissal)~~

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

~~11009 Employment discrimination~~

~~11021 Retaliation~~

~~11023 Harassment and discrimination prevention and correction~~

~~11024 Sexual harassment training and education~~

~~11034 Terms, conditions, and privileges of employment~~

~~7287.8 Retaliation~~

~~7288.0 Sexual harassment training and education~~

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

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-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275  
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257  
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989  
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998  
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS  
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: September 7, 2005 Rocklin, California

revised: February 15, 2017



# Rocklin USD

## Board Policy

### Sexual Harassment

BP 4319.11

#### Personnel

The Board of Trustees prohibits sexual harassment of district employees ~~and job applicants~~. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (~~5-2~~ CCR 496411023)

Any district employee ~~or job applicant~~ who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, ~~a job applicant or a student~~, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR ~~4031-4030~~ - ~~Complaints Concerning Non~~discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels or coerces another to commit sexual harassment ~~against a district employee, job applicant or student is~~ in violation of this policy ~~and~~ is subject to disciplinary action, up to and including dismissal.

~~(cf. 4117.4—Dismissal)~~

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

~~7287.8 Retaliation~~

~~7288.0 Sexual harassment training and education~~

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

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-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275  
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257  
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989  
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998  
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS  
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: September 7, 2005 Rocklin, California

revised: February 15, 2017



# Rocklin USD

## Administrative Regulation

### Sexual Harassment

AR 4119.11  
Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

#### Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; ~~5-2~~ CCR ~~491611034~~)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct ~~by the individual~~ is used as the basis for an employment decision affecting ~~him/her~~ the individual.
3. ~~The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.~~
43. Submission to or rejection of the conduct ~~by the other individual~~ is used as the basis for any decision affecting ~~him/her~~ the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

~~Other e~~Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments



about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit e-mails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

## Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. ~~Such~~ The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

~~(cf. 4031 - Complaints Concerning Discrimination in Employment)~~

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee ~~with the~~ having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or to effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

-

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: the provision of: (Government Code 12950.1; 2 CCR ~~14023~~ 11024)

1. Information and practical guidance regarding the federal and state law on the prohibition, ~~against and the~~ prevention, and correction of sexual harassment, ~~and~~ the remedies available to the sexual harassment victims in civil actions, and potential district and/or individual exposure

or liability of sexual harassment in employment

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources  
~~Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.~~

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment  
~~A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance~~

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

46. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

~~5. All other contents of mandated training specified in 2 CCR 11023~~

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR ~~11023~~11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards



of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact the DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR ~~7287.8-11021~~ for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation approved: ROCKLIN UNIFIED SCHOOL DISTRICT  
August 6, 2008 Rocklin, California  
revised: February 15, 2017

# Rocklin USD

## Administrative Regulation

### Sexual Harassment

AR 4219.11  
Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

#### Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; ~~5-2~~ CCR ~~491611034~~)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct ~~by the individual~~ is used as the basis for an employment decision affecting ~~him/her~~ the individual.

~~3. — The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.~~

~~43.~~ Submission to or rejection of the conduct ~~by the other individual~~ is used as the basis for any decision affecting ~~him/her~~ the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

~~Other e~~Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments



about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

## Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. ~~Such~~ The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

~~(cf. 4031 - Complaints Concerning Discrimination in Employment)~~

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee ~~with the~~ having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or to effectively recommend such action when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: the provision of: (Government Code 12950.1; 2 CCR ~~11023~~ 11024)

1. Information and practical guidance regarding the federal and state law on the prohibition, ~~against and the~~ prevention, and correction of sexual harassment, ~~and~~ the remedies available to

the sexual harassment victims in civil actions, and potential district and/or individual exposure or liability of sexual harassment in employment

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

~~2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.~~

~~3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance~~

46. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

~~5. All other contents of mandated training specified in 2 CCR 11023~~

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR ~~11023~~11024)

## Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)



1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact the DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation approved: ROCKLIN UNIFIED SCHOOL DISTRICT  
August 6, 2008 Rocklin, California  
revised: February 15, 2017

# Rocklin USD

## Administrative Regulation

### Sexual Harassment

AR 4319.11  
Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

#### Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; ~~5-1 CCR 491611034~~)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct ~~by the individual~~ is used as the basis for an employment decision affecting ~~him/her~~ the individual.

~~3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.~~

~~4.~~ Submission to or rejection of the conduct ~~by the other individual~~ is used as the basis for any decision affecting ~~him/her~~ the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

~~Other e~~Examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments



about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit e-mails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

## Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. ~~Such~~ The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

~~(cf. 4031 - Complaints Concerning Discrimination in Employment)~~

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee with the authority having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or to effectively recommend such action; when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: the provision of: (Government Code 12950.1; 2 CCR 1102~~34~~)

1. Information and practical guidance regarding the federal and state law on the prohibition, ~~against and the~~ prevention, and correction of sexual harassment, ~~and~~ the remedies available to

the sexual harassment victims in civil suits, and potential district and/or individual exposure or liability of sexual harassment in employment

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

~~2. Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation.~~

~~3. A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance~~

4.6 A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

~~5. All other contents of mandated training specified in 2 CCR 11023~~

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11023~~4~~)

## Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)



1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact the DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR [7287.811021](#) for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation approved: ROCKLIN UNIFIED SCHOOL DISTRICT  
August 6, 2008 Rocklin, California  
revised: [February 15, 2017](#)

# Rocklin USD

## Board Policy

### Nondiscrimination In Employment

BP 4030

#### Personnel

The Board of Trustees is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

~~The Board prohibits district employees from discriminating against or harassing any other district employee and job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military or veteran status, gender, gender identity, gender expression, sex, or sexual orientation.~~

~~(cf. 1240 – Volunteer Assistance)~~

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

~~(cf. 0410 – Nondiscrimination in District Programs and Activities)~~

~~(cf. 4119.41/4219.41/4319.41 – Employees with Infectious Disease)~~

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

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

~~The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.~~

~~(cf. 4032 – Reasonable Accommodation)~~

~~(cf. 4154/4254/4354 – Health and Welfare Benefits)~~

Discrimination in employment based on the characteristics listed above is prohibited in all areas of



employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)



~~Prohibited discrimination or harassment consists of unwelcome conduct, whether verbal, physical, or visual, based on any of the prohibited categories of discrimination listed above that it is so severe and pervasive that it adversely affects an individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile, or offensive work environment.~~

~~Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.~~

~~Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.~~

~~(cf. 4033—Lactation Accommodation)~~

~~Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.~~

~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~

The Board also prohibits retaliation against any district employee ~~or job applicant~~ who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint ~~procedures process instituted~~ pursuant to this policy. No employee ~~or job applicant~~ who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation, or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

~~The Board designates the following position as Coordinator for Nondiscrimination in Employment:~~

~~Assistant Superintendent of Human Resources  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction



11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shepard v. Loyola Marymount, (2002) 102 CalApp.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>



Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: September 15, 2010      Rocklin, California  
revised: February 15, 2017

# Rocklin USD

## Administrative Regulation

### Nondiscrimination In Employment

AR 4030  
Personnel

All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent of Human Resources  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
humanresources@rocklin.k12.ca.us

#### Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation ~~against in~~ district ~~employees employment, volunteers, interns, and job applicants,~~ the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
  - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
  - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)  
(cf. 1114 - District-Sponsored Social Media)

2. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)

a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return

b. Sending the policy via email with an acknowledgment return form

c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies

d. Discussing the policy with employees upon hire and/or during a new hire orientation session

e. Any other way that ensures employees receive and understand the policy  
Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

34. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024 (2 CCR 11023)

(cf. 1240 - Volunteer Assistance)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

45. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law



6. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce

## Complaint Procedure

Any complaint ~~by an employee or job applicant~~ alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform his/her direct supervisor, another supervisor, the coordinator, the Superintendent, or, if available, a complaint hotline or an ombudsmand, ~~who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the Superintendent or designee.~~

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

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

(cf. 4032 - Reasonable Accommodation)

~~(cf. 4119.11/4219.11/4319.11— Sexual Harassment)~~

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. ~~The coordinator~~ He/she -shall also inform the parties that the investigation ~~complainant that the allegations~~ will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective

investigation.

(cf. 3580 - District Records)

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

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

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents ~~do not occur~~ are prevented. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Remedial/Corrective Action: No more than ~~30~~20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior~~-,~~ provide appropriate options for remedial actions and resolutions for the correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment ~~does not occur~~ is prevented.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Board of Trustees: The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)



(cf. 9321 - Closed Session Purposes and Agendas)

#### Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Regulation	ROCKLIN UNIFIED SCHOOL DISTRICT
approved:	March 16, 2016      Rocklin, California
<u>revised:</u>	<u>February 15, 2017</u>

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Board Bylaw (BB), Board Policies (BP), & Administrative Regulations (AR):  
Board Bylaw (BB) 9323 - Meeting Conduct (Revised)

DEPARTMENT: Office of the Superintendent

---

**Background:**

District departments update Board Bylaws (BB), Board Policy (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 Education Code, Government Code, and Civil Code.

**Status:**

**Board Bylaw (BB) 9323** - Recommended revisions to Meeting Conduct Board Bylaw, are in response to advised update by CSBA to reflect new law (AB 1787, 2016) which requires that the Board provide a member of the public who uses a translator at least twice the allotted time to address the Board during Board meetings, unless simultaneous translation equipment is used.

**Presenter(s):**

Roger Stock, Superintendent

**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:**

- BB 9323 Meeting Conduct (Revised)

**Recommendation:**

Staff recommends Board approval of revised Board Bylaw (BB) 9323 on Meeting Conduct.

# Rocklin USD

## Board Bylaw

### Meeting Conduct

BB 9323

#### Board Bylaws

##### Meeting Procedures

All Governing Board ~~of Trustees~~ meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws..

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

##### Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board.  
(Education Code 35164)

(cf. 9323.2 - Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

##### Public Participation

##### Obtaining Time on the Agenda



1. **Advance Written or Verbal Request:** A person who wishes to place an item on the agenda may request do so by submitting either a written request to the Superintendent or making the request directly to the Board during a regularly scheduled meeting. In either form at least two Board members must concur to the appropriateness and reasonableness of the request before setting a meeting date to hear the agenda item. The request should include the subject to be discussed and possible outcomes the Board would be asked to consider.

2. **Time in the Meeting When Speakers Will be Heard Regarding Agenda and Non-Agenda Items:** Those who have made written requests for an item on the agenda will be recognized by the Board President as that agenda item comes to the attention of the Board.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of each item. (Education Code 35145.5, Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting ("Public Discussion"), members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the

Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:-

a. If ~~the a~~ topic would be ~~more~~ suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

b. —The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

~~b.c. In addition, T~~the Board ~~may shall~~ not prohibit public criticism of district employees. However, W whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure. that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. —The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

#### Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee ~~shall may~~ designate locations from which members of the public may ~~broadcast, photograph, or tape record open meetings~~ make such recordings without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

#### Legal Reference:

##### EDUCATION CODE

- 5095 Powers of remaining board members and new appointees
- 32210 Willful disturbance of public school or meeting a misdemeanor
- 35010 Prescription and enforcement of rules
- 35145.5 Agenda; public participation; regulations
- 35163 Official actions, minutes and journal
- 35164 Vote requirements
- 35165 Effect of vacancies upon majority and unanimous votes by seven member board

##### CODE OF CIVIL PROCEDURE

##### 527.1 Workplace Violence Safety Act

##### GOVERNMENT CODE

##### 54953.3 Prohibition against conditions for attending a board meeting

- 54953.5 Audio or video ~~tape~~-recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54954.2 Agenda; posting; action on other matters
- 54954.3 Opportunity for public to address legislative body; regulations
- 54957 Closed sessions
- 54957.9 Disorderly conduct of general public during meeting; clearing of room

##### PENAL CODE

- 403 Disruption of assembly or meeting



COURT DECISIONS

[City of San Jose v. Garbett, \(2010\) 190 Cal.App 4<sup>th</sup> 526](#)

[Norse v. City of Santa Cruz, \(9<sup>th</sup> Cir. 2010\) 629 F3d 966](#)

McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275

Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194

Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

[90 Ops. Cal.Atty.Gen. 47 \(2007\)](#)

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

55 Ops.Cal.Atty.Gen. 26 (1972)

59 Ops.Cal.Atty.Gen. 532 (1976)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. ~~2005~~2014

~~Board Presidents' Handbook, rev. 2002~~

~~Maximizing School Board Governance: Boardsmanship~~

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

Bylaw ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: \_\_\_ June 20, 2007 Rocklin, California

revised February 15, 2017

ROCKLIN UNIFIED SCHOOL DISTRICT

Item 9.1  
ACTION  
February 15, 2017

BOARD AGENDA BRIEFING

---

SUBJECT: Review Results of Parent Forums and Staff Survey in Consideration of Later Start Time  
DEPARTMENT: Office of the Deputy Superintendent, Educational Services

---

**Background:**

Last Spring, a student reported to the Board of Trustees the benefits of a later start time. At the direction of the Board, a survey was conducted in October to assess if parents, students, and staff were interested in pursuing this initiative. In January, Parent Forums were held at Rocklin and Whitney High School, Spring View Middle School and Rocklin Elementary School to allow stakeholders to provide input on the six options being considered for a later start to school. In addition an employee survey was conducted asking for their input.

