

NOTICE
REGULAR MEETING OF THE GOVERNING BOARD
TRACY UNIFIED SCHOOL DISTRICT
MARCH 9, 2021

PLACE: DISTRICT EDUCATION CENTER
SUPERINTENDENT’S CONFERENCE ROOM
1875 WEST LOWELL AVENUE
TRACY, CALIFORNIA

To View this meeting, please follow this link: [Board Meeting Live](#)

TIME: 6:15 PM Closed Session
7:00 PM Open Session

MODIFIED MEETING PROCEDURES DURING COVID-19 PANDEMIC:

To view this meeting, please follow this link: [Board Meeting Live](#)
Select “Watch on Web Instead”
Once the event opens click “Join Anonymously”

As per Executive Order N-29-20 from Governor Newsom, the Tracy Unified School District Board of Education meetings will move to a virtual/teleconferencing environment using Microsoft Teams. The Governor’s executive order on March 12, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location.

To make a public comment, please follow this Public Comment Link available only on the date of the meeting, between 5:00 and 6:00 p.m. to place your comment.

A G E N D A

- | | Pg. No. |
|---|---------|
| 1. Call to Order | |
| 2. Roll Call – Establish Quorum
Board: S. Abercrombie, A. Alexander, A. Blanco, N. Erskine, Z. Hoffert, S. Kaur, L. Souza
Staff: B. Stephens, R. Pecot, T. Jalique, J. Stocking, B. Etcheverry | |
| 3. Closed Session: Opportunity to Address the Board Regarding Closed Session Items which follow. Closed session is limited to consideration of items specifically authorized under the Government Code and/or the Education Codes. | |
| 3.1 Administrative & Business Services: None. | |
| 3.2 Educational Services: None. | |
| 3.3 Human Resources: | |
| 3.3.1 Consider Non-Paid Leave of Absence for Certificated Employee #UC-1241, Pursuant to Article XX
Action: Motion __; Second __. Vote: Yes __; No __; Absent __; Abstain __ | |
| 3.3.2 Approve the Non-Reelection of Probationary Certificated Employees UC#-1243 Pursuant to Education Code Section 44929.21(b)
Action: Motion __; Second __. Vote: Yes __; No __; Absent __; Abstain __ | |
| 3.3.3 Consider Paid Leave of Absence for Classified Employee #UCL-397. | |

Pursuant to Article XXIII

Action: Motion__ ; Second__ . **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

3.3.4 Approve Resolution 20-15, Authorizing the Release of Temporary Certificated Employees for the 2021-2022 School Year pursuant to the terms of the individual Temporary contracts as supported by Education Code Sections 44920 and 44954

Action: Motion__ ; Second__ . **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

3.3.5 Consider Non-Paid Leave of Absence for Classified Employee #UCL-398, Pursuant to Article XXIII

Action: Motion__ ; Second__ . **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

3.3.6 Consider Public Employee/Employment/Discipline/Dismissal/Release

Action: Motion__ ; Second__ . **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

3.3.7 Conference with Labor Negotiator

Agency Negotiator: Tammy Jalique

Associate Superintendent of Human Resources

Employee Organization: CSEA, TEA

4. Adjourn to Open Session

5. Call to Order and Pledge of Allegiance

6. Closed Session Issues:

6a Report Out of Action Taken on Consider Non-Paid Leave of Absence for

3.3.1 Certificated Employee #UC-1241, Pursuant to Article XX

Action: **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

6b Report Out of Action Taken on Approve the Non-Reelection of Probationary

3.3.2 Certificated Employees UC#-1243 Pursuant to Education Code Section 44929.21(b)

Action: **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

6c Report Out of Action Taken on Consider Paid Leave of Absence for Classified

3.3.3 Employee #UCL-397, Pursuant to Article XXIII

Action: **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

6d Report Out of Action Taken on Approve Resolution 20-15, Authorizing the

3.3.4 Release of Temporary Certificated Employees for the 2021-2022 School Year pursuant to the terms of the individual Temporary contracts as supported by Education Code Sections 44920 and 44954C

Action: **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

6e Report Out of Action Taken on Consider Non-Paid Leave of Absence for

3.3.5 Classified Employee #UCL-398, Pursuant to Article XXIII

Action: **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

7. Approve Regular Minutes of February 23, 2021

1-10

Action: Motion__ ; Second__ . **Vote:** Yes__ ; No__ ; Absent__ ; Abstain__

8. Student Representative Reports: None.

9. **Recognition & Presentations:** An opportunity to honor students, employees and community members for outstanding achievement:
- 9.1 Recognize the Outstanding Employees of the Winter Term for the 2020-2021 School Year 11
 - 9.2 Williams Middle School Presentation
 - 9.3 Alternative Ed Campus Presentation
10. **Information & Discussion Items:** An opportunity to present information or reports concerning items that maybe considered by Trustees at a future meeting.
- 10.1 **Administrative & Business Services:** None.
 - 10.2 **Educational Services:**
 - 10.2.1 Receive Report on San Joaquin County COVID19
 - 10.2.2 Receive Information on High School Diploma Credits Requirement in San Joaquin County for 2021 12
11. **Hearing of Delegations:** Anyone wishing to address the Governing Board on a non-agenda item may be heard at this time. Oral presentations shall be held to a reasonable length, normally not to exceed five (5) minutes. If formal action is required, the board may request that the item be placed on a future agenda and action will be taken at a future date. If information or a report is requested, the request for it must also be submitted in writing to the superintendent.
12. **PUBLIC HEARING:** None.
13. **Consent Items:** Actions proposed for consent are consistent with the approved practices of the district and are deemed routine in nature. Trustees receive board agenda background information in advance of scheduled meetings and are prepared to vote with knowledge on the consent items.
- Action:** Motion___; Second___. **Vote:** Yes___; No___; Absent___; Abstain___.
- Board approval of any agenda item requiring insurance is conditioned upon acceptance of appropriate insurance accepted by Tracy Unified.**
- 13.1 **Administrative & Business Services:** None.
 - 13.2 **Educational Services:** None.
 - 13.3 **Human Resources:**
 - 13.3.1 Accept Resignations/Retirements/Leave of Absence for Classified, Certificated, and/or Management Employment 13-14
 - 13.3.2 Approve Classified, Certificated, and/or Management Employment 15-17
 - 13.3.3 Receive the District’s Initial Bargaining Proposal for the Tracy Educators Association (TEA) for the 2021-2022 School Year and Submit it for Negotiations, Pending Public Input 18
14. **Action Items:** Action items are considered and voted on individually. Trustees receive background information and staff recommendations for each item recommended for action in advance of scheduled meetings and are prepared to vote with knowledge on the action items.
- 14.1 **Administrative & Business Services:**
 - 14.1.1 Certify 2020-2021 Fiscal Year Second Interim Report (Separate Cover Item) 19-20

Action: Motion ___; Second ___. **Vote:** Yes ___; No ___; Absent ___; Abstain ___.
14.1.2 Approve School Site Safety Plans for the 2021-22 School Year **21**
(Separate Cover Item)

Action: Motion ___; Second ___. **Vote:** Yes ___; No ___; Absent ___; Abstain ___.

14.2 Educational Services:

14.2.1 Adopt Revised Board Policy and Acknowledge Administrative **22-28**
Regulation 5142.52 Suicide Prevention for the 2020-2021 School Year
(First Reading)

Action: Motion ___; Second ___. **Vote:** Yes ___; No ___; Absent ___; Abstain ___.

