

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING**

Trustees

*John Paff, President
Brian Swanson, Clerk
Debbie Crandell
Cristy Dawson
Bill Phillips
Kulaea Tulua, Student Rep*

DATE: Thursday, April 26, 2018

TIME: 5:30 p.m. Closed Session
7:00 p.m. Open Session

LOCATION: Pacific Grove Unified School District Office
435 Hillcrest Avenue
Pacific Grove, CA 93950

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

II. CLOSED SESSION

- A. Identify Closed Session Topics

The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Rick Miller and Ralph Gómez Porras, for the purpose of giving direction and updates.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives for the purpose of giving direction and updates.
3. Public Employee Appointment/Employment (Government Code § 54957)
Title: Assistant Superintendent
4. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2018/20; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]
5. Conference with Labor Negotiators – Superintendent employment contract for 2017/21; public school employer and its designated representatives: John Paff, Board President and Brian Swanson, Board Clerk [Government Code §54957.6]
6. Consideration Of Student Discipline (2 Cases) (Education Code Section 48915)

B. Public comment on Closed Session Topics

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18 [Government Code § 3549.1 (d)]
3. Public Employee Appointment/Employment (Government Code § 54957)
Title: Assistant Superintendent
4. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2018/20 [Gov. Code §54957.6]
5. Conference with Labor Negotiators – Superintendent employment contract for 2017/21 [Government Code §54957.6]
6. Consideration Of Student Discipline (2 Cases) (Education Code Section 48915)

B. Pledge of Allegiance

IV. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments

V. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.

VI. PRESENTATION

Robert Down Elementary School Principal Linda Williams, Senora Valladares, and Mrs. Ford will present information regarding the Foreign Language Programs at Robert Down Elementary School.

VII. RECOGNITION OF RETIREE

Superintendent Ralph Porras and the Board of Education will recognize Assistant Superintendent Rick Miller for his years of service to Pacific Grove Unified School District.

Recognition followed by a brief recess.

VIII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda.** Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted or received as recommended.*

A. Minutes of April 5, 2018 Board Meeting

Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends approval of minutes as presented.

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B. Minutes of April 16, 2018 Special Board Meeting

Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends approval of minutes as presented.

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- C. Certificated Assignment Order #13 16
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #13.
- D. Classified Assignment Order #13 18
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #13.
- E. Updates to Board Policy and Regulation 4019.11- Sexual Harassment 20
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the revisions to Board Policy and Regulation 4019.11 Sexual Harassment, as recommended by legal counsel.
- F. Updates to Board Policy and Regulation 5113- Absences and Excuses 34
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the revisions to Board Updates to Board Policy and Regulation 5113- Absences and Excuses, as recommended by legal counsel.
- G. Forest Grove Elementary School Site Handbook 53
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The District Administration recommends the Board review and approve the Forest Grove Elementary School site handbook for the 2018-19 school year.
- H. Robert Down Elementary School Site Handbook 54
Recommendation: (Linda Williams, Robert Down Elementary School Principal) The District Administration recommends the Board review and approve the Robert Down Elementary School site handbook for the 2018-19 school year.
- I. Pacific Grove Middle School Site Handbook 55
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends the Board review and approve the Pacific Grove Middle School site handbook for the 2018-19 school year.
- J. Pacific Grove High School Site Handbook 56
Recommendation: (Sean Keller, Pacific Grove High School Assistant Principal) The District Administration recommends the Board review and approve the Pacific Grove High School site handbook for the 2018-19 school year.
- K. Community High School Site Handbook 57
Recommendation: (Matt Bell, Community High School Principal) The District Administration recommends the Board review and approve the Community High School site handbook for the 2018-19 school year.
- L. Pacific Grove Adult Education Site Handbook 58
Recommendation: (Barbara Martinez, Pacific Grove Adult Education Principal) The District Administration recommends the Board review and approve the Pacific Grove Adult Education site handbook for the 2018-19 school year.

- M. Increase Contract Amount for Interim Speech Therapist 59
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the increased budget amount for the provision of Speech and Language services by Linda Shingu, contracted Speech and Language Therapist.

Move: _____ Second: _____ Vote: _____

IX. ACTION/DISCUSSION

- A. Naming Field in honor of Jen Hinton, Physical Education Teacher at Robert H. Down Elementary 62
Recommendation: (Linda Williams, Robert Down Elementary School Principal) The District Administration, students, staff, and families of Robert Down Elementary School recommend naming the upper field “Jen Hinton Field” in honor of Jen Hinton (1966-2017), Physical Education Teacher at Robert Down Elementary from 1993 to 2017.

Move: _____ Second: _____ Vote: _____

- B. Approval of the Assistant Superintendent's 2018-2020 Contract 63
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board of Education review and approve the Assistant Superintendent's contract for the 2018 - 2020 school years as proposed.

Move: _____ Second: _____ Vote: _____

- C. Pacific Grove Unified School District Safety Update 68
Recommendation: (Barbara Martinez, Director of Student Safety) The District Administration recommends that the Board review and be informed of Pacific Grove Unified School District activities and protocols related to school safety.

Move: _____ Second: _____ Vote: _____

- D. Increase Contract for Central Coast Kids and Families 69
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends that the Board review and approve the proposed contract increase in the amount of \$120,000, with Central Coast Kids and Families, LLC for the remainder of the 2017-18 school year.

Move: _____ Second: _____ Vote: _____

- E. Adopt Resolution No. 1009 Designating Authorized Agents to Sign School Orders 72
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board of Education adopt Resolution No. 1009 designating authorized agents to sign school orders.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____

- F. Year End Budget Transfer Resolution No. 1010 74
Recommendation: (Rick Miller, Assistant Superintendent) The District Administration recommends that the Board approve Resolution No. 1010: Year End Budget Transfers.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____
- G. Resolution No. 1011 “Teacher Appreciation Week” and “California Day of the Teacher” 76
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends the Board adopt Resolution No. 1011 proclaiming the week of May 7, 2018 through May 11, 2018 as Teacher Appreciation Week and specifically Wednesday, May 9, 2018 as “California Day of the Teacher” (EC 37222.10)
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____
- H. Resolution No. 1012 Classified School Employee Week 78
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends the Board adopt Resolution No. 1012 proclaiming May 20 – 26, 2018 as “Classified School Employee Week.”
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____
- I. Resolution No. 1013 Calling for a School Board Election 80
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board of Education review and adopt Resolution No. 1013 to participate in the November 6, 2018 election in Monterey County.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____
- J. Adopt Resolution No. 1014 Designating Authorized Agents to Sign School Orders 83
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board of Education adopt Resolution No. 1014 designating authorized agents to sign school orders for Bank of America accounts.
- Move: _____ Second: _____ Roll Call Vote: _____
- Trustees: Paff ____ Swanson ____ Crandell ____ Dawson ____ Phillips ____
- K. Job Description for Adult School Preschool/Parent Education Teacher 85
Recommendation: (Billie Mankey, Director II of Human Resources) The District Administration recommends the Board review and approve the job description for the Adult School Preschool/Parent Education Teacher position.
- Move: _____ Second: _____ Vote: _____

- L. Approval of Amendments to the Superintendent's 2017-21 Contract and Compensation Adjustments 89
Recommendation: (John Paff, Board President) It is recommended that the Board of Education approve the 2017 - 2021 Superintendent's contract amendments as proposed.

Move: _____ Second: _____ Vote: _____

- M. Board Calendar/Future Meetings 103
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Vote: _____

X. INFORMATION/DISCUSSION

- A. Pacific Grove High School and Pacific Grove Middle School Health Curriculum Review 106
Recommendation: (Matt Bell, Pacific Grove High School Principal; Sean Roach, Pacific Grove Middle School Principal) The District Administration recommends that the Board hear a presentation regarding the health curriculum at Pacific Grove High School and Pacific Grove Middle School.

Board Direction: _____

- B. Review of Teacher Evaluation Process 108
Recommendation: (Billie Mankey, Director II of Human Resources; Ralph Gómez Porras, Superintendent) The District Administration recommend that the Board review the Teacher Evaluation Process.

Board Direction: _____

- C. Future Agenda Items 156
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

Board Self Evaluation Review (June 7)
Affordable Housing Project Impacts to District
Long Term Counseling Study (Fall 2018/Winter 2019)

Board Direction: _____

XI. ADJOURN

Next meeting – May 3, 2018 – District Office

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of April 5, 2018 – District Office

I. OPENED BUSINESS

- A. Called to Order 5:30 p.m.
- B. Roll Call
- | | |
|-------------------------|---------------------------------|
| President: | Trustee Paff |
| Clerk: | Trustee Swanson |
| Trustees Present: | Trustee Crandell |
| | Trustee Dawson |
| | Trustee Phillips |
| Administration Present: | Superintendent Porras |
| | Assistant Superintendent Miller |
| Board Recorder: | Mandi Ackerman |
| Student Representative: | Parker Llantero |

C. Adopted Agenda

Changes to the agenda include a Draft Board Calendar for the fall 2018.

MOTION Dawson/Crandell to adopt agenda as amended.

Public comment: none

Motion CARRIED 5 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Matt Bell, Rick Miller and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives for the purpose of giving direction and updates.
3. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]
4. Conference with Labor Negotiators – Superintendent employment contract for 2017/21; public school employer and its designated representatives: John Paff, Board President and Brian Swanson, Board Clerk [Government Code § 54957.6]
5. Conference With Labor Negotiator (Government Code § 54957.6)
 Agency Representative: Ralph G. Porras, Superintendent
 Unrepresented Employee - Assistant Superintendent for Business

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 5:33 p.m.

III. RECONVENED IN OPEN SESSION 7:05 p.m.

A. Reported action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2017/18 [Government Code § 3549.1 (d)]

The Board discussed this item.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2017/18 [Government Code § 3549.1 (d)]

The Board discussed this item.

3. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]

The Board discussed this item.

4. Conference with Labor Negotiators – Superintendent employment contract for 2017/21 [Government Code §54957.6]

The Board provided direction to Administration.

5. Conference With Labor Negotiator- Unrepresented Employee - Assistant Superintendent for Business [Government Code § 54957.6]

The Board provided direction to Administration.

B. Pledge of Allegiance Led By: Trustee Dawson

The Board will move Information/Discussion Item A Pacific Grove High School Fencing Project after Individuals Desiring to Address the Board.

IV. COMMUNICATIONS

A. Written Communication

The Board received written communication regarding safety concerns. Trustee Paff added communication regarding music, received a copy of Lozano Smith's Brown Act, and information from Community Human Services.

B. Board Member Comments

Student Representative Parker Llantero from ASB provided an update to the Board on the events and activities at Pacific Grove High School.

Trustee Phillips attended the Parent Safety Night at Pacific Grove High School, thanked Administration and the Pacific Grove Police Department.

Trustee Dawson attended the Pacific Grove Middle School Orientation for 5th graders, said it was well organized and a nice turnout.

Trustee Crandell also attended the Pacific Grove Middle School Orientation, said the humor used by the Administrators helped ease the students. Trustee Crandell also attended the Pacific Grove High School Safety Night, thanking the Pacific Grove Police Department noting it helps the community know that the District has a connection with the police department.

C. Superintendent Report

Superintendent Porras thanked the Administration and staff for all the site events, interviews, excellent interview panels, staff participation and their devotion to students. Superintendent Porras noted the Open Houses and congratulated Pacific Grove Middle School. Also thanked the Board and parents for attending the Parent Safety Nights scheduled at each of the school sites.

D. PGUSD Staff Comments (Non Agenda Items)

Forest Grove Elementary School Principal Buck Roggeman noted the See Something Say Something campaign.

Forest Grove Elementary School Teacher Summer Wright commended Principal Roggeman for taking action on safety at Forest Grove Elementary School, appreciated the gates are now locked, staff wear badges, the staff role played at a recent staff meeting to practice intercepting parents wandering campus and guiding them to the front office to check in.

Preschool Teacher Erin, also a parent in the District, was happy to hear about the improvements made regarding safety, and thanked District Safety Director Barbara Martinez.

Pacific Grove High School Principal Matt Bell invited the Board to two upcoming productions at Pacific Grove High School- Shakespeare Day and Shrek, the Musical.

V. **INDIVIDUALS DESIRING TO ADDRESS THE BOARD**

Tom Moore presented Principal Bell with two checks: Pacific Grove Boys Soccer for \$5,559.50 and Girls Soccer for \$5,317.50.

VIII. **INFORMATION/DISCUSSION**

A. Pacific Grove High School Fencing Project

The Board moved this item forward.

Director Barbara Martinez, Director of Facilities and Transportation Matt Kelly, and School Resource Officer Billy Hawkins presented information on perimeter fencing options.

The Board discussed fencing including concerns over fencing, the aesthetic to the school sites, recommendation to have an architect brought in to provide professional recommendations.

Officer Hawkins noted fencing was not intended to stop an active shooter or threat to the school; fencing would be a deterrent for foot traffic, would guide people where they need to go including in the sight of security cameras; gates would have push bars allowing students to leave in the event of an emergency.

Brief conversation with Board and Assistant Principal Jason Tovani regarding locking the middle school doors.

The Board expressed concerns over cost. The Board directed Administration to keep reviewing options and bring back other options such as shorter fencing.

Trustee Swanson noted the See Something Say Something campaign, talk about community, pay attention, we need to keep our eyes open and do something if we see something.

Public Comment:

Elizabeth M. sent an email to the Board regarding safety concerns, Robert Down parents walking through the co-op, Junipero doors open to the public, kinder entrance fenced gate is often unlocked. Recommended options such as a security guard, having only one entrance to the school, strategic use of bullet proof glass, landscaping elements, teachers in training, and more drills.

Pacific Grove High School Student Reem Benny recommended fencing, her own experience of seeing a stranger on campus walking a dog during school hours. Benny said the school should not feel like a prison.

Parent Dana Jones asked about locking the front door of the middle school, asking why the students would be walking through the front doors during school hours, asked about the safety budget, asked if there were things that should have been done years ago regarding safety that have been overlooked, and noted there are excuses, asking why things aren't getting done.

Parent Kathleen Lee, who works for the park district board, said a lot of green directional fencing such as bushes can help direct people. She asked the Board to focus on the emotional service for students; noting Carmel's approach is to focus on the social emotional learning competencies; students should be talking about it in class; schools should help students facing challenging realities. Lee provided the Board a copy of the Sandy Hook Promise, a four-part program of free training for schools. Adding there are many free resources available.

Sally Jones appreciated that the Board was addressing fencing, does not care about aesthetics, said locking doors does not affect aesthetics, asked what is being done to focus on mental health, asked about counseling availability at the sites, highlighted the Sandy Hook Promise, and said our counselors have a heavy load.

Director Martinez added that there is a safety budget, built three years out including professional development, technology.

The Board discussed the public use of the tracks, black boxes that hold food, water and medical supplies for students in classrooms; District sponsored speaker series such as Screenagers at Pacific Grove Middle School.

The Board directed Administration to continue to pursue options for fencing.

VI. CONSENT AGENDA

- A. Minutes of March 22, 2018 Board Meeting
- B. Certificated Assignment Order #12
- C. Classified Assignment Order #12
- D. Acceptance of Donations
- E. Out of County or Overnight Activities
- F. Cash Receipts Report No. 3
- G. Revolving Cash Report No. 3
- H. Warrant Schedule No. 594
- I. Quarterly Report on Williams Uniform Complaints

MOTION Dawson/Crandell to approve consent agenda as presented.

Public comment: none

Motion CARRIED 5 – 0

VII. ACTION/DISCUSSION

- A. Pacific Grove Unified School District Safety Update

Director Martinez presented information to the Board including Parent Safety Nights, See Something Say Something campaign, partnering with other districts, mental health organizations, first responders and legislators for the Town Hall Forum.

The Board discussed locking gates at sites, adding better signage to deter dog walkers.

Public comment:

Dana Jones recommended the Board close the tracks and ask people not to use facilities during school hours.

No action taken.

- B. Increase Contract for Central Coast Kids and Families

This item was pulled from the agenda.

- C. Pacific Grove High School Request for Three Additional Sections for the 2018-19 School Year

Principal Matt Bell presented information to the Board. The Board discussed this item including student: teacher ratios.

MOTION Crandell/Swanson to approve three additional sections for Pacific Grove High School including two new additional sections, and one section provided/funded by Pacific Grove Middle School.

Public comment: none

Motion CARRIED 4 – 1

D. Pacific Grove Adult Education Childcare Center Electrical Bids

Director Kelly presented information to the Board. Trustee Phillips expressed concerns over the cost of bids, suggested now was not a good time for bids and to delay for 6 months.

MOTION Paff/Dawson to approve the Pacific Grove Adult Education Childcare Center Electrical Bid for \$178,500.

Public comment: none

Motion CARRIED 5 – 0

E. Pacific Grove Adult Education Childcare Center Earthwork Bids

Director Kelly presented information to the Board.

MOTION Dawson/Phillips to approve the Pacific Grove Adult Education Childcare Center Earthwork Bid.

Public comment: none

Motion CARRIED 5 – 0

F. Approval of Temporary Contract for Services

The Board noted this item was discussed in closed session, advantage to cross training.

MOTION Crandell/Swanson to approve the Temporary Contract for Services for Action/Discussion Item F.

Public comment: none

Motion CARRIED 5 – 0

G. Board Calendar/Future Meetings

Administration provided a draft calendar for fall 2018 which moved the site visits to different dates, spreading the site visits out. The Board noted the benefit of taking a break at the District Office, provided a better schedule.

MOTION Paff/Dawson to approve the revised Board meeting calendar.

Public comment: none

Motion CARRIED 5 – 0

VIII. INFORMATION/DISCUSSION

B. 2017-18 and 2018-19 Budget Discussion

Assistant Superintendent Miller presented information to the Board. The Board discussed this item. The Board commended Miller on his hard work and service to the District.

MOTION Dawson/Crandell to extend the meeting to 10:15pm.

Public comment: none

Motion CARRIED 5 – 0

C. Pacific Grove High School and Pacific Grove Middle School Health Curriculum Review

This item was pulled and moved to the next Board meeting on April 26, 2018.

