

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
September 18, 2007 7:00 P.M.
Twelve Bridges Elementary – Multi-Purpose Room
2450 Eastridge Drive, LINCOLN, CA**

AGENDA

2006-2007 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

6:00 P.M. OPEN SESSION – Administrative Conference Room – D.O.

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

6:00 P.M. CLOSED SESSION – Administrative Conference Room – D.O.

1. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
2. **ADJOURN TO OPEN SESSION**

7:00 P.M. OPEN SESSION – Performing Arts Theater

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE**
2. **DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY**
 - 2.1 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
3. **SPECIAL ORDER OF BUSINESS**
 - 3.1 Recognize Transportation Department Drivers for Years of Service.
 - 3.2 Twelve Bridges Elementary School Featured
Twelve Bridges Elementary School is delighted to have an opportunity to highlight some of the wonderful features of their school to the Western Placer Unified School District Board of Trustees.
 - 3.3 New Employee Introductions by Principals, reception to follow.

4. CONSENT AGENDA

NOTICE TO THE PUBLIC

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

September 18, 2007

Agenda

4.1 Ratification of Personnel Items

Classified:***a. Ratification of Classified Employment:***

Tamara Chiaratti – Campus/Cafeteria Supervisor – LHS

Debbie Piwkiewicz – Campus/Cafeteria Supervisor – LCE

Noreen Skillman – Campus/Cafeteria Supervisor – LCE

Deborah West – School Clerk II - LCE

b. Ratification of Classified Additional Position:

Kristy Hernandez – adding 30 minute Camp/Café. Supervisor position at TBE to current 1 hr. 50 minute Camp/Café. Supervisor position and 20 minute Camp/Café. Supervisor position at TBE effective 8/20/07

Ritz Mendoza – adding the 20 minute Camp/Café. Supervisor position at LCE to current 3.5 hr. Health Clerk position at LCE and 2 hr. Instructional Aide position at FSS effective 8/20/07.

Carrie Pawloski – adding the 20 minute Camp/Café. Supervisor position at LCE to current 2 hr. Library Aide position at TBE effective 8/20/07.

c. Ratification of Classified Transfer/Promotion:

Mike Kimbrough – from 8 hr. Custodian/Groundsman at LHS to 8 hr. Lead Custodian at LHS effective 9/4/07.

Certificated:***d. Ratification of Certificated Temporary Employment:***Teresa Ford – 7th/8th Grade Math Teacher – TBM

4.2 Approve English Language Learners Individualized Learning Plan Revised E.L.L.I.P. document and Protocol.

5. COMMUNICATION FROM THE PUBLIC

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

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Joanna Loya

6.2 Western Placer Teacher's Association – Mike Agrippino

6.3 Western Placer Classified Employee Association – Joe Ross

6.4 Superintendent, Scott Leaman

6.5 Assistant Superintendent(s)

6.5.1 Terri Ryland

a. Budget Update:

6.5.2 Mary Boyle

6.5.3 Bob Noyes

September 18, 2007

Agenda**7. PUBLIC HEARING – Instructional Materials**

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Western Placer Unified School District has followed state requirements regarding the adoption of appropriate standards-aligned textbooks for grades K-12 and provides sufficient textbooks and instructional materials in all core academic areas. At the Public Hearing on September 18, 2007, there were found to be sufficient standards-aligned textbooks and instructional materials at each school in the district.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

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

8.1 (A) APPROVE RESOLUTION 07/08.5 RE INSTRUCTIONAL MATERIALS – Leaman (07-08 G & O Component IV- II)

- Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Western Placer Unified School District has followed state requirements regarding the adoption of appropriate standards-aligned textbooks for grades K-12 and provides sufficient textbooks and instructional materials in all core academic areas. At the Public Hearing on September 18, 2007, there were found to be sufficient standards-aligned textbooks and instructional materials at each school in the district.

8.2 (D/A) APPROVAL OF THE 2006-07 UNAUDITED ACTUALS

The 2006-07 – Ryland (07-08 G & O Component V)

- State unaudited actuals will be present to the Board of Trustees.

8.3 (D/A) APPROVE RESOLUTION 07/08.7 TO ADOPT THE 2007-08 WESTERN PLACER UNIFIED SCHOOL DISTRICT GANN LIMIT - Ryland (07-08 G & O Component V)

- Shortly after Proposition 13, the 1978 Jarvis-Gann amendment was enacted. Proposition 4, adopted in November 1979, established constitutional limit on the allowable growth in state

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Agenda

and local government spending. These appropriation limits, commonly called Gann Limits, allow government spending to grow at a rate no faster than inflation and change in population.

Education Code Sections 1629 and 42132 specify that by September 30, county office and district governing boards shall adopt a resolution identifying their estimated appropriations limits for the current year and their annual appropriations limit for the proceeding year.

8.4 (I/A) DISTRICT GOALS AND OBJECTIVES - Leaman (07-08 G & O Component I, II, III, IV, V)

•The Board of Trustees annually establishes objectives for each established district goal. A second draft was presented at the last meeting for discussion and input. Board input was collected and the final draft is ready for approval.

8.5 (I/D/A) ESTABLISHMENT OF ASSISTANT SUPERINTENDENT OF FACILITIES AND MAINTENANCE SERVICES – Leaman (07-08 G & O Component V-IV)

•Based on many factors present to the board, the approval of Cathy Allen as the new Assistant Superintendent of Facilities and Maintenance Services is being requested. The new position will unite the facility and maintenance departments for better coordination of activities like many districts in Placer County. Along with this approval, the new interim CBO Terri Ryland has indicated there are sufficient funds in the maintenance budget to add up to three new positions in coordination with Cathy Allen and Frank Nichols, Director of Maintenance.

To effect this change the following is presented for approval:

- 1) Cathy Allen as Assistant Superintendent as per the attached contract and job description
- 2) Job description modifications to unite the departments. NOTE: The district does not currently employ an Assistant Superintendent of Business Services.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School

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9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
 - October 2, 2007, Lincoln High School

11. ADJOURNMENT

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

Posted: 09/14/07

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: Twelve Bridges Elementary – Main Office Conference Room
DATE: September 18, 2007
TIME: 6:00 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
 5. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. PERSONNEL
 - PUBLIC EMPLOYEE APPOINTMENT
 - PUBLIC EMPLOYEE EMPLOYMENT
 - PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. CONFERENCE WITH LABOR NEGOTIATOR
 10. STUDENTS
 - STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
 - STUDENT PRIVATE PLACEMENT
 - INTERDISTRICT ATTENDANCE APPEAL
 - STUDENT ASSESSMENT INSTRUMENTS
 - STUDENT RETENTION APPEAL, Pursuant to BP 5123
-
1. LICENSE/PERMIT DETERMINATION
 - a. Specify the number of license or permit applications.
 2. SECURITY MATTERS
 - a. Specify law enforcement agency
 - b. Title of Officer,
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

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

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Conference with Legal Council
Anticipated Litigation

AGENDA ITEM AREA:

Closed Session Disclosure

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Conference with Legal Council Anticipated Litigation.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Conference with Legal Council Anticipated Litigation.