**Status:**

While a majority of parents who attended the parent forums indicated they preferred no change to the current schedule, there was some interest in exploring a combination of the options. Similarly, the employee survey indicated that half of those who responded would prefer no change. The presentation will provide a more in depth review of the results including parent's comments and suggestions. At this time, direction from the Board is requested on whether Rocklin Unified School District is to move forward in considering a later start time and what additional steps are needed if implemented.

**Presenter(s):**

Kathy Pon, Ed. D., Deputy Superintendent, Educational Services  
Martin Flowers, Director, Secondary Programs and School Leadership

**Financial Impact:**

Current year: N/A  
Future years: Estimated \$8,000 - \$866,000 (depending on option selected)  
Funding source: LCFF

**Materials/Films:**

None

**Other People Who Might Be Present:**

Barbara Patterson, Deputy Superintendent, Business and Operations

**Allotment of Time:**

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

**Packet Information:**

Attachment A: Later Start Powerpoint  
Attachment B: Parent Forum Input

**Recommendation:**

# Feedback on Options for Later Start for High Schools

## Rocklin Unified School District Board of Trustees Meeting February 15, 2017

Kathleen Pon, Ed. D.,  
Deputy Superintendent, Office of Educational Services  
Martin Flowers,  
Director, Secondary Programs & School Leadership





# Overview of Presentation

1. Review Later Start Options presented to stakeholders
2. Examine responses from Parent Forums and Staff Survey
3. Consider direction for 2017-18 school year
4. Develop next steps based on Board decision

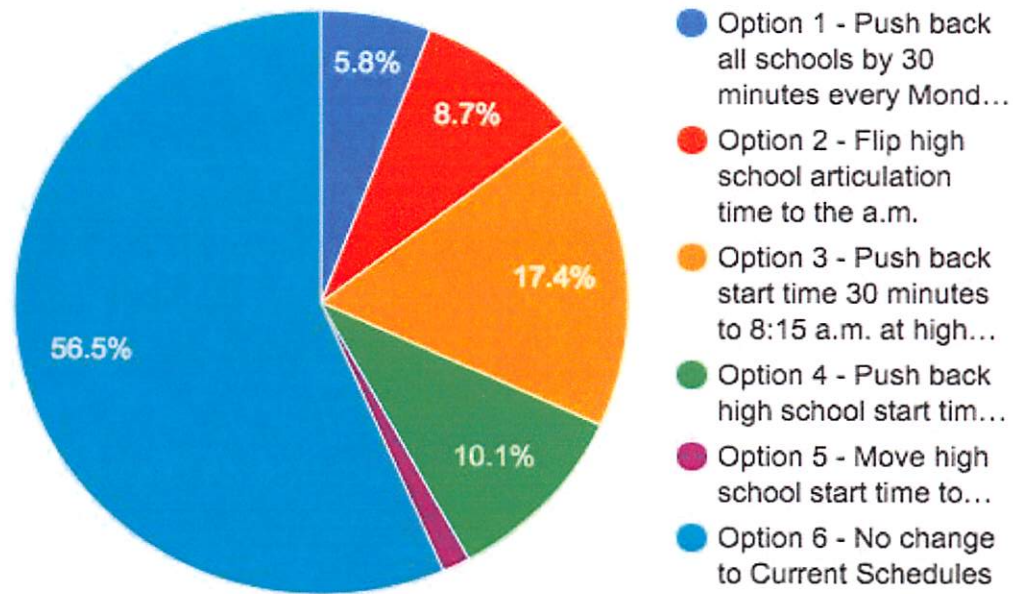
# Options Developed with Potential Impacts and Costs Shared with Parents

1. Push back all schools 30 minutes
2. Flip high school articulation on Mondays to a.m.
3. Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools
4. Push back high school start time 60 minutes to 8:45 a.m.
5. Move high school start time to 9:10 a.m. (85 minute delay)
6. No change

# Parent Forum Response

Rocklin High School - 1/9/17 - 50 participants

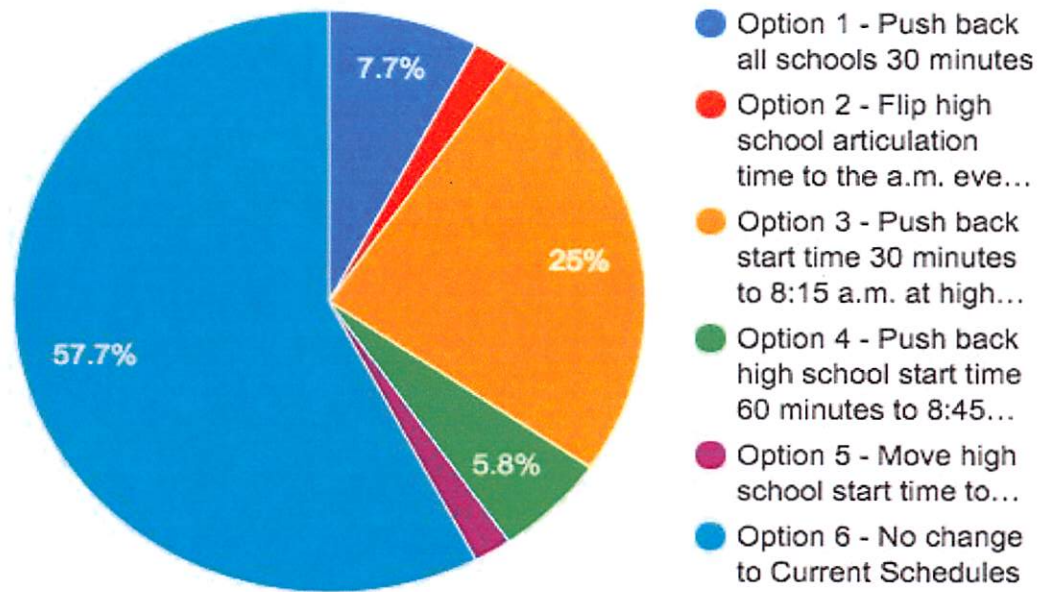
Later Start Survey Results



# Parent Forum Response

Whitney High School- 1/11/17 - 30 participants

Later Start Survey Results

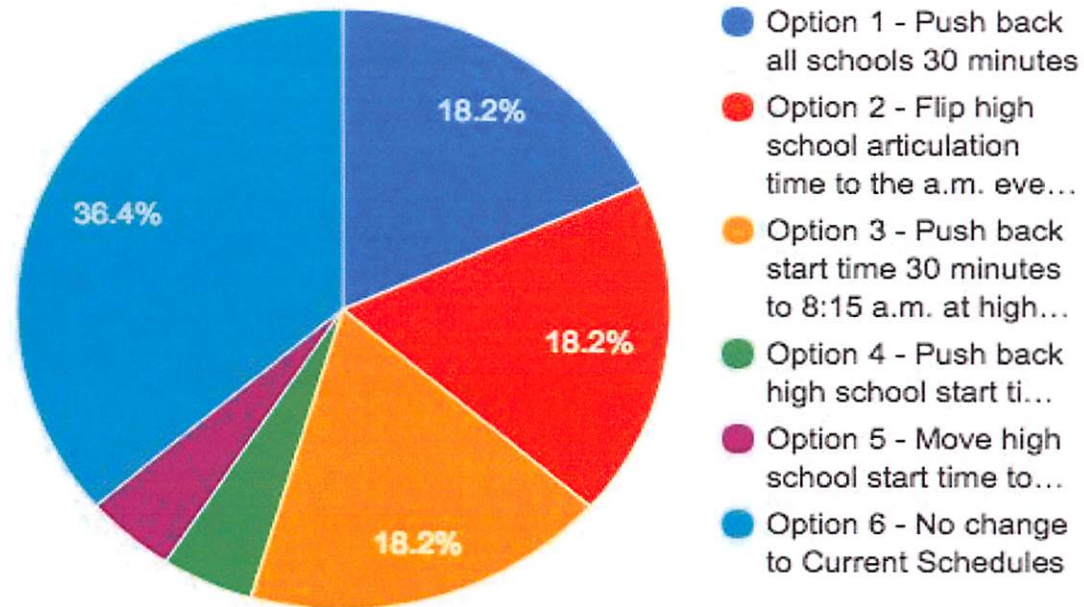




# Parent Forum Response

Spring View Middle School - 1/17/17 - 25 participants

## Later Start Survey Results

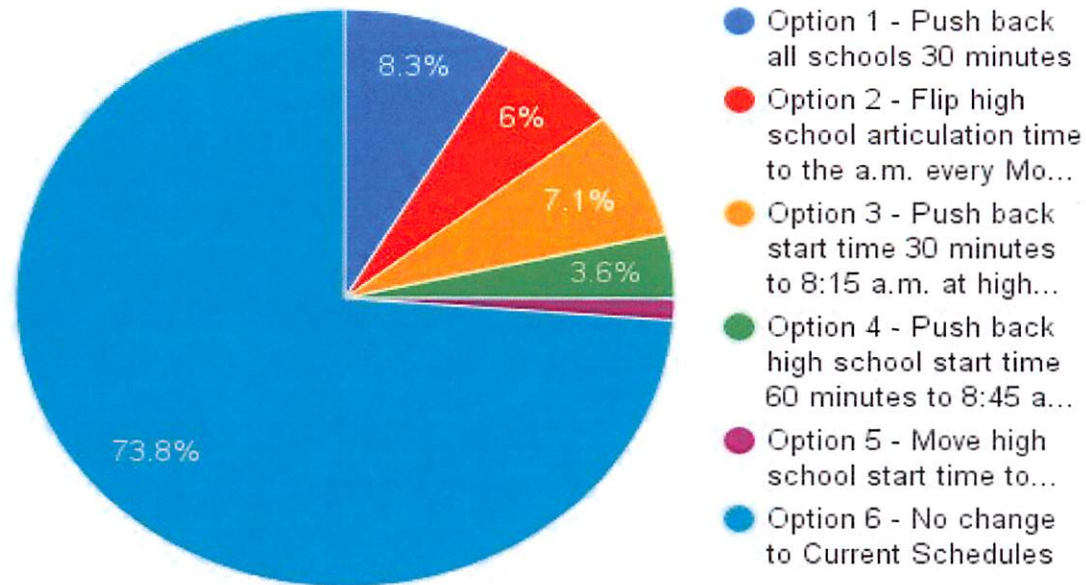




# Parent Forum Response

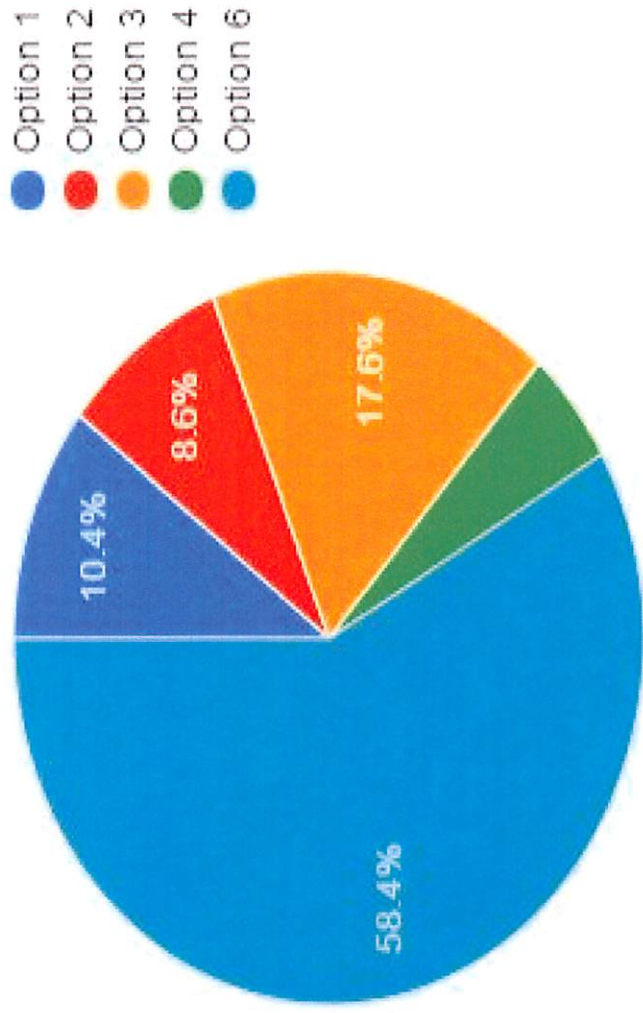
Rocklin Elementary - 1/19/17 - 30 participants