14.3 Human Resources

14.3.1 Approve Job Description and Salary for Director of PreK-12 STEM **29-34**
Curriculum and Local Assessment

Action: Motion ___; Second ___. **Vote:** Yes ___; No ___; Absent ___; Abstain ___.

14.3.2 Approve Resolution 20-16, Authorizing Reduction and Elimination of **35-37**
Particular Kinds of Service for the 2021-2022 School Year

Action: Motion ___; Second ___. **Vote:** Yes ___; No ___; Absent ___; Abstain ___.

15. Board Reports: An opportunity for board members to discuss items of particular importance or interest in the district.

16. Superintendent's Report: An opportunity for the superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities.

17. Board Meeting Calendar:

17.1 March 23, 2021

17.2 April 27, 2021

17.3 May 11, 2021

17.4 May 25, 2021

18. Upcoming Events:

18.1 April 2-9, 2021

No School, Spring Break

18.2 May 28, 2021

Last Day of School

If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability. To make this request, please telephone the Superintendent's Office at 209.830.3201. If any person with a disability needs a disability-related modification or accommodation, including auxiliary aids or services, he/she should also contact the Superintendent's Office at least 24 hours prior to the meeting.

**Minutes of
Regular Meeting of the Governing Board
For Tracy Unified School District
Held on Tuesday, February 23, 2021**

As per Executive Order N-29-20 from Governor Newsom, the Tracy Unified School District Board of Education meetings moved to a virtual/teleconferencing environment using Microsoft Teams. The Governor's executive order on March 12, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor's Stay at Home executive order. (Public Comments were available by online submission).

5:30 PM: 1-3. President Kaur called the meeting to order and adjourned to closed session.

Roll Call: 4. Board: S. Abercrombie, A. Alexander, A. Blanco, N. Erskine, Z. Hoffert, S. Kaur, L. Souza
Staff: B. Stephens, R. Pecot, T. Jaliq, J. Stocking, B. Etcheverry

7:00 PM 5. President Kaur called the Tracy Unified School District Board of Education to order and led those present in the Pledge of Allegiance.

Closed Session: 6a Report Out of Action Taken on Reinstatements: AR#20-21/#10,
3.2.1 AR#20-21/#11
Action: **Vote:** Yes-7; No-0. ____
6b Report Out of Action Taken on PE Exemptions: WHS#10345138
3.2.2
Action: **Vote:** Yes-7; No-0.
6c Report Out of Action Taken on Consider Unpaid Leave of Absence
3.3.1 for Classified Employee #UCL-396, Pursuant to Article XXIII
Action: **Vote:** Yes-7; No-0.
6d Report Out of Action Taken on Approve the Non-Reelection of
3.3.2 Probationary Certificated Employees: #UC-1228, #UC-1229, #UC-1230, #UC-1231, #UC-1232, #UC-1233, #UC-1234, #UC-1235, #UC-1236, #UC-1237, #UC-1239, and #UC-1240. Pursuant to Education Code Section 44929.21(b)
Action: As amended. **Vote:** Yes-6; No-1(Hoffert)
6e Report Out of Action Taken on Approve Resolution 20-14,
3.3.3 Authorizing the Release of Temporary Certificated Employees for the 2021-2022 School Year Pursuant to the Terms of the Individual Temporary Contracts as Supported by Education Code Sections 44920 and 44954
Action: Erskine, Souza. **Vote:** Yes-6; No-1(Hoffert)

Minutes: 7. **Approve Regular Minutes of February 9, 2021.**
Action: Abercrombie, Erskine. **Vote:** Yes-7; No-0.

Visitors: None. Meeting was live streamed via Microsoft Teams.

**Student Rep
Reports:**

8. None.

**Recognition &
Presentations:**

9.1 Hirsch Elementary School Presentation

A video was submitted by principal of Hirsch, Catey Nasello. Reviewed accomplishments this past year. This year focus was on attendance and participating to engage all students in Distance Learning. They continued with rigorous instruction and STEM implementation. Materials distribution has been essential. Professional development has been different this year as they have been adapting to this new form of learning. STEM implementation is going well, and she showed their notebooks and pictures of projects they are working on in various grad levels. She showed videos of students explaining their STEM projects.

9.2 Tracy High School Presentation

A video was submitted by principal of Tracy High School, Jason Noll. This Bulldog TV video included Mr. Noll commenting that even though they have been on Distance Learning, students have done some amazing things. Various pictures of students and staffs were shown including distance learning classes and videos of Ms. Crowley and Ms. Corona talking about what subjects they are teaching and how they are using Microsoft Teams. They are looking forward to having students back in the classroom. They also showed a student panel on Team discussing various issues that students are faced with. There are a variety of mental and emotional support available. Clips of fun student activities were shown including extracurricular activities, counselor’s virtual wellness check-in, virtual spirit days, scavenger hunt and a virtual rally with The Incredibles! A video of a baton twirler and a message to wear a mask and use hand sanitizer. It also showed clips of past activities before COVID. Cheer practice Sports are opening 5 start class competition to vote for senior... club rush... feast.... Drama club virtual performance....

**Information &
Discussion Items:**

10.1 Administrative & Business Services: None.

10.2 Educational Services:

10.2.1 Receive Report on San Joaquin County COVID19

Associate Superintendent of Educational Services, Julianna Stocking, presented a report on the current COVID update. We have been making substantial progress as a state. Our county is still in the purple tier but we are at 15.2 cases per 100,000 with a 4.2 positivity rate, which shows a significant decline in cases.

**Hearing of
Delegations**

11. The following comments were submitted online and read:

Jennifer Hernandez: School is the most essential business and as a whole, our country has dropped the ball on the education of our future. It is time to reopen all TUSD schools. Younger students are missing out on important social skills. Upper graders are missing out on a proper education and many if not most have

developed some form of depression, anxiety, low self-esteem over the last year. Our kids have missed out on a full year of in person learning. They have not seen their peers, teachers, or counselors in person. My high school students sit in front of their computers from 7:50am until almost 1am each day. They barely have time to enjoy a snack or meal. Much less time to relax. I understand they carry heavy academic work loads but I'm afraid virtual learning has facilitated a disconnect from teacher to students. Teachers can not see how stressed or hard students are working. Students do not feel they can go to the teachers for help. Teachers are missing recognizing warning signs that a child may be having a rough time because they do not actually "see" them. Schools need to open. I'm angered that there is a tier system that won't allow an immediate opening of schools; even though several schools within our city and county are currently open. Parents who choose not to send their students in person will still have the virtual learning and will not be impacted by this reopening. I am asking the board to open schools as soon as possible, allowing those students who need to be in school in person to attend.

Danielle Grover: Good evening school board members,

My name is Daniel Grover. I am a junior at West High School, and I am writing this email to address the current situation from a student's perspective. A couple weeks from now will mark a year since TUSD closed its schools due to the COVID-19 pandemic. Since then, we as a student body have had to deal with navigating an entirely new learning environment, new technology, and a whole host of other issues, challenges, and obstacles that come with distance learning. Nearly four school quarters later, we're still logging onto video calls every day in order to continue to try to receive an education. This long period of uninterrupted online learning has had serious negative side effects for both teachers and students alike.