D. Future Agenda Items

Review of Teacher Evaluation Process (April 26)

Board Self Evaluation Review (June 7)

Affordable Housing Project Impacts to District

Long Term Counseling Study (Fall 2018/Winter 2019)

The Board requested for the CSBA Self Evaluation to have someone from CSBA brought in to direct the Board. Item will be based on CSBA availability.

IX. ADJOURNED

10:16 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL MEETING**

Trustees
John Paff, President
Brian Swanson, Clerk- Absent
Debbie Crandell
Cristy Dawson- Absent
Bill Phillips

DATE: Monday, April 16, 2018

TIME: Closed Session: 7:30 a.m.
Open Session: Immediately following

LOCATION: District Office – Jessie Bray Conference Room
435 Hillcrest Avenue
Pacific Grove, CA 93950

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Pledge of Allegiance
- D. Adoption of Agenda

MOTION Phillips/Crandell to adopt agenda as presented.

Public comment: none

Motion CARRIED 3 – 0

- E. Identify Closed Session Topic

CONSIDERATION OF STUDENT DISCIPLINE

1 Case: Student # 011718

(Education Code Section 48915)

- F. Public comment on Closed Session item None.
- G. Adjourn to Closed Session 7:40 a.m.

II. RECONVENE IN OPEN SESSION

- A. Report action taken in Closed Session on matter of student discipline

MOTION Paff/Phillips to approve the Stipulated Expulsion as presented.

Public comment: none

Motion CARRIED 3 – 0

III. ADJOURNMENT 8:10 a.m.

SUBJECT: Certificated Assignment Order #13

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #13

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 13
April 26, 2018**

NEW HIRE:

Page Gilmore, RDE, Teacher (Grade 1), 1.0 FTE, Column IV, Step 10, effective August 2, 2018
(replaces Gabriella Downer)

TEMPORARY NEW HIRE:

Amanda Bradley, RDE, Teacher (Grade 2), Temporary 1.0 FTE, Column IV, Step 7 + MA effective
August 2, 2018 through May 31, 2019 (replaces Stephanie Pechan LOA)

ASSIGNMENT/STATUS CHANGE:

Sean Keller, from PGHS Assistant Principal to RDE Principal, 1.0 FTE, Management Salary
Schedule Elementary Principal, Step 6, 215 day work calendar, effective July 1, 2018 (replaces
Linda Williams)

Kilene Brosseau, from PGHS Special Education to FGE Teacher (Grade 2), 1.0 FTE, Column VI,
Step 9 + MA, effective August 3, 2018 (replaces Theresa McDaniel grade change to Kinder)

Michelle Cadigan, from PGHS Counselor, Temporary, 0.80 FTE to District Itinerant Counselor, 1.0
FTE (prob 2) Column IV, Step 4 +MA, effective August 3, 2018 (new position site assignment
based on need – 2018-19 assigned primarily to PGHS, CHS and PGMS)

Juliana Dacuyan, from District TOSA to RDE Elementary Teacher (Grade 4) Column IV, Step 24 +
MA, effective August 3, 2018 (replaces Laura Dean)

SUBSTITUTE:

John Carabillo

Carolyn Dougherty

Amanda Nizza

SUBJECT: Classified Assignment Order #13

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #13

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Classified Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ORDER NO. 13
April 26, 2018**

SUBSTITUTES:

David Moya, custodial

RETIREMENT:

Maria Da Silva, Food Service II, 4.25 hours per day, 180 day work calendar, retires effective June 1, 2018 after 15 years of successful service in the Pacific Grove Unified School District

SUBJECT: Updates to Board Policy and Regulation 4019.11- Sexual Harassment

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the revisions to Board Policy and Regulation 4019.11 Sexual Harassment, as recommended by legal counsel.

INFORMATION:

The Board Policy and Regulation regarding sexual harassment were revised to be consistent and compliant with the law. Updates as recommended by legal counsel include:

- clarification of the application of the board policy and administrative regulation
- reference to the complaint process
- language regarding confidentiality of complaints and allegations
- updates to the legal references
- requirements for training employees
- updates to the notification requirements

FISCAL IMPACT:

None.

Pacific Grove Unified School District

All Personnel

Policy #4019.11

SEXUAL HARASSMENT

Mandated Policy

The Governing Board desires to provide District employees with a working environment that is free from harassment. In order to achieve this end, the Board prohibits sexual harassment of District employees by anyone, in any manner, and shall not tolerate retaliatory action or behavior against a District employee or other person who complains, testifies or otherwise participates in the complaint process pursuant to Board policy and administrative regulations.

~~For the purposes of this policy, District employees shall include applicants for employment in the District. This policy shall apply to District employees, and when applicable, to interns, volunteers, and job -applicants.~~

Any District employee who permits, engages in or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment of another District employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint

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

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed should immediately contact his/her supervisor, principal, other District administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Complaints of sexual harassment can be filed in accordance with AR 40340 - ~~Complaints Concerning Discrimination in Employment~~ Nondiscrimination in Employment.

Any District employee who feels that he/she has been sexually harassed or who has knowledge of any instance of sexual harassment by another employee or a student, shall immediately contact his/her supervisor, principal, Superintendent or designee, or other District administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the sexual harassment.

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 periodic training to all ~~staff regarding the District's sexual harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm~~ employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to staff

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SEXUAL HARASSMENT

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3. Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require 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 to take other subsequent necessary actions. (2 CCR 11023)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

LABOR CODE

1101 Political activities of employees

~~1102.1 Discrimination: sexual orientation~~

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 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 Privilege of Employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in Elementary and Secondary Education Programs Receiving State

Financial Assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

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

Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798

Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307

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

EEOC: <http://www.eeoc.gov>

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OCR: <http://www.ed.gov/offices/OCR>

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This policy shall apply to District employees, and when applicable, to interns, volunteers, and job applicants.

Any District employee who permits, engages in or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment of another District employee or student shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal. An employee shall be deemed to have permitted sexual harassment where he/she has knowledge that a student or an employee has engaged in sexual harassment and fails to report such student or employee to the appropriate authorities, whether or not the victim makes a complaint.

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

Any employee or applicant for employment who feels that he/she or another individual in the District is being sexually harassed should immediately contact his/her supervisor, principal, other District administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Complaints of sexual harassment can be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any District employee who feels that he/she has been sexually harassed or who has knowledge of any instance of sexual harassment by another employee or a student, shall immediately contact his/her supervisor, principal, Superintendent or designee, or other District administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the sexual harassment.

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

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2. Publicizing and disseminating the District's sexual harassment policy to staff
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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.

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 gender, in the work or educational setting, when (Education Code 212.5; Government Code 12940, 2 CCR 11034):

1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment
2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work or academic performance; creating an intimidating, hostile or offensive work or educational environment; or of adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of education, employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the District

Other examples of sexual harassment, whether committed by a supervisor or any other employee, include but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Unwelcome sexual slurs, epithets, threats, innuendos, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, stories, drawings, pictures, graffiti or gestures
5. Spreading sexual rumors
6. Touching an individual's body or clothes in a sexual way
7. Cornering or blocking of normal movements
8. Displaying sexually suggestive objects in the educational or work environment
9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint
10. Sexually explicit emails
11. Unwelcomed physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body

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 training shall

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SEXUAL HARASSMENT

include the procedures for reporting and/or filing complaints involving an employee, employee's duty to use the District's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

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 to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or to effectively recommend such action.

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: (Government Code 12950.1; 2 CCR 11024)

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

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

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

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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

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 11024)

Notifications

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

1. Be displayed in a prominent location in the main administrative building or other area of the school
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired
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 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 Fair Employment and Housing Department and Commission and the Equal Employment Opportunity Commission
6. Directions on how to contact the Fair Employment and Housing Department and Commission - and the Equal Employment Opportunity Commission
7. The protection against retaliation provided by Title 2 of the California Code of Regulations for opposing the practices prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding, or hearing conducted by the Fair Employment and Housing Department and Commission and the Equal Employment Opportunity Commission

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In addition, the District shall post, in a prominent and accessible location, the Fair Employment and Housing Department and Commission's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Pacific Grove Unified School District

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SEXUAL HARASSMENT

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.

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 gender, in the work or educational setting, when (Education Code 212.5; Government Code 12940, 2 CCR 11034):

1. Submission to the conduct is made either expressly or by implication, a term or condition of the other's employment
2. Submission to or rejection of such conduct by the other individual is used as the basis for an employment decision affecting him/her
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9. Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint
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SEXUAL HARASSMENT

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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
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Pacific Grove Unified School District

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SEXUAL HARASSMENT

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7. The protection against retaliation provided by Title 2 of the California Code of Regulations for opposing the practices prohibited by law or for filing a complaint with, or otherwise participating in an investigation, proceeding, or hearing conducted by the Fair Employment and Housing Department and Commission and the Equal Employment Opportunity Commission

All Personnel

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SEXUAL HARASSMENT

In addition, the District shall post, in a prominent and accessible location, the Fair Employment and Housing Department and Commission's poster on discrimination in employment and the illegality of sexual harassment. (Government Code [12950](#))

SUBJECT: Updates to Board Policy and Regulation 5113- Absences and Excuses

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the revisions to Board Updates to Board Policy and Regulation 5113- Absences and Excuses, as recommended by legal counsel.

INFORMATION:

The Board Policy and Regulation regarding absences and excuses were revised to be consistent and compliant with the law. Updates as recommended by legal counsel include:

- updates to the legal references
- additional reasons for excused absences consistent with the Education Code
- clarification of requirements for students 18 years and older to verify absences
- updates to the truancy process consistent with the Education Code
- addition of parental notification requirements

FISCAL IMPACT:

None.

Pacific Grove Unified School District

Students

Policy #5113

ABSENCES AND EXCUSES

Mandated

The Governing Board believes that regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 years to 18 years are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, (listed in the regulation) as permitted by law, Board policy and administration regulations. (EC 46010, ~~46010.5~~, 48205)

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

Students ~~in grades K-6~~ should not be absent from school without their parents'/-guardians' knowledge or consent except in cases of medical emergency ~~or as authorized pursuant to Education Code 46010.1 for a confidential medical appointment.~~

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law. (Education Code 46014)

Unexcused Absences/Truancy

The Board desires to emphasize the importance of school attendance. The Superintendent or designee shall implement positive steps to reduce truancy, such as communication with parents/guardians and the use of student study teams.

Students who are habitual truants or habitually insubordinate or disorderly during attendance at school may be referred to the District attorney's office or to the county probation department.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the District attorney or probation officer for truancy mediation.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy. Students with excessive unexcused absences (25% of the school days in a quarter) may receive a failing grade and may not receive credit for the class(es).

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

~~2550-2558.6 Computation of revenue limits~~

37201 School month

Pacific Grove Unified School District

Students

Policy #5113

ABSENCES AND EXCUSES

Mandated

37223 Weekend classes

41601 Reports of average daily attendance

42238-42250.1 Apportionments

46000 Records (attendance)

46010-46014 Absences

46100-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48210-48216 Exclusions from attendance

48225.5 Work Permits

48240-48246 Supervisors of attendance

48260-48273 Truants

48292 Filing complaint against parent

48320-~~48324~~ 48325 School attendance review boards

48340-48341 Improvement of student attendance

49067 Unexcused absences as cause of failing grade

ELECTIONS CODE

12302 Student participation on precinct boards

FAMILY CODE

6920-6929 Consent by minor

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

ATTORNEY GENERAL OPINIONS

66 Ops.Cal.Atty.Gen. 245, 249 (1983)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:**CDE MANAGEMENT ADVISORIES**

0114.98 School Attendance and CalWORKS, Management Bulletin 98-01

CSBA ADVISORIES

0520.97 Welfare Reform and Requirements for School Attendance

WEB SITESCSBA: <http://www.csba.org>

Pacific Grove Unified School District

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Pacific Grove Unified School District

Students

Policy #5113

ABSENCES AND EXCUSES

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 48225.5 Work Permits
 48240-48246 Supervisors of attendance
 48260-48273 Truants
 48292 Filing complaint against parent
 48320-48325 School attendance review boards
 48340-48341 Improvement of student attendance
 49067 Unexcused absences as cause of failing grade
 ELECTIONS CODE
 12302 Student participation on precinct boards
 FAMILY CODE
 6920-6929 Consent by minor
 VEHICLE CODE
 13202.7 Driving privileges; minors; suspension or delay for habitual truancy
 WELFARE AND INSTITUTIONS CODE
 601-601.4 Habitually truant minors
 11253.5 Compulsory school attendance
 CODE OF REGULATIONS, TITLE 5
 306 Explanation of absence
 420-421 Record of verification of absence due to illness and other causes
 ATTORNEY GENERAL OPINIONS
 66 Ops.Cal.Atty.Gen. 245, 249 (1983)
 COURT DECISIONS
 American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CDE MANAGEMENT ADVISORIES
 0114.98 School Attendance and CalWORKS, Management Bulletin 98-01
 CSBA ADVISORIES
 0520.97 Welfare Reform and Requirements for School Attendance
 WEB SITES
 CSBA: <http://www.csba.org>

Pacific Grove Unified School District

Students

Regulation #5113

ABSENCES AND EXCUSES

Mandated Regulation

Excused Absences

A student's absence shall be excused for the following reasons, and the student shall be allowed to make up work for full credit, as assigned by the classroom teacher (additionally Ed Code 46010, 48205):

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household. (additionally Ed Code 45194)
5. Jury duty in the manner provided by law
6. Participation in religious instruction or exercises in accordance with District policy ([Ed Code 46014](#))
 - a. In such instances, the student shall attend at least the minimum school day.
 - b. The student shall be excused for this purpose on no more than four school days per month. (~~additionally Ed Code 46014~~)
 - c. The student's parent/guardian shall provide written consent for the absence.
7. The illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
8. Service as a member of a precinct board for an election pursuant to Elections Code 12303 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for

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deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

10. To attend his/her naturalization ceremony to become a United States citizen (Education Code 48205)

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for: (additionally Ed Code 48205)

1. Appearance in court
2. Attendance at a funeral service for a person other than a member of the student's immediate family
3. Observation of a holiday or ceremony of his/her religion
4. Attendance at religious retreats for no more than four days during a semester

5. Attendance at an employment conference

6. Attendance at an education conference offered by a nonprofit organization on the legislative or judicial process

~~Assembly Bill No. 387 provides that excused absences include spending time with an immediate family member who is an active duty member of the uniformed services, as defined, and who has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. The superintendent of the school district has the discretion to determine the period of time for such excused absences. (Stats. 2011, ch. 610, effective January 1, 2012.)~~

Unexcused Absences

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es).

Allowable Credit Due to Unexcused Absences

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Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence.

- a. The parent/guardian must request approval from the site principal in advance of the absence. Parents are strongly discouraged from scheduling non-medical appointments, business or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the school at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.
- b. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result.
- c. Teacher or Administrative pre-approved students absences for school sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.
- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- e. Make-up work and/or tests will not be provided for unexcused absences in excess of the established limits.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older (EC 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence

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3. Visit to the student's home by the verifying employee, or any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing students for confidential medical services or verifying such appointments, District staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 14 absences in the school year for illness verified by methods listed in 1 through 3 above, any further absences for illness must be verified by a physician.

Explanation of Student Absences**A. Procedure for Parents to Explain Absences:****1. Absence from School**

If a student is absent from school, the parent or guardian should call the school that morning to report the absence or the student will be required to bring a note from the parent to the office upon returning to school within two (2) days of return to school.

2. Tardiness to School

If a student will be late to school, parents are requested to call the school office prior to 9:30 a.m. to inform the school. Regardless of this call, the tardy will remain unexcused unless it qualifies as a justifiable or excused absence.

3. Early Dismissal from School

If a parent wishes to have a student dismissed from school early, the parent shall sign the student out of school at the school office prior to leaving. Students are not permitted to leave the building or school grounds without prior approval.

- B. The Board of Education treats all students equally regardless of age. Students who are 18 or older are responsible for abiding by all attendance regulations including absences, dismissal, tardiness and class cutting. ~~Students age 18 and over who do not live at home and who~~[JAD1] ~~have filed with the high school office a verification of their legal and financial emancipation may provide their own verification.~~**

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- C. Failure to account for absences as described above will result in the absence being treated in the same manner as truanies.

Truancy

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following (EC 48260.5)

- a. The student is truant
- b. The parent/guardian is obligated to compel the student to attend school
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48290-482976
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
- e. Alternative educational programs are available in the District
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Ed Code 48264 if found away from home and absent from school without a valid excuse
- g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7
- h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day

2. Upon his/her first truancy, ~~a student may be given a written warning by a peace officer. A record of this warning may be kept at school for at least two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. the student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to~~

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discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance.

3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for at least two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. ~~a-~~The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #5 below.
4. Upon his/her first or second truancy within the same school year, an appropriate District staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance, which may include:
 - a. Program changes
 - b. Referral of family to community agency
 - c. Referral to school psychologist or student study team
 - d. Modified day
 - e. Independent study
 - f. Special school projects, special programs
 - g. School furlough
 - h. Work-experience education
 - i. Alternative education
 - j. Referral for health checkup, medical examination
5. Upon his/her third truancy within the same school year, the student shall be classified a habitual truant as defined in Education Code 48262 and ~~a student~~ may be referred to, and required to attend, an attendance review board, a truancy mediation program established by the District attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #6 below.
6. Upon his/her fourth truancy within the same school year, ~~the student shall be classified a habitual truant as defined in Ed Code 48262. (EC 48264.5)~~ the student may be within the jurisdiction of the juvenile court that may adjudge the student to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the student is adjudged a ward of the court, the student will be required to do one or more of the following:

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(1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.

(2) Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable. The fine described in this paragraph shall not be subject to the assessments of Section 1464 of the Penal Code or any other applicable section.

(3) Attendance of a court-approved truancy prevention program.