Later Start Survey Results



# Totals for all forums:

Average of all Parent Forums



# Sample Parent Comments

## Option 1 - Push back all schools 30 minutes

- This would allow enough of a change to all students to get enough sleep, but times would not drastically change
- If the schedule is pushed back 30 minutes and a family has to drop off 20-30 minutes early, then the gain in sleep is lost

## Option 2 - Flip high school articulation on Mondays to am

- We like this one as it gives students a break at the beginning of the week, there is good family time and no real impact of change
- This is only ONE day and not a good solution. It only takes care of 20% of the sleep issue

## Option 3 - Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools

- This one is without too much disruption and seems best option to achievement/mental health
- I like the later start time, but I just don't want athletes to miss more class instruction for meets/games - two classes is too much

# Sample Parent Comments, Continued

## Option 4 - Push back high school start time 60 minutes to 8:45 a.m.

- More sleep time and less impact on other schools
- Extra curricular activities - extreme impact to after school activities and less time for homework

## Option 5 - Move high school start time to 9:10 a.m. (85 minute delay)

- Shifts sleep time and supports the time frame (sleep schedule) provided to be beneficial in research
- Leaves too little family/personal time. For students with multiple after school activities, homework would be pushed to very late, potentially influencing them not to complete it

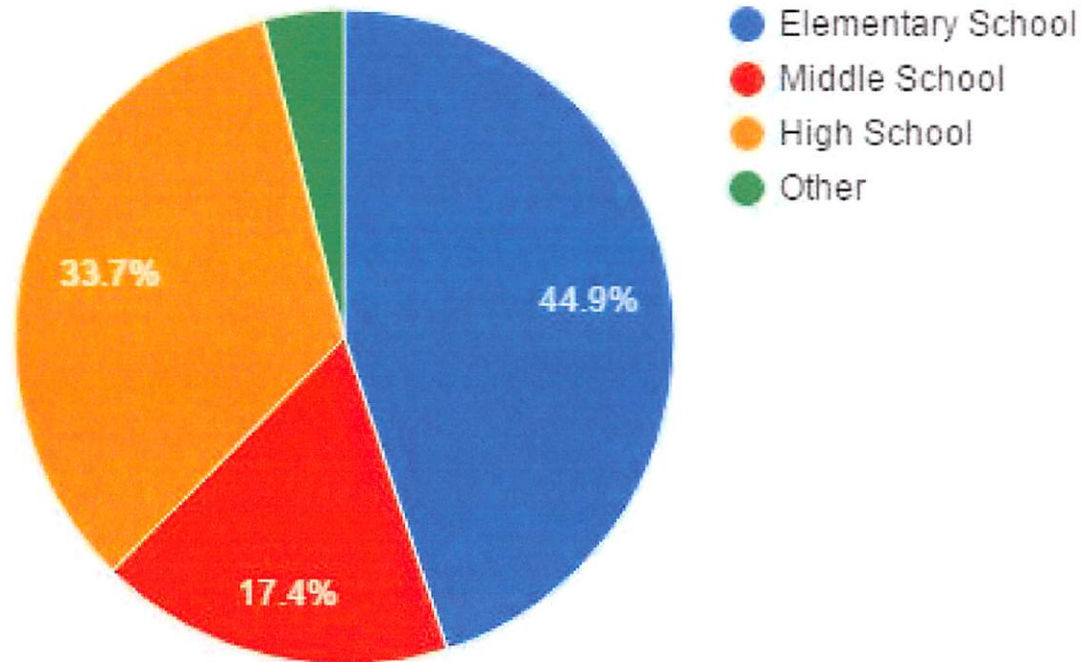
## Option 6 - Keep Schedules As Is

- High school starts too early and I have seen the negative impact of early start on my high school student with a.m. fatigue
- Let's raise adults that have personal discipline to go to bed and awaken



# Staff Response

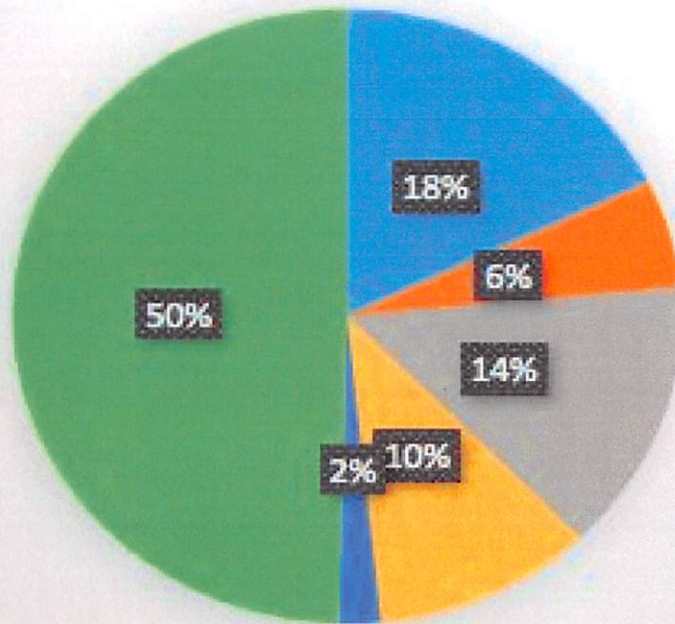
Question 1 -  
Where do  
you work?





# Staff Survey Results

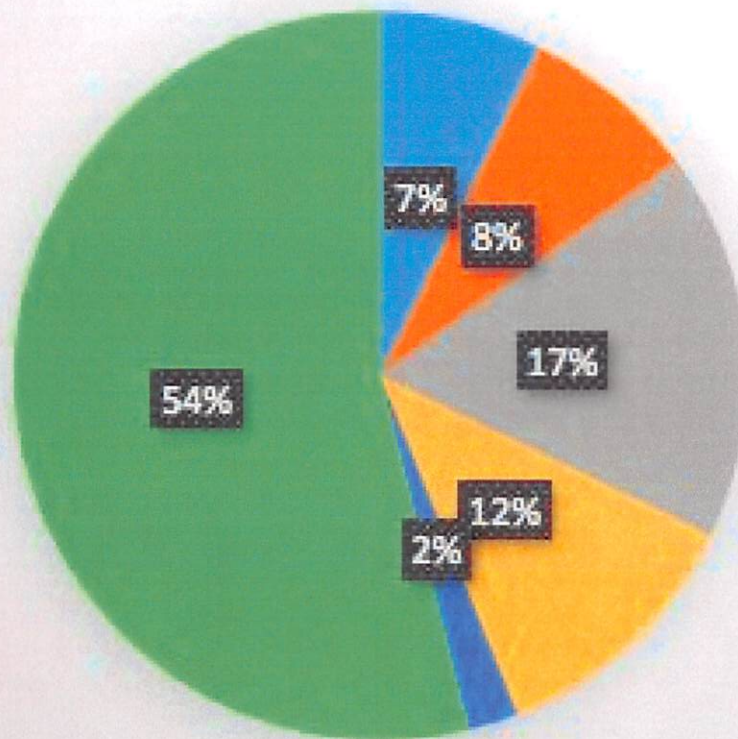
## Total District Staff Responses - 540 Responses



- Option 1 - Push back all schools 30 minutes
- Option 2 - Flip high school articulation time to the a.m. every Monday
- Option 3 - Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools
- Option 4 - Push back high school start time 60 minutes to 8:45 a.m.
- Option 5 - Move high school start time to 9:10 a.m. (85 minute delay)
- Option 6 - No change to Current Schedules

# Staff Survey Results (continued)

## High School Preferences for Later Start Time - 180 responses

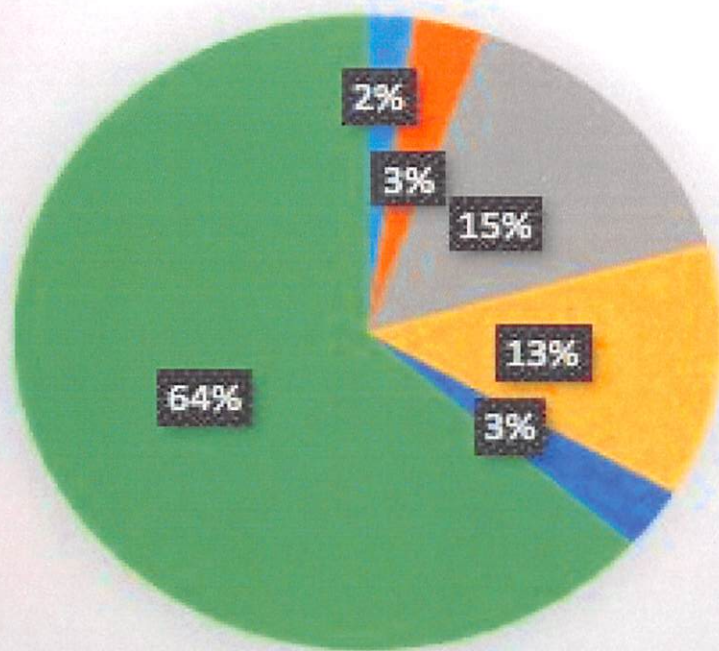


- Option 1 - Push back all schools 30 minutes
- Option 2 - Flip high school articulation time to the a.m. every Monday
- Option 3 - Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools
- Option 4 - Push back high school start time 60 minutes to 8:45 a.m.
- Option 5 - Move high school start time to 9:10 a.m. (85 minute delay)
- Option 6 - No change to Current Schedules



# Staff Survey Results (continued)

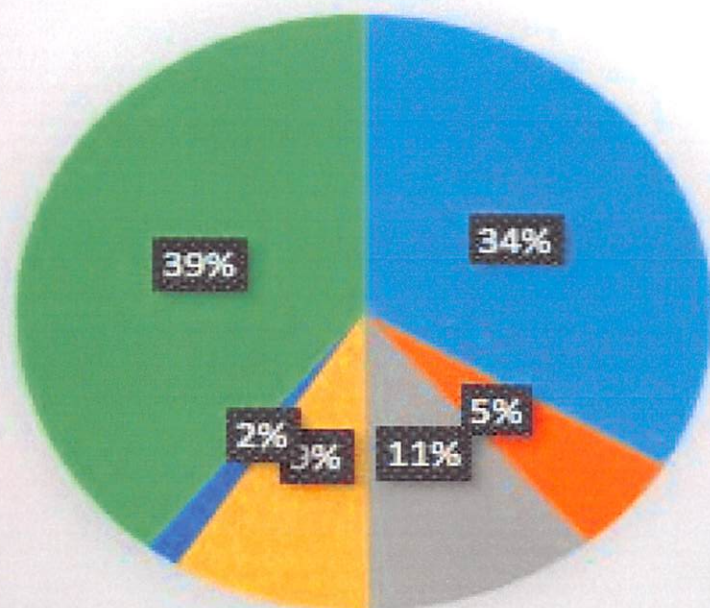
## Middle School Preferences for Later Start Time - 93 responses



- Option 1 - Push back all schools 30 minutes
- Option 2 - Flip high school articulation time to the a.m. every Monday
- Option 3 - Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools
- Option 4 - Push back high school start time 60 minutes to 8:45 a.m.
- Option 5 - Move high school start time to 9:10 a.m. (85 minute delay)
- Option 6 - No change to Current Schedules

# Staff Survey Results (continued)

## Elementary Preferences for Later Start Time - 239 responses



- Option 1 - Push back all schools 30 minutes
- Option 2 - Flip high school articulation time to the a.m. every Monday
- Option 3 - Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools
- Option 4 - Push back high school start time 60 minutes to 8:45 a.m.
- Option 5 - Move high school start time to 9:10 a.m. (85 minute delay)
- Option 6 - No change to Current Schedules



# What Are Other Districts Doing with Later Start?

In Davis USD all middle schools started the 2016-17 school year at 8:30, and end at 3:30. They intend to start senior high schools at 8:30 and end at 3:30 for the 2017-18 school year. **Note: Davis does not provide district busing for students.**

San Mateo Union High School District is exploring this issue, but working with the city to identify ways to decrease costs for stadium lighting due to athletics and practices going on later in the evening.

Sequoia Union High School District implemented a later start for their high schools approximately 5 years ago, culminating with their last high school beginning this school year.

Folsom Cordova Unified has also explored this issue and conducted a survey this year with similar results to RUSD's. To date the Board has not taken action on the issue.