We need to go back to some semblance of in-person learning as soon as possible. I urge you as a board to take the steps necessary to get us back in school as soon as possible. I understand that many of the requirements and rules that need to be met and followed are out of your hands, as they are set by the county and the state, but I implore you to do what you can. For the sake of students across the district, we need to get back to in-person learning. It's hard to communicate the feelings that many students are feeling right now about distance learning. Deprived of the social interaction, extracurricular activities, and other elements of the traditional high school experience, students are left with what many see as the least enjoyable part of going to school - the work. Our days are largely consumed by classes, homework, tests, studying, and other tasks relating solely to the educational parts of school. School days are becoming very rote very quickly - they became rote for many only a few weeks in. Without seeing friends, really interacting with teachers, getting better breaks, and being able to look forward to sports practices, club meetings, school events, and just the potential every day has to be unique, all of the appeal has been sucked out of school. Getting up just to sit at a desk every day without being able to see or talk to my friends has become very difficult. I'm not alone, either - many of my friends feel the same way. Many students are not understanding class content, drowning in assignments that they cannot keep up with, and dealing with the constant feeling that they're missing out on some of the most important and fun years of their lives. The reasons that many of us get up in

the morning have been taken from us.

I understand that we cannot just ignore the pandemic when considering a return to school. Proper precautions will need to be taken in order for us to return to and remain in at-school learning. Our county's COVID cases are decreasing, but they can easily go up again if we're not careful. We would need to start with a hybrid schedule, require students to wear masks, enforce social distancing, and reduce the number of students on campus at a time. A hybrid schedule would also require infrastructure for teachers to teach both in-class and at home, so the technology they've used for distance learning would need to be used still. Making a solid and safe plan for a return to in-person school is daunting, but it is critical to the mental health of thousands of students in Tracy.

Distance learning is also widening the gap between the higher and lower socio-economic classes in Tracy. Families like my own that have reliable WiFi, devices for every student, and dedicated space for every student to work have managed distance learning rather well, from a technical standpoint at least. Rarely have we needed to share devices, deal with faulty Internet connections, or be failed by our technology. However, this is not the case for many families in Tracy. Many students have WiFi unable to adequately connect to a video call, if they have it at all, and many families do not have a parent at home to help oversee distance learning or enforce attendance. These students have no other choice than to essentially just check out of education. This would not have been a huge deal had the pandemic only lasted for a few months, but we're at nearly a year now - a year of missed education only serves to widen the education gap between these families.

I hope you take this into consideration when making your vote to return to school. For the sake of the entire district, I hope you do everything you can as a board to get us back on campus as soon as possible. Thank you for your time,

Carrie Grover: Dear School Board Members:

If you vote for option 3 you are essentially declaring that you know better than the CDC, the county, and the state. If you vote to keep us in distance learning, you are opting to keep low-achieving students from having an opportunity to succeed. You are jeopardizing children's mental health and potentially increasing unreported cases of child abuse. You are siding with a political group over the needs of children. If you are okay with that then you do not belong on a school board. If you care about students and their well-being, you will vote to get them back in school. It is totally reasonable to follow the state and county guidelines. You do not know better than them and should not place further roadblocks to opening schools than have already been put up by the state. Please vote to reopen as soon as legally allowed and no later.

Last November we missed the opportunity to open because of one person's changed vote. Now we are suffering the consequences and we are limited in our ability to open.

Any parent who does not want to send their child has that choice. Let the parents who do want to send their child have a choice too.

As a school board, you should represent the children and the parents - not the teachers and the union. The teachers have the union to advocate for them; the parents and students need you to advocate for us! Otherwise we have no voice and no advocate. Please do not let us down! Open our schools!

Rosalie Enget: Children are missing out on critical emotional and social experiences. There is more to school than academics. They are not meant to be in front of a screen 10 hours a day. This method of learning is not conducive for most children. We are witnessing our children shut down and become disengaged. Distance learning was not meant to be a long term solution.

We need to get back to in person learning asap. It is essential for them to be around their teachers and peers. We cannot continue to deprive them of this much needed human interaction and contact. School needs to be fun and creative, and IN PERSON. Please open our schools.

Tarly Coffee: Please open schools. We should be following what can be scientifically supported. The CDC say kids can be safely back to school with all the precautions schools have already taken and that schools aren't significant sources of community spread- so, we should be open. Even our governor and president support opening. Surrounding districts have not had significant troubles with Covid cases. We deserve to give our kids a chance too! We can open now with less than 7.1 cases per 1k! This is as of a text I got at 5:09 from San Joaquin Ready. Please vote to open and let our kids have a chance to learn in a more traditional and enriching environment.

Kids whose families still aren't comfortable should be able to stay on distance for the remainder of the year and those who want to return should be able to return. Please do not suggest, as the board did last time that kids who need or want to stay home should have to disenroll from their schools and lose their clubs, programs and extracurriculars. This is why I opposed to opening under those conditions last year.. We can have them stay at home and that will help keep our numbers low inside the classroom which is great.

Teachers and the general public are also getting vaccinated which is just another indicator that we are ready to return although according to CDC isn't a requirement.

Please do not delay a return to school because of it being in the middle of a term. Kids want to return as soon as possible, being in the middle of a term would not change their mind about wanting to return. Even just a week or two would be valuable for my daughter in high school. Please do what is legally allowed and suggested by the CDC now- OPEN SCHOOLS.

Jane Martinez: As a parent and teacher of TUSD, I would like to address the Board Members on the reopening of school. I strongly urge the Board to reopen the school on 4/12/2021, the week following Spring Break. The reason for this recommendation is for TUSD teachers to complete their 2nd vaccination given by SJCOE. If we return on 3/15, that is the week where most teachers are scheduled to receive their 2nd Pfizer Vaccination which would mean the teacher would need to obtain a substitute for their students attending in person learning. I'm unsure that the district has enough trained substitutes to handle in person Hybrid Concurrent

Teaching. This later date would also allow families to have more time to plan for their child's return 2 days a week. I definitely want the students back in the classroom, they need to return and I want them to return. Let's have them return in the most sensible way, with most teachers completely vaccinated and plenty of time for families to plan. Thank you.

Tammy Coombs: By law, Tracy school should open when it hits the red tier no matter what.

Lorena Sanchez: I have a student who is in eighth grade, and she like many other kids wants to go back to school and be with her friends. However even at 13 she understands that the risk of getting COVID-19 is not worth returning to an environment which may not be safe. As a parent I would prefer that we stay a distance learning for the rest of the year and return next year when it is safe and when our children have had a chance to be vaccinated. Teachers and students' safety should be the top priority.

Amber Garcia: Have you considered the impact it is taking on the kids by not being in school. Several news articles have stated that the virus is not being spread in a classroom environment. If all the other states are being successful in their back to school efforts why will our district not attempt to try. Have you considered letting just the Seniors attend high school if we are not able to have all high school grades attend? Or possibly having only a few grades attend that are being the most impacted like Kindergarten, these kids have no idea what being in school is like and next year will have hard time adjusting. 5th grade as these kids move onto Jr high next year are should be preparing the changes that will occur in Jr High next year. 8th grade, these kids should be preparing to move on to high school and should be thinking about what they want to do and any programs or academies they would like to explore. and last the Senior kids, these kids have missed out on almost half of their high school experience and are not learning what they need to learn in order to be prepared for College next year. Most have learned nothing in the last 11 months. If all grades can not go back to school a plan should be made to give the option to these grades so they are prepared for what is to come next year for them.