**SPECIAL
ORDER
OF
BUSINESS**

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

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SUBJECT:

Recognition of Bus Driver Service Awards

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
District Superintendent

ENCLOSURES:

MEETING DATE:

August 18, 2007

BACKGROUND:

The Board of Trustee and the Western Placer Unified School District would like to recognize the following drivers for their years of service.

- Melody Walker 20 Years
- Beverly Duarte 20 Years
- Cindy Baker 20 Years
- Sandra Voyles 30 Years
- Sara Foxworthy 35 Years

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees recognize these bus drivers for their years of service.

3.1

PLEASE JOIN THE
BOARD OF TRUSTEES
FOR
SPECIAL
RECOGNITION

Scott Leaman, Superintendent

3.1.1

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

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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Featured School – Twelve Bridges Elem. School

Pupils (recognition of excellence)

Parents (report from SBLT and/or parents)

Program (focus on one site program)

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

MEETING DATE:

September 18, 2007

BACKGROUND:

A program focusing on pupils, parents, and site program presentation.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.



Twelve Bridges Elementary

Western Placer Unified School District
"Pursuit of Excellence"

Board Meeting Agenda

Tuesday, September 18, 2007

- Welcome by Mr. Lyche
- Overview of Elementary Band/Choir Program by Mr. Kovach
- Presentation from D.O.G.S. (Dads of Great Students) Coordinator, Mr. Romano
- Closing Remarks from Mr. Lyche

3.2.1

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

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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
New Employee Reception

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman
Superintendent,

ENCLOSURES:
Yes

MEETING DATE:
September 18, 2007

BACKGROUND:

The Board of Trustees will hold a "new employee" reception to welcome the new employees.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees welcome the new employees.

You Are Invited

Date: September 18, 2007

Time: 7:00 pm.

Place: Twelve Bridges Elementary
Multi-Purpose Room
2450 Eastridge Drive, Lincoln

The Western Placer Unified School District Board of Trustees will be holding a "new employee" reception during its regularly scheduled meeting on September 18, 2007. Please join us for a very short time of introduction, refreshments and fellowship. You will be excused early. We look forward to seeing you so we may get to know you!

3.3.1

CONSENT

AGENDA

ITEMS

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

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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT AREA:

Ratification of Classified
Employment

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the employment of:

Tamara Chiaratti– Campus/Cafeteria Supervisor (.187 FTE) – LHS
Debbie Piwkiewicz – Campus/Cafeteria Supervisor (.25 FTE) – LCE
Noreen Skillman – Campus/Cafeteria Supervisor (.187 FTE) – LCE
Deborah West – School Clerk II (1.00 FTE) - LCE

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of employment for the individuals listed above.

4.19

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
810 J STREET, LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department
2007

DATE: September 4,

You are hereby notified that: Tamara Chiaratti
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: NOON TIME CAMPUS SECURITY

EFFECTIVE DATE OF ASSIGNMENT: SEPTEMBER 4, 2007
(To be determined by Personnel department)

ASSIGNMENT LOCATION: LINCOLN HIGH SCHOOL

RANGE: _____ STEP: _____ AMOUNT \$ _____ (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 1 1/2

NEWLY APPROVED POSITION: X, OR REPLACEMENT: _____

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: _____

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: _____
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, ***T.B. clearance***, fingerprints, and pre-employment physical if applicable.

***** If this position is for an instructional aide, applicant must have passed screening test.***

Applicant's signature Date

Address (City/Zip) Telephone #

Jan Smith 9/04/07
Administrator's signature Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
810 J STREET, LINCOLN, CA 95648
(916) 645-5293

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NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 8/29/07

You are hereby notified that: Debbie Pinkiewicz
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Campus Supervisor

EFFECTIVE DATE OF ASSIGNMENT: _____
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Lincoln Crossing Elementary

RANGE: _____ STEP: _____ AMOUNT \$ _____ (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 2.0

NEWLY APPROVED POSITION: X, OR REPLACEMENT: _____

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: _____

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: _____
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**** If this position is for an instructional aide, applicant must have passed screening test.**

Debbie Pinkiewicz
Applicant's signature

~~8/29/07~~ 8-31-07
Date

1
Address _____ (City/Zip) _____

Telephone # _____

Kevin Kest
Administrator's signature

8/29/07
Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
810 J STREET, LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 8/29/07

You are hereby notified that: Noreen Skillman
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Campus Supervisor

EFFECTIVE DATE OF ASSIGNMENT: _____
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Lincoln Crossing Elementary

RANGE: B3 STEP: A AMOUNT \$ 11.68 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 1.5

NEWLY APPROVED POSITION: X, OR REPLACEMENT: _____

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: _____

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: _____
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**** If this position is for an instructional aide, applicant must have passed screening test.**

Noreen Skillman 8/29/07
Applicant's signature Date

Address _____ (City/Zip) _____ Telephone # _____

Kevin Kirt 8/29/07
Administrator's signature Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
810 J STREET, LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department

DATE: 9-10-07

You are hereby notified that: Deborah West
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: School Clerk II

EFFECTIVE DATE OF ASSIGNMENT: 9/19/07
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Lincoln Crossing Elementary

RANGE: 20 STEP: C AMOUNT \$ 15.14 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 8

NEWLY APPROVED POSITION: X, OR REPLACEMENT: ~~*~~

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Patricia Storkey

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: _____
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, **T.B. clearance**, fingerprints, and pre-employment physical if applicable.

**** If this position is for an instructional aide, applicant must have passed screening test.**

Deborah West
Applicant's signature

9-10-07
Date

Address _____

(City/Zip) _____

Telephone # _____

Deborah West
Administrator's signature

9-10-07
Date

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

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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT AREA:

Ratification of Classified
Additional Position

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the additional positions for:

Kristy Hernandez – adding the 30 minute Camp/Café Supervisor position at TBE to current 1 hr. 50 minute Camp/Café Supervisor position and 20 minute Camp/Café Supervisor position at TBE effective 8/20/07.