# Possible Options to Consider

- The responses indicate a clear majority in all respondent groups wanting no change. This could be an option.
- Or, Trustees could consider that a portion of parent and staff respondents show interest in a 30 minute delay at the high school and middle schools. While this solution pushes middle school later into 3:40 in the afternoon, due to the need for 35 minutes between buses at the middle and high schools, this might be a consideration.
- Or, the Board might consider a combination of instituting a morning articulation (shows 20% movement towards more sleep for secondary students with least cost to district) and variation of a secondary delay such as 15-20 minutes. This could be a compromise that achieves a solution that all individuals might be able to accommodate.

## Option 1

**Push back all schools by 30 minutes  
(last middle school dismissal at 3:40 p.m.)**

### Proposed Schedules

<b>Early Elementary</b>	<b>8:20 - 2:50</b>
<b>Late Elementary</b>	<b>8:55 - 3:25</b>
<b>Middle</b>	<b>9:00 - 3:40</b>
<b>High</b>	<b>8:20 - 3:10</b>

### Transportation and Traffic Impact

No additional buses/drivers needed  
Traffic pattern similar to current traffic

### Impact on Families

Some working parents may need to drop off students prior to 8:30 or 9:00

### Staffing Impacts

May need to provide morning supervision for students of working parents

### Calculated Cost/Solutions per Year

1. Supervision (20-30 minutes before school)  
1 aide per elementary = 11 aides  
2 aides per secondary = 8 aides  
Range between \$30,000 to \$55,000
2. Increased HVAC  
Range of \$145,000 to \$165,000
3. Increased cost to field trips with fewer buses available

### Impact - Extra-Curricular Activities

1. Athletes/coaches will miss additional class time
2. Some before/after school activities may be impacted
3. Decreased access for community use of facilities

### Estimated Total Increase in Cost per year

Approximately \$255,000 to  
\$320,000

## Option 2

### **Flip high school articulation time to the a.m. every Monday**

#### **Proposed Schedule for HS**

<b>Articulation</b>	<b>7:45 - 9:20</b>
Block 1	9:26 - 10:34
Block 2	10:39 - 11:55
Brunch	11:55 - 12:15
Block 3	12:20 - 1:28
Block 4	1:32 - 2:40

#### **Impact on Families**

Working parents will need to determine how to get non bus riding students to school on Mondays

#### **Calculated Cost per Year**

Supervision (60-90 minutes before school)  
4 per site @ approximately \$18 per hour  
Approximate cost = \$8,000

#### **Transportation and Traffic Impact**

1. No additional buses/drivers needed
2. Traffic pattern may change slightly due to late morning traffic on Mondays
3. Some before/after school activities may be impacted

#### **Staffing Impacts**

May need to provide morning supervision for working parents who are forced to drop off students early

#### **Impact - Extra-Curricular Activities**

Athletes/coaches will continue to miss some class time to attend away events

#### **Estimated Total Increase in Cost per year**

Approximately \$8,000

### Option 3

**Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools**

#### Sample Schedules

Early Elementary	7:50 - 2:20
Late Elementary	8:25 - 2:55
<b>Middle</b>	<b>8:55 - 3:35</b>
<b>High</b>	<b>8:15 - 3:10</b>

#### Transportation and Traffic Impact

Traffic pattern could be more congested with some elementary and high schools starting within 10 minutes of each other

#### Impact on Families

Some working parents will need to determine how to get non bus riding students to school

#### Staffing Impacts

1. High schools will need to provide morning supervision
2. Difficult to have articulation meetings between middle and high schools

#### Calculated Cost per Year

1. Supervision (60 min before school)  
4 per site @ approximately \$18 per hour  
Approximate cost = \$26,000
2. Cost of coverage for coaches who need to leave early for an event  
Approximate cost = \$2000 - \$4000

#### Impact - Extra-Curricular Activities

Athletes/coaches may miss additional class time to attend away events

#### Estimated Total Increase in Cost per year

Approximately \$28,000 - \$30,000



## Option 4

**Push back high school start time 60 minutes  
to 8:45 a.m.**

**15 minute difference start time at  
middle school impacts busing**

### Sample Schedules

Early Elementary	7:50 - 2:20
Late Elementary	8:25 - 2:55
Middle	8:30 - 3:10
<b>High</b>	<b>8:45 - 3:40</b>

### Transportation and Traffic Impact

1. Four additional buses/drivers needed
2. Traffic pattern could be very congested with some elementary, middle and high schools starting within 20 minutes of each other

### Impact on Families

Some working parents will need to figure out how to get non bus riding students to school

### Staffing Impacts

High schools will need to provide morning supervision for working parents who are forced to drop off students early

### Calculated Cost per Year

1. Four new buses = \$740,000  
Four new drivers = \$100,000 (ongoing)
2. Supervision (60 minutes before school)  
4 per site @ approximately \$18 per hour  
Approximate cost = \$26,000

### Impact - Extra-Curricular Activities

1. Athletes/coaches will miss additional class time to attend away events
2. Gym practice times may be pushed to end at 10:00 p.m.

### Estimated Total Increase in Cost per year

Approximately \$126,000 (ongoing)  
One year at \$866,000



## Option 5

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

### Sample Schedules

Early Elementary	7:50 - 2:20
Late Elementary	8:25 - 2:55
Middle	8:30 - 3:10
<b>High</b>	<b>9:10 - 4:05</b>

### Transportation and Traffic Impact

No additional buses/drivers needed.

### Impact on Families

Some working parents may need to figure out how to get non bus riding students to school if they need to be at work by 9:00

### Staffing Impacts

High schools will need to provide morning supervision for working parents who are forced to drop off students early

### Calculated Cost per Year

Supervision (60-90 min before school)  
4 per site @ approximately \$18 per hour  
Approximate cost = \$26,000 to \$38,800

### Impact on Extra-Curricular Activities

1. Some athletes/coaches may miss nearly two blocks of class time to attend away events
2. Gym practice times may be pushed to end after 10:00 p.m.

### Estimated Total Increase in Cost per year

Approximately \$25,000 to \$40,000

Option 6

**No Change to Current Schedules**

**Current Schedules**

Early Elementary	7:50 - 2:20
Late Elementary	8:25 - 2:55
Middle	8:30 - 3:10
High	7:45 - 2:40

**Transportation and Traffic Impact**

No additional buses/drivers needed.

**Impact on Families**

No impact

**Staffing Impacts**

No impact

**Calculated Cost per Year**

None

**Impact on Extra-Curricular Activities**

Athletes/coaches may sometimes miss class time to attend away events

**Estimated Total Increase in  
Cost per year**

\$0.00

## Option 1

**Push back all schools by 30 minutes  
(last middle school dismissal at 3:40 p.m.)**

### Pro

- This would allow enough of a change to all students to get a little more sleep but times would not drastically change
- Option 1 works fine for us as it allows enough time to drop and pick up
- I think all levels can benefit from later start times
- Great times for all kids – reasonable (7:50 too early)
- Best option by far – all kids benefit from a later start time
- Good choice – just hoping coaches won't pull athletes until after 3<sup>rd</sup> block period ends and not pull for 2 classes

### **Comment/Suggestion:**

- You want students to learn disciplines for themselves – they need to budget their time. They need to get off those phones and sleep more instead. Time to grow up kids!  
(2 additional people added to this comment: “Couldn't agree more ☺” and “Yes, I agree” )
- Maybe the after school events can be moved to earlier in the day (before school) to avoid any time delay - May need coordination with club teachers

### Con

- Current work schedule would not allow me to take child to school or pick up. Start work @ 7:30 a.m. and off at 4:30 p.m.
- Since the data shows benefit in adolescents only - why change all kids – the extra cost probably does not outweigh the benefit
- If the schedule is pushed back 30 minutes and a family has to drop off 20-30 minutes early then the gain in sleep is lost
- This infringes on family time after school - There is already very little and I believe youth will just stay up later
- Parents still have to get to work at the same time; kids will be alone for a longer period of time
- Good start time, but would still need to drop off @ 7:45 a.m. due to work
- Studies show that elementary kids learn better in the earlier morning times. Please don't move their schedule
- Working single parent and have to drop off by 7:40 a.m. at latest – can't take lunch later than 2:30 p.m. to pick up
- Kids will lose more class time to attend sporting events
- Field trips are most important
- Don't like students missing 2 periods for games! ( that will affect their academics)
- Students do not want to miss extra class time for athletics or after school events and extra school cost

## Option 2

### **Flip high school articulation time to the a.m. every Monday**

#### **Pro**

- No major change to other schools
- Kids in high school get more sleep at least 1 day a week
- Lunch time is good
- As a parent, work schedule would not allow a later start time – start at 7:30 a.m.
- We like this one as it gives them a break at beginning of week – there is still good family time and no real impact of change
- Gives high school students extra day to sleep and doesn't affect other school times
- Doesn't affect after school homework time, activities or family time
- More sleep after weekend
- No major changes to any of our lives and other schools

#### **Comment:**

- They need to learn to budget their time and learn to organize – this topic to change time and extra cost isn't worth change. If you don't set standard at a higher level – they aren't going to reach for it - Against this option

#### **Con**

- I don't think this will have a large enough impact on the kids sleep pattern
- Working single parents can't go in to work late – still have to drop off before work at 7:40 a.m.
- If students need more sleep to function then why only 1 day change?
- It only impacts kids 20% of the time – is that going to make an impact?
- Lunch break pick up – can't take lunch later than 2:30 p.m. so wouldn't be able to pick up after school
- Parents who work are still going to get their student up early and drop off early regardless of new start time – How many students would this be?
- This is only one day, not a good solution
- One day a week not enough
- Schedule that varies M vs. TWTF sounds like it doesn't help
- Supervision \$\$ - aides losing hours and \$\$, possibly benefits
- Supervision – P/T or F/T - makes it harder for employees who want to stay if only P/T
- Kids on Monday in both high school and elementary have WIDER GAPS in pick up times
- Only takes care of 20% of the sleep issue – not big enough change
- This just shifts the problem of no supervision to after school (while at work) to no supervision before to get them to school
- But the time for all other days is not good



### Option 3

**Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools**

#### Pro

- Love the 30 minute change – it isn't enough to make an huge impact on after school activities – need flexibility at work to get child to and from school
- Later sleep time definitely improves performance
- The times work for us
- Without too much disruption seems best option to improve achievement/mental health
- Seems like a great start time for kids who are growing!
- Allows for more sleep
- Better for students and this would be easier to adjust to fit both sleeper needs
- This option plus Monday articulation

#### **Suggestion:**

- What about having middle school start at 8:15 a.m. and high school at 8:55 a.m.? (2 people)

1 additional person added to this suggestion that they "seconded" it

#### Con

- Defeats the purpose of extra time really for my clan – I'd need to drop early to high school to get to three schools on time
- Working single parent - have to drop off before 8:00 a.m. – can't take lunch break later than 2:30 p.m. to pick up students
- Staff cuts - \$\$ cuts – "No bueno" – aides/teachers/supervision impacted greatly

#### Con (continued)

- Not enough push back for high school – it's ok
- I have an all year travel ball athlete so getting out later is too hard on her schedule – IF there is any change, this option is ok
- Like later start time, just don't want athletes to miss more class instruction for meets/games – 2 classes is too much
- Parent work schedule
- Our kids need to learn to budget their time – they need practice as they move toward college – against this option
- As costs rise for these changes the support staff is cut!? ☹ or only offered P/T ☹
- Everyone is out the door at the same time – Dropping off at the high school on the way to work and knowing that they make it
- Later start for after school activities gets them home later and eat later and start homework later then get to bed later
- Do not want change – can't work this out job-wise or financially for transportation
- Later start is a positive and beneficial plan but it will not work with after school sports and activities outside school if the homework load is not looked at and lessened.
- Kids complain of having math classes at end of day already – they are losing focus by the end of the day – the late start would cause the last class to be later yet
- Students at both middle and high schools miss more school if they participate in sports or after school activities
- Would still need to drop off @ 7:45 a.m.
- If school begins later, there will be less family time especially with those involved in sports



**Option 4**

**Push back high school start time 60 minutes  
to 8:45 a.m.**

**15 minute difference start time at  
middle school impacts busing**

**Pro**

- Least impact to other schools
- 8:45 a.m. start would match sleep schedules better
- Like that we left elementary times alone
- Less impact on other schools
- More sleep would be good
- No pros for us
- The time works for us – gives more sleep time

**Comment:**

- Like high school start time, but elementary still too early for early start time
- Put athletes in PE and elective classes at the end of the day to offset missed classes
- Why would a kindergartner start @ 7:50 a.m. and a high school student @ 8:45 a.m.?