Shannon Sauers: Why are we not following the science to make the decision to open the schools? We are one of the few remaining states that are staying locked down. Plenty of data available (even in Ca) that kids are not major spreaders of the virus (a virus with near 99% survival rate) and that schools can safely be opened. Our kids mental and physical health is being sacrificed for politics and unions. Well past time for the districts, unions and the state to put the students at the forefront of concern.

Lizbeth Orihuela: Please, it is time to open the school.

Linda McWilliams: Why is the voice of the parents who want to have their students return not being heard? The amount of parents exceeds the amount who do not want to return and their voice should be heard. Deciding not to return at all should not be an option. What is the board doing to make a plan to return to school beyond the April 1 date that was talked about in the last meeting? As of April there

is still 8 weeks left of school and I am sure most kids who want to return will be happy with even 4 weeks.

Terri Goularte: Ana Blanco, Nathalie Hughes and Zachary Hoffert, I would like to know what your plan is to get our kids back in school? Why is TUSD one of only districts in Tracy not back to in person learning? We, the people of Tracy are the ones that voted for you.... so we expect that you have our children's mental health and well being on the top of your priorities list. I'm assuming that you are getting all of the same messages I am from friends and family regarding the failure rates and depression of our kids? It is extremely sad to see how these kids have fallen behind and are losing social skills. I hope when you vote, you consider two things: 1. Our kids 2. The community that voted you
We voted because we knew you were going to be there to support and fight for our kids and what is right.

Sophia Negron: Hello, my name is Sophia Negron. I am a 5th grader that attends Jacobson Elementary. I am doing well academically on distanced learning, but am struggling emotionally without socializing with my friends and teachers. My cousin attends Manteca Unified and they have been on a Hybrid schedule since the beginning of the year. It's hard for people who have siblings or in my case a daycare, running around all day. Sometimes kids are singing and dancing while others are testing. It's a struggle to try to learn when we are not face to face. It would also be nice to get to be around some peers again. Our curriculum is being shortened. I don't feel like I have learned all I need to learn to get ready for 6th grade. Our teachers are doing their best with what they are given, but let's face it: there is an increase in depression, anxiety, and suicide rates. We are losing money due to families leaving the school district to go to enroll in an already opened district. I personally know of 4 families who have left the district to start hybrid in surrounding cities or Delta Charter. Obviously we would need to wear masks and take extra precaution. It's important we go back to school as soon as possible so we can all get the education we deserve. I hope you consider bringing us back this school year.

Vicki Headley: Dear TUSD Board Members, Hello, my name is Vicki Headley and I am a TUSD third grade teacher. I have been teaching in the district for 22 years, 17 of which have been at Art Freiler School. I wanted to take this opportunity to thank you for Approving Agenda Item 13.2.1 on February 9, 2021. As Chairperson of the Art Freiler School Site Council, I'd like to thank you for voting to approve the Agreement for Special Contract Services with Sow a Seed Community Foundation to provide Group Counseling for our students at Art Freiler School. Based on results from MY SAEBRS, Fastbridge Testing, we found that our students were in need of counseling. Our School Site Council members comprised of Staff, Parents and Community Members understood this need and appropriated funding at our January meeting. Your approval of the Agenda Item has already allowed 46 students to start counseling this week. Thank you for making our students mental health a priority during this unprecedented, unforeseeable pandemic. Thank you for helping to meet the individual needs of our Freiler Stars.

Public Hearing: 12.1 Administrative & Business Services: None.

- Consent Items:**
- 13. **Board approval of any agenda item requiring insurance is conditioned upon acceptance of appropriate insurance accepted by Tracy Unified.**
Action: On all except amended 13.3.1 and pulled 13.3.3. Abercrombie, Erskine. **Vote:** Yes-7; No-0.
Action: On Item 13.3.3. Abercrombie, Erskine. **Vote:** Yes-7; No-0.
 - 13.1 **Administrative & Business Services:**
 - 13.1.1 Approve Accounts Payable Warrants (January, 2021) (Separate Cover Item)
 - 13.1.2 Accept and Review the Status of School Connected Organization/Booster Club Applications Submitted for the 2020/21 School Year
 - 13.1.3 Approve Payroll Reports (January, 2021)
 - 13.1.4 Approve Revolving Cash Fund Reports (January, 2021)
 - 13.2 **Educational Services:** None.
 - 13.3 **Human Resources:**
 - 13.3.1 Accept the Resignations/Retirements/Leaves of Absence for Certificated, Classified and/or Management Employees
 - 13.3.2 Approve Classified, Certificated and/or Management Employment
 - 13.3.3 Approve Declaration for a Provisional Internship Permit

- Action Items:**
- 14.1 **Administrative & Business Services:**
 - 14.1.1 Approve AB 1200: Public Disclosure of Collective Bargaining Agreement
Action: Abercrombie, Erskine. **Vote:** Yes-7; No-0.
 - 14.2 **Educational Services:** None.
 - 14.2.1 Adopt Updated Board Policy 5111.13 Education for Homeless Children and Youth for the 2020-2021 School Year
Action: Erskine, Blanco. **Vote:** Yes-7; No-0.
 - 14.2.2 Consider and Approve Options to Reopen Schools
Action: Approve Option #1, return grades K-6 on March 22nd with Hybrid Model. Abercrombie, Erskine. **Vote:** Yes-5; No-2(Alexander, Blanco)
Action: Approve the return of grades 7-12 when we move to red tier if prior to end of March. Abercrombie, Souza. **Vote:** Yes-6; No-1(Blanco)

Superintendent, Dr. Brian Stephens, thanked those for their comments. He recognizes the difficulty it has been for students to stay home and the desire for parents to have their students return to school. We have approached this very conservatively. We have put the needs and safety of our students and staff first. We lost one of our teachers to COVID this year. Tried to take a measured approach. These options are slightly different that what we had 2 weeks ago. Things change often. Since then, the CDC has come out hard saying that schools can open safely without a vaccine. Also, 2 weeks ago, we believed that our staff were 8-10 weeks away from getting a vaccine. That has changed 180 degrees. Last week we started getting vaccines through the county office of

education. Last Friday they did the first 900 and were scheduling additional days the following week. Most will have them by this week which is certainly better than anticipated. The second round will start on March 12th and by March 19th the vast majority will have their 2nd round done. He then reviewed each of the 3 options:

Option 1: Assuming our county meets the <25 per 100,000 requirement this week, reopen schools March 22nd for PreK-6 grades with a Hybrid/ Distance Learning Concurrent Model and provide the option of TUSD Independent Study Charter School K-12, or Distance Learning for grades Pre K-6 to families that prefer at home learning. We would follow an A/B schedule to meet social distancing requirements with each student on campus two days a week.

Option 2: Reopen all schools Pre K-12 and TYAP when the county is in the red tier. We would follow an A/B schedule to meet social distancing requirements with each student on campus two days a week.

Option 3: Continue Distance Learning through May 28, 2021.