Rita Mendoza - adding the 20 minute Camp/Café Supervisor position at LCE to current 3.5 hr. Health Clerk position at LCE and 2 hr. Instructional Aide position at FSS effective 8/20/07.

Carrie Pawloski – adding the 20 minute Camp/Café Supervisor position at LCE to current 2 hr. Library Aide position at TBE effective 8/20/07.

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of classified additional position for the individuals listed above.

4.1 b

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Kristy Hernandez, TBE
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: September 11, 2007
Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 30 minute Campus/Café Supervisor position at TBE to your 1 hr. 50 minute campus/café supervisor position and 20 minute campus/cafeteria supervisor position at TBE effective 8/20/07.

If you have any questions regarding this additional position, please call me at 645-5293.

Congratulations!

4.1 b.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Rita Mendoza, LCE
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: September 6, 2007
Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 20 minute after school Campus/Café Supervisor position at LCE to your 3.5 hr. Health Clerk position at LCE and 2 hr. Instructional Aide position at FSS effective 8/20/07.

If you have any questions regarding this additional position, please call me at 645-5293.

Congratulations!

4.1 b.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Carrie Pawloski, TBE
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: September 4, 2007
Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 20 minute Campus/Café Supervisor position at LCE to your 2 hr. Library Aide position at TBE effective 8/23/07.

If you have any questions regarding this additional position, please call me at 645-5293.

Congratulations!

4.1 b.3

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT AREA:

Ratification of Classified
Transfer/Promotion

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the transfer/promotion of:

Mike Kimbrough – from 8 hr. Custodian/Groundsman at LHS to 8 hr. Lead Custodian at LHS
effective 9/4/07.

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of transfer/promotion for the individual listed above.

4.1 c

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Mike Kimbrough, LHS
From: Peggy Van Lengen, Personnel Acct. Tech.
Date: August 30, 2007
Subject: Transfer/Promotion

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be transferring from your current 8 hr. Custodian/Groundsman position at LHS to the 8 hr. Lead Custodian position at LHS effective 9/4/07.

If you have any questions regarding this transfer/promotion, please call me at 645-5293.

Congratulations!

4.1 c.1

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT AREA:

Ratification of Certificated
Temporary Employment

AGENDA ITEM:

Consent Agenda

REQUESTED BY:

Bob Noyes 
Assist. Superintendent, Personnel Services

ENCLOSURES:

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees will take action to ratify the temporary employment of:

Teresa Ford – 7th/8th Grade Math Teacher (1.00 FTE) - TBM

ADMINISTRATION RECOMMENDATION:

Administration recommends ratification of temporary employment for individual listed above.

4.1d

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CERTIFICATED EMPLOYMENT ONLY

MEMORANDUM - TO PERSONNEL DEPT.

Consideration is being given to **

NAME: Teresa Ford PHONE NO: 916-
ADDRESS: _____for employment for the ** 2007/08 school year. Tentative
assignment will be ** 7/8 Grade Math School TBMS.Newly Approved Position ☒ OR Replacement ☒If Replacement, Name of Prior Employee Bruce Adams

Please complete the following:

- ** ● Hire date 9/4/07 (First contract work day)
 ● Full Day _____ (Length of service _____)
 ● Part Day _____ (Length of service _____)
 ● Substitute _____
 ● Temporary ☒
 ● Probationary _____

Salary classification 0-01 \$ 41,037 /yr, based on
 A.B. + 54 units and 0 years of teaching experience.
 (Salary schedule placement will be determined only by personnel department)

FIRST YEAR TEACHERS MUST WORK 50% OF THE YEAR TO RECEIVE NEXT STEP

The contract is being issued based on the following credential(s):

** _____
 ** 1 _____

I have attached his/her credential (MA degree, if applicable), application, transcript, verification of service years, unused sick leave, and a current T.B. clearance, for final processing.

** Teresa Ford 8/28/07 Steve B... 8/28/07
 (Applicant signature) (Date) (Administrator's signature) (Date)

NOTE: Contract pending Board of Trustee ratification.

* TO BE COMPLETED BY SITE ADMINISTRATOR & SUBMITTED TO PERSONNEL DEPARTMENT*

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

English Language Learners
Individualized Learning Plan
Revised E.L.L.I.P document and Protocol

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Lynn Kelso

ENCLOSURES:

English Language learners
Individualized learning
Plan original and revised
E.L.L.I.P. and protocol

MEETING DATE:

September 18, 2007

BACKGROUND:

Yearly English Language learners are evaluated with the California English Language Development Test (CELDT). Language proficiency goals for each child are developed according to School Board Policy. These goals are approved by the parent at parent conferences. At the end of the year, there is, currently, no way to measure which goals have been accomplished because the C.E.L.D.T. is only given in the fall.

The proposed revised English Language Learners Individualized Learning Plan (E.L.L.I.P) has beginning assessments that allows each child to be evaluated on Listening, Speaking, Reading, and Writing at the beginning of the year and Language Proficiency goals are established. Using district assessments and multiple measures the student is monitored throughout the year. Interventions are put into place if they are required. If a child is at risk of retention due to not making progress on their Language proficiency goals, the end of the year assessments determine if retention is the appropriate intervention.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees approves.

4.2

STUDENT _____ Date of Birth _____ Gr. _____ School _____ Teacher _____

Linguistically Appropriate Goals/Objectives

Current English Language acquisition stage observed:

☐ Beginning (1) ☐ Early Intermediate (2) ☐ Intermediate (3) ☐ Early Advanced (4) ☐ Advanced (5) CELDT Test Date: _____

Program Placement - English Learners receive English Language Development instruction with support of:

☐ EMI (English Mainstream Instruction) ☐ EMI (Parent Request) ☐ ELD and Primary Language (L1) instruction
☐ SEL (Structured English Immersion) ☐ API (Alternative Program/Dual Language Instruction) Other (specify) ☐ Other (specify)

Curriculum will include:

☐ ELD (English Language Development) ☐ ELD and Primary Language (L1) instruction
☐ ELD and SDAIE (Specially Designed Academic Instruction in English) ☐ Other (specify)
☐ ELD, SDAIE and L1 Support (Primary Language)

L1 (Primary Language) Instructional support determined appropriate and will be provided by:

☐ Teacher ☐ Volunteer ☐ Technologies ☐ L1 instruction (waiver approved)
☐ Instructional Assistant ☐ Peer or cross-age tutor ☐ Other (specify)
☐ Parent ☐ Primary language materials

Self-concept (cross cultural understanding) will be provided through:

☐ Regular Classroom ☐ Curriculum content ☐ Other (specify)
☐ School-wide activities ☐ Community activities

Comprehensible Input addressed by:

☐ Parent ☐ Instructional Staff ☐ Other (Specify)
☐ Teacher with Second Language Acquisition Certificate
☐ BCLAD ☐ CLAD ☐ In Training

Comprehensible input provided in: E=English P=Primary Language (L1)

☐ Physical Education ☐ Recreation/Leisure ☐ Language Arts
☐ Vocational ☐ Science ☐ Social Studies
☐ Art ☐ Math ☐ Other (Specify)
☐ Music

GOALS:

English Language Proficiency Supplement:

Speaking & Listening: _____ Math: _____
 Reading: _____ Other: _____
 Writing: _____

Reclassification Criteria

Most Recent Assessment

Date: _____

Reclassification Criteria	Elem. "2" or Sec. "C" or better in Math	Elem. "2" or Sec. "C" or better in Eng/Lang Arts	CELDT Speaking/Listening Intermediate or higher	CELDT Reading Intermediate or higher	CELDT Writing Intermediate or higher	CELDT Overall Early Advanced or higher	STAR TEST ELA Basic or higher & Score	STAR TEST MATH Basic or higher & Score	CAT/6	
									READ	MATH

Parent Signature _____

Teacher Signature _____

Reclassification Date from EL to FEP _____

4.2.1

English Language Learner Individualized Learning Plan

English Language Proficiency Goals: Parent Signature

Date

Child's Name

Teacher's Name

Year

Circle the student's language level. Highlight the level you would like him/her to attain by the end of the year.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p>Little comprehension.</p> <p>Responds in single words.</p> <p>Many basic errors in speech.</p> <p>Verbally: repeats, lists, identifies</p> <p>Reading: HFW, sound/symbol relationships in known words</p> <p>Writing: Draw, circle, label, simple sentences in sentence frames</p>	<p>Increased comprehension.</p> <p>Speaks using phrases and simple sentences.</p> <p>Some basic speech errors.</p> <p>Asks/answers simple questions, retells, summarizes</p> <p>Reading: decodable text, and patterned and predictable text.</p> <p>Writing: Writes from own experience using frames and word banks.</p>	<p>Good comprehension of general meaning; increasing comprehension of specific meaning.</p> <p>Responds in more complex sentences with more details.</p> <p>Fewer errors in speech.</p> <p>Explains, defines, describes, compare/contrast.</p> <p>Reading: Most HFWs, and language structures in text that are familiar and predictable.</p> <p>Writing: Writes from own experiences using frames.</p>	<p>Consistent comprehension of general meaning; good understanding of implied meaning.</p> <p>Responds with details in complex and compound sentences. Sustains conversation.</p> <p>Standard grammar with few errors.</p> <p>Analyzes, predicts, identifies, reports, infers word meanings from context,</p> <p>Reading: Grade level with support.</p> <p>Writing: Composes with scaffolds</p>	<p>Comprehension of general and implied meaning, including figurative language.</p> <p>Initiates and negotiates conversation with varied grammatical structures and vocabulary.</p> <p>Has conventions for formal and informal use.</p> <p>Debates, evaluates, persuades, justifies, explains, jokes.</p> <p>Reading: Grade level with support.</p> <p>Writing: Composes more complex writings.</p>

Beginning of the Year Assessments Scores	English Acquisition Goals	End of the Year Assessments Scores	Goals Met	Goals Not Accomplished
ADEPT Listening/Receptive	Listening/Receptive	ADEPT Listening/Receptive		
ADEPT Speaking/Expressive	Speaking/Expressive	ADEPT Speaking/Expressive		
*Renaissance Star Reading	*Renaissance Star Reading	*Renaissance Star Reading		
*Curriculum assessments	*Curriculum assessments	*Curriculum assessments		
*District theme tests	*District theme tests	*District theme tests		
*CRLP fluency/comprehension	*CRLP fluency/comprehension	*CRLP fluency/comprehension		
Writing	Writing - minimum of 2	Writing		
Star Math/District Curriculum	Star Math/District Curriculum	Star Math/District Curriculum		

*Only two types of reading assessments are required.

Comments

4.2.2

English Language Learner Individualized Learning Plan

English Language Proficiency Goals: Parent Signature

Date _____

Child's Name _____

Teacher's Name _____

Year _____

Circle the student's language level. Highlight the level you would like him/her to attain by the end of the year.

Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<p>Little comprehension.</p> <p>Responds in single words.</p> <p>Many basic errors in speech.</p> <p>Verbally: repeats, lists, identifies</p> <p>Reading: HFW, sound/symbol relationships in known words</p> <p>Writing: Draw, circle, label, simple sentences in sentence frames</p>	<p>Increased comprehension.</p> <p>Speaks using phrases and simple sentences.</p> <p>Some basic speech errors.</p> <p>Asks/answers simple questions, retells, summarizes</p> <p>Reading: decodable text, and patterned and predictable text.</p> <p>Writing: Writes from own experience using frames and word banks.</p>	<p>Good comprehension of general meaning; increasing comprehension of specific meaning.</p> <p>Responds in more complex sentences with more details.</p> <p>Fewer errors in speech.</p> <p>Explains, defines, describes, compare/contrast.</p> <p>Reading: Most HFWs, and language structures in text that are familiar and predictable.</p> <p>Writing: Writes from own experiences using frames.</p>	<p>Consistent comprehension of general meaning; good understanding of implied meaning.</p> <p>Responds with details in complex and compound sentences. Sustains conversation.</p> <p>Standard grammar with few errors.</p> <p>Analyzes, predicts, identifies, reports, infers word meanings from context.</p> <p>Reading: Grade level with support.</p> <p>Writing: Composes with scaffolds</p>	<p>Comprehension of general and implied meaning, including figurative language.</p> <p>Initiates and negotiates conversation with varied grammatical structures and vocabulary.</p> <p>Has conventions for formal and informal use.</p> <p>Debates, evaluates, persuades, justifies, explains, jokes.</p> <p>Reading: Grade level with support.</p> <p>Writing: Composes more complex writings.</p>

Beginning of the Year Assessments Scores	Language Goals	End of the Year Assessments Scores	Goals Met	Goals Not Accomplished
ADEPT Listening/Receptive	Listening/Receptive	ADEPT Listening/Receptive		
ADEPT Speaking/Expressive	Speaking/Expressive	ADEPT Speaking/Expressive		
*	*	*		
*	*	*		
*	*	*		
*	*	*		
Writing	Writing - minimum of 2	Writing		
Star Math/District Curriculum	Star Math/District Curriculum	Star Math/District Curriculum		

* Two reading assessments need to be chosen.