**Con**

- Too late with school sports – to make any late start work for the kids – homework should be lessened.
- Concerned coaches will start practice early which defeats purpose
- Parent work schedules do not allow this – later for homework, later dinner, later bedtime
- Still concerned about impact on students who participate in after school activities and sports

**Con (continued)**

- I work 7:45 – 3 – getting kids up and to school later is an issue
- As a working parent I would need to make sure my children were up before I left the house which defeats the purpose of sleeping in
- Practices will go later – stay up later for homework and the cycle continues... (2 people)
- Too large of impact to end of day especially on athletes
- More classes missed for after school events
- Jobs won't allow change
- Use coupon for buses - \$720k seems like a lot of \$
- Against this option – our kids need to start learning to budget their time, not to be catered to – they are grown up.
- Delays after school activities, homework and bedtime (2 people)
- Don't like idea of athletes missing 2 classes for meets/games
- Totally against this one! My children already complain about having late math class – no family time with this start time
- Single parent have to drop off before work at 7:40 a.m. – work @ 8a.m. and can't take lunch break later than 2:30 p.m. to pick up
- Later school release means later nights and later bedtimes
- Again, I can't start later but will have to stay awake later to monitor child(I physically can't keep this schedule and student does not want as she is an early riser)

## Option 5

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

### Pro

- Early practices work well for kids to get their brains moving...many studies show early morning exercise is good for kids
- Allows for better sleep
- This start time is good for high school
- No pro

### **Suggestion:**

- Put athletes in PE and elective blocks for the missed 2 hour practices

### **Requested information:**

- I want to see the financial savings associated with teachers/staff/bus drivers starting later vs. the new fees that would arise for supervision, more buses, miscellaneous costs of different schedules  
Bottom line.... Which start time – current schedules or newly modified time – 30 minutes or one hour later has the greatest financial savings for the District WITH greatest emotional AND academic success for students as a whole? 95% plus or what ??? with current/modified schedules

### Con

- If practices began early, this seems to defeat the purpose of late start (although not all students are athletes at high school)
- Kids in athletics would miss more class time
- If school starts at 9:10 then this pushes out sports and extra curricular activities 1 ½ hours as well. Unless the 1 ½ hours is absorbed and some students are required to practice sports/meet for extra curricular activities prior to school because of a lack of gym availability or field time then this defeats the purpose for those students who have to practice sports or meet for extra curricular activities because they are getting up earlier (like now) to meet an alternative schedule....
- Too late start time!! All after school life would be impacted
- This will only work for students stress level if they lighten their homework load
- Concerned that coaches would hold practices in the morning which defeats purpose to get sleep
- Too late of start time (3 people)
- Want to start later but might be too late – afternoon too late getting off
- Don't like idea of athletes missing 2 classes for games/meets – already hard on them missing class
- Too late – after school activities leads to later evenings!
- Special Education Supervision for mornings?
- Athletics missing up to 2 block periods for away games



**Option 5**

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

**Con (continued)**

- This would put an end to some kids participation in sports/extra curricular activities
- Athletics – practices (school and non-school sports)= no time to eat and do any homework before practice
- Single parent have to drop off before work at 7:40 a.m. to be at work at 8 a.m. and can't take lunch break later than 2:30 p.m. to pick up
- Totally against this one!!! This infringes on family time, students will just stay up later, extracurricular activities – will have negative effect, not to mention cost
- 4:05 p.m. too late for after school activities
- After school activities would be impacted
- As a working parent I need to make sure my kids are up before I leave and they won't be able to sleep in - defeats purpose
- How does this affect learning in afternoon? After school sports? Missing school to be in sports?
- Later start = later end time for high school which will negatively impact sports, after school work, home work, etc.
- My high school student does not want, too late for family activities, dinner and non-district activities (G.S., soccer, etc.) and I start early but can't stay away later to monitor my child
- Later practices, later homework, later nights
- Against this option – our kids need to learn to budget time and not be catered to – they need to be developing and learning to take responsibility

**Con (continued)**

- Later ending means later bedtime
- Too large of a change and impact to family and after school needs
- There may be more bus riders with later start time because parents can't take them at later time
- All activities pushed back- delays completing homework and going to bed is later
- Getting home later, eating dinner later, starting homework later, getting to bed later
- Bad – sports times
- I would like to understand the percent of students we are talking about - - how many kids (%) really tardy – how many learning minutes? How much learning will athletes miss? 25% of student body?

## Option 6

### No Change to Current Schedules

#### Pro

- Keep it the same! It helps our kids to learn how to budget their time - they need to be developing and learning to take responsibility.
- Why fix if not broken – Keep the same
- This works – No changes please ☺
- Works better for work schedule - they would have to be dropped off early anyway
- Homework finished earlier in evening
- If it isn't broken – why fix it? Concerned that any change will not please all so why change?
- All current activities are in perfect working order – My children do not want this change – they get their homework done early enough to enjoy down time and dinner at a reasonable time
- Won't affect work schedule - won't affect activities non district related- child does not want
- The best option – my kids want this option
- Why change? Working single parent have to drop off before work - 7:40 a.m. is the latest - Latest lunch break allowed at work is 2:30 p.m. – works great!! Now!! Can't take later break
- Agree with this option – RHS students have performed very good academically which says the current system is working – we have high performing kids!
- Let's raise adults that have personal discipline to go to bed and awake – personal responsibility.
- More family time in the evening - have time for other activities
- Early to bed, early to rise makes a man healthy, wealthy and wise
- Homework done in the afternoon
- Keep it the way it is

#### Pro (continued)

- Currently have a system worked out with this schedule
- I work 7:45 – 3 p.m. – this schedule works so far except Monday's
- I work at 7:45 so I have to get my child up anyway so there is no benefit
- This is good as our family is functioning fine on the current schedule – it gives good family time after school and time for extra curricular activities- also no more cost
- Works better for work schedule – they would be dropped off early any way

#### Con

- Fees for activities would increase - Athletic practice would go later in afternoon – difficult for transportation in later times for work
- Too early elementary – 7:50 a.m.
- Too early
- High school starts too early
- O period enrichment options/Homework
- Kids don't go to sleep until super late – struggle in the a.m.
- I have seen the negative impact of early start on my high school student with a.m. fatigue
- No con's – it works - don't fix it! (2 people)
- Having to add before school care costs \$

Option 6

**No Change to Current Schedules**

**Comments/Suggestions/Questions:**

- Want website to show benefits of this option
- Use 4 bus money to transport athletes – Recession over!
- What are the benefits of staying the same?
- What are the benefits for not delaying? We've only seen the benefits for delaying and needs to be on apples to apples comparison
- Can all elementary be all late or early?
- I noticed the information presented was only for a later start. Can you please present the other data that supports the current schedules in place? A good presentation/essay always presents both sides of the story.
- I am interested in hearing about the current financial and academic implications AND the percentage of students that miss or are tardy to school with the current schedules in place per elementary, middle and high schools

**Comments/Suggestions/Questions (continued):**

- What are the benefits of staying the same?
- Where is the info for keeping the same schedule?
- What percent of students ride the buses?
- As a high school student even if I finish my homework at any time before 10 p.m., I never go to bed before 11. This is not because of peer pressure, social norms, or whatever other self-created nonsense may be used as an argument that it is the students fault for going to bed late. Studies have clearly shown the shift in circadian rhythms, and ignoring this would be harmful to students and shows a gross negligence by the school board. Respect the science. – a tired student
- How do kids learn real world hours? (by getting up late)
  - To get up early & go to work?
  - Get up to take care of family?



## Option 1

### Push back all schools by 30 minutes (last middle school dismissal at 3:40 p.m.)

#### Pro

- More sleep/shifted sleep is better for the kids
- More sleep is great for teens – please consider the importance of this to the kids
- Win-Win for all, not the few
- Seems like a good “middle ground” with the later sleep cycle – but less impact, lower cost than some of the options
- Better for teens
- Favorite option of all the start time change options

#### **Question:**

- Would sports be allowed to have morning practices?
- Why would few buses be available for field trips?
- Why not switch the middle school time with the high school? (2 people)

#### Con

- Cost
- Stupid idea
- Seems like this option is more costly and makes unnecessary changes to elementary schools
- Won't be able to carpool – will have to buy 2 bus passes for 2 kids – impact to homework time after school due to extra curricular activities
- Leaves less time for homework by the time students get home
- Students will miss class for sports or medical appointments
- By the time a kid is done with sports after school jobs then homework – they stay up later and still get no sleep
- The cost of this is insane – busing and supervision
- Still have to drop students off at regular time anyway
- How does this help athletes? They will be at school until dinner
- Cost!
- This option will really negatively affect middle school sports – all 7<sup>th</sup> grade league games start at 4 p.m.
- Elementary students don't need time pushed back
- Impacts working parents who drop off now – financial hardship
- Cost is the biggest issue and high school students extra curricular activities will be impacted
- Parents who leave to work early would have to pay for extra or some morning daycare
- A late time for elementary is not at their peak learning time

## Option 2

### **Flip high school articulation time to the a.m. every Monday**

#### Pro

- This is the best idea as students will get one morning to sleep in and no after school activities or homework time will be affected
- I am fine with the regular dismissal time with articulation on Monday a.m.
- Possible - could use morning time for appointments or extra sleep on Monday  
Benefit: not having to come back at 3 for sports practice – they'd still be there
- Less time between end of school and practice start time
- This is a good start especially after the weekend to get them back into earlier start from weekend
- Teens needs 8 vs. < 6 hours of sleep minimum - Again very concerned about lack of sleep leading to problems with mental health and poor learning
- LOVE this – should be pursued regardless of other decision – better articulation instructional strategy sharing (teachers are fresh, focused)
- Need to change for all sites in District – great idea

#### **Suggestion:**

- Consider opening the library for students on Mondays who are dropped of by a parent that works

#### Con

- A high percentage of families have both parents working 8-5 jobs – this will cause an additional strain – students will miss more class time
- Creates issue with high school student picking up younger brother at middle school unless you change the articulation time for middle school as well

#### Con (continued)

- This option doesn't make a real impact in providing enough opportunities for high school students to come to school "ready to learn" – 1 of 5 days a week isn't enough of a change
- Are you kidding me!! We can't afford what we have – why!!
- Who does this help? And it costs so much for nothing
- Students will not get extra time because many kids are still on campus doing things with leadership and probably those coaches that don't work will have early morning practices - Not Worth the Money!
- Doesn't address the later sleep time – only Monday isn't helpful
- Must buy 2 bus passes - no homework time after school and kids will oversleep
- Doesn't produce enough difference but better than nothing
- Will still have to drop off students at 7:30 – 7:45 a.m. due to work schedule and commute of parents bringing Interdistrict students
- What will my child do in the morning if she can't drive and I don't want her unsupervised?
- Kids will oversleep and will potentially miss bus
- This isn't a terrible idea, but how will it affect families with siblings in other schools?
- Nice for 1 day, but need more of an impact later in the week – kids might be better rested on Mondays anyway
- If teens need extra sleep, have them go to bed earlier – common sense?

### Option 3

**Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools**

#### Pro

- There are none
- I think of all the options this is the only one that I think would have less impact on homework and after school sports
- Best option vs. status quo
- Still important for more sleep - kids are getting too little sleep
- Best option for working parents dropping off
- The best choice

#### **Suggestion/Question:**

- Don't flip middle school and high school – leave middle school at 8:15 a.m. and high school at 8:55 a.m.
- How will missed class time be provided to kids missing for school activities?
- Do we have a large enough sub list to have subs for all teachers leaving for coaching duties?

#### Con

- 9:00 start time is ridiculous – these kids will be parentless in the mornings
- We can't afford what we have and now you add more supervision, etc.
- Less time to do homework after school resulting in later bedtimes
- Hard to schedule medical appointments without missing class
- Sports will have them miss more class time
- Way too late! No supervision for my child because I leave for work at 7:40 a.m. each day – also my child does not drive
- Only pushing back 2 of 3 schools is confusing – hard on travel for parents
- Must buy 2 bus passes – can't carpool/kids will oversleep and miss bus on occasion
- Sports and extra curricular activities negatively impacted
- Before school supervision is not enough – this late start will just increase the length of my child's day as she needs to leave when I leave for work
- May impact athletics - not just games, but practices – How does fall golf work with a late dismissal and early sunset? Some matches this year were almost too dark to finish



### Option 4

**Push back high school start time 60 minutes  
to 8:45 a.m.**

**15 minute difference start time at  
middle school impacts busing**

#### Pro

- Increased sleep is extremely important to teens mental health – some are getting less than 6 hours/night, leads to increased stress and increased anxiety
- Provides shifted sleep with a still reasonable end time

#### **Question:**

- Would sports be allowed to have morning practices? ( 2 people)
- How about an “A” period for students that still come to school at same time?
- What about intervention being offered before school keeping busing and providing breakfast?
- Where is the option to move intervention to the end of the day and those that don’t need it go home earlier?