Associate Superintendent of Educational Services, Julianna Stocking, commented that we will not be administering another survey, however, school sites will be confirming with families their preferred option and see if any want to change their mind. Principals will then balance their classes so that we can ensure the 4 feet between student chairs, keeping families on same schedule. Class sizes will vary. An average class could accommodate 23-24 students. With the A/B schedule that amount would be half on each day. Our safety plans are posted on our COVID webpage. Dr. Pecot commented that we have provided each site with masks, gloves and hand sanitizing stations. We have desk shields for students K-6, as well as teachers. We have also ordered charging stations for student computers.

14.3 Human Resources:

14.3.1 Acknowledge Receipt of Tracy Educators Association's (TEA) Sunshine Proposal for the 2021-2022 School Year

Action: Abercrombie, Erskine. **Vote:** Yes-7; No-0.

14.3.2 Approve Resolution 20-11, Authorizing Reduction and Elimination of Particular Kinds of Service for the 2021-2022 School Year

Action Abercrombie, Erskine. **Vote:** Yes-6; No-1(Hoffert)

14.3.3 Approve Resolution 20-12, Adopting the Competency Criteria in the Case of Certificated Reduction in Force for the 2021-2022 School Year

Action Erskine, Abercrombie. **Vote:** Yes-7; No-0.

14.3.4 Approve Resolution 20-13, Adopting the Tie-Breaking Criteria in the Case of Certificated Reduction in Force for the 2021-2022 School Year

Action: Alexander, Abercrombie. **Vote:** Yes-7; No-0.

Board Reports:

Trustee Alexander passed. Trustee Blanco thanked all teachers and classified for doing exceptional work. She thanked the students for doing a great job and that they are learning video conferencing. Trustee Erskine thanked management, teachers, support staff and the students and families for being very flexible in dealing with the pandemic. She highly supports reopening for the sake of academic, social, emotional and physical health and well-being. She thanked parents for participating in survey last November. She thanked everyone for their comments and input and thanked SJCOE for supporting the vaccine project. That put a lot of weight in supporting the reopening process. Trustee Hoffert thanked all parents, students, teachers and staff for their emails and expressing their concerns and situations. It was very important to consider recommendation of CDC, the lower cases, and the ability for people to get the vaccine. Trustee Souza thanked parents, students, administration, teachers and support staff. It has been a long year. It has been her position all year to return to school. CPS calls have declined by 50 %. Mandated reporters within our school system are important to help our kids, not just academically. Over past few weeks there have been attacks on board members and teachers who want to go back and some who do not want to go back. Whether or not we all agree, most have tried to be respectful of each other. Teachers are struggling too. Jacqui Nott has fought hard and has been instrumental in moving forward. Thank you to TEA. Classified staff have been imperative in all of this as well. She would like to keep moving forward. Trustee Abercrombie thanked the Tracy community for their input. Some DARE students are organizing a clean up day to beautify the City of Tracy. It will be held on Saturday, March 6th. If you want to help or need more information, please contact him at officerabs@yahoo.com. Trustee Kaur would like to announce that beginning with the March 9th board meeting, trustees will be meeting in person in board room with COVID restrictions. They will still be closed to the public. They have received countless emails from parents and teachers on the reopening of schools. They appreciate all messages received and considered them in making this decision. She previously voted to not open in November, because she didn't feel it was safe at that time. She took into consideration everything that was presented, the CDC and administration came out strong to open schools. The research done has shown that students 12 and under are not able to transmit COVID with the same efficiency as an adult. At the same time, we have opened to small cohorts and there have been no large outbreaks. Being able to provide vaccines is a big factor. She appreciates all involved. It is important to balance the risk with mental health. We have had Distance Learning for a full year and it's time to move forward. She thanked everyone for their presentations.

Superintendent Report:

Dr. Stephens agrees that all students, parents, and staff have done a good job. He recognized the efforts of the San Joaquin County Office of Education for their efficiency in organizing the vaccines for staff. They did a great job. He is excited to get students back in school.

Adjourn: 9:02 p.m.

Clerk

Date



HUMAN RESOURCES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: February 24, 2021
SUBJECT: **Recognize the Outstanding Employees of the Winter Term for the 2020-2021 School Year**

BACKGROUND: Three times each school year, nominations for outstanding employees are solicited from staff. A selection committee composed of two administrators; one classified/confidential representative, two certificated representatives and one classified representative review the nominations and make the selections.

RATIONALE: The employees who are selected are recognized by the School Board and are recognized at their school sites in various ways. At the end of the year, the nominations of the three employees who have received recognition as Outstanding Employees of the Term in each category are reviewed, and one employee in each category is selected as Outstanding Employee of the Year.

This agenda item meets District Strategic Goal #2: Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.

FUNDING: N/A

RECOMMENDATION: Recognize Dean Medek (9-12), Michelle Baptista (6-8) and Diane Kikes (K-5) as Outstanding Certificated Employees; Maria Galvan Piceno (9-12) and Joseph Martocchio (6-8) and Serenna Williams (K-5) as Outstanding Classified Employees and Marsha McCormick as the Outstanding Management Employee for the Winter Term of the 2020-2021 school year.

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Julianna Stocking, Associate Superintendent of Educational Services
DATE: March 1, 2021
SUBJECT: **Receive Information on High School Diploma Credits Requirement in San Joaquin County for 2021**

BACKGROUND: Due to COVID-19, Tracy Unified School District, like many districts across the nation and the globe, began the 2020-2021 school year in a distance learning instructional model. The impact of school closures has demonstrated increased failure rates across the county prompting the discussion around the required number for credits for the graduation class of 2021 to earn a High School Diploma. Currently, TUSD Comprehensive High Schools require 220 credits and the Continuation High School requires 185 credits to earn a diploma. Stockton Unified, Manteca Unified, Modesto City Schools, Lodi Unified, and Escalon Unified were all contacted in collaboration regarding consideration for decreasing the number of required credits for 2020-21 seniors. All contacted Districts have continued with the current graduation credits requirement to earn a High School diploma for the 2020-21 school year.

RATIONALE: TUSD will continue with the current Comprehensive High School and Continuation High School Credits requirements to earn a Diploma for the 2020-2021 school year. TUSD will continue providing Credit Recovery options to include: Credit Recovery classes during the 2020-21 school year, Adult School, and Summer School Credit Recovery.

This agenda item meets District Strategic Goal #1: Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals; and District Strategic Goal #2: Hire, support, develop, train, and sustain District employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential.

FUNDING: The Local Control Funding Formula and available COVID-19 mitigation funds.

RECOMMENDATION: Receive Information on High School Diploma Credits Requirement in San Joaquin County for 2021.

Prepared by: Julianna Stocking, Associate Superintendent of Educational Services.



HUMAN RESOURCES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: February 24, 2021
SUBJECT: Accept Resignations/Retirements/Leave of Absences for Classified, Certificated, and/or Management Employment

BACKGROUND:

CERTIFICATED RESIGNATION

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Frederick, Lyndsy 1 st grade (Job share)	Villalovoz	5/28/2021	Personal
Jarvis, Cheryl 6 th grade	WMS	5/31/2021	Personal

BACKGROUND:

CERTIFICATED RETIREMENTS

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Lewis, Michelle Kindergarten	Kelly	6/30/21	Retirement

BACKGROUND:

**MANAGEMENT/CLASSIFIED
CONFIDENTIAL RESIGNATION**

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Chandler, Kimberly Elementary School Secretary	Jacobson	6/30/2021	Personal

BACKGROUND:

CLASSIFIED RESIGNATION

<u>NAME/TITLE</u>	<u>SITE</u>	<u>EFFECTIVE DATE</u>	<u>REASON</u>
Nunez, Margarita Bilingual Para Educator I	Kelly	2/9/2021	Personal
St John, Shaun Special Ed Para Educator I	Williams	3/1/2021	Personal
Vargas, Ray Irrigation Specialist/Grounds Mechanic	MOT	2/15/2021	Accepted H.S. Custodial Supervisor Maintenance Mechanic

RECOMMENDATION: Accept Resignations/Retirements/Leave of Absence for Classified, Certificated, and/or Management Employment.