(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subsection shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program. (Ed Code 48264.5)

A habitual truant may be referred to a school attendance review board or to the probation department. (Ed Code 48263)

When a student is referred to a school attendance review board or to the probation department, the Superintendent or designee shall provide the student and parent/ guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian will be required, along with a District staff member, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Ed Code 48263)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Ed Code 48273)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code 46014, 48980)

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2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code 48205 in the notice. (Education Code 48980)

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Excused Absences

A student's absence shall be excused for the following reasons, and the student shall be allowed to make up work for full credit, as assigned by the classroom teacher (additionally Ed Code 46010, 48205):

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household. (additionally Ed Code 45194)
5. Jury duty in the manner provided by law
6. Participation in religious instruction or exercises in accordance with District policy (Ed Code 46014)
 - a. In such instances, the student shall attend at least the minimum school day.
 - b. The student shall be excused for this purpose on no more than four school days per month.
 - c. The student's parent/guardian shall provide written consent for the absence.
7. The illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
8. Service as a member of a precinct board for an election pursuant to Elections Code 12303 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code [49701](#), and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code [48205](#))
10. To attend his/her naturalization ceremony to become a United States citizen (Education Code 48205)

In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for: (additionally Ed Code 48205)

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1. Appearance in court
2. Attendance at a funeral service for a person other than a member of the student's immediate family
3. Observation of a holiday or ceremony of his/her religion
4. Attendance at religious retreats for no more than four days during a semester
5. Attendance at an employment conference
6. Attendance at an education conference offered by a nonprofit organization on the legislative or judicial process

Unexcused Absences

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es).

Allowable Credit Due to Unexcused Absences

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence.

- a. The parent/guardian must request approval from the site principal in advance of the absence. Parents are strongly discouraged from scheduling non-medical appointments, business or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the school at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.
- b. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result.
- c. Teacher or Administrative pre-approved students absences for school sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.
- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- e. Make-up work and/or tests will not be provided for unexcused absences in excess of the established limits.

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Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older (EC 46012)
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method that establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing students for confidential medical services or verifying such appointments, District staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 14 absences in the school year for illness verified by methods listed in 1 through 3 above, any further absences for illness must be verified by a physician.

Explanation of Student Absences

A. Procedure for Parents to Explain Absences:

1. Absence from School

If a student is absent from school, the parent or guardian should call the school that morning to report the absence or the student will be required to bring a note from the parent to the office upon returning to school within two (2) days of return to school.

2. Tardiness to School

If a student will be late to school, parents are requested to call the school office prior to 9:30 a.m. to inform the school. Regardless of this call, the tardy will remain unexcused unless it qualifies as a justifiable or excused absence.

3. Early Dismissal from School

If a parent wishes to have a student dismissed from school early, the parent shall sign the

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student out of school at the school office prior to leaving. Students are not permitted to leave the building or school grounds without prior approval.

- B. The Board of Education treats all students equally regardless of age. Students who are 18 or older are responsible for abiding by all attendance regulations including absences, dismissal, tardiness and class cutting.
- C. Failure to account for absences as described above will result in the absence being treated in the same manner as trancies.

Truancy

- 1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following (EC 48260.5)

- a. The student is truant
 - b. The parent/guardian is obligated to compel the student to attend school
 - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48290-48297
 - d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
 - e. Alternative educational programs are available in the District
 - f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Ed Code 48264 if found away from home and absent from school without a valid excuse
 - g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7
 - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day
- 2. Upon his/her first truancy, the student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance.

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3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for at least two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #5 below.
4. Upon his/her first or second truancy within the same school year, an appropriate District staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance, which may include:
 - a. Program changes
 - b. Referral of family to community agency
 - c. Referral to school psychologist or student study team
 - d. Modified day
 - e. Independent study
 - f. Special school projects, special programs
 - g. School furlough
 - h. Work-experience education
 - i. Alternative education
 - j. Referral for health checkup, medical examination
5. Upon his/her third truancy within the same school year, the student shall be classified a habitual truant as defined in Education Code 48262 and may be referred to, and required to attend, an attendance review board, a truancy mediation program established by the District attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #6 below.
6. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the student to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the student is adjudged a ward of the court, the student will be required to do one or more of the following:
 - (1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
 - (2) Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable. The fine described in this paragraph shall not be subject to the assessments of Section 1464 of the Penal Code or any other applicable section.
 - (3) Attendance of a court-approved truancy prevention program.

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(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subsection shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program. (Ed Code 48264.5)

A habitual truant may be referred to a school attendance review board or to the probation department. (Ed Code 48263)

When a student is referred to a school attendance review board or to the probation department, the Superintendent or designee shall provide the student and parent/ guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian will be required, along with a District staff member, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Ed Code 48263)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Ed Code 48273)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code [46014](#), [48980](#))
2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code [46010.1](#))
3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code [48205](#) in the notice. (Education Code [48980](#))

SUBJECT: Forest Grove Elementary School Site Handbook

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the Forest Grove Elementary School site handbook for the 2018-19 school year.

BACKGROUND:

Handbooks are available on the PGUSD website, hard copies will be available at the Board meeting.

Changes in the site handbook include the following:

- Additional language clarifying pick up requirements for adults that school staff does not know. Specifically, the person must show identification. (page 12)

*School Calendar and Staff Lists will be updated at a later date. Also, a new cover letter will be added in the fall mentioning our **See Something, Say Something** campaign.

SUBJECT: Robert Down Elementary School Site Handbook

PERSON(S) RESPONSIBLE: Linda Williams, Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Robert Down Elementary School site handbook for the 2018-19 school year.

BACKGROUND:

The Robert Down School Handbook is available on the PGUSD website and at the school office. A hard copy will be available at the Board meeting.

Changes in the 2018-19 handbook include the following:

- Staff Directory (as of 4-17-18 / continually updated with any new staff change)- pages 5 and 6
- 2018-19 Site Calendar- page 7

SUBJECT: Pacific Grove Middle School Site Handbook

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the Pacific Grove Middle School site handbook for the 2018-19 school year.

BACKGROUND:

Handbooks are available on the PGUSD website, hard copies will be available at the Board meeting.

The following changes were suggested by the work of the PGMS Handbook Committee. The committee consists of three teachers, one classified staff, and one administrator. Input was requested from all other staff, as well, via comments added to a shared Google Doc version of the 17-18 Handbook.

Changes to this version:

- Revised ASB-Leadership description to show current position
- Added disciplinary options for chronic tardies
- Revised early dismissal protocols to reflect that students must be picked up in the office
- Added disciplinary options for dress code
- Added community service as a consequence for classroom disruption
- Added Big Ideas as math text for all math courses
- Revised description of Integrated 1 math class
- Added policy for lost/abandoned lunch boxes
- Other changes include: formatting, semantics, repetition of specific information in additional places.

SUBJECT: Pacific Grove High School Site Handbook

PERSON(S) RESPONSIBLE: Sean Keller, Pacific Grove High School, Assistant Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Pacific Grove High School site handbook for the 2018-19 school year.

BACKGROUND:

Pacific Grove updates its Student Handbook annually for Board Approval. All school rules and regulations along with information regarding SAT/ACT/AP testing, eligibility, graduation requirements, behavior expectations, etc. is included and provided to all students.

INFORMATION:

The handbook will be available on the pgusd.org website and hard copies will be available at the meeting. All necessary staff contact information will be updated in June before Handbook is sent to Jostens for publication. Changes/updates to the PGHS 2018-19 Student Handbook include:

- Pages 3 & 4 – Updated School Vision and School-Wide Learning Outcomes (SLOs)
- Pages 16 & 18 – Added parent walking student to class for Tardy Policy and Shadowing student during the day for Truancy Policy.
- Page 19 & 41– Added 12 hour community service requirement per year requirement for graduation and open campus eligibility: 12 hours for sophomore standing, 24 hours for junior standing, and 36 hours for senior standing.
- Page 28 – Lockers will be assigned through request and not assigned due to amount of students not using them and Class of 2021 requiring more lockers due to enrollment (194 freshmen).
- Page 36 – Athletes are required to remain on sports team for entire season to receive 2.5 credits toward graduation with coaches providing discretion based on practices/games attended.
- Page 39 – Added CA Education Code 48908, *Duties of pupils*, when it comes to discipline matters: All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools.
- Page 39 – Added Parent Shadowing student to class(es) to Step 3 of Behavior Contracts
- Page 41 – Added chest and buttocks to Dress Code language: Clothing that is sexually suggestive is not to be worn at school. This includes clothing that is specifically created to expose the **chest**, sides, or back of the body, the belly button, **buttocks**, and/or undergarments.
- Page 44 – Added Students who are assigned Saturday School will be required to attend from 9:00 a.m. to 11:00 a.m. at PGHS and turn in their cell phone(s)/smart watch or device in order to stay focused on quiet study time.
- Pages 49-53 – Provided specific language to Ed. Code Suspension/consequences section for Bullying and Witness Harassment.

FISCAL IMPACT:

There is no fiscal impact. Handbooks are provided free of charge through Jostens Yearbook.

SUBJECT: Community High School Site Handbook

PERSON(S) RESPONSIBLE: Matt Bell, Principal
Brad Woodyard, Teacher-in-Charge

RECOMMENDATION:

The District Administration recommends the Board review and approve the Community High School site handbook for the 2018-19 school year.

BACKGROUND:

The Handbook serves as a guide to all students and parents in our school. Yearly additions and edits are made so that the handbook reflects the current guidelines and policies of the school. Handbooks are available on the PGUSD website, hard copies will be available at the Board meeting.

INFORMATION:

Changes made for 2018-2019: Page 3 – updated school, staff, and district information; Page 4 – updated the 2018-2019 calendar; Page 12 – the wording changed in **Counseling** to match the WASC report; Page 14 – the wording changed in **Cell Phones or Electronic Devices** to specify use outside of the building and only during scheduled breaks; Page 23 – addition of a sample Individualized Learning Plan (ILP) to the appendix.

FISCAL IMPACT:

None

SUBJECT: Pacific Grove Adult Education Site Handbook

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board review and approve the Pacific Grove Adult Education site handbook for the 2018-2019 school year.

BACKGROUND:

Handbooks are available on the PGUSD website. A hard copy is given to each staff member and is available in the staff room and front office of the school.

SUBJECT: Increase Contract Amount for Interim Speech Therapist

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services

RECOMMENDATION:

The District Administration recommends that the Board review and approve the increased budget amount for the provision of Speech and Language services by Linda Shingu, contracted Speech and Language Therapist.

BACKGROUND:

The school district experienced a Speech and Language Therapist vacancy at the beginning of the school year. Despite posting the position twice, a qualified candidate was not procured. On September 25, 2017 the district contracted retired part time Speech Therapist, Linda Shingu, to provide services to students during the time the district continued recruitment efforts.

On January 17, 2018 the district hired Speech and Language therapist, Brian Hernandez. Linda Shingu continued to contract with the district providing compensatory speech sessions to students to make up for sessions lost between August 9 and September 25 as is legally required.

Brian Hernandez resigned March 30, 2018.

Linda Shingu is available for an **additional 4 days** of service to provide Speech Therapy to students as per their IEPs.

INFORMATION:

A compensatory service is a remedy legally owed to a student when a component of the student's Individualized Education Plan (IEP) was not provided by the school district in order to provide a Free and Appropriate Public Education.

There were 42 students who required compensatory make up Speech sessions. Most compensatory sessions have been fulfilled. Linda Shingu is available an additional 4 days to continue serving students as per their IEPs.

FISCAL IMPACT:

32 hours of speech therapy services at \$100 per hour totals \$3,220

The cost of the service is offset by the savings in salary given the resignation.

Consent Agenda Item M

Pacific Grove, CA 93950

(To be used for provision of services involving **no** potential for liability exposure for District)

1. Scope of Service:

To provide: Speech and Language Therapy Services for students on Individualized Education Plans at PGMS and PGHS as a substitute therapist.

2. Evaluation and/or expected outcome(s)

A qualified Speech and Language Therapist will provide Speech therapy services as per students' Individualized Education Plans

3. Length of the Contract:

April 27, 2018-June 1, 2018

4. Financial Consideration:

4 days at 8 hours of Speech and Language therapy at \$100 an hour totaling \$3,200

School Funding Source: 01-6500-0-5770-3150-1200-00-000-2200-0000

Consultant: Linda Shingu, SLP

Address: P.O. Box 3164 Monterey, CA 93942

Signed _____ Date _____
 Independent Consultant *

Signed _____ Date _____
Site/Program Administrator – (Check appropriate box below)

Contracted work was assigned using District's normal employment recruitment process.

1 Contracted work was not assigned using District's normal employment recruitment process. Attached
2 Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

***Independent Consultant must sign and submit a W-9 to District prior to providing service**

Contract for Services Criteria

District/Site Administrator – Please circle criteria that apply and sign below.

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

SUBJECT: Naming Field in honor of Jen Hinton, Physical Education Teacher at Robert H. Down Elementary

PERSON (S) RESPONSIBLE: Rick Miller, Assistant Superintendent
Linda Williams, Robert Down Elementary Principal
Robert Down Staff and Families

RECOMMENDATION:

The District Administration, students, staff, and families of Robert Down Elementary School recommend naming the upper field “Jen Hinton Field” in honor of Jen Hinton (1966-2017), Physical Education Teacher at Robert Down Elementary from 1993 to 2017.

BACKGROUND:

Jen Hinton was a standout athlete during her high school and college days. She is a recent inductee to the Monterey Peninsula College Hall of Fame having played on the MPC’s basketball, volleyball and softball teams. Ms. Hinton was the MVP of Cal Poly Women’s Softball Team.

Jen Hinton’s entire twenty-five year teaching career was at Robert Down Elementary School / Pacific Grove Unified School District. While under the direction of Ms. Hinton, the Robert Down Physical Education program was the recipient of the California Department of Education Gold Ribbon Award as an exemplary PE program. Ms. Hinton’s classroom was the upper field where she taught thousands of Pacific Grove children to run, skip, hop, catch, throw, work together as a team, and be a kind and thoughtful person to others. Her legacy lives on in many athletes as well many more kind, thoughtful citizens around the world.

INFORMATION:

In naming the Robert Down field “Jen Hinton Field”, the students, staff, and families of Robert Down School would like to honor the legacy of Jen Hinton whose valued contribution will be long appreciated and remembered by our school and community.

FISCAL IMPACT:

None.

SUBJECT: Approval of the Assistant Superintendent's 2018-2020 Contract

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board of Education review and approve the Assistant Superintendent's contract for the 2018 - 2020 school years as proposed.

BACKGROUND:

The District Assistant Superintendent works as a contracted employee to the Governing Board. This contract governs his term of employment and compensation.

INFORMATION:

The Board, on an annual basis, reviews the Assistant Superintendent's contract and compensation.

FISCAL IMPACT:

The Board agrees to pay the Assistant Superintendent an annual compensation of \$183,333 payable for 206 days in eleven (11) equal installments August 1, 2018 through June 30, 2019. Beginning July 1, 2019 the Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments through June 30, 2020.

The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District's MCSIG or other provider's medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post-retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT ASSISTANT SUPERINTENDENT CONTRACT

This Employment Agreement (“Agreement”) is made on this 26th day of April 2018, by and between the Governing Board of Pacific Grove Unified School District (“District”) and Song Chin-Bendib (“Assistant Superintendent”).

1. **Term** – The District hereby employs Song Chin-Bendib as Assistant Superintendent for Business Services at Pacific Grove Unified School District, commencing the first year, August 1, 2018 through June 30, 2019, and the second year, July 1, 2019 through June 30, 2020
2. **Salary** – The Board agrees to pay the Assistant Superintendent an annual compensation of \$183,333 payable for 206 days in eleven (11) equal installments August 1, 2018 through June 30, 2019. Beginning July 1, 2019 the Board agree to pay Assistant Superintendent the annual compensation of \$200,000 payable in twelve (12) equal installments through June 30, 2020.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent’s compensation, the Assistant Superintendent’s compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District’s classified employee bargaining unit.

3. **Fringe Benefits** –The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District’s MCSIG or other provider’s medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post-retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
4. **Work Days** – The Assistant Superintendent shall work 206 days of service for the first year August 1, 2018 through June 30, 2019, and 225 days of service the second year July 1, 2019 through June 30, 2020. Under this contract, the work calendar shall be approved by the Superintendent by the 1st day of July.
5. **Sick Leave** – The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
6. **Cell Phone and Vehicle Expense** – The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$40 per month for the use of this cell phone. Work related (actual) vehicle mileage for travel purposes accrued on a monthly basis outside of the District boundaries, but within and outside of Monterey County, may be claimed at the District’s approved rate. Commute to and from work does not qualify for reimbursement.
7. **Expenses** – The Assistant Superintendent shall be reimbursed for all documented actual necessary job related expenses, which have been authorized by Board policy and have received prior approval

from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA and CASBO.

8. **Assistant Superintendent General Duties** – The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
 - Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under his jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.
9. **Evaluation** – The Assistant Superintendent's evaluation will include both performance of duties and professional growth, and shall review the following areas:
 - Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District's yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

10. **Termination of Contract– Mutual Consent:** Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.
11. **Termination Without Cause** – If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee's medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.
12. **Non-Renewal of Agreement** – The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 35031.
13. **Termination for Cause** – The Assistant Superintendent's status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent's failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent's exclusive right to any hearing.
14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **General Provisions**
 - a. **Governing Law and Venue** – This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
 - b. **Entire Agreement** – This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied

- upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.
- c. No Assignment – The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
 - d. Modification – This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
 - e. Severability – If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
 - f. Professional Liability – The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in her official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of her employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from her functions as Assistant Superintendent and will reimburse her for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such demands, claims, suits, actions and/or legal proceedings.

President, Board of Trustees,
Pacific Grove Unified School District

Date

Superintendent

Date

Assistant Superintendent

Date

SUBJECT: Pacific Grove Unified School District Safety Update

PERSON(S) RESPONSIBLE: Barbara Martinez, Director of School Safety

RECOMMENDATION:

The District Administration recommends that the Board review and be informed of Pacific Grove Unified School District activities and protocols related to school safety.

INFORMATION:

This is a bimonthly update on safety.

FISCAL IMPACT:

None.

SUBJECT: Increase Contract for Central Coast Kids and Families

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services

RECOMMENDATION:

The District Administration recommends that the Board review and approve the proposed contract increase in the amount of \$120,000, with Central Coast Kids and Families, LLC for the remainder of the 2017-18 school year.