#### Con

- This schedule will push back sleep time – by the time the student gets home from school, they will have to leave for their extra-curricular activity therefore not having time to do homework until they get home
- Less time for homework after school
- Sports/extra curricular is negatively impacted
- Way too late – I have to leave for work early and my student does not drive yet – I do not want my student unsupervised for an hour!
- Less time for medical appointments after school
- Extra curricular - 10 p.m. is way too late! Must buy 2 bus passes, cuts into homework time and high, high chance of kids missing bus!
- After school programs will be too highly impacted
- Cost!!
- More missed class time for sports
- More of a fiscal impact because of time conflict with bus schedule
- Extreme impact to after school activities – Fall golf would have to miss 2 blocks to do matches pre-sunset and would have to shorten practice or pull out of school to go to practice - other sports have field lights
- Too much impact to athletes - not enough time for homework



Option 5

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

**Pro**

- More sleep helps in better state of mind – very concerned about the mental health of our teens
- Most beneficial to teen sleep cycle, health habits, learning style – our role is to do what's best for kids
- Shifts sleep the most
- Seems like a viable option and supports the time frame(sleep schedule) provided to be beneficial by the research
- Avoids impact on bus system
- Off campus coaches can get to WHS after work – more closely aligned to the regular work day
- I could drop my other kids off at the elementary schools
- Fiscally less of an impact because doesn't affect bus schedule

**Question:**

- Why raise costs when we can't afford what we have?

**Con**

- Insane! Must buy 2 bus passes – 10 p.m. for extra curricular is way too late – cuts into homework time – Kids will probably miss bus once a week – Please don't!
- Less time for homework after school
- No time for after school medical appointments
- For students with multiple after-school activities, homework would be pushed to very late, potentially influencing them not to complete it

**Con (continued)**

- Consider having a zero period instead of 8<sup>th</sup> period – keep the schedule the same with the option for families to go in later
- You will lose every great on-campus coach this district has
- Too big of an impact on after school sports and activities
- Way too late! I have to leave early for work and my student does not drive yet – I don't want my student unsupervised for an hour
- Such a late start leaves too little normal family /personal time before late night time
- Could be a lot of missed class time for athletes
- This is Not an option - work schedule, doctors appointments, sports , family time
- Sports and extra curricular activities would be negatively impacted – games and practices pushed back too far
- Way too late
- 9:10 is too late!!
- This is the work option! Families, after school activities, etc.
- Super concerned with my child missing classes for sports and not able to start on homework until way later in the evening
- Students and adults typically are more alert in the morning – 4 p.m. is too late!
- No way – just shifts the schedule around the whole 24 hour period – solves nothing
- For athletes, missing 2 classes for sporting events is too much to miss!!
- Way too late – no family time
- Less time in class for high school athletes

## Option 6

### **No Change to Current Schedules**

#### Pro

- After school activities are doable
- Let's not complicate things – Whitney has been very successful and later start can have some negative impact
- Kids will still go to bed late anyway no matter what time you start
- The reality is kids will lose or gain sleep - there is a high percentage of high school students with sports, etc. after school – this schedule seems to work, so why change it
- Fantastic – no cost/makes accountable for bedtime/helps the athlete
- After school activities will not be affected
- Yes, don't change – it's perfect! Consider starting earlier!
- This is the best idea and the most logical – the kids that can't handle it, go to Victory – someday they need to be responsible adults and they need to start now
- Keep it!!
- Less impact for students, homework, and extra curricular activities
- This or Option 3 – (2 people)
- Please keep this! IT WORKS!
- Sports need to change if later start time
- No impact to after school medical appointments
- Have your child go to bed earlier to get more sleep

#### Con

- Lack of sleep – when teens are stressed leads to increased stress, increased anxiety and increased depression
- Doesn't reflect the benefits to learning that current research supports
- Kids are tired, stressed, sluggish – studies show the later time better suits their needs as learners
- Currently seeing more depression, anxiety, etc. and need to do what we can to support the mental health of our students

#### **Comment/Suggestion/Question:**

- On the fence about this one - - 30 minutes of a change wouldn't be too bad
- Move intervention to 7:45 – 8:15 a.m.; keep busing the same with breakfast available or provide at school cost (cheaper than more buses and substitutes)
- Is it possible to have a zero period vs. an 8<sup>th</sup> period? This allows some families to come later with all students getting off at the same time

## Option 1

**Push back all schools by 30 minutes  
(last middle school dismissal at 3:40 p.m.)**

### Pro

- Like the later start time for all schools – And it's not a huge change
- Like idea – good option – would give more time – breakfast/sleep, etc.
- Favorite choice – least impact from current schedule change
- Best option for all students
- Cost not prohibitive
- Allows elementary/high school kids to eat a morning meal and not be rushed
- Better able to/ready to learn when they arrive at school
- Time for before school study/homework/clubs
- Would provide much needed sleep as research advises
- NONE

### **Comment/Question:**

- High school start time @ 8:20 is fine but after 8:30 is too late
- What about opening access to RHS on Hillcrest Drive? - Would help save time

### Con

- Students who walk to school are without supervision
- I think that it is not necessary to push back elementary and middle school
- Early elementary start is ok but the 9 a.m. middle school start time does not work
- Missing classes – will there be teacher support?
- Concerned about athletes missing additional school
- Very late dismissal for middle schools – affects sports practice and homework time
- How many books can we buy for \$320,000?
- Very late to get home for middle school & start of sports
- High cost
- Hard for working parents to drop off - so late
- When do they start homework? After dinner?
- Hard for working parents to adjust schedule
- Does this provide enough impact for the students to gain enough extra sleep?
- Very worried about impact to working parents and then kids



## Option 2

### **Flip high school articulation time to the a.m. every Monday**

#### Pro

- Like giving students one day to sleep in
- This option may be a good compromise
- Does not affect the rest of the District – gives high school kids one late day
- Good opportunity to meet on Articulation Day – cost savings!
- I like this option regardless of whether other days are impacted
- Able to get more sleep on one day
- Low costs
- Good because of the busy weekend

#### **Suggestion/Question:**

- Could be a good option to use to “test” out later start times for a year or so, then survey students at end of year to see if they felt significant difference in their alertness on Mondays
- What about access to Rocklin High School – Hillcrest? If students could access this would save lots of time. 😊 (Not sure of costs)

#### Con

- Not enough of a change to make an impact or address research study results
- Would rather have later start on all days
- I’m not sure that a 9:26 start time just one day/week is enough
- Are we teaching kids to complain about going to work early some day?
- One day a week late start is not enough impact
- I don’t believe this will help students as homework is a big reason students can’t sleep and they have more time to get it done on the weekend
- One day not enough
- Elementary students need more sleep
- Kids home 3 hours before working parents – cause for trouble, drugs, etc.
- I don’t want my kids missing class time to attend sporting events
- I like my kids coming home early to get a start on homework
- Children unsupervised in morning when parents go to work
- With \$40,000 – we could pay for MORE career development programs



### Option 3

**Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools**

#### Pro

- In favor of this option
- 8:15 start time for high school would be fine
- Seems a reasonable start time for middle and high schools
- I don't want kids getting out too late – this is a good compromise
- I have 2 boys that do better when they get enough sleep
- Could support before school practice or clubs for high school
- Even this little bit of a later start time would be better – teens need more sleep
- 20 minutes of sleep does make a difference and kids can still have time for extra activities after school and minimum cost
- Minimal costs

#### Con

- Elementary needs more sleep
- 8:15 is not that late anyway! Kids will be sleep-deprived
- Does this really impact the sleep enough?
- Concern regarding late start for middle school – impacts family work and school start time – son walks to school
- Unsupervised middle school students if they start so late
- I don't want my kids who wake up early enough missing class for sports
- Do not like the late start for middle school – too late!
- I don't want to start homework after dinner when they are tired

#### **Suggestion/Question:**

- What about opening access on Hillcrest for Hillcrest residences? This would save Rocklin High School students time – not sure of cost, but know it would save time
- Would be a great option if the middle school start time started at 8:15 a.m. and high school starts at 8:55 a.m.
- What percent of successful America sleeps in? What's the message?
- Will it help them learn to budget their time by letting them sleep in?
- High school kids should start later than middle school kids
- What job are we hoping to prepare them for by starting later?

Option 4

**Push back high school start time 60 minutes  
to 8:45 a.m.**

**15 minute difference start time at  
middle school impacts busing**

Pro

- LIKE OPT!
- This most appealing option if the goal is to improve sleep
- Would really be good for more sleep
- A 60 minute delay in start time would be enough to benefit adolescents – I think we need at least a 60 minute delay
- Better time for elementary school needs
- Supports parents with kids in all levels of school - elementary, middle, high
- Kids can do homework or study before school if can be dropped at 8:00 a.m.
- While a 60 minute delay impacts sports, I think sleep and the benefits of increased mental health/concentration/learning, etc. are more important than sports

**Comment/Question:**

- I feel if kids get up early they will go to bed early – i.e. “early to bed, early to rise”
- What personality traits are we trying to promote by starting later?
- Does the corporate world start after 9 a.m.?

Con

- Living close to the high school – I do not want late start to cause late practices, noise and lights after 10 p.m.
- Longer days for sports means late evenings and lack of study time – cost impact
- Way too expensive
- Cuts into after school activity time
- Late homework = more tears
- Super high cost
- Late start times affect sports - games/events – produce lights and noise that annoy neighbors
- Expensive
- Working parents leave kids to fend for themselves
- This late start negatively impacts after school activities
- Cost is pretty high for this option
- My concern with this is that the time to do homework is pushed to 4 or 5 o'clock or later

**Option 5**

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

**Pro**

- Agree with this start time for better sleep – health for teens
- 9:10 a.m. start time is enough time for adolescents to sleep - it will better allow them to get enough sleep
- Cost effective
- Late start better for students
- My favorite option – later start time should only impact adolescents
- Really like this option – kids get to sleep. When they go to school, they are fresh and focused on studies
- Liked the avoidance of impact on buses
- The cost increase is very minimal considering other options (1-4)

**Con**

- Much too late! No time for after school activities
- Living close to the high school, I would not like late practices or any after 10 p.m. noise/lights
- School end time is too late with this option for after school activities
- Late sporting events impact neighbors in terms of lights and noise
- Impacts work schedule with late start – transportation issue, too!
- With homework, dinner and sports – there is already not enough time
- Late start = unsupervised teens/unmonitored behavior before school - drugs and home alone for 1-2 hours in a.m.
- Homework will not get finished or students will be up so late that the # of sleep hours will not change
- Kids in sports would miss much more class time
- Way too late for getting out of school
- Sports and after school activities would be negatively impacted – too late of start cannot do homework until very late
- Hard for working parents to go to work so late

**Comment/Question:**

- What are we trying to teach our kids? To whine and complain about stress in the work place?
- When will kids get to “play” - have down time? In a.m. when waking up?
- Homeowners near school – moved there knowing there would be activities and traffic



## Option 6

### No Change to Current Schedules

#### Pro

- Best option!
- Late start time is very hard on working parents
- Open to change provided accommodations for student sports and those walking to school
- Please keep current schedule
- Current schedule works for us – no changes would not affect family
- When homework is finished, kids can play with friends/family until dinner
- I like having dinner together as a family – nothing can beat it
- I am concerned about my kids missing more school in order to participate in athletics
- Every other option is a waste, waste of valuable money!
- Love this – my kids get up early and go to bed early
- A later start time means less time for extra curricular activities and homework – It is likely that kids will have to stay up later to get their work done
- Late release time cuts into homework time – kids will just stay up later and there will be no change in amount of sleep
- Only option that makes sense
- Love fiscal impact
- This option is the only sensible option for our District
- I like spending time with my kids in the afternoon when homework is finished and we can all talk
- Sports go until 6 p.m. already, so would hate for them to be gone later

#### Con

- The current schedule does impact families although they have not been addressed – 5:30 a.m. start for sports and high school staff has other students in school that it can impact
- Really hope we can do a later start time – my 13 year old is already hard to wake up
- We need to do something to help our students be successful and healthy
- We already know this timing really affects the teen's brain, behavior, etc.
- Students need more sleep for well being – fewer crashes, poorer attendance and grades

#### Comment:

- I think it is very naïve to think a later start day will result in additional sleep – It assumes kids will continue to go to bed at the same time, which is not very likely.
- The work day typically begins at 8:00 a.m. or earlier – this is good prep for life...