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources



HUMAN RESOURCES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: February 24, 2021
SUBJECT: Approve Classified, Certificated, and/or Management Employment

BACKGROUND:

**MANAGEMENT/CLASSIFIED
CONFIDENTIAL**

Lamas, Yesenia

Speech Language Pathologist
District Wide
LPM, Class 8, Step A, \$28,812.00
Fund: Special Education

Lupenui, Kapoanuenueahiahi

Speech Language Pathologist
District Wide
LPM, Class 8, Step F, \$33,624.00
Fund: Special Education

BACKGROUND:

CERTIFICATED

Alvarez, Moises

Mathematics
Kimball High School
"A" Step 1, Class I \$16,371.00
Fund: General Fund
(Temporary Contract)

BACKGROUND:

CLASSIFIED

Aldridge, Tiffany

School Supervision Assistant (Replacement)
Central
Range 21, Step B - \$15.22 per hour
.75 hours
Funding: General Fund

Arellano, Genaro	Utility Person III (Replacement) MOT/Stein Range 38, Step A - \$21.53 per hour 8 hours per day Funding: General Fund, Special Ed Transportation
Hawes, Loy	ISET Technician I (Replacement) ISET Range 53, Step C - \$33.65 per hour 8 hours per day Funding: General Fund
Mendonca, Stephanie	Para Educator I (New) Freiler Range 24, Step C - \$17.07 per hour Funding: IASA-TitleI Bas Grnts Low Inc.
Vargas, Ray	High School Custodial Supervisor/ Maintenance Mechanic (Replacement) MOT/Kimball Range 50, Step C - \$28.53 per hour Funding: General Fund

BACKGROUND:

COACHES

Behnam, Scott	Softball – Varsity West High Stipend: \$6,051.75
Burroughs, Rachel	Softball – Soph Coach Tracy High Stipend: \$4,085.58
Deharo, Adam	Baseball – Soph Coach Tracy High Stipend: \$4,085.58
Fielsch, Mischelle	Tennis – Varsity Boys' Tracy High Stipend: \$4,054.50
Lyndell, Megan	Dance West High Stipend: \$2,017.25

Marin, Shelby	Volleyball – Girls’ Frosh West High Stipend: \$4,236.77
Muhammad, Gary	Track – Assistant West High Stipend: \$4,085.58
Spikes, Charles	Football – Frosh Assist Tracy High Stipend: \$4,845.58
Trew, Tahnee	Water Polo – Varsity Boys’ Tracy High Stipend: \$6,051.75

RECOMMENDATION: Approve Classified, Certificated and/or Management Employment

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources



HUMAN RESOURCES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: February 24, 2021
SUBJECT: Receive the District's Initial Bargaining Proposal for the Tracy Educators Association (TEA) for the 2021-2022 School Year and Submit it for Negotiations, Pending Public Input

BACKGROUND: The current three-year Master Agreement between the Tracy Educators Association (TEA) and the Tracy Unified School District (TUSD) calls for reopener agreement contract negotiations for the 2021-2022 contract year. TEA is requesting to meet and negotiate with the District as shared in TEA's sunshine proposal.

RATIONALE: TEA's sunshine proposal was presented to the Board at the regularly scheduled board meeting on February 23, 2021 (see attached). The District is requesting to open Article VII, Duties; and Article XXXII, Job Sharing. Automatic reopeners are Article XIII, Salaries (Compensation); and Article XIV, Fringe Benefits.

The District is also willing to open other articles by mutual agreement if, in the course of negotiations for the 2021-2022 school year, changes in one of the currently open articles necessitates changes in other articles not currently open. Reopeners which have already been mutually agreed upon are Article I, Recognition; Article VI, Hours; Article X, Fair Share (Agency) Fee; and Article XX, Leave of Absence.

FUNDING: N/A

RECOMMENDATION: Receive the District's Initial Bargaining Proposal for the Tracy Educators Association (TEA) for the 2021-2022 School Year and submit it for Negotiations, Pending Public Input.

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources.



BUSINESS SERVICES MEMORANDUM

TO: Dr. Brian Stephens, Superintendent
FROM: Dr. Rob Pecot, Assoc Supt of Business Services
DATE: February 18, 2021
SUBJECT: Certify 2020-2021 Fiscal Year Second Interim Report

BACKGROUND: Education Code Section 42130 and 42131 require that the superintendent of each school district shall submit two reports to the governing board of the district during each fiscal year. The first report shall cover the financial and budgetary status of the district for the period ending October 31. The second report shall cover the period ending January 31. Both reports shall be approved by the district governing board no later than 45 days after the close of the period being reported. All reports required by this subdivision shall be in a format or on forms prescribed by the Superintendent of Public Instruction, and shall be based on standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127. The reports, and supporting data, shall be maintained and made available by the school district for public review.

The governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent fiscal year.

In addition to the AB1200 oversight responsibilities generated in 1992, additional oversight responsibilities were added in 2004 with AB2756 requiring the San Joaquin County Office of Education and the Tracy Unified School District board review the assumptions supporting the multiple year projections. These two levels of review are included with the Second Interim Report document.

Labor negotiations have been completed for all bargaining groups for the 2020-21 school year. In addition, it should be noted that the district has been experiencing declining enrollment of approximately 250 students per year.

Based on current assumptions, the Second Interim Report confirms a positive review in which the district will be able to meet current obligations for the current and two subsequent fiscal years.

FUNDING: The second interim report generates no cost. It is merely a reporting of all projected revenues and expenses in the current and next two fiscal years. This report and the actions required to implement the changes will ensure the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent three fiscal years.

RECOMMENDATION: Certify 2020-2021 Fiscal Year Second Interim Report.

Prepared by: Dr. Rob Pecot, Associate Superintendent for Business Services



BUSINESS SERVICES MEMORANDUM

TO: Dr. Brian Stephens, Superintendent
FROM: Dr. Rob Pecot, Associate Superintendent for Business Services
DATE: February 27, 2021
SUBJECT: Approve School Site Safety Plans for the 2021-22 School Year

BACKGROUND: Education Code 32280 through 32288 requires each school site, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, to develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. To comply with that requirement, but to also ensure consistency among the school safety plans throughout the district, district leaders have developed one single plan with minor modifications to match the needs of each school site. Education Code 32286 requires that “Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.”

To facilitate compliance with the Education Code, the School Site Council or a designated safety planning committee for each school site in Tracy Unified School District completed or reviewed a compliance checklist for their site’s Comprehensive Safety Plan, and obtained signatures as required by the common district plan. Those signature pages will be submitted to the Clerk of the School board for his or her signature, indicating that each school, after holding a public meeting at the school site, has forwarded its comprehensive school safety plan to the school board for approval.