BACKGROUND:

On June 29, 2017 the Board approved the original Central Coast Kids and Families, LLC contract for \$700,000. The projected budget was based on the need to provide support for 15 students. CCKF is presently covering the needs of 20 students. However, throughout the school year CCKF supported up to 22 students in various capacities; Bus Rider, Health Aide, Instructional and Behavioral Support Staff, BASRP, SDC Classroom Support.

INFORMATION:

The requested amount will cover costs for May and June 2018.

FISCAL IMPACT:

\$120,000 Student Services Budget

435 Hillcrest Avenue

Pacific Grove, CA 93950

CONTRACT FOR SERVICES(To be used for provision of services involving **no** potential for liability exposure for District)

This contract is an agreement between the Pacific Grove Unified School District and

Central Coast Kids and Families for services rendered as specified below.

1. Scope of Service:

To provide aide support to students with disabilities provided as needed to one or more students as per IEP team decisions based on the needs of the students

2. Expected outcome(s)

Students with disabilities will be provided one to one support when needed during the school day for instructional, behavioral, medical, and/or supervisory support.

3. Dates of Service:

Service is to be provided on the following dates:
SY 2017-2018 April 27-June 29, 2018

4. Financial Arrangements:

CCKF aides will be provided on all campuses in accordance with students' IEPs for 25 days up to 7 hours a day, and 20 days of extended school year up to 4.5 hours a day. Projected cost \$120,000.

School Funding Source: 01-0000-0-1110-3140-580000-000-5410-075

Consultant: Central Coast Kids and Families

Address: 1245 10th Street, Monterey, CA 93940

Signed _____ Date _____

☐ District Employee

☐ Independent Consultant *

Signed _____ Date _____

Site/Program Administrator – (Check appropriate box below)

Contracted work was assigned using District's normal employment recruitment process.

Contracted work was not assigned using District's normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

***Independent Consultant** must sign and submit a W-9 to District prior to providing service.

Contract for Services Criteria

District/Site Administrator – Please circle criteria that applies and sign below.

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

SUBJECT: Adopt Resolution No. 1009 Designating Authorized Agents to Sign School Orders

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent;
Billie Mankey, Director II of Human Resources

RECOMMENDATION:

The Administration recommends that the Board of Education adopt Resolution No. 1009 designating authorized agents to sign school orders.

BACKGROUND:

Each year, the Board must authorize the signatures needed to sign orders and draw on funds in the name of the District.

INFORMATION:

The attached Resolution will authorize Superintendent, Ralph Gomez Porras, and Director II of Human Resources, Billie Mankey, to be empowered to sign all orders in the name of the District and to draw on funds of the District. The requested authority is also noted in the job duties of the Superintendent. The approval will enable the District to continue its normal business functions during the transition to a new Assistant Superintendent of Business Services. Once the new Assistant Superintendent of Business Services is establish and in place, a new resolution to authorize signatures will be presented to the Board.

FISCAL IMPACT:

None.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1009

Resolution Designating Authorized Agent to Sign School Orders

The Board of Education of the Pacific Grove Unified School District, Monterey County
ON MOTION of member, _____, seconded by member _____, effective April 26, 2018.

IT IS RESOLVED AND ORDERED by the Governing Board that, pursuant to provisions
of Education Code Section 42632,

Ralph Gómez Porras, Superintendent, and Billie Mankey, Director II of Human Resources,
be authorized and are hereby empowered to sign any and all orders in the name of said District, drawn on
the funds of said District.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and
deletions shall be submitted in writing to the County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School
District this 26th day of April 2018 by the following vote:

AYES:

NOES:

ABSENT:

I, Ralph Gómez Porras, Secretary of the Governing Board, do hereby certify that the
foregoing is a full, true, and correct copy of Resolution 1009 duly passed and adopted by said Board at a
regularly called and conducted meeting held on said date.

Ralph Gómez Porras, Secretary of the Governing Board

Signatures of authorized persons:

Ralph Gómez Porras, Superintendent

Billie Mankey, Director II of Human Resources

SUBJECT: Year End Budget Transfer Resolution #1010

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board approve Resolution #1010: Year End Budget Transfers.

BACKGROUND:

As per Ed Code 42601, at the close of any school year, a school district may, with the approval of the Governing Board, identify and request the County Superintendent of Schools to make necessary budget transfers in order to balance any expenditure classifications within the budget of the district as necessary to permit the payment of obligations of the district incurred during that school year.

INFORMATION:

This resolution allows the business office to make year-end budget transfers that are necessary to close the books each year.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

Board Resolution #1010
Authorizing Year-End Budget Transfers

WHEREAS, Appropriation transfers may be necessary to permit the payment of obligations of the District incurred during the 2017-18 school year;

BE IT THEREFORE RESOLVED, that the Governing Board of the Pacific Grove Unified School District delegates its authority to the Monterey County Superintendent of Schools to make such transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the District for that school year as necessary to permit the payment of obligations of the District for the 2017-18 fiscal year pursuant to Section 42601 of the California Education Code.

PASSED AND ADOPTED on April 26, 2018 by the following vote:

AYES:

NOES:

ABSENT:

I HEREBY CERTIFY, that the foregoing resolution was duly introduced, passed and adopted by the Governing Board at a regularly called and conducted meeting held on said date.

Brian Swanson, Clerk of the Board

SUBJECT: Resolution No. 1011 “Teacher Appreciation Week” and “California Day of the Teacher”

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 1011 proclaiming the week of May 7, 2018 through May 11, 2018 as Teacher Appreciation Week and specifically Wednesday, May 9, 2018 as “California Day of the Teacher” (EC 37222.10)

BACKGROUND AND INFORMATION:

During the early 1970’s, The Association of Mexican-American Educators (AMAE) adopted the Mexican tradition of annually recognizing teachers and began organizing related events throughout the state. In 1985, AMAE sponsored legislation (incorporated in Education Code Section 37222.10) to establish the Day of the Teacher to be observed each year on the second Wednesday in May.

Teachers play an important role in our society fulfilling the responsibility to educate all children. The State of California has declared the second Wednesday in May as “California Day of the Teacher.” Therefore, we recognize our teachers with a resolution proclaiming May 7, 2018 through May 11, 2018 as Teacher Appreciation Week whereby citizens confirm and support parent teacher partnerships and specifically May 9, 2018 as “California Day of the Teacher.”

FISCAL IMPACT:

None

Resolution Number 1011 Proclaiming

“CALIFORNIA DAY OF THE TEACHER” and “TEACHER APPRECIATION WEEK”

WHEREAS, teachers personify our society’s belief that universal public education is key to meeting the challenges of a changing world and the influence of a good teacher continues long after school days are only memories; and

WHEREAS, teachers demonstrate and share their love of learning in the classroom every day and fill many roles: as listeners, explorers, role models, motivators, and mentors; and, by doing so, are partners with parents and the community in inspiring students’ dreams and laying the foundation for them to be good citizens; and

WHEREAS, teachers strive to make every classroom an exciting environment where productive and useful learning can take place and each student is encouraged to grow and develop and where teachers reach out to foster the well-being of each student, regardless of ability, social or economic background, race, or ethnic origin or religion; and

WHEREAS, the Board does applaud the unique and highly specialized skills and dedication required to meet the varied needs of the young people served by the District’s instructional programs and recognize that the quality of all student’s educational experiences depends significantly and vitally upon the quality of their teachers who are entrusted with fulfilling the mission of education to prepare our students for the future; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that Resolution 1011 be adopted to observe May 7, 2018 through May 11, 2018 as Teacher Appreciation Week and specifically May 9, 2018 as the “CALIFORNIA DAY OF THE TEACHER” by taking time to remember and salute the teachers who mold and educate our children, impact and enrich our lives, and thereby, are critical to the constant transformation of our society.
Passed and Adopted on the Twenty Sixth Day of April, 2018

John Paff, President

Brian Swanson, Clerk

Bill Phillips, Board Member

Debbie Crandell, Board Member

Cristy Dawson, Board Member

Ralph Porras, Superintendent



SUBJECT: Resolution No. 1012 Classified School Employee Week

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 1012 proclaiming May 20 – 26, 2018 as “Classified School Employee Week.”

INFORMATION AND BACKGROUND:

In 1986, California School Employees Association sponsored state legislation to create Classified School Employee Week. Since then, California public schools has taken one week each May to recognize the outstanding efforts and contributions of its classified school workers.

Classified school employees play crucial roles in education. From the time students board a school bus to the time that they head home at the end of the day, every aspect of their educational experience is impacted by a classified school employee. Classified staff includes school bus drivers, secretaries, clerical staff, food service, instructional assistants, maintenance personnel, custodians, and others. Classified school employees transport students, feed students, teach them vital skills, and ensure that our schools are operating smoothly and safely.

We therefore recognize Classified School Employees by Board Resolution, proclaiming “Classified School Employee Week” May 20-26, 2018.

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education

Resolution Number 1012 Proclaiming

“CLASSIFIED SCHOOL EMPLOYEE WEEK”

WHEREAS, the Legislature of the State of California has declared that May 20-26, 2018 shall be **“CLASSIFIED SCHOOL EMPLOYEE WEEK.”** a time to recognize the many contributions of classified school employees to public education; and

WHEREAS, the education of our youth is imperative to our society, to California, to our nation, our world; and

WHEREAS, our District’s classified school employees are skilled personnel who serve our students and play important roles in the establishment and promotion of a positive instructional environment; and

WHEREAS, our classified staff are dedicated individuals who perform outstanding work and have continued to offer exceptional support for our students, teachers, and administration;

WHEREAS, our classified employees deserve rightful recognition and public celebration for their caring, their deeds, and the incalculable contributions they have made to California’s public education system;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that **Resolution 1012** be adopted to observe **CLASSIFIED SCHOOL EMPLOYEE WEEK** during the time of May 20-26, 2018 as an opportunity to acknowledge the achievements and contributions of classified school employees in our system of public education.

Passed and Adopted on the twenty sixth Day of April 2018

John Paff, President

Brian Swanson, Clerk

Bill Phillips, Board Member

Debbie Crandell, Board Member



www.pgusd.org

Cristy Dawson, Board Member

Ralph Porras, Superintendent

SUBJECT: Resolution No. 1013 Calling for a School Board Election

PERSON (S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board of Education review and adopt Resolution No. 1013 to participate in the November 6, 2018 election in Monterey County.

BACKGROUND:

On November 6, 2018 the State of California will hold its election. During this year, three seats on the Board of Education will be up for election. The terms to be filled will be for four years. The Monterey County Office of Elections Registrar of Voters has requested that the Board of Education develop and adopt a resolution outlining the parameters for this year's election. The attached Resolution, if adopted by the Board of Education, will meet this requirement.

FISCAL IMPACT:

According to the Registrar of Voters at the Monterey County Elections, our District's participation in the State election is estimated to be \$50,000. This amount is included in the 2018/19 budget.

Resolution No. 1013

RESOLUTION ORDERING AN ELECTION, REQUESTING THE COUNTY ELECTIONS DEPARTMENT TO CONDUCT THE ELECTION, AND REQUESTING CONSOLIDATION OF THE ELECTION

WHEREAS, pursuant to Elections Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election; and

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10002, the city or district shall reimburse the county in full for the services performed upon presentation of a bill to the city or district; and

WHEREAS, Education Code Section 5000 calls for a regular biennial Election for the purpose of electing members of this Governing Board to be held on **November 6, 2018**; and

WHEREAS, Education Code Section 5322 requires this Governing Board to order elections held in this district; and

WHEREAS, There will be a total of **three (3)** offices within this District to be filled at said Election, said offices now filled by the following Board Members:

<u>Trustee Area:</u> (if applicable)	<u>Name:</u>
<u>John Paff</u>	<u>Four (4) Year Term</u>
<u>Bill Phillips</u>	<u>Four (4) Year Term</u>
<u>Cristy Dawson</u>	<u>Four (4) Year Term</u>

WHEREAS, Elections Code Section 13307 requires this Governing Board to fix and determine the number of words that a candidate may submit on the candidate's statement to be either 200 or 400 words and to determine if the Candidate or the District will pay the cost of the Statement; and

WHEREAS, Education Code Section 5342 authorizes the consolidation of School District Elections with other Elections held on the same day whose boundaries may totally or partially be coterminous within the District; and

WHEREAS, Education Code Section 5016 requires the District to decide in advance the method to be used in determining the winner when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED THAT THE governing body of the:

Pacific Grove Unified School District hereby orders an Election be held on **November 6, 2018** for the purpose of electing **three (3)** Members to this Governing Board.

BE IT FURTHER RESOLVED AND ORDERED that the district request the Board of supervisors of the county to permit the Monterey County Elections official to conduct the election and provide any and all services necessary for conducting the election.

BE IT FURTHER RESOLVED AND ORDERED that **Pacific Grove Unified School** District shall submit payment to the Monterey County Elections Department upon receipt of invoice from Monterey County Elections Department.

BE IT FURTHER RESOLVED AND ORDERED that **Pacific Grove Unified School District** has resolved that all costs of the Candidate's statement be paid by the **Pacific Grove Unified School District** and that no candidate may submit a statement of over **200** words.

BE IT FURTHER RESOLVED AND ORDERED that **Pacific Grove Unified School District** Governing Board be authorized and requested to effect a consolidation of our Election with any other Election to be held on the same day whose boundaries may totally or partially be contained within this District for the ease and convenience to our voters in casting their ballots and the possible election cost reduction to this District.

BE IT FURTHER RESOLVED AND ORDERED that tie votes shall be determined by drawing lots as specified in California State Education Code Section 5016.

Passed and Adopted by the **Pacific Grove Unified School District** on this **26th day of April, 2018;** by the following vote:

AYES:
NOES:
ABSENT:

SIGNED: _____
President, Board of Trustees

ATTEST: _____
Superintendent/Secretary to the Board of Trustees

SUBJECT: Adopt Resolution No. 1014 Designating Authorized Agents to Sign School Orders

PERSON RESPONSIBLE: Ralph Gómez Porras, Superintendent;
Billie Mankey, Director II of Human Resources

RECOMMENDATION:

The Administration recommends that the Board of Education adopt Resolution No. 1014 designating authorized agents to sign school orders for Bank of America accounts.

BACKGROUND:

Each year, the Board must authorize the signatures needed to sign orders and draw on funds in the name of the District at Bank of America.

INFORMATION:

The attached Resolution will authorize Superintendent, Ralph Gomez Porras, and Director II of Human Resources, Billie Mankey, to be empowered to sign all orders in the name of the District and to draw on funds of the District at Bank of America. The requested authority is also noted in the job duties of the Superintendent. The approval will enable the District to continue its normal business functions during the transition to a new Assistant Superintendent of Business Services. Once the new Assistant Superintendent of Business Services is establish and in place, a new resolution to authorize signatures will be presented to the Board.

FISCAL IMPACT:

None.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

RESOLUTION No. 1014

Resolution Designating Authorized Agent to Sign School Orders

The Board of Education of the Pacific Grove Unified School District, Monterey County
ON MOTION of member, _____, seconded by member _____, effective April 26, 2018.

IT IS RESOLVED AND ORDERED by the Governing Board that, pursuant to provisions
of Education Code Section 42632,

Ralph Gómez Porras, Superintendent, and Billie Mankey, Director II of Human Resources,
be authorized and are hereby empowered to sign any and all orders in the name of said District, drawn on
the funds of said District at Bank of America.

IT IS FURTHER RESOLVED that these motions shall stand and that all additions and
deletions shall be submitted in writing to the County Office of Education.

PASSED AND ADOPTED by the Board of Education of the Pacific Grove Unified School
District this 26th day of April 2018 by the following vote:

AYES:

NOES:

ABSENT:

I, Ralph Gómez Porras, Secretary of the Governing Board, do hereby certify that the
foregoing is a full, true, and correct copy of Resolution 1014 duly passed and adopted by said Board at a
regularly called and conducted meeting held on said date.

Ralph Gómez Porras, Secretary of the Governing Board

Signatures of authorized persons:

Ralph Gómez Porras, Superintendent

Billie Mankey, Director II of Human Resources

SUBJECT: Job Description for Adult School Preschool/Parent Education Teacher

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The District Administration recommends the Board review and approve the job description for the Adult School Preschool/Parent Education Teacher position.

BACKGROUND:

This job description is being presented to provide current clear and formal expectations for preschool/parent education teachers in the district.

FUNDING:

No change in funding for this position

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION

CLASSIFICATION TITLE: Adult School Preschool/Parent Education Teacher
--

DEFINITION:

Under the direction of the school principal the classroom teacher is responsible for classroom instruction in areas for which the teacher is credentialed and authorized to teach. The teacher: assesses, creates and manages a consistent program and teaching environment conducive to curriculum objectives and student learning and communicates regularly with parents regarding student academic and social progress; provides supervision and is accountable for the safety and welfare of all students during designated hours and if assigned, during before and after school activities; plans and implements parent learning and involvement activities; and must possess and retain valid certification that will allow authorization to provide curriculum and instruction appropriate to grade level and/or subject matter.

ESSENTIAL FUNCTIONS:

To perform the job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed on the job description are representative of the knowledge, skills and abilities required.