Comments _____

5.2.3

English Language Learner's Individualized Learning Plan

Description

An English Language Learner's Individualized Learning Plan (ELLILP) is a document designed to monitor the adequate yearly progress of English language learners.

Requirements for Implementing an ELLILP

At the beginning of each year, before October 31st, analyze the current year California English Language Development Test (CELDT) scores (handscored) and the California Standards Test (CST) scores from the prior spring for every English language learner in your class.

If a child is an Early Advanced or Advanced on the CELDT, and has a Basic score or higher on the English Language Arts California Standards Test, an ELLILP is not required.

An ELLILP is required for every student who fits the following profile:

The student has an overall CELDT score of Beginner, Early Intermediate, or Intermediate.

and/or

The student has scored Far Below Basic (FBB) or Below Basic (BB) on the prior spring's CST test.

Protocol

1. A child must have baseline assessments for listening, speaking, reading, and writing. The CELDT may not be used to determine baseline scores because it does not have an end-of-the-year assessing component.

Listening and speaking: The listening and speaking baseline will be determined by A Developmental English Proficiency Test (ADEPT). The end-of-year-score from the previous grade can be used. If there is no score from the previous year, the child should be assessed with the ADEPT prior to November 9th.

Reading: The reading component can be determined by at least two of the following: Star Reading, curriculum based measurement (unit tests), California Reading and Literature Fluency and Comprehension Assessments, adequate progress on District English Language Arts assessments, and/or the Basic Phonics Skills Test.

Writing: A writing score averaged from multiple writing samples (at least three).
(Examples: journal writing, short answer responses on worksheets, as well as written responses to writing prompts)

Math: A math goal could be developed from Star Math or adequate progress on district curriculum assessments. A math goal is included for those grade levels that retain for math.

4.2.4

2. The ELLILP must be filled out with end-of-the-year goals prior to parent conferences in November of each year so that the current language level and goals can be shared with the parent and a parent signature can be obtained. *Note** Board policy states a student should be moving through one language level per year except for Intermediate which is given two years.
3. The ELLILP is part of the retention/promotion process. Those students who are receiving risk of retention notices should be assessed again (with the ADEPT or Star Reading) at mid-year to monitor their progress on end-of-the-year-goals. The ELLILP is another piece of data that can be used during Student Study Teams and/or additional parent conferences.
4. Before the final retention notice is filled out, end-of-the-year assessments should be completed.
 - >If the results indicate a student has reached his/her goals on the ADEPT and a majority of the remaining assessments used, that child is not a candidate for retention.
 - >If the child has reached his/her goals on the ADEPT, but not a majority of the remaining assessments, enrollment in summer school should be considered as an option.
 - >If the child has not reached his/her goals on the ADEPT or the remaining assessments, retention is strongly suggested.
5. Children attending summer school should have a copy of the ELLILP available for the summer school staff so that they can help the child work on his/her goals, and use the same assessments to measure growth.

Additional Resources

English language learners who are at Beginning or Early Intermediate will probably not be successful with grade level curriculum. If you would like to use other measures to assess their growth particularly with their literacy skills, please see Lynn Kelso, Support Program Specialist - ELD.

4.2.5

Additional Assessment Resource Possibilities

1. Read Naturally Program
2. English in a Flash Computer Program
3. Fluent Reader
- 4.
- 5.

4.2.6

Public Hearing

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

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

SUBJECT:

Public Hearing re Instructional Materials

AGENDA ITEM AREA:

Public Hearing

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Curriculum Cycle
WPUSD Textbook Adoptions

MEETING DATE:

September 18, 2007

BACKGROUND:

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Western Placer Unified School District has followed state requirements regarding the adoption of appropriate standards-aligned textbooks for grades K – 12 and provides sufficient textbooks and instructional materials in all core academic areas.

ADMINISTRATION RECOMMENDATION:

Discussion.

7.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

Notice is hereby given that the Western Placer Unified School District will hold a public hearing at which the governing board shall encourage participation by parents, teachers, members of the community interested in the affairs of the school district, and bargaining unit leaders. This hearing shall make a determination, through a resolution, as to whether each pupil in each school in programs operated by Western Placer Unified School District will have sufficient textbooks or instructional materials in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the State Board:

1. Mathematics
2. Science
3. History-Social Science
4. English/Language Arts, including the English language development component of an adopted program.

A public hearing will be held September 18, 2007 at 7:00 p.m. in the Lincoln High School Theater. The Lincoln High School address is 970 J Street, Lincoln, CA.

The public hearing is a requirement for the district to qualify for Instructional Materials Funds for the 2007-2008 school year.

7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Adopted Textbook Curriculum
August, 2007

- **History-Social Science - (Adoption Cycle 2005 – 2007)**
 - **K – 5** Pearson Scott Foresman History/Social Science for California (Adopted 2007)
 - **6 – 8** Holt Rinehart & Winston History Social Studies (Adopted 2006)
 - **9 – 12** McDougal Littell World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Littell US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006)

- **Science – (Adoption Cycle 2006 – 2008)**
 - **K – 5** Harcourt Science, California Edition (Adopted 2000) & FOSS Science (Adopted 2007)
 - **6 – 8** Pearson Prentice Hall – Focus on Science for California (Adopted 2007)
 - **9 – 12** Pearson Prentice Hall Biology – (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007)

- **Mathematics – (Next Adoption Cycle 2007-2009)**
 - **K – 5** Saxon Math, Levels 1 – 76 (Adopted 2001)
 - **6 – 8** McDougal Littell Concepts and Skills Courses 1 & 2 and Algebra (Adopted 2001)
 - **9 – 12** McDougal Littell Algebra; Glencoe/McGraw Hill – PreCalculus (Adopted 2001); McDougal Littell Geometry (Adopted 2001)

- **English/Language Arts, including the English language development component of an adopted program – (Next Adoption cycle 2008 – 2010)**
 - **K – 5** Houghton Mifflin Reading Language Arts (Adopted 2002)
 - **6 – 8** Holt Rinehart & Winston Literature and Language Arts (Adopted 2002)
 - **9 – 12** McDougall Littell The Language of Literature (Adopted 2002)

Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials

Calendar Year	00	01	02	03	04	05	06	07	08	09	10	11	12
Academic content standards and SBE adopted instructional materials		F		c		A				F		A	
	A		F		c		A				F		A
		A				F c		A				F	
			A				F c		A				F
Content standards and SBE adopted instructional materials				F c			A					F	
SBE adopted instructional materials, will have content standards		F c		A						S F c		A	
SBE adopted instructional materials			F c		A						F		
Model content standards, no SBE adopted materials						S		F					F

A = Primary Adoption
 a = follow-up adoption
 c = Evaluation Criteria
 F = Framework
 ELD = English Language Development
 S = Standards to be adopted by SBE
 SBE = State Board of Education

7.3

INFORMATION

DISCUSSION

ACTION

ITEMS

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Resolution re Instructional Materials

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Resolution Regarding
Sufficiency of Instructional
Materials

MEETING DATE:

September 18, 2007

BACKGROUND:

Education Code 60119 requires that the governing board of a school district hold an annual instructional materials public hearing to determine whether the district has sufficient standards-aligned textbooks or instructional materials for students in each of its schools.