Education Code 32288 (c) requires that TUSD shall annually notify the California Department of Education prior to October 15 of any schools that have not complied.

FUNDING: There is no funding obligation associated with this policy.

RECOMMENDATION: Approve School Site Safety Plans for the 2021-22 School Year.

Prepared by: Dr. Rob Pecot, Associate Superintendent for Business Services.



EDUCATIONAL SERVICES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Julianna Stocking, Associate Superintendent of Educational Services
DATE: February 16, 2021
SUBJECT: **Adopt Revised Board Policy and Acknowledge Administrative Regulation 5142.52 Suicide Prevention for the 2020-2021 School Year (First Reading)**

BACKGROUND: Effective for the 2020-2021 school year, AB 1767 (Chapter 694, Statutes of 2019) requires LEAs that serve pupils in grades kindergarten through sixth to adopt a policy on pupil suicide prevention in those grades. Previously, this requirement only applied to LEAs serving pupils in grades 7-12.

Under this new law, the policy must be age-appropriate and delivered and discussed in a manner that is sensitive to the needs of young pupils. It should be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts. At a minimum, the policy must address procedures relating to suicide prevention, intervention and postvention.

The policy must specifically address the needs of high-risk groups including youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

The policy must also address any training on suicide awareness and prevention to be provided to teachers of pupils in all of the grades served by the LEA.

RATIONALE: The Tracy Unified School District (TUSD) needs to review and revise current Board Policy and Administrative Regulation 5142.52 Suicide Prevention to reflect updated youth suicide prevention training laws in K-12 schools.

FUNDING: There is no cost.

RECOMMENDATION: Adopt Revised Board Policy and Acknowledge Administrative Regulation 5142.52 Suicide Prevention for the 2020-2021 School Year. (First Reading)

Prepared by: Dr. Deidre Hill-Valdivia, Coordinator of Prevention Services.

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in ~~the secondary grades~~ **kindergarten through grade twelve**.
2. Instruction to students in recognizing and appropriately responding to warning signs of suicidal intent in others
3. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
4. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
5. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

TUSD Adopted 05.23.17

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:
<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

SUICIDE PREVENTION

1. The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the education curriculum in ~~the secondary grades~~ **kindergarten through grade twelve**.

kindergarten through twelve and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 1116411174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.



HUMAN RESOURCES

MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: February 25, 2021
SUBJECT: **Approve Job Description and Salary for Director of PreK-12 STEM Curriculum and Local Assessment**

BACKGROUND: In October 2018, TUSD was awarded an Education Innovation and Research (EIR) grant from the United States Department of Education (US Ed) in collaboration with their partner, the Community Training and Assistance Center (CTAC). The award supports TUSD in creating *Leadership of STEM: The PreK-12 STEM Pathway (PreK-12 STEM)*, a multi-disciplinary STEM project-based curriculum that is engineering- and computer science-centered. It ensures that every student has a STEM learning trajectory that progresses through elementary, middle, and high school. Moreover, it increases the number of underrepresented students (girls, students of color, and low-income students) engaged in STEM learning.

Since that award, TUSD has been engaged in implementation of STEM curriculum at nine sites, PreK-5. In 2020-21, this will expand to grades 6-12 at eight sites. In 2022-23, all TUSD sites will be STEM sites. TUSD has institutionalized many aspects of the STEM grant work, realigning and reallocating TUSD funds and personnel to support it. The PreK-12 STEM Curriculum and Local Assessment Director will best support Tracy Unified in making connections between the designed STEM Units of Study and Assessments, and the need to move toward increasing rigor, relevance, and relationships for all students.

RATIONALE: As the TUSD STEM EIR Grant expands to all grades, further institutionalizing the STEM work by having a PreK-12 STEM Curriculum Director coupled with Local Assessment would strengthen TUSD's ability to manage this expansion, the logistics of STEM implementation, grant/district data evaluation, data collection and reporting, the participation of community members in field experiences, and much more. This agenda item meets District Strategic Goal #1: Prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals, Strategic Goal #2: Hire, support, develop, train, and sustain district employees who create a singleness of purpose focused on maximizing students' academic, social, and emotional potential, and District Strategic Goal #3: Apply fiscal, operational and community resources to ensure a safe learning environment that supports staff and student goals.

FUNDING: Funding Source: District LCAP Funds.

RECOMMENDATION: Approve Job Description and Salary for the Director of PreK-12 STEM Curriculum and Local Assessment.

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources.

TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

POSITION TITLE: Director of PreK-12 STEM Curriculum and Local Assessment

DEPARTMENT/DIVISION: Educational Services

POSITION SUMMARY: Under the general supervision of the Associate Superintendent for Educational Services, provides leadership and supervision of the K-12 STEM Curriculum and local assessment and accountability requirements. This includes planning, organizing, and developing the PreK-12 STEM curricular programs; supporting STEM professional learning activities for administration and staff; and supporting improvements to curriculum, instructional practices, and student achievement in STEM-related subjects.

ESSENTIAL FUNCTIONS:

1. Direct all aspects of the implementation of integrated STEM PreK-12 for all students.
2. Demonstrate an understanding of and support implementation of California content standards and frameworks for PreK-12 in science, computer science, math and other STEM-related content areas.
3. Demonstrate an understanding of and support implementation and assessment of the scope and sequence for STEM-related content areas in TUSD.
4. Design, plan, and manage the work of the STEM in TUSD and all related STEM Curriculum Teams.
5. Ensure the development, implementation, and evaluation of STEM curriculum and instruction is aligned with career pathways that insure integration of academic and Career Technical Education.
6. Collaborate with the Professional Learning Director in leading, managing, and delivering the implementation of a comprehensive professional development program for certificated staff in STEM-related content areas.
7. Serves as the liaison representative in the field of assessment and accountability AS IT RELATES TO STATE AND FEDERAL FUNDS FOR STEM with the Federal, and State, Regional and County offices.
8. Develop and carry out long- and short-term plans, programs, and activities to support the implementation of the District's STEM vision, curriculum, instruction, and assessment programs.
9. Collaborate and communicate with sites, community members, and STEM project teams to support and sustain STEM implementation.
10. Seek grant requests for proposals to support the implementation of STEM; participate in and support the work of the grant-writing team.
11. Directs, develops, implements, evaluates and establishes standards of achievement and District-wide assessment programs and data storage/reporting systems.
12. Monitors local data in District data storage/reporting systems for accuracy and works with school sites/other district departments to ensure Data Integrity (e.g. district assessment data).
13. Provides leadership and assistance to site and District personnel in identifying, planning, developing and implementing continuous improvement processes.
14. Assists in interpreting the instructional programs and assessment & accountability

- data, to the community.
15. Plans, organizes, directs and supervises the local assessment administrative systems.
 16. Assists in the determination of the educational needs and the goals of the community and the school district.
 17. Assists with development of Pre-K-12 curriculum including coordination of the District's Curriculum committees.
 18. Develops policies, administrative regulations and guidelines for all STEM related programs.
 19. Develops contacts with state and national organizations for the purpose of enhancing and improving local assessment and STEM related Programs.
 20. Coordinates and provides the necessary in-service for staff to implement district-wide local assessments and analyze data.
 21. Participates in curriculum development, facility planning, personnel and budget functions, and task forces that will enhance the District's educational programs.
 22. Serves as chief spokesperson for the District on District wide STEM related programs and local assessment.
 23. Evaluates the effectiveness of STEM related programs and makes program modifications, additions and deletions as appropriate.
 24. Assists in functions and services in the Educational Services Division as deemed necessary.
 25. Supervise and evaluate certificated and/or classified staff as assigned.
 26. Maintain professional competence through on-going professional development and training in areas related to the position and its responsibilities and assist in providing leadership in determining program direction and improvement to curriculum, instruction, and assessment, including the use of technology.
 27. Establish and maintain cooperative relationships with those contacted during the course of work.
 28. Maintain confidentiality on issues concerning programs and staff.
 29. Maintain regular and prompt attendance in the workplace.
 30. Perform other related duties as assigned.