The position includes, but is not limited to the following list of representative duties:

- Apply all aspects of the California Preschool Learning Foundations and California Preschool Curriculum Framework
- Maintain standards of professionalism and abide by the tenets of the State of California “Code of Ethics of the Teaching Profession”
- Motivate and engage student’s minds in learning
- Assess student knowledge and skills at school entrance through review of assessments and data
- Assess and apply student data in developing both short and long term learning curriculum goals and objectives
- Determine a sequence of learning experiences, utilizing District adopted instructional materials and appropriate supplementary materials
- Develop and utilize written weekly plans as a basis of guiding daily instruction.
- Apply appropriate teaching strategies consistent with curriculum standards
- Provide high quality, developmentally appropriate early childhood care and educational experiences
- Provide parent education to support parents as their child’s first teacher promoting healthy functioning families
- Create an enriched environment that supports the emotional experiences of children and adults
- Differentiate lessons to promote school readiness
- Model appropriate behavior for conflict resolution
- Develop and communicate regularly to students and parents the expectations regarding student achievement and behavior
- Make appropriate use of instructional time; maintain an appropriate learning environment and appropriate individual, class, and program records
- Communicate regularly to parents regarding student progress

CLASSIFICATION TITLE: Adult School Preschool/Parent Education Teacher (*Continued*)

- Listen and respond to parent requests for information and assistance
- Encourage parents to provide in-home educational support
- Improve teaching effectiveness by responding to performance evaluation recommendations and participating in required school and district sponsored in-service activities
- Participate in all Student Study Team meetings
- Organize Orientations, Back-to-School Nights, Open Houses, and other activities to communicate classroom goals to parents
- Establish community agency relationships to meet family need
- Attend appropriate in-service training, workshops, and meetings, as assigned, to keep informed of current practices and trends in education
- Provide first aid and CPR if needed
- Perform other related duties as may be assigned by administration in compliance with Board policies and administrative regulations, the Master Contract, and State regulations
- Continuously seek to provide quality service and process improvements in order to support a mission and strategic vision
- May plan and coordinate the work of assigned instructional assistants

REQUIRED QUALIFICATIONS**Education and experience:**

- Bachelor's degree from an accredited college or university. (Masters Degree desirable)
- Valid California teaching credential in the defined academic discipline which may include a combination of CA Multiple Subject Credential (preschool through adult), CA Early Childhood Education Permit with CA Adult Education Parenting authorization
- Successful experience teaching preschool age students

Knowledge of:

- District and State content standards for preschool students
- Effective classroom management techniques
- Curriculum, instruction, and assessment processes and how they should operate in an effective school
- Applicable sections of State Education Code and other applicable state publications, such as curriculum frameworks
- Knowledge of organization, operations, policies, and objectives of public education
- Technology and computer software applications relative to instruction and administration
- California Preschool Learning Foundations and California Preschool Curriculum Framework
- District mission statement, appropriate Board policies and regulations

Ability to:

- Stimulate and motivate students to learn
- Establish and maintain cooperative relationships with students, school personnel, parents, co-workers, and the public
- Communicate effectively in the English language both orally and in writing
- Meet schedules and time lines
- Work independently with appropriate direction
- Use strategic and analytical thinking skills and the ability to apply deductive reasoning and draw conclusions in order to solve problems and facilitate decision-making processes

CLASSIFICATION TITLE: Adult School Preschool/Parent Education Teacher (*Continued*)

- Analyze situations accurately and adopt an effective course of action
- Learn and use technology and computer software applications as appropriate to the work environment
- Use tact, patience, and courtesy when dealing with people
- Use initiative and judgment in discussing problems with the public and district staff, involving office practices and policies
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Maintain confidentiality
- Act appropriately in emergency situations

PHYSICAL REQUIREMENTS:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Manual dexterity sufficient to write, use the telephone, computer, calculator, and office machines at required speed and accuracy
- Vision sufficient to read handwritten and printed materials, and the display screen of various office equipment and machines
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, and to reach overhead
- Physical strength sufficient to periodically lift and/or carry 40 pounds of materials or supplies; occasionally lift 60 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 60 or more pounds

WORKING CONDITIONS:

Indoor/Outdoor work environment subject to standing /sitting for long periods of time, bending, crouching, kneeling, walking, pushing, pulling, squatting

LICENSE OR CERTIFICATES:

- Possess a California driver's license.
- CPR/First Aid Certification

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Pacific Grove Unified School District Adheres to the provisions of Americans With Disabilities Act regarding reasonable accommodation procedures.

Adopted by the Board of Education _____

SUBJECT: Approval of Amendments to the Superintendent's 2017-21 Contract and Compensation Adjustments

PERSON(S) RESPONSIBLE: John Paff, Board President

RECOMMENDATION:

It is recommended that the Board of Education approve the 2017 - 2021 Superintendent's contract amendments as proposed.

BACKGROUND:

The District Superintendent works as a contracted employee to the Governing Board. This contract governs his term of employment and compensation.

INFORMATION:

The Board, on an annual basis, reviews the Superintendent's contract and compensation. Proposed modifications are noted in the "Amendment to Contract of Employment."

FISCAL IMPACT:

This two year 6.7% total compensation agreement is commensurate with the Certificated Bargaining Unit agreement for the 2017/2018 school year (3.5%), and is commensurate with the COLA in the Certificated Bargaining Unit compensation agreement for 2018/19 (3.2%) but less than the total compensation increase for the Certificated Bargaining Unit (4%) in 2018/19.

AMENDMENTS TO CONTRACT OF EMPLOYMENT
SUPERINTENDENT

The Governing Board of Pacific Grove Unified School District ("Governing Board") and Ralph Gómez Porras ("Superintendent") agree that the Superintendent's Contract, as amended from the previous year, shall be amended to include the following:

1. The employment contract shall be effective July 1, 2017 through June 30, 2021.
2. Language regarding Health and Welfare Benefits has be revised in order to provide clarity without changing previously approved intent or financial impact.
3. Board agrees to pay Superintendent an annual compensation of \$228,679.89 payable in twelve (12) equal monthly installments retroactive to July 1, 2017 through June 30, 2018. Beginning July 1, 2018, the Board agrees to pay the Superintendent an annual compensation of \$235,997.64. The July 1, 2018 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

This two year 6.7% total compensation agreement is commensurate with the Certificated Bargaining Unit agreement for the 2017/2018 school year (3.5%), and is commensurate with the COLA in the Certificated Bargaining Unit compensation agreement for 2018/19 (3.2%) but less than the total compensation increase for the Certificated Bargaining Unit (4%) in 2018/19.

A copy of the revised contract with the above listed amendments has been provided in the Board packet.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT SUPERINTENDENT CONTRACT

This Agreement is made on this 26th day of ~~June 2016~~October~~April~~ 2018, by and between the Governing Board ("Board") of Pacific Grove Unified School District and Dr. Ralph Gómez Porras.

1. **Term** – This Employment Agreement ("Agreement") is made and entered into for the term commencing July 1, ~~2017~~2016 through June 30, ~~2020-2021~~ by and between the Pacific Grove Unified School District, a public agency of the State of California ("District"), and Ralph Gómez Porras, an individual (referred to herein as "Superintendent").

2. **Salary** – Board agrees to pay Superintendent an annual compensation of \$228,679.89 payable in twelve (12) equal monthly installments retroactive to July 1, 2017 through June 30, 2018. Beginning July 1, 2018, the Board agrees to pay the Superintendent an annual compensation of \$235,997.64. The July 1, 2018 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

~~Board agrees to pay Superintendent an annual compensation of \$213,475.14 payable in twelve (12) equal monthly installments retroactive to July 1, 2015 through June 30, 2016. Beginning July 1, 2016, the Board agrees to pay the Superintendent an annual compensation of \$220,946.76. The July 1, 2016 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.~~ The Superintendent shall receive longevity increments in base salary beginning the first day of the fifth (5th), seventh (7th) and eleventh (11th) contractual work years, effective July 1, 2011. The increments shall be 2.5 % of base salary, as is available to all management personnel.

Board reserves the right to increase salary and/or benefits for any period of this Agreement. Board may deduct or withhold from Superintendent's salary any and all sums required for federal income taxes and all applicable federal, state, or local taxes and withholdings, including, if applicable, contributions to STRS, which are now applicable or become applicable in the future.

Superintendent shall receive, on an annual basis, a doctoral stipend of \$1,800.

Unless Superintendent and District mutually agree to a different amount for an annual increase to the Superintendent's salary, the Superintendent's salary may, at the discretion of the Governing Board, be increased each year by the same percentage increase or one time payment, if any, received by District's certificated bargaining unit. ~~shall be increased each year by the same percentage increase or one time payment, if any, received by District's certificated bargaining unit.~~

3. **Workdays** – Superintendent shall work 225 days during each year (July 1st – June 30th). Days in excess of 225 should only be worked with prior agreement of Board or Board President. If excess workdays are performed, they shall be paid at per diem rate.
4. **Chief Administrative Official** – Board hereby employs Superintendent as the Superintendent of District, and Superintendent accepts employment as the Superintendent of District. In said capacity, Superintendent shall perform all services, acts, or things, necessary or advisable, to manage and conduct the business of District. Without limiting the foregoing, the Superintendent (or Superintendent's designee) shall perform the following duties:

Superintendent shall serve as the Chief Administrative Official of District, including administration of District's instructional program, business affairs, personnel services, and property management

functions with the assistance of staff personnel. Superintendent shall have primary responsibility for the selection, assignment, transfer, dismissal, promotion and demotion of personnel subject to the approval of Board.

Superintendent shall review all policies under consideration by Board and make appropriate recommendations to Board.

Superintendent shall endeavor to maintain and improve Superintendent's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities.

Superintendent and members of Board shall keep each other appraised of criticisms and/or complaints regarding District operations or personnel, with the understanding that individual members will discuss these issues with Superintendent prior to public review.

Superintendent shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to Superintendent's position and necessary for the adequate performance of Superintendent's duties.

5. **Evaluation** – Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular or special meetings. At least once a year, a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) oral and written evaluation of Superintendent's performance, (c) review of Superintendent's salary and benefits, and (d) discussion of goals and objectives for the succeeding year.

After reviewing the performance of Superintendent, based upon the agreed upon goals and objectives established for the school year, Board shall notify Superintendent in writing whether Superintendent has performed, in Board's judgment, satisfactorily or unsatisfactorily.

If Board concludes that Superintendent's performance is unsatisfactory, Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

Failure of Board to conduct an evaluation under this section shall not prevent Board from acting to terminate the employment of Superintendent if Board determines, in its discretion, that such action is warranted.

6. **Devotion of Professional Services** – Superintendent shall give his exclusive professional services to District during the period of time such services are to be rendered except as otherwise provided in this Contract. However, Superintendent may undertake consultative professional work, engage in speaking for hire, write, lecture or engage in other professional undertakings, provided such activities do not, in the exclusive judgment of Board, tend to impair the effectiveness of Superintendent. Superintendent may retain any income, which may be derived therefrom.
7. **Health and Welfare Benefits; Holidays; and Sick Leave** – Superintendent shall be entitled to those benefits and paid holidays accorded to management personnel of District.

In addition, Superintendent shall be entitled to twelve (12) sick leave days per fiscal year or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar month of service. Superintendent shall also be entitled to accumulate unused sick leave from year to year without limitation. Upon termination of this Agreement, Superintendent shall not be entitled to compensation for any unused sick leave.

Should Superintendent retire from District after fifteen (15) years of service, District agrees that it shall pay all premium costs for all such health, vision and dental insurance plans for Superintendent and his spouse until age sixty-five (65) or Medicare eligibility, whichever comes first. Upon reaching age 65 or enrollment in Medicare, whichever comes first, the District shall pay the premium costs for Medicare supplement insurance under the plans offered by a District recommended insurance broker and which match type of coverage offered under the existing plan at the time of leaving the District, as those plans may change from time to time.

Should Superintendent continue to be eligible for District provided health insurance benefits after Superintendent is no longer employed by District, and if Superintendent has moved from the geographical area where District's then current health insurance providers offer coverage, Superintendent may obtain alternative coverage and the District shall pay all premium costs up to the amount of the District's contribution toward health and welfare benefits for members of the certificated bargaining unit for the employee plus one dependent, as that amount may change from time to time.

~~Should Superintendent retire from District after fifteen (15) years of service, District agrees that it shall pay all premium costs for all such health, vision and dental insurance plans for Superintendent and his spouse at the time of retirement for the life of Superintendent and Superintendent's spouse. Should Superintendent continue to be eligible for District provided health insurance benefits after Superintendent is no longer employed by District, and if Superintendent has moved from the geographical area where District's then current health insurance providers offer coverage, Superintendent shall obtain alternative comparable coverage to that which was in effect on the date of Superintendent's retirement and the District shall pay all premium, co-pay and deductible costs consistent with the preceding paragraph.~~

8. **Transportation and Expenses** – Superintendent shall receive \$300 per month to use for the purpose of maintaining an automobile to be used by Superintendent in connection with the services required of Superintendent under this Agreement.

Superintendent shall be reimbursed for all travel and for all necessary non-travel expenses as provided in applicable District policies, rules and regulations. Such reimbursement shall include dues and other expenses associated with membership in a service club to be selected by Superintendent. District shall also pay on behalf of Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in Superintendent's judgment relate to the benefit and welfare of the District. District shall also pay Superintendent's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA), the Association for Supervision and Curriculum Development (ASCD), and such other professional associations in which Superintendent may participate.

Superintendent is required to have a cell phone and shall be compensated at the rate of \$150 per month.

9 **Termination** – This Agreement may be terminated prior to its expiration date on any of the following basis:

- A. Superintendent may terminate Superintendent's obligations under this Agreement by giving the District at least thirty (30) days written notice in advance.
- B. Board may elect not to renew this Agreement upon its expiration by providing written notice to Superintendent in accordance with Education Code section 35031 (currently 45 days prior notice) or other applicable provisions of law.
- C. By mutual agreement of both parties at any time.
- D. For cause, if Board determines that Superintendent has materially breached a term of this Agreement or has neglected to perform his/her duties under it. Prior to exercising this option, Board shall give Superintendent written notice of its intention with a statement of the specific acts and/or omissions that give rise to the proposed action.

No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation and/or defense. Superintendent may be represented, at his/her expense, by counsel at the meeting.

Any decision to terminate for cause shall be effective upon the date determined by Board.

- E. At the sole discretion of Board upon a determination that it is in the best interest of the District to obtain a new Chief Administrative Officer, the Board shall have the option to unilaterally terminate this Agreement upon the provision of written notice to the Superintendent. Prior to exercising this option, Board shall give Superintendent an opportunity to meet with Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in the best interest of the District.

~~At the sole discretion of Board upon a determination that it is in the best interest of the District to obtain a new Chief Administrative Officer. Prior to exercising this option, Board shall give Superintendent an opportunity to meet with Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in the best interest of the District.~~

In the event Board exercises this option, Superintendent agrees to relinquish/waive any and all claims and/or legal actions against the District, including but not limited to any claims/actions under this Agreement, in exchange for an amount calculated by multiplying the number of months remaining on this Agreement by Superintendent's monthly salary (see Section 2), at the time of Board's decision. However, in no event shall the amount paid to Superintendent exceed an amount equivalent to twelve (12) months' salary.

10. **Indemnity** – In accordance with the provisions of Government Code §825 and §995, District shall defend Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within the scope of

employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, District shall hold harmless and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity or Superintendent's official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within a scope of Superintendent's employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this Agreement and its provisions, duties and responsibilities of the Superintendent's job performance, including any extensions of this Agreement.

11. **Governing Laws/Severance** – This Agreement shall be construed in accordance with and governed by the laws of the State of California. Should any provision of this Agreement be found invalid by a court of competent jurisdiction, the remaining provisions of this Agreement shall nevertheless remain in full force and effect.

12. **Limitation on Cash Settlement Upon Termination** – Pursuant to the provisions of Government Code section 53260:

- A. In the event of termination of this Agreement for any reason, no cash settlement may be made in an amount which exceeds the salary remaining under the Agreement, or salary for 12 months, whichever is less.
- B. Notwithstanding the foregoing provisions of subsection A above, if Board, including an administrator appointed by the Superintendent of Public Instruction, terminates this Agreement, Board may not provide any cash or noncash settlement with Superintendent if Board believes, and subsequently confirms, pursuant to an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

13. **Non-cash Benefits Upon Termination** – Pursuant to provisions of Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits which may be provided for a period not to exceed the monthly period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when Superintendent obtains other employment before the measuring period has expired.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

14. **Abuse of Office Provisions.** In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by Superintendent if Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if District funds the criminal defense of Superintendent against charges involving abuse of office or position and Superintendent is then convicted of such charges, Superintendent shall fully reimburse the District all funds expended for Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but

not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.

15. **Notification of Renewal** – Not later than 90 days prior to the termination date of this Agreement (including any amendments), Superintendent shall notify in writing each member of Board of the provisions of Education Code section 35031 and the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless Board gives written notice of nonrenewal to Superintendent at least 45 days prior to its expiration.
16. **Modification** – This Agreement cannot be changed or supplemented orally, and may be modified or superseded only by a written instrument executed by both parties.
17. **Entire Agreement** – This Agreement constitutes the entire Agreement and understanding between the parties. There are no other oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms, conditions are deemed merged into this Agreement.
18. **Construction of Language** – The language in all parts of this Agreement shall be construed simply, according to its fair meaning and not strictly for or against either party.
19. **Successors and Assigns** – Both parties hereby agree and represent that this Agreement shall bind and benefit their heirs, successors, assigns, and each of them, and that each party has full power and authority to execute this Agreement.

This Agreement is executed at Pacific Grove, California.

Ralph Gómez Porras, Ed.D.
Superintendent

John ~~Paff~~Thibeau, President
PGUSD Board of Education

Date

Date

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
SUPERINTENDENT CONTRACT**

This Agreement is made on this 26th day of April 2018, by and between the Governing Board ("Board") of Pacific Grove Unified School District and Dr. Ralph Gómez Porras.

1. **Term** – This Employment Agreement ("Agreement") is made and entered into for the term commencing July 1, 2017 through June 30, 2021 by and between the Pacific Grove Unified School District, a public agency of the State of California ("District"), and Ralph Gómez Porras, an individual (referred to herein as "Superintendent").
2. **Salary** – Board agrees to pay Superintendent an annual compensation of \$228,679.89 payable in twelve (12) equal monthly installments retroactive to July 1, 2017 through June 30, 2018. Beginning July 1, 2018, the Board agrees to pay the Superintendent an annual compensation of \$235,997.64. The July 1, 2018 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

The Superintendent shall receive longevity increments in base salary beginning the first day of the fifth (5th), seventh (7th) and eleventh (11th) contractual work years, effective July 1, 2011. The increments shall be 2.5 % of base salary, as is available to all management personnel.

Board reserves the right to increase salary and/or benefits for any period of this Agreement. Board may deduct or withhold from Superintendent's salary any and all sums required for federal income taxes and all applicable federal, state, or local taxes and withholdings, including, if applicable, contributions to STRS, which are now applicable or become applicable in the future.

Superintendent shall receive, on an annual basis, a doctoral stipend of \$1,800.