Western Placer Unified School District has followed state requirements regarding the adoption of appropriate standards-aligned textbooks for grades K – 12 and provides sufficient textbooks and instructional materials in all core academic areas. At the Public Hearing on September 18, 2007, there were found to be sufficient standards-aligned textbooks and instructional materials at each school in the district.

ADMINISTRATION RECOMMENDATION:

Approve resolution.

8.1

Education Code Section 60119
RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL
MATERIALS

Whereas, the governing board of Western Placer Unified School District, in order to comply with the requirements of Education Code 60119 held a public hearing on September 18, 2007 at 7:00 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- **Mathematics – (Next Adoption Cycle 2007 – 2009)**
 - K – 5 Saxon Math, Levels 1 – 76 (Adopted 2001)
 - 6 – 8 (McDougal Littell Concepts and Skills Courses 1 & 2 and Algebra (Adopted 2001)
 - 9 – 12 McDougal Littell Algebra; Glencoe/McGraw Hill – PreCalculus (Adopted 2001); McDougal Littell Geometry (Adopted 2001)
- **Science – (Adoption Cycle – 2006– 2008)**
 - K – 5 Harcourt Science, California Edition (Adopted 2000) & FOSS Science (Adopted 2007)
 - 6 – 8 Pearson Prentice Hall – Focus on Science for California (Adopted 2007)
 - 9 – 12 Pearson Prentice Hall Biology – (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007)
- **History/Social Science – (Adoption Cycle 2005 – 2007)**
 - K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007)

8.1.1

- 6 – 8 Holt Rinehart & Winston Social Studies (Adopted 2006)
- 9 – 12 McDougal Littell World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Littell US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006)
- **English /Language Arts, including the English Language Development Component of an Adopted Program – (Next Adoption Cycle 2008 – 2010)**
 - K – 5 Houghton Mifflin Reading Language Arts (Adopted 2002) and Moving Into English (EL – Adopted 2005)
 - 6 – 8 Holt Rinehart & Winston Literature and Language Arts (Adopted 2002) and Hampton Brown Highpoint (EL – Adopted 2002)
 - 9 – 12 McDougall Littell The Language of Literature (Adopted 2002) and Hampton Brown Highpoint (EL – Adopted 2002)

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas laboratory science equipment was available for science laboratory classes offered in grades 9 – 12, inclusive;

Therefore, it is resolved that for the 2007 – 2008 school year, the Western Placer Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 18th day of September 2007, by the Governing board of Western Placer Unified School District of Placer County, California.

I, _____, Clerk of the Governing Board of Western Placer Unified School District of Placer County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a public School Board Meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

8.1.2

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

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.

BOARD OF TRUSTEES/GLOBAL DISTRICT GOALS

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

AGENDA ITEM:

Approval of the 2006-07 Unaudited Actuals

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Terri Ryland
Interim Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

September 18, 2007

BACKGROUND:

The 2006-07 State unaudited actuals will be presented to the Board of Trustees.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the 2006-07 unaudited actuals.

8.2

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

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.	
BOARD OF TRUSTEES/DISTRICT GOALS	
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students.	
2. Foster a safe, caring environment where individual differences are valued and respected.	
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	
4. Promote the involvement of the community, parents, local government, business, service organizations etc. as partners in the education of the students.	

AGENDA ITEM:

Approve Resolution 07/08.7 to Adopt the 2007-08
Western Placer Unified School District Gann Limit.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Terri Ryland
Interim Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

September 18, 2007

BACKGROUND:

Shortly after Proposition 13, the 1978 Jarvis-Gann amendment was enacted. Proposition 4, adopted in November 1979, established constitutional limit on the allowable growth in state and local government spending. These appropriation limits, commonly called Gann Limits, allow government spending to grow at a rate no faster than inflation and change in population.

Education Code Sections 1629 and 42132 specify that by September 30, county office and district governing boards shall adopt a resolution identifying their estimated appropriations limits for the current year and their annual appropriations limit for the preceding year.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution 07/08.7 to adopt the 2007-08 Western Placer Unified School District Gann Limit.

8.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 07/08.7

A RESOLUTION BEFORE THE GOVERNING)
BOARD OF THE WESTERN PLACER UNIFIED)
SCHOOL DISTRICT ADOPTING THE 2007-08)
GANN LIMIT)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above-entitled district at a regular meeting held on the 18th day of September, 2007, by roll call vote.

AYES:

NOES:

ABSENT:

WHEREAS, in November 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and

WHEREAS, in the provisions of that Article establish maximum appropriation limits, commonly called "Gann Limits", for public agencies including school districts; and

WHEREAS, the District must establish a Gann Limit for the 2006-07 fiscal year and a projected Gann Limit for the 2007-08 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does provide public notice that the attached calculations and documentation of the Gann limits for the 2006-07 and 2007-08 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED, that this Board does hereby declare that the appropriations in the Budget for the 2006-07 and 2007-08 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED, that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of this District.

8.3.1

THE FOREGOING RESOLUTION was duly passed by the Governing Board of the Western Placer Unified School District on the 18th of September, 2007.

President of the Board

ATTEST:

Clerk

8.3.2

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

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

DISTRICT GLOBAL GOALS

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

AGENDA ITEM:

District Goals and Objectives

SUBJECT AREA:

Information/Action

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

Yes

MEETING DATE:

September 18, 2007

BACKGROUND:

The Board of Trustees annually establishes objectives for each established district goal. A second draft was presented at the last meeting for discussion and input. Board input was collected and the final draft is ready for approval.