## Option 1

### Push back all schools by 30 minutes (last middle school dismissal at 3:40 p.m.)

#### Pro

- I'm for late start for elementary schools
- I love the idea of a later start - my children go to be early and it is a struggle to get them up every morning
- My 7 year old daughter has epilepsy and ends up with behavior issues with earlier wake times – Later wake times turn her into a different kid – much more patient, creative, kind, and positive – our family would love a later start for early elementary
- Parents (not only teenage drivers) will be less likely to cause an accident
- Previously my elementary age children have done an 8:44 a.m. start time in Roseville school – Mornings have been smooth – kids are well rested
- Release time is not so late

#### Con

- If working parents still need to drop off elementary/middle @ daycare or an early care provider in order to get to work, how does this possibly help with the “sleep problem?” – They still have to get up early - FAIL
- No – increased the fees for working parents – can't do late start due to work schedule - suggest invest District money on after school activities
- No – have to pay for Club Rocklin – not able to see teacher in morning for kinder teachers – problem for working parents
- Sacrificing the youngest learners - not a fair trade off
- My vote would be NO – I simply do not like late dismissal – 3:25 p.m.
- Students that get dropped off will be unattended

#### Con (continued)

- I vote for no change – I feel a majority of parents are working early and it will impact the majority for the worse
- Parents will be racing to work in their SUV's
- They will be home later and staying up later to get their homework done – not a “win” for anybody
- This is literally the worst option ever
- This option is ok, but too expensive
- Not a good option – too late for elementary kids who are up early already/way too late for middle/high school time would be great though. Wish there was a way to push high school to this time but not middle or elementary – I have kids in all 3 levels – redraw school zones/bus routes?

#### Comment/Question:

- I've seen the benefits in them being more alert – Social behavior is better when they get the sleep they need and can concentrate during class time better – I do not agree with the early start. Also, if we do get to start late, why don't we still keep the release time the same - it is more beneficial for kids to get off earlier to get that break from school before they have to study again or go for their after school activities and no have to stress about time
- No study was done for younger children
- Can we have middle school start at 8:10 a.m.?
- Did anyone take into consideration how “blue light” from devices impact “sleep problem.”
- When survey was conducted, what % of parents who responded work before or @ 8:00 a.m.? What % of surveys were returned?
- How many high school students really ride the bus? Parents will have to trust kids that are not supervised in morning are not getting into trouble

**Option 2**

**Flip high school articulation time to the a.m.  
every Monday**

**Pro**

- My school was on this schedule when I was in high school and I LOVED it! It was a great way to transition from the weekend to the week.
- This option makes sense - eases kids back into the week – allows a slower start & low financial impact

**Con**

- One day is not going to reap the benefits
- This seems like an inadequate solution to the problem – would only help marginally while messing up schedules a lot
- How are kids going to get to school at 9 a.m. – parents work

**Suggestion/Question:**

- This somewhat makes sense – maybe a compromise and gives teachers the benefit of learning at the normal time – Will kids really sleep in? Someone has to get them to school
- What about kids in zero period on Monday's?
- At this point, what's the purpose?
- Cost estimate for one day is incorrect (based on figures of other options) – this probably gave past (voting) groups incorrect perspectives



### Option 3

**Push back start time 30 minutes to 8:15 a.m. at high schools and to 8:55 a.m. at middle schools**

#### Pro

- Feel this one still allows for after school stuff
- Let's kids sleep more every day
- Should not put cost on increase safety and reduced car accidents
- Love that our kids can get more sleep
- 30 minutes is a reasonable time that's workable and good for kids in high school, not elementary
- Yes, I like this – high school students can wake earlier and spend more time on homework after school
- A 30 minute delay has been shown to increase alertness/grades and decrease depressive moods/health clinic visits - Also, fewer auto accidents, better concentration, consolidate the day's learning
- Great – “happy – medium” option – I like that school would not get out too late
- This is a fair option for some change with little financial impact - would be ideal if high school had 8:25 – 8:30 start
- YES!
- This is probably the best option – the issue of affecting after school activities is unimportant to me – people will deal
- Love the high school start time – do not like the middle school start time
- I like this option the best – it meets the needs of the older kids without disruptions to the elementary schools

#### Con

- It would limit kids ability to join after school activities
- Too late of a middle school start especially for kids who do after school sports

#### **Comment/Suggestion/Question:**

- People drive their kids to school way too much – Rocklin is not a big place – middle and high school students can get themselves to school
- Again, what % of working parents responded to the survey?
- Can we start middle school at 8:10 a.m.?
- Look at boundaries and transportation costs – possibly offset transportation costs by changing boundaries
- If working parents have to find childcare to transport child in morning and they are still getting up early – doesn't this defeat the purpose of giving them more “sleep time”?
- Parents should be teaching kids time management and learning to get their sleep
- They won't have the luxury of sleeping in when they are going to work and college – Current high school schedules help prepare them for that
- The time change is reasonable, but does it accomplish anything as far as more sleep “needed”?
- While supervision prior to school is a nice consideration, it will be unproductive time for kids if not heavily structured – as such leave start time as is

Option 4

**Push back high school start time 60 minutes to 8:45 a.m.**

**15 minute difference start time at middle school impacts busing**

**Pro**

- Allows high school kids to catch bus in daylight in a.m.

**Con**

- Good option, but costly
- Kids in CIF and practice after school - may defeat the purpose
- Cost is painful
- No – too late – not workable
- Kids who want to work after school will have less options if they end school later
- Too late to get out and too much additional cost to the District
- When's family time?
- Too costly – kids will still be waking up when parents wake them up
- I like this option because it helps the high school students, BUT it is too costly. Not knowing where the \$ is going to impact I can't agree with this expenditure
- Kids in after school activities will then go later and cut into family/dinner time

**Comment/Question:**

- If the buses we would get would have seatbelts - I would vote for this option for that reason alone! ☺
- Why do we care so much about athletics when they are already over-represented and idolized in every aspect of society? This is not the primary purpose of school - it is a privilege. On the other hand, music which is not prioritized must be scheduled at ridiculously early hours. So an early start would benefit other activities (than sports) which are just as important
- If we can be a leader to other districts and other schools change their times – CIF forced to change athletic game times
- I like option for later start but do not like cost – as means cuts in other areas. Is there an option somewhere between 7:45 - 8:45 a.m. that would cost less?
- How many accidents have occurred in the early morning hours? How many occurred that would have been prevented? Are we fixing a problem that doesn't exist
- Prefer budget to be redirected to help in the classroom ( extra teacher/ aides)
- How many buses could you eliminate if all students went to their home school?



**Option 5**

**Move high school start time to 9:10 a.m.  
(85 minute delay)**

**\*avoids impact on busing**

**Pro**

- If the later start is truly a benefit then this would be the most cost effective option
- This option is better than not changing at all – probably not the best

**Comment/Question:**

- Extend the school hours - more enrichment programs – not spending in buying the bus
- Studies also show that you are more alert in the morning than in the afternoon - how does this help anything?

**Con**

- Homework will not get done in shorter evening time
- Late arrival home after 30-40 minute ride
- That gives kids too much time to find something more fun to do
- Students will not wake up early to finish homework
- School gets out too late for sports, homework, etc.
- Kids will miss out on other family events if they are getting out of school later and doing other activities after school
- No after school jobs – no sports
- NO – too late – cuts into after school activities
- When's family time?
- Way too late end time! Worried about homework and sports!
- They will be staying up later to do homework and still getting up early if parents have to take them to school - not a Win/Win for anyone
- Hard for working parents with kids in multiple schools and I don't like all the class time missed for sports
- At this point extra curricular activities would be hard to fit in – a shame since colleges demand it for consideration

Option 6

**No Change to Current Schedules**

**Pro**

- Helps working parents – don't change
- I think that what we have is fine – parents need to “parent” and do what makes sense in the limitations of their child
- Schedule is good for us with two kids in elementary and middle school
- No extra costs/no early care for working parents – Win/Win
- This allows us to spend more time with our children
- Parents can continue to take their kids to school and get to work - they will not need to use day care or depend on busing
- Early time means more time for outside activities such as volunteering which looks good on college apps

**Con**

- Multiple studies show higher risk to student safety and mental health with early start times
- High school start is too early
- Not an option – too early for high school students - health/safety
- Does not address the late time and the need for it
- To me this is not an option with all the research that has been done

**Comment/Question:**

- Is there anything wrong now? What range of start times did the studies find?
- I would like us to survey our kids in our high schools –are they sleepy?
- A small time change is needed but not drastic
- I know this one is doable and affordable. and how do we know shifting start times actually results in more sleep time and the students don't just acclimate and stay up later, so no change in sleep amounts

ROCKLIN UNIFIED SCHOOL DISTRICT

BOARD AGENDA BRIEFING

---

SUBJECT: Approve Board Policy (BP) 3470 Debt Issuance and Management (New)

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 changes to Education Code, Government Code and Public Contract Code.

**Status:**

**BP 3470 Debt Issuance and Management (New)**

Staff reviewed existing debt to determine if refinancing will save taxpayers or the district dollars due to lower interest rates. Effective January 1, 2017 (per Senate Bill 1029 approved September 12, 2016), Government Code 8055 requires any issuer of public debt to certify that the issuer has adopted a local debt policy.

The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

**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:**

**Allotment of Time:** [ ] Consent Calendar [X] Action Item [ ] Information Item

**Packet Information Item:**

Board Policy 3470 - Debt Issuance and Management (New)

**Recommendation:**

Staff recommends approval of new Board Policy 3470 - Debt Issuance and Management.

# Rocklin USD

## Board Policy

### Debt Issuance and Management

BP 3470

Business and Noninstructional Operations

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)

(cf. 3460 - Financial Reports and Accountability)

(cf. 7110 - Facilities Master Plan)

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18). Exceptions include, but are not limited to, lease financings, such as lease purchase agreements, certificates of participation, lease revenue bonds and notes, and grant anticipation notes. Further, under Proposition 39, a measure authorizing the issuance of general obligation bonds may be approved by 55 percent of the electorate. The district may also issue debt through Mello-Roos Community Facility Districts.

(CF 7214 – General Obligation Bonds)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an



as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 9270 - Conflict of Interest)

## Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. If applicable, pursues the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 7000 - Concepts and Roles)

#### Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

- (cf. 3100 - Budget)
- (cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 13 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

#### Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
  - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
  - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150) or special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 5331-53368) or other funding sources that are reasonably available to meet the district's repayment requirements.
  - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of

grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5). In appropriate circumstances, the district may use School Facilities Improvement Districts as an alternative method of issuing general obligation bonds.

(cf. 7214 - General Obligation Bonds)

(cf. 7213 – School Facilities Improvement Districts)

b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello Roos Districts)

3. Lease financing, including certificates of participation (COPs)

a. Lease financing to fund priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not practical or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANS, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs

assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee may evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include the tax burden on the district's taxpayers; the effect of annual debt service secured by the general fund on general fund expenditures; the amortization structure, prepayment features, and useful life of the projects being financed (see also "Structure of Debt Issues" below)..

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

#### Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within the term required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than



a period of 10 years. (Education Code 17452)

#### Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

#### Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

#### Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

## Internal Controls

The district is required to have internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest - see the following District Board Bylaws, Board Policies and Administrative Regulations:

(cf. 3314 - Payments for Goods and Services)  
(cf. 3400 - Management of District Assets/Accounts)  
(cf. 3460 – Financial Reports and Accountability)  
(cf . 9310 – Conflict of Interest)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure.  
(Government Code 53410)

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

## Records/Reports

At least 30 days prior to the sale of any debt issue, the district's Bond Counsel shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30, or the prior fiscal year. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure. The district may retain a qualified third party to assist with, and ensure that the district's disclosure filings are updated as needed.

The federal tax law is intended to discourage entities from issuing tax advantaged obligations

that are unnecessary in terms of timing and amount as well as for purposes that are not permitted by law. As needed, the Superintendent or designee shall seek the advice of bond counsel on compliance with federal tax law.