Unless Superintendent and District mutually agree to a different amount for an annual increase to the Superintendent's salary, the Superintendent's salary may, at the discretion of the Governing Board, be increased each year by the same percentage increase or one time payment, if any, received by District's certificated bargaining unit.

3. **Workdays** – Superintendent shall work 225 days during each year (July 1st – June 30th). Days in excess of 225 should only be worked with prior agreement of Board or Board President. If excess workdays are performed, they shall be paid at per diem rate.
4. **Chief Administrative Official** – Board hereby employs Superintendent as the Superintendent of District, and Superintendent accepts employment as the Superintendent of District. In said capacity, Superintendent shall perform all services, acts, or things, necessary or advisable, to manage and conduct the business of District. Without limiting the foregoing, the Superintendent (or Superintendent's designee) shall perform the following duties:

Superintendent shall serve as the Chief Administrative Official of District, including administration of District's instructional program, business affairs, personnel services, and property management functions with the assistance of staff personnel. Superintendent shall have primary responsibility for the selection, assignment, transfer, dismissal, promotion and demotion of personnel subject to the approval of Board.

Superintendent shall review all policies under consideration by Board and make appropriate recommendations to Board.

Superintendent shall endeavor to maintain and improve Superintendent's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities.

Superintendent and members of Board shall keep each other apprised of criticisms and/or complaints regarding District operations or personnel, with the understanding that individual members will discuss these issues with Superintendent prior to public review.

Superintendent shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to Superintendent's position and necessary for the adequate performance of Superintendent's duties.

5. **Evaluation** – Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular or special meetings. At least once a year, a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) oral and written evaluation of Superintendent's performance, (c) review of Superintendent's salary and benefits, and (d) discussion of goals and objectives for the succeeding year.

After reviewing the performance of Superintendent, based upon the agreed upon goals and objectives established for the school year, Board shall notify Superintendent in writing whether Superintendent has performed, in Board's judgment, satisfactorily or unsatisfactorily.

If Board concludes that Superintendent's performance is unsatisfactory, Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

Failure of Board to conduct an evaluation under this section shall not prevent Board from acting to terminate the employment of Superintendent if Board determines, in its discretion, that such action is warranted.

6. **Devotion of Professional Services** – Superintendent shall give his exclusive professional services to District during the period of time such services are to be rendered except as otherwise provided in this Contract. However, Superintendent may undertake consultative professional work, engage in speaking for hire, write, lecture or engage in other professional undertakings, provided such activities do not, in the exclusive judgment of Board, tend to impair the effectiveness of Superintendent. Superintendent may retain any income, which may be derived therefrom.
7. **Health and Welfare Benefits; Holidays; and Sick Leave** – Superintendent shall be entitled to those benefits and paid holidays accorded to management personnel of District.

In addition, Superintendent shall be entitled to twelve (12) sick leave days per fiscal year or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar month of

service. Superintendent shall also be entitled to accumulate unused sick leave from year to year without limitation. Upon termination of this Agreement, Superintendent shall not be entitled to compensation for any unused sick leave.

Should Superintendent retire from District after fifteen (15) years of service, District agrees that it shall pay all premium costs for all such health, vision and dental insurance plans for Superintendent and his spouse until age sixty-five (65) or Medicare eligibility, whichever comes first. Upon reaching age 65 or enrollment in Medicare, whichever comes first, the District shall pay the premium costs for Medicare supplement insurance under the plans offered by a District recommended insurance broker and which match type of coverage offered under the existing plan at the time of leaving the District, as those plans may change from time to time.

Should Superintendent continue to be eligible for District provided health insurance benefits after Superintendent is no longer employed by District, and if Superintendent has moved from the geographical area where District's then current health insurance providers offer coverage, Superintendent may obtain alternative coverage and the District shall pay all premium costs up to the amount of the District's contribution toward health and welfare benefits for members of the certificated bargaining unit for the employee plus one dependent, as that amount may change from time to time.

8. **Transportation and Expenses** – Superintendent shall receive \$300 per month to use for the purpose of maintaining an automobile to be used by Superintendent in connection with the services required of Superintendent under this Agreement.

Superintendent shall be reimbursed for all travel and for all necessary non-travel expenses as provided in applicable District policies, rules and regulations. Such reimbursement shall include dues and other expenses associated with membership in a service club to be selected by Superintendent. District shall also pay on behalf of Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in Superintendent's judgment relate to the benefit and welfare of the District. District shall also pay Superintendent's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA), the Association for Supervision and Curriculum Development (ASCD), and such other professional associations in which Superintendent may participate.

Superintendent is required to have a cell phone and shall be compensated at the rate of \$150 per month.

9. **Termination** – This Agreement may be terminated prior to its expiration date on any of the following basis:
 - A. Superintendent may terminate Superintendent's obligations under this Agreement by giving the District at least thirty (30) days written notice in advance.
 - B. Board may elect not to renew this Agreement upon its expiration by providing written notice to Superintendent in accordance with Education Code section 35031 (currently 45 days prior notice) or other applicable provisions of law.
 - C. By mutual agreement of both parties at any time.

- D. For cause, if Board determines that Superintendent has materially breached a term of this Agreement or has neglected to perform his/her duties under it. Prior to exercising this option, Board shall give Superintendent written notice of its intention with a statement of the specific acts and/or omissions that give rise to the proposed action.

No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation and/or defense. Superintendent may be represented, at his/her expense, by counsel at the meeting.

Any decision to terminate for cause shall be effective upon the date determined by Board.

- E. At the sole discretion of Board upon a determination that it is in the best interest of the District to obtain a new Chief Administrative Officer, the Board shall have the option to unilaterally terminate this Agreement upon the provision of written notice to the Superintendent. Prior to exercising this option, Board shall give Superintendent an opportunity to meet with Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in the best interest of the District.

In the event Board exercises this option, Superintendent agrees to relinquish/waive any and all claims and/or legal actions against the District, including but not limited to any claims/actions under this Agreement, in exchange for an amount calculated by multiplying the number of months remaining on this Agreement by Superintendent's monthly salary (see Section 2), at the time of Board's decision. However, in no event shall the amount paid to Superintendent exceed an amount equivalent to twelve (12) months' salary.

10. **Indemnity** – In accordance with the provisions of Government Code §825 and §995, District shall defend Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, District shall hold harmless and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity or Superintendent's official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within a scope of Superintendent's employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this Agreement and its provisions, duties and responsibilities of the Superintendent's job performance, including any extensions of this Agreement.
11. **Governing Laws/Severance** – This Agreement shall be construed in accordance with and governed by the laws of the State of California. Should any provision of this Agreement be found invalid by a court of competent jurisdiction, the remaining provisions of this Agreement shall nevertheless remain in full force and effect.
12. **Limitation on Cash Settlement Upon Termination** – Pursuant to the provisions of Government Code section 53260:

- A. In the event of termination of this Agreement for any reason, no cash settlement may be made in an amount which exceeds the salary remaining under the Agreement, or salary for 12 months, whichever is less.
- B. Notwithstanding the foregoing provisions of subsection A above, if Board, including an administrator appointed by the Superintendent of Public Instruction, terminates this Agreement, Board may not provide any cash or noncash settlement with Superintendent if Board believes, and subsequently confirms, pursuant to an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

- 13. **Non-cash Benefits Upon Termination** – Pursuant to provisions of Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits which may be provided for a period not to exceed the monthly period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when Superintendent obtains other employment before the measuring period has expired.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

- 14. **Abuse of Office Provisions.** In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by Superintendent if Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if District funds the criminal defense of Superintendent against charges involving abuse of office or position and Superintendent is then convicted of such charges, Superintendent shall fully reimburse the District all funds expended for Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
- 15. **Notification of Renewal** – Not later than 90 days prior to the termination date of this Agreement (including any amendments), Superintendent shall notify in writing each member of Board of the provisions of Education Code section 35031 and the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless Board gives written notice of nonrenewal to Superintendent at least 45 days prior to its expiration.
- 16. **Modification** – This Agreement cannot be changed or supplemented orally, and may be modified or superseded only by a written instrument executed by both parties.
- 17. **Entire Agreement** – This Agreement constitutes the entire Agreement and understanding between the parties. There are no other oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms, conditions are deemed merged into this Agreement.

18. **Construction of Language** – The language in all parts of this Agreement shall be construed simply, according to its fair meaning and not strictly for or against either party.
19. **Successors and Assigns** – Both parties hereby agree and represent that this Agreement shall bind and benefit their heirs, successors, assigns, and each of them, and that each party has full power and authority to execute this Agreement.

This Agreement is executed at Pacific Grove, California.

Ralph Gómez Porras, Ed.D.
Superintendent

John Paff, President
PGUSD Board of Education

Date

Date

SUBJECT: Board Calendar/Future Meetings

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

BACKGROUND:

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approves the meeting calendar as presented. The calendar is reviewed at each Board meeting.

INFORMATION:

Changes to the Board meeting dates must be approved by a majority vote of the Trustees.

Board Meeting Calendar, 2017-18 School Year

Jan. 25	Regular Board Meeting ✓ Report on Governor's Budget Proposal ✓ Preliminary enrollment projection for 2018/19 ✓ Property Tax Update	Community High School
Feb. 8	Regular Board Meeting ✓ Budget projections and assumptions ✓ Possible personnel action presented as information ✓ Preliminary Review of Site Master Schedules ✓ Maintenance/Facilities Update	District Office
Mar. 8	Regular Board Meeting ✓ Second Interim Report ✓ Budget Revision #3 ✓ Possible personnel action (RIF) ✓ Open House schedules reviewed	District Office
Mar. 22	Regular Board Meeting ✓ Budget projections and assumptions ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report	District Office
Apr. 5	Regular Board Meeting ✓ Board Priorities for 2018/19 Instructional Program Design ✓ Review of Strategic plan and LCAP ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Approve 2018/19 Board meeting calendar, Aug. – Dec.	District Office
April 26	Regular Board Meeting ✓ Review of Site Master Schedules ✓ Review of Strategic plan and LCAP (as needed) ✓ Review of Facilities Depreciation Schedule	District Office
May 3	Regular Board Meeting ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Final Review of Site Master Schedules ✓ Draft 2018/19 Board meeting calendar ✓ Review of Strategic plan and LCAP ✓ Safety/Discipline Report ✓ Budget Revision #4	District Office
May 24	Regular Board Meeting ✓ Week of the CSEA Employee ✓ Retiree Reception ✓ Review Bell Schedule for 2018/19 ✓ Superintendent's evaluation ✓ Identify Board member representatives for graduation ✓ Review Facility Use Fee Schedule ✓ LCAP Public Hearing ✓ Review Governor's revised budget ✓ Present 2018/19 Budget ✓ Maintenance/Facilities Update	District Office
June 7	Regular Board Meeting ✓ Adopt budget for 2018/19 ✓ Recommend approval of LCAP ✓ Complete Superintendent Evaluation ✓ Approval of contracts and purchase orders for 2018/19	District Office

Board Meeting Calendar, 2018-19 School Year

Aug. 23	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2018-2019 Consolidated Application ✓ Set date for Annual Organizational meeting ✓ Facilities Project Updates	District Office
Sept. 6	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1	Forest Grove (School Site Visit)
Sept. 20	Regular Board Meeting ✓ Board Goals – review/revise ✓ Williams Uniform Complaint Report ✓ Facilities Project Updates	Robert Down (School Site Visit)
Sept. 27 <i>*if needed</i>	Special Board Meeting ✓ Board Goals – review/revise ✓ Local Control Accountability Plan Review ✓ Strategic Plan - review/revise	District Office
Oct. 4	Regular Board Meeting ✓ Strategic Plan ✓ Superintendent's Goals ✓ Bus Ridership ✓ District Safety Update	District Office
Oct. 25	Regular Board Meeting ✓ Facilities Project Updates	Middle School (School Site Visit)
Nov. 1	Regular Board Meeting ✓ Intent form due (to serve as Board President or Vice President) ✓ PGHS Course Bulletin Information/Discussion	High School (School Site Visit)
Nov. 15	Regular Board Meeting ✓ District Math Update ✓ Review of Special Education Contracts ✓ Facilities Project Updates	District Office
Dec. 13	Organizational Meeting ✓ Election of 2018-2019 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2 ✓ Facilities Project Updates ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report	District Office

SUBJECT: Pacific Grove High School/Pacific Grove Middle School Health Curriculum

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal
Sean Roach, Pacific Grove Middle School Principal

RECOMMENDATION:

The District Administration recommends that the Board hear a presentation regarding the health curriculum at Pacific Grove High School and Pacific Grove Middle School.

BACKGROUND:

Education Code §51202 mandates certain areas of health be taught in grades 7-12. Additionally, HIV/AIDS is taught, but only in high school curriculum.

INFORMATION:

Health topics are currently taught in the Physical Education classes at both schools; the high school teaches it on Mondays (A-days) with occasional additional block periods throughout the year. Guest speakers are invited to speak on occasion. The middle school teaches it in a 4-week block during the SBAC testing window in May.

Beyond the required curricular topics, both schools supplement the health curriculum topics outside the health standards to support PGUSD areas of focus and concern.

Topics covered at the high school include:

- Social health – 4 weeks
- Nutrition – 3 weeks
- Mindset/tolerance – 1 week
- Human body – 5 weeks
- Health project – 2 weeks
- Drugs – 2 weeks
- Online presence and safety – 2 weeks
- Physical issues – 6 weeks
 - Injuries
 - Heat/cold
 - Cancer
 - HIV/AIDS
 - Reproduction

Topics covered at the middle school include:

HLC Curriculum (taught via PE)

Growth, Development and Sexual Health

Nutrition and Physical Activity

Injury Prevention Safety

Personal health

Mental/Emotional/Social Health

Sun Street Centers

Alcohol, Drug and Nicotine

Planned Parenthood

Prevention of STD's

HIV/AIDS

Birth control/Pregnancy

Presentation of other educational efforts at PGMS not contained in the MS health standards related to physical and social-emotional health

FISCAL IMPACT:

There is no cost associate with this report.

SUBJECT: Review of Teacher Evaluation Process

PERSON(S) RESPONSIBLE: Billie Mankey, Director II Human Resources
Ralph G Porras, Superintendent

RECOMMENDATION:

The District Administration recommend that the Board review the Teacher Evaluation Process.

BACKGROUND:

Certificated teaching staff are identified by Education Code and District policy in three positions or categories of placement: temporary, probationary (first and second year) and permanent. Temporary placements are those which are contractually limited to one year (or less) of service and typically cover a permanent teacher who may be on leave or special assignment. Probationary teachers are those who have been hired into open positions which may lead to permanent status after two years of successful service and evaluations. Probationary teachers may be released without cause prior to the completion of their second year through the Education Code mandated March 15 release process. Permanent teachers are those who have completed two full years of successful service and become tenured the first day of their third year of teaching.

The evaluation system is a tool for teacher support and assistance. Timeline dates for certificated goal setting, observations, evaluations and summaries are prescribed throughout the school year in accordance with California Education Code and the PGTA Bargaining Agreement. Copy of the PGTA agreement concerning evaluations has been included in the appendix.

2017-18 Certificated Evaluation Timelines								
Preliminary Conference		Goals	Observation (s)			Summary	Recommendation	Final Summary
Probationary/Temporary	09/15/17	09/15/17	10/15/17	11/15/17	02/15/18	12/15/17	02/15/18	5/1/2018
Permanent	10/15/17	10/15/17	02/01/18					5/1/2018
Non-traditional Options	Intent	Conference	Final Plan			Progress Report	Conference	Written
Alternative Evaluation	9/1/2017	10/1/2017	10/15/2017			2/1/2018	2/15/2018	4/15/2018
Extended Evaluation	5/2017	9/10/2017					5/15/2018	Limited to 3 years

All certificated teacher categories have an initial goal setting meeting at the beginning of the school year. Using the traditional evaluation process, probationary and temporary teachers annually receive 3 observations, one progress summary, and one final evaluation summary. Tenured teachers receive one observation and one final evaluation summary on a bi-annual basis. Non-traditional options include Extended Evaluation period for employees with at least 10 years of service in the district and Alternative Evaluation process which is project based and available only to tenured employees with the approval of the site administrator.

California Standards for the Teaching Profession (CSTPs) are used as the basis for certificated evaluations in PGUSD. The CSTP's are organized into six broad and interrelated domains of teaching practice and are included on the PGUSD evaluation document. These standards include; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Students for Learning, and Developing as a Professional Educator.

The *Continuum of Teaching Practice* (also available to staff on the website) is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. This tool can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement. The *Continuum of Teaching Practice* is aligned to the 2009 *California Standards for the Teaching Profession (CSTP)*.

<https://pgusd.org/administrative-forms/>

INFORMATION:

Administrators receive their annual evaluation lists prior to school starting each year. All completed forms are scanned and reviewed by the Superintendent and Director of Human Resources. Periodic professional development for administrators is typically conducted through Lozano-Smith.

FISCAL IMPACT:

None

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Continuum of Teaching Practice

The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument. Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

Continuum of Teaching Practice

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Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

Level 1: Emerging

Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP)*. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Level 2: Exploring

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

Level 3: Applying

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of *CSTP* to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Level 4: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP*. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Level 5: Innovating

Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Continuum of Teaching Practice

The *Continuum of Teaching Practice* is not designed for use as a stand-alone observation or evaluation instrument. Developed in collaboration with the CCTC, CDE and New Teacher Center. Revised June 2012.