ADMINISTRATION RECOMMENDATION:

Approve the 2007-08 Goals and Objectives

8.4

Goals and Objectives for the Management Team

2007-08

Initial Draft: August 15, 2007

Board Review and Input: August 21, 2007, September 4, 2007

Board Approval: September 18, 2007

MISSION STATEMENT:

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

ADOPTED DISTRICT GLOBAL GOALS

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

8.4.1

Goal # 1 Develop and continually upgrade a well articulated K-12 academic program

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>
1a - Continue focus on assisting all sites in meeting state assigned API and AYP targets.	1a - The district and its schools continue to improve on API and AYP targets. This progress will be supported by the district. Subgroups not making goals will receive focused support.	1a - By August 2008, all schools will meet their API and AYP targets. Schools in Program Improvement will complete mandated tasks.
1b - Plan and enhance opportunities within the curriculum for academic achieving students.	1b - Academic achieving students require increased opportunities based on their capabilities	1b - By June 2008, an application for International Baccalaureate will be submitted, if appropriate. Using a board approved process; a plan for serving academically achieving students will be finalized for implementation during the 2007-08 school year. Gifted and Talented opportunities will be increased. A larger percentage of students will meet A-G requirements.

8.4.2

Goal # 2 Foster a safe, caring environment where individual difference are valued and respected

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>
2a – Continue services for students and families through the new Lighthouse Family Resource Center	2a – The district Lighthouse has been converted to the Lighthouse Family Resource and Counseling Center.	2a – By December 2007, a contract for services will be finalized between the center and the district.
2b – Agency coordination and dissemination of the district safety plan will be increased	2b – Recent incidents call for focused attention on student safety and partnership with responding agencies	2b – By June 2008, joint training will be held with responding agencies. Increased non-general fund monies will be made available for safety. The district crisis plan will be updated to include local training opportunities.

Goal # 3 Provide facilities for all district programs and functions that are suitable.

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>
3a – Evaluate current facilities, establish new facilities, plan for additional facilities that are financially feasible.	3a – The district is growing at approximately 450 students a year. A plan has been started to schedule facilities for this growth, including the use of current facilities.	3a – By June 2008, a comprehensive Master Facility Plan including funding options will be completed after Board input.
3b – Additions to Lincoln High School will be recommended for future growth.	3b – In the new interim facility plan, Lincoln High School could possibly need to house 2000 students temporarily.	3b – By June 2008, an architect supported plan based on the needs at Lincoln High School will be presented to the board.

8.4.3

Goal # 4 Promote the involvement of the community, parents, local government, business, and service organizations as partners in the education of students.

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>
4a - Increase communication content and outlets through the use of appropriate technologies and information.	4a - Information demand is increasing as the district grows. New families and students need to be targeted with key information.	4a - By June 2008, Information pamphlets will be authored and placed in all information centers and the district office. A district-wide communication system will be explored.
4b - Personnel will be aligned for district growth and development.	4b - A new administrative team is being established during the 2007-08 school year. Some district office support positions are vacant.	4b - By March 2008, a new district organization chart will be authored with updated roles. Adequate district support staff will be hired as finances become available. Collaboration meetings will be documented. A multi-year staffing plan for the district office will be presented to the board.
4c - Communication and collaboration with the city will be increased.	4c - The district office will be co-located with the city hall and the district will require city support to meet facility needs in this year of general plan adoption.	4c - Collaboration meetings with the city will continue and other avenues of partnership will be implemented, including the possibility of a joint board/council meeting.

8.4.4

**Goal # 5 Promote student health and nutrition in order
to enhance readiness for learning.**

<i>Objective</i>	<i>Background</i>	<i>Benchmark</i>
5a – With community support, author and approve a district wellness plan.	5a – The No Child Left Behind act mandates the district complete a wellness plan. The city of Lincoln has shown interest in partnering on this activity.	5a - By June 2008, the district will present to the board a wellness plan for approval.

8.4.5

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

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

DISTRICT GLOBAL GOALS

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

AGENDA ITEM:

Establishment of Assistant Superintendent
of Facilities and Maintenance Services

SUBJECT AREA:

Information/Discussion/Action

REQUESTED BY:

Scott Leaman, District Superintendent

ENCLOSURES:

Yes

MEETING DATE:

September 18, 2007

BACKGROUND:

Based on many factors presented to the board, the approval of Cathy Allen as the new Assistant Superintendent of Facilities and Maintenance Services is being requested. The new position will unite the facility and maintenance departments for better coordination of activities like many districts in Placer County. Along with this approval, the new interim CBO Terri Ryland has indicated there are sufficient funds in the maintenance budget to add up to three new positions in coordination with Cathy Allen and Frank Nichols, Director of Maintenance.

To effect this change the following is presented for approval:

- 1) Cathy Allen as Assistant Superintendent as per the attached contract and job description
- 2) Job description modifications to unite the departments. NOTE: The district does not currently employ an Assistant Superintendent of Business Services.

ADMINISTRATION RECOMMENDATION:

Approval of the job descriptions, modifications and, contract.

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT
AGREEMENT FOR EMPLOYMENT OF
DISTRICT ASSISTANT SUPERINTENDENT OF EDUCATIONAL SERVICES**

The following is an Agreement between the Western Placer Unified School District Board of trustees, hereinafter referred to as "Board," and Cathy Allen, hereinafter referred to as "Assistant Superintendent."

1. Term and Termination:

Pursuant to California Education Code 35031, the Governing Board hereby employs the Assistant Superintendent for a period commencing October 1, 2007 and ending on June 30, 2008 unless otherwise terminated or extended. The provisions of this Agreement shall become effective on commencement of employment.

In the event the Board determines the Assistant Superintendent is not to be reemployed upon expiration of this Agreement, she shall be given written notice thereof by the Board at least forty-five (45) days in advance of the expiration of the term of this Agreement.

2. Salary:

The Assistant Superintendent's base salary shall be paid according to the Board adopted Assistant Superintendent salary schedule. The Assistant Superintendent will be placed on step 2 (two) of the schedule for the 2007-08 school year beginning at the date specified in section one of this agreement. The Assistant Superintendent will be placed on the step 3 (three) on July 1, 2008.

The opportunity for the Assistant Superintendent to negotiate other benefits and conditions of this Agreement remain open during the life of the remaining Agreement.

3. Duties:

The Assistant Superintendent shall serve as the Assistant Superintendent of Facilities and Maintenance Services of the Western Placer Unified School District. The Assistant Superintendent shall do and perform all services, acts, or things necessary or advisable to manage and conduct the District in this capacity, subject at all times to applicable state and federal laws and the policies set by District's Governing Board, and subject to the consent of the Board when required by the terms of this Agreement or by Board Ordinances, Policies, Rules, or direction, or by applicable law.