EDUCATION AND EXPERIENCE:

Ability to provide and carry out oral and written directions in English, to read and speak at a level sufficient to fulfill the duties described. Must possess or be able to obtain a valid California Administrative Services Credential. Must possess or be able to obtain a Masters Degree, Doctorate preferred. Successful experience as a school or district administrator with experience in developing and implementing education programs for students in K-12 including school budgeting. Knowledge and experience of the California standards and frameworks for PK-12, and local assessment and accountability measures are required. Possession of an appropriate California driver's license; have willingness and ability to travel throughout the District.

SKILLS AND QUALIFICATIONS:

1. Knowledge and experience writing proposals for and coordinating grant-funded projects
2. Ability to oversee and manage budgets.
3. Leadership skills in planning, setting agendas, and coordinating and conducting meetings, trainings, and professional learning.

4. Knowledge and experience in implementing research-based instructional practices and Strategies.
5. Communicate and collaborate effectively with diverse groups and audiences.
6. Demonstrated competence in the California Standards for the Teaching Profession (CSTP) and California Professional Standards for Education Leaders (CPSEL).
7. Ability to collect and analyze data for evaluation and improvement of instructional practices and professional development programs.
8. Ability to analyze situations accurately and adopt effective course of actions.
9. Ability to lead others effectively.
10. Ability to communicate effectively both orally and in writing.
11. Ability to integrate current technology into work and job functions.
12. Ability to effectively coach certificated staff.
13. Ability to function effectively as a member of a team.
14. Ability to work independently with minimal supervision.
15. Knowledge of business and management principles involved in strategic planning, resource allocation, and using local assessment data to monitor and measure student achievement.
16. Knowledge of operating policies, rules and procedures of the school district.
17. Ability to maintain cooperative working relationships with those contacted in the course of work; apply strong communication skills both orally and in writing, and maintain confidentiality.
18. Ability to apply effective leadership skills.
19. Ability to prepare comprehensive reports.
20. Knowledge of local assessment, Data Management, and Continuous Improvement processes.
21. Ability to select and manage classified and certificated staff with skills and abilities that match school needs and enhance program effectiveness.
22. Ability to apply quality management tools to organizational data and make process improvement changes.
23. Knowledge and experience of local assessments and accountability measures.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Stand and/or walk on hard and/or uneven surfaces for extended periods of time.
3. Bend, squat, stoop and/or climb for extended periods of time.
4. Reach overhead, grasp, push/pull up to 50 pounds for short distances.
5. Enter data/information in a computer terminal and operate standard office equipment for extended periods of time.
6. See and read a computer screen and printed matter with or without vision aids.
7. Speak so that others may understand at normal levels and on the telephone.
8. Hear and understand at normal levels and on the telephone with or without hearing aids.
9. Lift and carry up to 50 pounds at shoulder height for short distances.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors in a standard office and/or classroom environment and come in direct contact with District and site staff, students, and the public. In addition, the Director of PreK-12 STEM Curriculum and Local Assessment must perform duties and responsibilities that occur outside the school campus and District Office for related activities and events, including off-site meetings and/or trainings.

SALARY: Leadership/Management Salary Range 58

DAYS OF SERVICE: 225 Days

BOARD APPROVED: TUSD



HUMAN RESOURCES MEMORANDUM

TO: Dr. Brian R. Stephens, Superintendent
FROM: Tammy Jalique, Associate Superintendent of Human Resources
DATE: March 3, 2021
SUBJECT: **Approve Resolution 20-16, Authorizing Reduction and Elimination of Particular Kinds of Service for the 2021-2022 School Year**

BACKGROUND: Pursuant to Education Codes 44949 and 44955, the District administration is making a recommendation that will require the Governing Board of the Tracy Unified School District to reduce or discontinue particular kinds of services in order to reduce the number of certificated employees of the District. This resolution serves as an addendum to Resolution 20-11, presented and approved by the Board on February 23, 2021.

RATIONALE: Reduction or discontinuance of particular kinds of service is needed to address staffing needs and budget concerns for the 2021-2022 school year. Additionally, the independent study program was abolished in December of 2020, with all teachers in that program being transferred to other assignments in the District. All positions are vacant positions, and as such, approval of this resolution would have no additional impact to certificated staff.

FUNDING: None.

RECOMMENDATION: Approve Resolution 20-16, Authorizing Reduction and Elimination of Particular Kinds of Service for the 2021-2022 School Year.

Prepared by: Tammy Jalique, Associate Superintendent of Human Resources.

TRACY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 20-16

**REDUCTION AND ELIMINATION
OF PARTICULAR KINDS OF SERVICES
FOR THE 2021-2022 SCHOOL YEAR**

WHEREAS, as a result of staffing and budget needs, the Board of Trustees of the Tracy Unified School District has determined that it shall be necessary to reduce the following particular kinds of certificated services of the District not later than the beginning of the 2021-2022 school year:

- a. Reduction of **12.0 FTE** Independent Study Teaching Program

WHEREAS, the Board of Trustees has determined that each of the foregoing services constitutes a particular kind of service (PKS) within the meaning of Education Code section 44955;

WHEREAS, it is the opinion of the Board of Trustees that it is necessary by reason of the above reduction or elimination of particular kinds of services to eliminate 12.0 additional FTE certificated positions in the District at the close of the current school year in accordance with Education Code section 44955; and

WHEREAS, this Board is authorized by Education Code section 44955(d) to deviate from terminating employees in order of seniority where the District demonstrates a specific need for personnel to teach a specific course or courses of study. Due to the specific need of the District to hire and retain fully credentialed teachers in core academic subject areas, the Superintendent and/or his designee is authorized to deviate from terminating certificated employees in order of seniority only in instances where the less senior employee possesses a currently valid intern, preliminary or clear California teaching credential and the more senior employee meets certification or licensing requirements solely on a Short-Term Staff Permit (STSP) or a Provisional Internship Permit (PIP).

NOW, THEREFORE, BE IT RESOLVED that it shall be necessary to terminate at the end of the 2020-2021 school year the employment of not more than 12.0 additional FTE certificated employees in the District as a result of the above reduction of services. Pursuant to Education Code sections 44949 and 44955 the Superintendent or his designated representative is directed to take all appropriate action needed, including the sending of appropriate notices to all employees whose positions shall be affected by virtue of this action.

PASSED AND ADOPTED by the Board of Trustees of the Tracy Unified School District on March 9, 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President
Board of Trustees
Tracy Unified School District

ATTESTED:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Tracy Unified School District, County of San Joaquin, on the date shown above.

Clerk
Board of Trustees
Tracy Unified School District