Pacific Grove Unified School District Classroom Observation Form

Information/Discussion Item # Exhibit 11 - g

Evaluatee: _____	School: _____	Date: _____
Evaluator: _____	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		
<p><u>Unsatisfactory</u> is a rating that results from a significant recurring problem not showing meaningful improvement during the course of this evaluation. A supportive statement, which includes suggestions for improvement, must be included.</p> <p><u>Conditional</u> must include a supportive statement delineating conditions that must be met to produce satisfactory results.</p>		

California Standards for the Teaching Profession Performance Areas

Number of Students: _____ Lesson Objective: _____ Focus California Academic Standard(s) and Activities: _____ Method to Assess Student Learning: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top; padding: 10px;"> <input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </td> <td style="width: 70%; vertical-align: top; padding: 10px;"> <p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Using student achievement data, on a regular basis, to inform instruction for individuals and whole groups Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching </td> </tr> </table> <div style="border: 1px solid black; height: 150px; margin-top: 10px; padding: 10px;"> Comments: </div>	<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Using student achievement data, on a regular basis, to inform instruction for individuals and whole groups Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Using student achievement data, on a regular basis, to inform instruction for individuals and whole groups Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching 		



Pacific Grove Unified School District

Classroom Observation Form

Instruction/Discussion Item B Exhibit 11 - g

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully • Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe • Creating a rigorous learning environment with high expectations and appropriate support for all students • Developing, communicating, and maintaining high standards for individual and group behavior • Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. • Using instructional time to optimize learning
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks • Applying knowledge of student development and proficiencies to ensure student understanding of subject matter • Organizing curriculum to facilitate student understanding of the subject matter • Utilizing instructional strategies that are appropriate to the subject matter • Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students • Addressing the needs of English learners and students with special needs to provide equitable access to the content •
<p>Comments:</p>	



Pacific Grove Unified School District

Classroom Observation Form

Information/Discussion Item B Exhibit 11 - g

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS <ul style="list-style-type: none"> • Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishing and articulating goals for student learning • Developing and sequencing long-term and short-term instructional plans to support student learning • Planning instruction that incorporates appropriate strategies to meet the learning needs of all students • Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
---	---

Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	ASSESSING STUDENTS FOR LEARNING <ul style="list-style-type: none"> • Applying knowledge of the purposes, characteristics, and uses of different types of assessments • Collecting and analyzing assessment data from a variety of sources to inform instruction • Reviewing data, both individually and with colleagues, to monitor student learning • Using assessment data to establish learning goals and to plan, differentiate, and modify instruction • Involving all students in self-assessment, goal setting, and monitoring progress • Using available technologies to assist in assessment, analysis, and communication of student learning • Using assessment information to share timely and comprehensible feedback with students and their families
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Comments:



Pacific Grove Unified School District Classroom Observation Form

Information/Discussion Item B Exhibit 11 - g

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	DEVELOPING AS A PROFESSIONAL EDUCATOR * <ul style="list-style-type: none">• Reflecting on teaching practice in support of student learning• Establishing professional goals and engaging in continuous and purposeful professional growth and development• Collaborating with colleagues and the broader professional community to support teacher and student learning• Working with families to support student learning• Engaging local communities in support of the instructional program• Managing professional responsibilities to maintain motivation and commitment to all students• Demonstrating professional responsibility, integrity, and ethical conduct <p><i>*May not be reflected in this observation</i></p>
---	--

Comments:

Overall Comments, Commendations, and Recommendations:



Pacific Grove Unified School District Classroom Observation Form

Information/Discussion Item B Exhibit 11 - g

The final rating of evaluation categories assessed in this evaluation is:

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date

These criteria are based on the California Education Code and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.



Pacific Grove Unified School District

Mid-Year Progress Evaluation Summary

Information/Discussion Item B Exhibit 11h

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe Creating a rigorous learning environment with high expectations and appropriate support for all students Developing, communicating, and maintaining high standards for individual and group behavior Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. Using instructional time to optimize learning
<p>Comments:</p>	
<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks Applying knowledge of student development and proficiencies to ensure student understanding of subject matter Organizing curriculum to facilitate student understanding of the subject matter Utilizing instructional strategies that are appropriate to the subject matter Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students Addressing the needs of English learners and students with special needs to provide equitable access to the content
<p>Comments:</p>	



Pacific Grove Unified School District Mid-Year Progress Evaluation Summary

Information/Discussion Item # Exhibit 11h

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS <ul style="list-style-type: none"> • Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishing and articulating goals for student learning • Developing and sequencing long-term and short-term instructional plans to support student learning • Planning instruction that incorporates appropriate strategies to meet the learning needs of all students • Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	ASSESSING STUDENTS FOR LEARNING <ul style="list-style-type: none"> • Applying knowledge of the purposes, characteristics, and uses of different types of assessments • Collecting and analyzing assessment data from a variety of sources to inform instruction • Reviewing data, both individually and with colleagues, to monitor student learning • Using assessment data to establish learning goals and to plan, differentiate, and modify instruction • Involving all students in self-assessment, goal setting, and monitoring progress • Using available technologies to assist in assessment, analysis, and communication of student learning • Using assessment information to share timely and comprehensible feedback with students and their families
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Comments:



Pacific Grove Unified School District Mid-Year Progress Evaluation Summary

Information/Discussion Item B Exhibit 11h

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>DEVELOPING AS A PROFESSIONAL EDUCATOR *</p> <ul style="list-style-type: none">• Reflecting on teaching practice in support of student learning• Establishing professional goals and engaging in continuous and purposeful professional growth and development• Collaborating with colleagues and the broader professional community to support teacher and student learning• Working with families to support student learning• Engaging local communities in support of the instructional program• Managing professional responsibilities to maintain motivation and commitment to all students• Demonstrating professional responsibility, integrity, and ethical conduct <p><i>*May not be reflected in this observation</i></p>
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Comments:

Overall Comments, Commendations, and Recommendations:



Pacific Grove Unified School District Mid-Year Progress Evaluation Summary

Information/Discussion Item B Exhibit 11h

The mid-year, overall rating of evaluation categories assessed in this evaluation for

_____ **is:**
Employee Name

- ☐ **Satisfactory/Meets Standards**
- ☐ **Conditional**
- ☐ **Unsatisfactory/Does Not Meet Standards**

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Evaluator's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Evaluatee's Signature

Date

These criteria are based on the California Education Code and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.

Evaluatee:	School:	Date:
Evaluator:	Grade/Subj:	
Check one:	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent

Conditional must include a supportive statement delineating conditions that must be met to produce satisfactory results.

<div> <input type="checkbox"/> Satisfactory/ Meets Standards </div> <div> <input type="checkbox"/> Conditional </div> <div> <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards </div>	<div> ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING </div> <div> <ul style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests Using student achievement data, on a regular basis, to inform instruction for individuals and whole groups Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching </div>
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Comments:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- ☐ Satisfactory/
Meets Standards
- ☐ Conditional
- ☐ Unsatisfactory/
Does Not Meet
Standards

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- Creating a rigorous learning environment with high expectations and appropriate support for all students
- Developing, communicating, and maintaining high standards for individual and group behavior
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
- Using instructional time to optimize learning

Comments:

- ☐ Satisfactory/
Meets Standards
- ☐ Conditional
- ☐ Unsatisfactory/
Does Not Meet
Standards

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- Organizing curriculum to facilitate student understanding of the subject matter
- Utilizing instructional strategies that are appropriate to the subject matter
- Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- Addressing the needs of English learners and students with special needs to provide equitable access to the content

Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> • Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishing and articulating goals for student learning • Developing and sequencing long-term and short-term instructional plans to support student learning • Planning instruction that incorporates appropriate strategies to meet the learning needs of all students • Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<p>ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> • Applying knowledge of the purposes, characteristics, and uses of different types of assessments • Collecting and analyzing assessment data from a variety of sources to inform instruction • Reviewing data, both individually and with colleagues, to monitor student learning • Using assessment data to establish learning goals and to plan, differentiate, and modify instruction • Involving all students in self-assessment, goal setting, and monitoring progress • Using available technologies to assist in assessment, analysis, and communication of student learning • Using assessment information to share timely and comprehensible feedback with students and their families
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Comments:

<input type="checkbox"/> Satisfactory/ Meets Standards <input type="checkbox"/> Conditional <input type="checkbox"/> Unsatisfactory/ Does Not Meet Standards	<div style="text-align: right;">Information/Discussion Item B</div> DEVELOPING AS A PROFESSIONAL EDUCATOR <ul style="list-style-type: none"> • Reflecting on teaching practice in support of student learning • Establishing professional goals and engaging in continuous and purposeful professional growth and development • Collaborating with colleagues and the broader professional community to support teacher and student learning • Working with families to support student learning • Engaging local communities in support of the instructional program • Managing professional responsibilities to maintain motivation and commitment to all students • Demonstrating professional responsibility, integrity, and ethical conduct
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Comments:

Overall Commendations:

Overall Recommendations:

The final rating of evaluation categories assessed in this evaluation is: Information/Discussion Item B

- ☐ **Satisfactory/Meets Standards** *1
- ☐ **Conditional** *2
- ☐ **Unsatisfactory/Does Not Meet Standards** *3

Evaluatee's Statement (attach additional pages as needed):

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

Principal's Signature

Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings.

Teacher's Signature

Date

These criteria are based on state law (Education Code) and the California Standards for the Teaching Profession (CSTP). Please consult the CSTP for further elaboration in each topic area.

*1 See Article IX, Section K for Extended Evaluation Period Option

*2 See Article IX, Section E regarding assistance plans

*3 See Article IX, Section F regarding Education Code compliance



Pacific Grove Unified School District

California Standards for the Teaching Profession

Initial Certificated Evaluation (Fall Planning)

Evaluatee: _____	Evaluator: _____	Date: _____
School: _____	Grade/Subj: _____	
Check one: <input type="checkbox"/> Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Temporary <input type="checkbox"/> Permanent		

Strengths		Areas for Growth
	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING <ul style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching 	
	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING <ul style="list-style-type: none"> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe Creating a rigorous learning environment with high expectations and appropriate support for all students Developing, communicating, and maintaining high standards for individual and group behavior Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. Using instructional time to optimize learning 	

Strengths		Areas for Growth
	<p>UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks • Applying knowledge of student development and proficiencies to ensure student understanding of subject matter • Organizing curriculum to facilitate student understanding of the subject matter • Utilizing instructional strategies that are appropriate to the subject matter • Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students • Addressing the needs of English learners and students with special needs to provide equitable access to the content 	
	<p>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ul style="list-style-type: none"> • Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishing and articulating goals for student learning • Developing and sequencing long-term and short-term instructional plans to support student learning • Planning instruction that incorporates appropriate strategies to meet the learning needs of all students • Adapting instructional plans and curricular materials to meet the assessed learning needs of all students 	
	<p>ASSESSING STUDENTS FOR LEARNING</p> <ul style="list-style-type: none"> • Applying knowledge of the purposes, characteristics, and uses of different types of assessments • Collecting and analyzing assessment data from a variety of sources to inform instruction • Reviewing data, both individually and with colleagues, to monitor student learning • Using assessment data to establish learning goals and to plan, differentiate, and modify instruction • Involving all students in self-assessment, goal setting, and monitoring progress • Using available technologies to assist in assessment, analysis, and communication of student learning • Using assessment information to share timely and comprehensible feedback with students and their families 	

Strengths		Areas for Growth
	DEVELOPING AS A PROFESSIONAL EDUCATOR <ul style="list-style-type: none"> • Reflecting on teaching practice in support of student learning • Establishing professional goals and engaging in continuous and purposeful professional growth and development • Collaborating with colleagues and the broader professional community to support teacher and student learning • Working with families to support student learning • Engaging local communities in support of the instructional program • Managing professional responsibilities to maintain motivation and commitment to all students • Demonstrating professional responsibility, integrity, and ethical conduct 	
Other Comments:		

 Evaluatee's Signature

 Evaluator's Signature

 Date



California Standards for the Teaching Profession (CSTP) (2009)

**Commission on Teacher Credentialing
October 2009**

Commission on Teacher Credentialing

State of California Arnold Schwarzenegger, Governor

Members of the Commission

Caleb Cheung, Chair	Teacher Representative
Margaret Gaston, Vice Chair	Public Representative
Constance Baumgardt Blackburn	Teacher Representative
Josephine Calderon	Public Representative
Marlon Evans	Public Representative
Charles Gahagan	Teacher Representative
Steven Dean	Teacher Representative
Leslie Littman	Designee, Superintendent of Public Instruction
Carolyn McInerney	School Board Member
Irene Oropeza-Enriquez	Administrative Services Representative
David Pearson	Faculty Representative
Ting Sun	Public Representative

Ex Officio Representatives

Shane Martin	Association of Independent California Colleges and Universities
Marilyn T. McGrath	California Postsecondary Education Commission
Tine Sloan	University of California
Beverly Young	California State University

Executive Officer

Dale A. Janssen	Executive Director
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California Standards for the Teaching Profession Advisory Panel (2008-09)

Name	Employer	Representing
Priscilla Cox	Elk Grove USD	CSBA
Cindy Gappa	Tehama COE	ACSA
Gail Kirby	St. Mary's College	AICCU
Eloise Lopez Metcalfe	University of California, Los Angeles	UC
Theresa Montaña	California State University, Northridge	CTA
Susan Rich	Stanislaus COE	CCESSA
Sue Westbrook	California Federation of Teachers	CFT
Ruth Yopp-Edwards	California State University, Fullerton	CSU
Wendy Baron	Santa Cruz COE/New Teacher Center at UC Santa Cruz	
Michelle Cepello	California State University, Chico	
Lewis Chappellear	Los Angeles USD	
Nancy Farnan	San Diego State University	
Helen Garcia Rockett	California State Polytechnic University, Pomona	
Ira Lit	Stanford University	
Paula Lovo	Ventura COE	
Robert McClurg	Rescue USD	
Betty McEady	Chapman University College	
Cara Mendoza	Fairfield-Suisun USD	
Marisol Rexach	Santa Ana USD	
Luis Rodriguez	Los Angeles USD	
Jodie Schwartzfarb	New Haven USD	
Steve Turley	California State University, Long Beach	
Andrea Whittaker	San Jose State University	
Ting Sun	Commission Liaison	
Staff Working with the CSTP Advisory Panel		
Terry Janicki	Commission on Teacher Credentialing	
Karen Sacramento	Commission on Teacher Credentialing	
Teri Clark	Commission on Teacher Credentialing	
Edna Shoemaker	California Department of Education	
Ellen Ringer	California Department of Education	

California Standards for the Teaching Profession

(CSTP) (2009)**Table of Contents**

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California Standards for the Teaching Profession (CSTP) (2009)

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. Effective teachers integrate the following: (1) ethical concern for children and society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical practices; and (4) a depth of knowledge about their students, including knowledge of child and adolescent development and learning; an understanding of their individual strengths, interests, and needs; and knowledge about their families and communities.

Effective teaching requires careful crafting of learning communities built on trust and respect, as well as routines, expectations, resources, and strategies that support diverse students' intellectual engagement in learning. Effective teaching happens through thoughtful planning focused on defined outcomes for student learning and leveraging of teachable moments. Effective teaching is revealed in the ways in which teachers respond to the strengths and needs of individual students while engaging and supporting all students in their learning. Effective teaching is a form of inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, to guide their practice in support of student learning. Effective teaching relies on engagement within a professional community. Moreover, effective teaching requires the ability to successfully integrate elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts. Finally, effective teachers share a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students within their care as well as to the strengthening and continual revitalization of our democratic society.

The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning;
- and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

A Holistic and Developmental Vision of Teaching

The CSTP comprise a set of standards for the teaching profession in six interdependent domains of practice. While the standards are addressed separately in this document, teaching, as defined above, is clearly a holistic and integrated endeavor, consisting of the complex combination of interrelated parts. Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of

California's diverse student populations must therefore emphasize relationships among multiple aspects of teaching and learning.

Teaching is more than methodology. A teacher's understandings of student development, of families and communities, of subject matter and curriculum, and of instructional methods, strategies, and resources are ultimately linked to how the teacher plans and implements instruction and assesses student learning. Ethical, philosophical, and theoretical understandings of learning and teaching empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning and development. The *California Standards for the Teaching Profession* are broad and interconnected because the professional practice of teaching must be understood comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together in a seamless fabric.

Teachers' knowledge, skills, and practices develop throughout their professional careers and across changing contexts. To engage and challenge a diverse student population in a rapidly changing and increasingly technological world, effective teachers require continuous professional growth. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education, preparation, and experience. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, they must be reflective and actively seek to strengthen and augment their professional knowledge, skills, and perspectives in support of student learning.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Effective support, mentorship, assessment, and advanced study during the early years of teaching (including teacher preparation) are essential to a beginning teacher's development and success in the profession.

Individual teachers enter and advance through the profession at different levels of experience and expertise, in varied roles, and in varying contexts. The policies and practices of teacher preparation programs, certification bodies, and school districts must be guided by clear and realistic standards regarding professional performance. The CSTP describe a vibrant vision of practice for the teaching profession. Teachers across the profession with varied levels of prior preparation and experience -- and the mentors, colleagues, and supervisors who support them -- will find the standards useful to guide their developing practice. The *California Standards for the Teaching Profession* reflect a developmental view of teaching, and are an integral part of California's efforts to foster excellence in teaching and learning.

Context of Teaching in California

Professional educators in California serve an increasingly diverse population of students. This diversity among students greatly enriches and enlivens the educational experience for teachers and students alike. Therefore, there is a critical need for teachers who are responsive to the varied socio-cultural, racial, religious, ethnic, linguistic, and economic backgrounds of all students and who consider how learning differences and abilities, gender and gender identity, family structure, sexual orientation, and other aspects of humankind influence learning and teaching.

The *California Standards for the Teaching Profession* support the creation of classroom communities and curricula in which students with varying backgrounds, learning styles, strengths, interests, needs and abilities are engaged and challenged as learners. The use of the term “all students” throughout the standards document reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

The standards also value the diversity of teachers’ backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of all students.

History of the *California Standards for the Teaching Profession*

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Beginning Teacher Support and Assessment (BTSA) programs have used the CSTP to develop formative assessment systems that facilitate beginning teacher practice. The *Teaching Performance Expectations* (TPE) and the related summative *Teaching Performance Assessment* (TPA), both aligned with the CSTP, are used in pre-service preparation. Additionally, teacher preparation programs, schools, and school districts, as well as individual teachers, teacher educators, and other educational professionals have utilized the CSTP to prompt reflection, formulate professional goals, guide, monitor, and assess the progress of a teacher’s practice, and promote the improvement of teaching in support of student learning.

The current version of the CSTP (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P-12 student body. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the CSTP also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The CSTP continue to set forth a vision for the teaching profession -- one that is sustainable, engaging, and fulfilling for those intent on teaching careers.

Organization of the Standards

The CSTP are organized around six interrelated domains of teaching practice. The following are the six standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California.