**Legal Reference:**

**EDUCATION CODE**

- 5300-5441 Conduct of elections
- 15100-15262 Bonds for school districts and community college districts
- 15264-15276 Strict accountability in local school construction bonds
- 15278-15288 Citizen's oversight committees
- 15300-15425 School Facilities Improvement Districts
- 17150 Public disclosure of non-voter-approved debt
- 17400-17429 Leasing of district property
- 17450-17453.1 Leasing of equipment
- 17456 Sale or lease of district property
- 17596 Duration of contracts
- 42130-42134 Financial reports and certifications

**ELECTIONS CODE**

- 1000 Established election dates

**GOVERNMENT CODE**

- 8855 California Debt and Investment Advisory Commission
- 53311-53368.3 Mello-Roos Community Facilities Act
- 53410-53411 Bond reporting
- 53506-53509.5 General obligation bonds
- 53550-53569 Refunding bonds of local agencies
- 53580-53595.55 Bonds
- 53850-53858 Tax and revenue anticipation notes
- 53859-53859.08 Grant anticipation notes

**CALIFORNIA CONSTITUTION**

- Article 13A, Section 1 Tax limitation

- Article 16, Section 18 Debt limit

**UNITED STATES CODE, TITLE 15**

- 78o-4 Registration of municipal securities dealers

**UNITED STATES CODE, TITLE 26**

- 54E Qualified Zone Academy Bonds

**CODE OF FEDERAL REGULATIONS, TITLE 17**

- 240.10b-5 Prohibition against fraud or deceit

- 240.15c2-12 Municipal securities disclosure

**CODE OF FEDERAL REGULATIONS, TITLE 26**

- 1.103 Interest on state and local bonds

- 1.141 Private activity bonds

- 1.148 Arbitrage and rebate

- 1.149 Hedge bonds

- 1.6001-1 Records

**Management Resources:**

**CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS**

California Debt Issuance Primer

**GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS**

An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016

Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015

Investment of Bond Proceeds, Best Practice, September 2014

Selecting and Managing Municipal Advisors, Best Practice, February 2014

Debt Management Policy, Best Practice, October 2012

Analyzing and Issuing Refunding Bonds, Best Practice, February 2011

**INTERNAL REVENUE SERVICE PUBLICATIONS**

Tax Exempt Bond FAQs Regarding Record Retention Requirements

Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016

**U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS**

Internal Control System Checklist

**WEB SITES**

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

Government Finance Officers Association: <http://www.gfoa.org>

Internal Revenue Service: <http://www.irs.gov>

Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):  
<http://www.emma.msrb.org>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Securities and Exchange Commission: <http://www.sec.gov>

Adpoted: February 15, 2017 Rocklin USD



# New Debt Issuance and Management Policy

Rocklin Unified School District  
Board of Trustees Meeting  
February 15, 2017



Presented by:

Barbara Patterson, Deputy Superintendent, Business & Operations

# Background On Debt Policy

---

- In 2015, a director of a public borrower in the Bay Area embezzled bond proceeds
- To enhance transparency, the State Treasurer made public policy recommendations that the State Legislature adopted through SB 1029
- The purpose of the recommendations was to improve transparency and accountability related to local government debt issuance practices

# Senate Bill (SB) 1029

---

- SB 1029 was signed by the Governor September 12, 2016
- Requires the California Debt and Investment Advisory Commission (CDIAC) to track debt on an annual basis until it is repaid in full
  - CDIAC acts as a statistical clearing house for all state and local debt issuance
  - Local debt is tracked through initial and annual transparency reports filed by the debt issuer
- In addition, all debt issuers must certify that they have a local debt policy when a notice of proposed debt is filed i.e., 30 days prior to the pricing of debt

# Local Debt Policy Requirements

---

- The issuer's local debt policies must include the following:
  - A. The purposes for which the debt proceeds may be used
  - B. The types of debt that may be issued
  - C. The relationship of the debt to, and integration with, the issuer's capital improvement program or budget, if applicable
  - D. Policy goals related to the issuer's planning goals and objectives
  - E. The internal control procedures that the issuer has implemented, or will implement, to ensure that the proceeds of the proposed debt issuance will be directed to the intended use



# RUSD's Debt Policy

---

- Meets requirement of SB 1029
- Based on CSBA sample policy
- Includes the types of debt that is authorized and best practices for issuing and managing debt

# What this Means for RUSD

---

- The District has issued General Obligation Bonds, Certificates of Participation and CFD Bonds
- Some of the debt may be candidates for a refinance at lower interest rates
- In the event of a refinancing, the District must have a local debt policy in place to properly address future debt issuance

# Summary of RUSD Issued Debt Outstanding as of 6/30/16

	6/30/2016	Due within 1 year
General Obligation Bonds	\$ 61,238,304	\$ 2,819,051
Mello-Roos Bonds	\$ 41,753,370	\$ 5,068,858
Accreted Interest	\$ 90,521,495	\$ 10,773,780
COPs	\$ 13,880,000	\$ -
	\$ 207,393,169	\$ 18,661,689

# Description of Debt

---

- General Obligation Bonds – Voter approved bonds that are repaid by an ad valorem property tax
- Certificates of Participation- Non-voter approved debt repaid from the District's Budget (RUSD pays from Mello-Roos property taxes , but the debt is backed by the General Fund)
- Mello-Roos Community Facilities District Bonds – Voter approved bonds that are repaid by a special tax on property
- Tax and Revenue Anticipation Notes – Financing cash flow due to uneven matched revenues and expenditures of the General Fund



BOARD AGENDA BRIEFING

---

SUBJECT: 2017-2022 Strategic Plan Update

DEPARTMENT: Office of the Superintendent

---

**Background:**

The RUSD Strategic Plan is in the third year of implementation. The District Strategic Plan was completed during the 2013-2014 school year. Each year since actions were activated and work continued in the accomplishment of each strategy. To date eleven sites have completed the initial planning process and six sites are currently planning for or undergoing the Strategic Planning process for the first time this school year.

**Status:**

The District Strategic Planning Team convened on February 1 and 2, 2017 at which time the plan Parameters, Beliefs, Mission Statement, and Objectives were reviewed and affirmed. New Strategies were drafted to propel the District forward in achieving the mission based on the District's current reality and progress over the past 3 years. The team consisted of 22 members selected to provide a diverse set of perspectives representing the entire school district. This presentation will provide the Board with a summary of the work completed thus far in the process as well as discuss the next steps in updating the District Strategic Plan to move us forward to achieve our mission.

**Presenters:**

Roger Stock, Superintendent  
Melanie Patterson, Program Specialist, Local Control Accountability Plan & Strategic Planning

**Financial Impact:**

Current year: NA  
Future years: NA  
Funding source: NA

**Materials/Films:**

None

**Other People Who Might Be Present:**

Cabinet Members

**Allotment of Time:**

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

**Packet Information:**

PowerPoint: RUSD 2017-2022 Strategic Plan Update

**Recommendation:**

Information Item Only

# 2017-2022 Strategic Plan Update

## Rocklin Unified School District Board of Trustees Meeting February 15, 2017

**Melanie Patterson**  
Program Specialist, LCAP & Strategic Planning



Educational Excellence

# Overview of Presentation

---

- Purpose of Strategic Planning
- 2017 Strategic Planning Team
- Parameters
- Overriding Convictions
- Our Aspiration
- Measures of Success
- Revised Strategies
- Next Steps

# Purpose of Strategic Planning

---

*Launch Rocklin Unified School District into the next phase of excellence using a very intentional and collaborative process based on local values and convictions, and proactively maintain our system to ensure relevance in our ever changing world...*

“As a district, we have always embraced a growth mindset, and I am proud to be part of planning for the future. As an Arts teacher I am especially excited to know that creativity, collaboration and innovation have risen to the top of the list of 21st century skills.” - Nancy Hayes, RHS Teacher



# 2017 Strategic Planning Team

---

Cole Cavarra, *Student WHS*

Colleen Crowe, *RTPA President*

David Brame, *RUSD Parent*

Davis Stewart, *Secondary Principal*

Dee Torrington, *Secondary Teacher*

Grace McCarty, *Elementary Teacher*

Kage Martin, *Student RICA*

Kaili Bray, *Teacher on Special Assignment*

Kathy Goddard, *Elementary Principal*

Kathy Pon, *Deputy Superintendent*

Mike Fury, *Chief Technology Officer*

Nancy Hayes, *Secondary Teacher*

Nicolle Skarg, *RUSD Parent*

Ranie Collins, *Instructional Aide*

Renee Caballero, *Grounds Supervisor*

Rhonda Law, *Counselor*

Roger Stock, *Superintendent*

Scott Collins, *Secondary Teacher*

Shelley Wentworth, *Clerk*

Susan Halldin, *Board Member*

Todd Lowell, *Board Member*

Veda Lelchook, *Student RHS*

“Our high school students input and insight was invaluable!!”

**Shelley Wentworth-Ruhkala Clerk**

# Parameters: We will...

---

- base decisions on what is best for students.
- not compromise our commitment to excellence in education.
- act with honesty, truth, and integrity.
- treat all people with dignity and respect.
- improve or eliminate ineffective programs or performance.
- not give up on any student.

“The one commonality that bonded us all was the overwhelming desire to put the needs of individual students first. It was a room full of good people trying to do good work. We can win with that...” **Scott Collins-WHS Teacher**

# Overriding Convictions: We believe that...

---

- every individual deserves opportunities to achieve his or her unique potential.
- every person deserves to be treated with dignity and respect.
- kindness and compassion are critical to positive relationships.
- physical and emotional safety is imperative to learning.
- people have the freedom to make choices and the responsibility for those choices.
- conduct and interactions are best guided by truth, honesty and integrity.
- commitment to personal growth is vital for continuous success.
- discovering one's purpose and passion ignites personal growth.
- balance is essential to well-being.
- persistent optimism fosters open-minded attitudes and solutions.
- quality relies on the ongoing pursuit of excellence.
- cooperative community efforts create a higher quality of life.
- success is the only option.

"The experience was truly amazing and it really opened my eyes as to the great things being done in this district." -Cole Cavarra, WHS Student



# Our Aspiration

---

The mission of Rocklin USD, the cornerstone and leader of educational excellence, is to ensure each student becomes a well- rounded individual who thrives intellectually and develops unique strengths to pursue and achieve personal ambitions while contributing to a dynamic world through a school system distinguished by:

- A culture of innovation, collaboration and high expectations
- Inspired personal learning and growth
- Respect and support for all those who serve our students
- Vital partnerships throughout our community.

“I think the process to include students, parents, Trustees of the Board and all employee groups was valuable as each person has a unique perspective. It was not only valuable but validating that we are working on a plan that sole purpose to make education the best it can be for the students in our community. It truly embraces the fact that we are all in this together.”-**Colleen Crowe, RTPA President**



# Measures of Success: Each student will...

---

- A. engage in authentic learning experiences
- B. demonstrate continuous progress toward increasingly challenging academic goals
- C. find his or her passion as a learner
- D. acquire skills to conquer challenges and build healthy relationships
- E. learn the value of contributing to community through active participation

“The planning teams both set a vision for all students, not just kids on track to go to college, but trades and crafts too. But in all cases, the focus has been on making sure the students are prepared to learn and know how to learn - a key component.”

**-David Brame-Parent**

# Revised Strategies: We will...

---

1. facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.
2. provide a system of academic and social-emotional supports in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals.
3. focus as well as amplify individual and system capacity to promote organizational transformation.
4. ensure vital engagement between schools and their stakeholders, including families, community, higher education, and media to support student success.

“Strategic Planning with the district has been a hugely inspirational process. I wish more individuals could go through this process!”-Kaili Bray, TOSA

# Next Steps

---

- Convene Action Teams for each Strategy to identify action statements with suggested action steps and cost-benefit analysis with our first meeting on February 28.
- Strategic Planning Team to meet in April or May to finalize plan
- Submit the complete Strategic Plan for Board approval (May 2017)
- Further align the Strategic Plan and the Local Control Accountability Plan for Board approval in June



PENDING BOARD AGENDA ITEMS

January 2017

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 8<sup>th</sup> 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



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
Williams Uniform Complaints, Approve Quarterly Report <i>(Consent)</i>	Ed Services	January
Strategic Plan Qtr 2 Update – <i>(Information)</i>	Strategic Planning	January
Budget Assumptions & Priorities	Business & Operations	February
Identify Teachers for Non-Reelection; Prepare Letters of Notification <i>(March 1<sup>st</sup> 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>(1<sup>st</sup> Mtg)</i>
Present Draft School Year Calendar <i>(two years out - Consent)</i>	Human Resources	March <i>(1<sup>st</sup> Mtg)</i>
Annual Board Action Regarding Distribution of Non-Reelection Letters	Human Resources	March <i>(1<sup>st</sup> Mtg)</i>
Finalize District’s Proposal and Prepare for Sunshining Process	Human Resources	March <i>(1<sup>st</sup> Mtg)</i>
Second Interim Report/Approval <i>(Action)</i>	Business & Operations	March <i>(1<sup>st</sup> 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
WestEd Special Education Report and Implementation Update <i>(Information)</i>	Ed Services	March
Vote for CSBA Delegate Assembly Representative(s) for Region 4D <i>(Action)</i>	Superintendent	March
School Year Calendar <i>(two years out - Consent)</i>	Human Resources	March <i>(2<sup>nd</sup> Mtg)</i>

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)</i> <i>(Consent)</i>	Ed Services	April/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 <sup>nd</sup> Mtg)
Student Board Member Recognition	Superintendent	May (2 <sup>nd</sup> 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
LCAP Approval/Hold Public Hearing <i>(Action)</i>	Ed Services	May/June
Board Meeting Dates for Upcoming School Year <i>(Consent)</i>	Superintendent	June (1 <sup>st</sup> Mtg)
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.