In this document, each standard is introduced in a narrative description that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into a set of big ideas or elements that identify key areas within that particular domain of teaching. Each element is further illustrated with reflective questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stems, “How do I...” and “Why do I...” and are meant to encourage teachers to examine the rationale -- the ethical, philosophical, empirical, and theoretical bases -- for central aspects of their teaching.

The reflective questions within each element address a sample of the important facets of teaching. They do not represent all the possible issues or aspects involved in effective teaching. Therefore, the questions should not be seen as checklists, but rather as probes designed to promote reflection, analysis, and action in support of professional growth and student learning throughout one’s career.

The authors encourage users of the CSTP to refer to all three levels of the standards (narrative, elements, and reflective questions) to facilitate conversations about teacher practice, to set goals for ongoing professional development, and to guide the collection of evidence of growth over time. Those using the standards will recognize that there are numerous overlapping components across and within the standards, elements, and reflective questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six standards and illuminate the essential role of inclusive, equitable practice.

Conclusion

Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students’ differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California's children and our nation's future.

Standard 1

Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students’ prior knowledge, backgrounds, life experiences, and interests. They connect

subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

1.1 Using knowledge of students to engage them in learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *know my students as people and as learners?*
- *understand reasons for behavior?*
- *recognize atypical behavior in students?*
- *build trust with students and foster relationships so that students can thrive academically?*
- *adapt my teaching to reflect knowledge of my students?*
- *differentiate instruction based on what I know about my students’ strengths, interests, and needs?*
- *get to know parents and connect with the community where I teach?*

1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *help students see the connections between what they already know and the new material?*
- *connect classroom learning to students’ life experiences and cultural backgrounds?*
- *support all students to use first and second language skills to achieve learning goals?*
- *open a lesson or unit to capture student attention and interest?*
- *build on students’ comments and questions during a lesson to extend their understanding?*

1.3 Connecting subject matter to meaningful, real-life contexts

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *establish a connection between subject matter and purpose for learning?*
- *make connections between the subject matter and real-life contexts?*
- *seek feedback from students regarding relevance of subject matter to their lives?*
- *engage all students in a variety of learning experiences that accommodate the different ways they learn?*
- *provide opportunities for all students to acquire and practice skills in meaningful contexts?*

1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *select and utilize a range of instructional approaches to engage students in learning?*
- *use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?*
- *help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?*
- *use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?*
- *adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students’ diverse learning needs?*
- *utilize multiple types of technology to facilitate learning?*
- *examine and use resources that minimize bias?*

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students’ thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

1.6 Monitoring student learning and adjusting instruction while teaching

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *systematically check for student understanding and revise plans accordingly?*
- *incorporate a variety of strategies in a lesson to check for student understanding?*
- *monitor the learning of students with limited English proficiency or of students with special needs?*
- *adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?*
- *make "on the spot" changes in my lesson based on students' interests and questions?*
- *provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?*
- *adjust my lesson when I don't have enough time to complete everything I planned to do?*

Standard 2

Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment



with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?*
- *help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?*
- *engage students in shared problem-solving and conflict resolution?*
- *provide learning opportunities that encourage student-to-student communication with empathy and understanding?*
- *develop students’ leadership skills and provide opportunities to apply them?*
- *create a classroom culture where students feel a sense of responsibility to and for one another?*
- *help students to appreciate their own identities and to view themselves as valued contributors to society?*
- *develop activities that support positive interactions among students and that help students get to know each other?*

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange and adapt classroom seating to accommodate individual and group learning needs?*
- *establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?*
- *ensure that students develop an appreciation of diversity?*
- *provide students access to resources, technologies, and comfortable workspaces?*
- *create an environment that promotes optimal learning for each student?*
- *construct an equitable learning environment for all students?*

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

As teachers develop, they may ask, “How do I...” or “How might I...”

- *establish a productive, achievement-oriented climate in my classroom?*
- *set high expectations for all of my students?*
- *motivate all students to initiate their own learning and strive for challenging learning goals?*
- *provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?*
- *ensure access to challenging and diverse academic content for all students?*

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *facilitate student participation in classroom decision-making?*
- *foster and support appropriate student behavior?*
- *collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?*
- *understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?*
- *work proactively to prevent and respond quickly to minimize behavioral issues?*
- *understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?*
- *help all students learn to take responsibility for their own behavior and actions?*

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *involve all students in the development of classroom procedures and routines?*
- *help students transition smoothly and efficiently from one instructional activity to the next?*
- *apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?*
- *develop daily schedules, timelines, classroom routines, and norms that maximize learning?*
- *connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?*
- *adapt routines, procedures, and norms to ensure the success of students with special needs?*

2.7 Using instructional time to optimize learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *organize instruction to optimize learning time?*
- *pace instruction to accomplish learning goals?*
- *re-direct students’ off-task behavior to make the most of instructional time?*
- *adjust instructional time so that all students remain engaged and challenged?*
- *structure time for both independent and collaborative learning opportunities?*
- *balance instructional, preparation, administrative, and managerial time?*

Standard 3

Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks?*

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *apply my knowledge of human development and learning theory to the unique students that I teach?*
- *acquire understanding of my students' individual cognitive, social, emotional and physical development?*
- *connect content being taught to students' prior knowledge and experiences?*
- *build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?*
- *build understanding of my students with special needs in order to know how and when to differentiate instruction?*

3.3 Organizing curriculum to facilitate student understanding of the subject matter

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *use my knowledge of student readiness to learn to organize, sequence, and enhance the curriculum?*
- *apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?*
- *organize subject matter to reveal and value different cultural perspectives?*
- *incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?*
- *utilize standards-aligned and/or adopted curriculum in ways that support student learning?*

3.4 Utilizing instructional strategies that are appropriate to the subject matter

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *develop and use a repertoire of instructional strategies appropriate to the subject matter?*
- *build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?*
- *use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?*
- *challenge all students to think critically in the subject area?*
- *help all students develop enthusiasm for and a deep knowledge of the subject matter?*
- *use strategies that make the depth and complexity of subject matter understandable to all students?*

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *know the full range of materials, resources, and technologies provided by the school or district?*
- *select materials, resources, and technologies to support differentiated student learning of the subject matter?*
- *select and use learning materials and resources that reflect the diversity in my classroom?*
- *use technologies to convey key concepts in the subject matter?*
- *learn about and access new instructional resources to support student learning?*

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *address the English Language Development (ELD) standards as they relate to my English learners’ levels of language acquisition?*
- *address the Individual Education Plan (IEP) goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?*
- *ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?*

Standard 4

Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

4.2 Establishing and articulating goals for student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *build on the strengths, interests, and needs of all students to establish high expectations for learning?*
- *establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?*
- *determine learning goals that address all students' language abilities and diverse learning needs?*
- *establish learning goals that address school, district, and community expectations?*
- *work with students and families to establish learning goals?*
- *develop goals that prepare students for successful transition to their next learning environment?*
- *communicate clear, challenging, and achievable expectations for students?*

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *design an instructional program that considers the long-term and the short-term?*
- *use assessment results for long-term and short-term planning?*
- *incorporate diverse subject matter perspectives in my planning?*
- *select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?*
- *plan an instructional program that supports students' second language learning and diverse learning needs?*
- *incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?*
- *collaborate with colleagues to make instructional decisions?*
- *design instruction so that students participate in setting and achieving their individual learning goals?*

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*

- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*
- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?*
- *proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?*
- *strengthen existing plans for students at identified levels of English proficiency?*
- *strengthen existing plans for students with special needs?*
- *reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?*
- *reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?*
- *capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?*

Standard 5 **Assessing Students for Learning**

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?*
- *select assessment strategies and instruments appropriate to the learning outcomes being evaluated?*
- *use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?*
- *design grading practices that draw on multiple sources of information and reflect student learning?*

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction *As teachers develop, they may ask, “How do I...” or “Why do I...”*

- *keep a continuous and comprehensive record of group and individual achievement?*
- *select, design, and use assessment tools appropriate to what is being assessed?*
- *collect, select, and reflect upon evidence of student learning?*
- *work with families to gather information about all students and their learning?*
- *use standardized tests, diagnostic tools, and developmental assessments to understand student progress?*
- *use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?*
- *assess student behavior to support learning?*
- *interpret data based on how an assessment is scored and what results it reports?*

5.3 Reviewing data, both individually and with colleagues, to monitor student learning *As teachers develop, they may ask, “How do I...” or “Why do I...”*

- *review student assessment data with colleagues?*
- *use assessment results to monitor my teaching and guide planning and instruction?*
- *use assessment information to determine when and how to revisit content that has been taught?*
- *use assessment data to eliminate gaps between students’ potential and their performance?*
- *use assessment results to plan instruction to support English learners?*
- *use assessment results to plan instruction to support students' IEPs?*

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction *As teachers develop, they may ask, “How do I...” or “Why do I...”*

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

5.5 Involving all students in self-assessment, goal setting, and monitoring progress *As teachers develop, they may ask, “How do I...” or “Why do I...”*

- *make assessment integral to the learning process?*
- *make assessment an interactive process between teacher and student?*
- *model self-assessment strategies for all students?*
- *develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*
- *provide opportunities for all students to engage in peer discussion and reflection of their work?*
- *provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?*

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *become familiar with and select technology resources that support assessment practices?*
- *use technology to analyze student learning and inform instruction?*
- *use appropriate technology resources to communicate students’ learning to students and their families?*

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *provide all students with information about their progress as they engage in learning activities?*
- *initiate regular and timely contact with families and resource providers about student progress?*
- *communicate assessment results to families in ways that are respectful and understandable?*
- *provide families with ways to use assessment information at home to improve student learning?*

Standard 6

Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *assess my growth as a teacher over time?*
- *learn about teaching as I observe and interact with my students?*
- *reflect on my instructional successes and dilemmas to move my practice forward?*
- *analyze my teaching to understand what contributes to student learning?*
- *formulate professional development plans that are based on my reflection and analysis?*

- *develop awareness of potential bias that might influence my teaching or affect student learning?*

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *maintain an attitude of lifelong learning?*
- *establish goals and seek out opportunities for professional growth and development?*
- *ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?*
- *use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?*
- *learn more about my own professional roles and responsibilities?*
- *continue to seek out and refine approaches that make the curriculum accessible to all students?*
- *expand my knowledge and effective application of new instructional methods and technologies?*

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

6.4 Working with families to support student learning

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *value and respect students' families and appreciate their role in student learning?*
- *develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?*
- *engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?*
- *present the educational program to all families in a thorough and comprehensible fashion?*
- *provide opportunities for all families to participate in the classroom and school community?*

6.5 Engaging local communities in support of the instructional program

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *increase my understanding of the cultures and dynamics of my students' communities?*

- *value and respect the students' communities and appreciate the role of community in student learning?*
- *promote collaboration between school and community?*
- *identify and draw upon school, district, and local community social service resources to benefit students and their families?*
- *seek out and use additional resources from the local community and businesses to support student learning?*
- *provide my students with community-based experiences that support their learning?*

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *challenge myself intellectually and creatively throughout my career?*
- *find support and develop strategies to balance professional responsibilities with my personal needs?*
- *manage stress and maintain a positive attitude with students and colleagues?*
- *address the complications and challenges of teaching?*
- *identify sources of engagement and renewal in my professional work?*

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?*
- *contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?*
- *meet my professional obligations to implement school, district, state, and federal policies and guidelines?*
- *extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?*
- *maintain professional conduct and integrity in the classroom and school community?*
- *interact appropriately with students and families outside the classroom?*
- *demonstrate my professional obligations to students, colleagues, school, and the profession?*

IX. EVALUATION

Purpose. The intent, the spirit and the purpose of this evaluation system is to assist and support employees and to provide a means for assessing the performance of the employee.

A. Objectives of the Evaluation Process

1. To emphasize evaluation as a means for improvement of instruction
2. To provide an ongoing and uniform process for the evaluation of certificated employees in an objective manner
3. To improve the quality of learning for each student
4. To aid in the growth and development of the school program
5. To promote skills in assessing students, developing instructional objectives and achieving goals
6. To promote self-evaluation
7. To strengthen and clarify roles and responsibilities
8. To support the teacher in his/her assignment
9. To improve job satisfaction

B. Evaluation Criteria. To evaluate and assess certificated employee competency as it relates to:

1. The California Standards of the Teaching Profession (CSTP)
 - a. Engaging and Supporting All Students in Learning
 - b. Creating and Maintaining Effective Environments for Student Learning
 - c. Understanding and Organizing Subject Matter for Student Learning
 - d. Planning Instruction and Designing Learning Experiences for All Students
 - e. Assessing Students for Learning
 - f. Developing as a Professional Educator
2. The Continuum of Teaching Practice (published by the Commission on Teacher Credentialing) will be used as a reference to measure teacher development across the CSTPs.

C. Definitions. The following definitions are intended as guidelines for the evaluatee and evaluator and are not intended to be all inclusive.

1. Engaging and supporting all students in learning. Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

2. Creating and maintaining effective environments for student learning. Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diverse

city, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards of individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which ALL students can learn. They use instructional time to optimize learning.

3. Understanding and organizing subject matter for student learning. Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curricular frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use an adapter resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

4. Planning instruction and designing learning experiences for all students. Teachers use knowledge of students' academic readiness, language proficiency, cultural background, an individual development plan instruction. They establish and articulate goals for student learning. They develop an sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and untapped instructional plans to meet the assessed learning needs of all students.

5. Assessing students for learning. Teachers applied knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. The review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

6. Developing as a professional educator. Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

7. Evaluatee. Any certificated employee designated as a unit member.

8. Evaluator. Any administrator who meets certificated staff evaluation policy requirements as established by the Board of Education.

9. District Curriculum Standards. Standards of expected pupil achievement at each grade level as adopted by the District.

10. Instructional Objectives. Expectations relating to pupil progress, based on student diagnosis and District curriculum standards, developed by the evaluatee and agreed upon by the evaluator.

D. Procedures for Evaluation.

1. Responsibilities of the Evaluator.

a. To help create a personalized evaluation program and procedure that will ensure a growing experience for the evaluatee.

b. To arrive at mutually acceptable instructional objectives relating to pupil progress.

c. To conduct classroom observations relating to instructional techniques, strategies, and classroom environment.

d. To review and observe teacher's adherence to curricular objectives.

e. To use the results of the evaluation in an effective and constructive manner.

f. To adhere to all calendar dates.

g. To maintain a file of all reports, materials, and other data that have been gathered during the evaluation process.

h. To ensure that the evaluation and assessment of the evaluatee's competence shall not include the use of publisher's norms established by standardized tests.

i. To provide copies of completed observation and evaluation forms to the evaluatee.

2. Responsibilities of the Evaluatee

a. To help create a personalized evaluation program and procedure.

b. To recognize evaluation as an integral part of growth and development.

c. To develop instructional objectives relating to pupil progress.

d. To use the results of the evaluation in an effective and constructive manner.

e. To participate in the evaluation procedure.

f. To adhere to all calendar dates.

3. Evaluation Process

a. Frequency of evaluation. At a minimum, the employer shall evaluate probationary employees annually and permanent employees every two years on a cycle determined by the employer.

(1) Upon receipt of an unsatisfactory evaluation the evaluatee shall be evaluated annually in accordance with provisions of the California Education Code.

b. Planning Phase.

(1) Within the first two weeks of the commencement of the assignment the

1 evaluatee will have access to a site copy of any such developed District, school, grade level, departmental or
 2 program goals and/or objectives. In addition, the evaluatee will have access to the job description relating to
 3 his/her assignment, the California Standards of the Teaching Profession, the Continuum of Teaching Practice,
 4 established District curriculum standards and any other District requirements.

5 (2) Within the first two (2) weeks of the commencement of the assignment,
 6 the evaluatee shall be informed of his/her assigned management evaluator and provided with the evaluation
 7 section and attachments of the Master Contract.

8 (3) By September 15, temporary and probationary evaluatees and by October
 9 15 all permanent_evaluatees will have met in an evaluation plan conference with their evaluators and will have
 10 mutually agreed upon the instructional objectives, standards of performance, and assessment techniques
 11 (Exhibit 11). They will consider such elements as class size, intellectual ability of learners, past records of pupil's
 12 performance, availability of support personnel, job descriptions, and other pertinent factors in the establishment of
 13 the evaluation plan.

14 (4) By October 23, if there is no agreement by both parties, the
 15 Superintendent and an Association representative shall help resolve the disagreement. By October 30, if there is
 16 no agreement at this level, the Superintendent shall make the final decision in writing, citing his/her reasons.

17 (5) During the course of the evaluation plan period, if mitigating
 18 circumstances arise which make review of the evaluation plan and schedule necessary, the plan and schedule may
 19 be modified by mutual agreement of both parties.

20 c. Evaluation phase.

21 (1) A minimum of one formal classroom observation(s) of the permanent
 22 employee and three formal classroom observations of the temporary/probationary employee by the employer shall
 23 be held. These observations shall be held prior to the writing of the final evaluation summary but not before the
 24 evaluation plan conference, except for those individuals under an assistance plan.

25 (2) The observations shall occur during instructional periods. At least one of
 26 the observations shall be mutually scheduled in advance and shall be preceded by a pre-observation conference.

27 (3) Each formal observation shall be a minimum of thirty (30) minutes in
 28 length.

29 (4) The employee shall have the right to an additional formal observation
 30 and subsequent conference if he/she requests it by the deadline of February 20.

31 (5) Classroom observation forms shall be used to record the observations
 32 (Exhibit 11g).

33 (6) Classroom observations forms shall be signed by the evaluator and the
 34 evaluatee. In cases where the evaluatee takes issue with his/her classroom observation, the employee may file a
 35 written response. The employee's statement shall be attached to his/her observation form and made part of the
 36 official record.

SUBJECT: Future Agenda Items

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

BACKGROUND:

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be submitted to the Superintendent or designee with supporting documents and information ...”

INFORMATION:

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the April 26, 2018 Regular Board Meeting:

Board Self Evaluation Review (June 7)
Affordable Housing Project Impacts to District
Long Term Counseling Study (Fall 2018/Winter 2019)