4. Health and Welfare:

The Assistant Superintendent shall be provided the same health and welfare benefits as certificated bargaining unit members including the same allowances and caps.

5. Reimbursement of Personal Expenses:

The District shall promptly reimburse the Assistant Superintendent for all reasonable personal expenses incurred in connection with District. Each such expenditure shall be reimbursable

8.5.1

only if the Assistant Superintendent furnishes to the District adequate records and other documentary evidence required by federal and state statutes and regulations issued by the appropriate taxing authorities for the substantiation of each such expenditure. Such expenses, include, but are not limited to, the expenses incurred in the attendance of regional, state or national conferences, seminars, hearings, or meetings which are to the benefit and welfare of the District.

6. Membership and Dues:

The District shall pay membership for the local chapter of the Association of California School Administrators and an individual membership to the California Association of School Business Officials, if requested by the Assistant Superintendent.

7. Life Insurance:

The District shall pay for the life insurance plan provided to certificated bargaining unit members.

8. Transportation:

The Assistant Superintendent shall be paid for use of her private vehicle in the amount of three hundred dollars (\$300.00) per month. A district vehicle may be used

9. Vacation:

The Assistant Superintendent shall render twelve (12) months of full and regular services to District during each annual period covered by this Agreement, except that he shall be entitled to twenty-two (22) working days annual vacation with pay, and in addition, will receive holidays defined in Education Code §37220. In the event of termination of this Agreement, the Assistant Superintendent shall be entitled to full compensation for unused vacation at the salary rate effective during the school year in which the vacation credit was earned. In no case will more than thirty-five (35) days of unused vacation be paid at the expiration or termination of this contract.

10. Sick Leave:

The Assistant Superintendent shall be entitled to twelve (12) working days of sick leave each current contract year cumulative indefinitely.

11. Evaluation:

The Superintendent shall annually evaluate the performance of the Assistant Superintendent. This evaluation shall be based on the position description and the mutually agreed upon and specified goals and objectives in accordance with the procedures authorized in district policies.

12. Termination:

This Agreement shall terminate upon the happening of any of the following events:

- (a) Whenever the Assistant Superintendent and District shall mutually agree to termination in

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writing;

(b) Upon the death of Assistant Superintendent or permanent incapacity to perform the duties of this office; or

(c) Upon the grounds set forth in the California Education Code permitting or requiring termination of a certificated employee.

13. Early Termination:

Regardless of the term of this Agreement and pursuant to the requirements of Government Code Sections 53260 and 54261, it is hereby agreed that the Board, unilaterally and without cause, may terminate this Agreement and the Assistant Superintendent's status as an employee of the District. In consideration of the Board's right to terminate the Agreement without cause, the District shall pay to the Assistant Superintendent the then current salary for the remainder of the term of this Agreement, or for up to eighteen (18) months (see Government Code 53260(a) and 53261) following the effective date of termination, whichever is less. If the Board chooses to terminate the Assistant Superintendent as outlined in this paragraph, health and welfare benefits described in paragraph 4 shall remain in effect for the term of the agreement, not to exceed eighteen (18) months.

14. Entire Agreement:

This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the employment of Assistant Superintendent by the District and contains all of the covenants and Agreements between the parties with respect to that employment in any manner whatsoever.

Each party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either party.

15. Modifications:

Any modification of this Agreement will be effective only if it is in writing and signed by both parties.


8.5.3

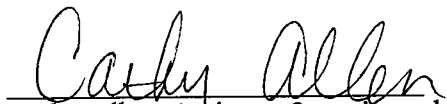
16. Severability:

The provisions of this Agreement are divisible; if any such provision shall be deemed invalid or unenforceable, such provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

Law Governing Agreement

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



Scott Leaman, District Superintendent

Cathy Allen, Assistant Superintendent

8.5.4

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: Assistant Superintendent of Facilities and Maintenance Services

Department: Facilities and Maintenance

Reports To: District Superintendent

SUMMARY:

Under the administrative direction of the Superintendent, plans, organizes, assigns, directs and reviews the work of the Facilities and Maintenance Department. Provides leadership for the District in all aspects of facilities, maintenance and operations including long-range planning, bond elections, communication with local agencies, developers, contractors and the public at large, facilities acquisition, construction management, application for state facilities fund eligibility and approval, developer fee program, enrollment projections, attendance boundaries, maintenance and emergency procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Oversees and evaluates administration of assigned departments for the purpose of ensuring effective delivery of services to schools, departments and the community.
- * Administers and interprets statutes, regulations and policies concerned with the responsibilities of facilities, operations and maintenance.
- * Responsible for cost effectiveness of the District's Facilities and Maintenance Department.
- * Prepares periodic reports for the Superintendent, staff and Governing Board.
- * Represents the District in meetings with administrators, professional staff, business leaders, governmental representatives and the public concerning facilities and operations, including supervising the negotiations of mitigation agreements.
- * Assists the Superintendent in long-range facilities and operations planning and policy development on District matters related to projected needs.
- * Works closely with Assistant Superintendent, Business, to prepare accurate and timely financial reports of facilities projects, State Facilities Grants and State Deferred Maintenance Program.
- * Provides leadership for all aspects of State Facilities and Deferred Maintenance Programs including eligibility, design approval and facilities grant awards.
- * Supervises the collection of developer fees and Mello Roos taxes for the purpose of ensuring accurate and timely receipt and recording of funds.
- * Coordinates the analysis of sites, the acquisition of property and the development of designs and plans for the purpose of carrying out the District's facilities master plan.
- * Aggressively pursues all possible revenue sources for facilities and maintenance.

8.5.5

- * Engages in positive communication and constructive partnerships with local and county governmental agencies and community groups, attends meetings as required.
- * Works effectively with developers, contractors, inspectors, architects and specialized consultants.
- * Establishes collaborative working relationships with school site administration and staffs. Fosters a client-focused approach to departmental work.
- * Participates as a member of the Superintendent's Cabinet. Works closely with members of District Management Team.

SUPERVISORY RESPONSIBILITIES:

Supervises Facilities and Maintenance personnel and carries out supervisory responsibilities in accordance with District's policies and applicable laws. Responsibilities include interviewing and hiring employees; planning, assigning and directing work; appraising performance, disciplining employees, addressing complaints and resolving problems. Supervises and evaluates management staff in the department, including Director of Maintenance; assists Director of Maintenance with supervisory duties as necessary. Ensures that employee evaluations are done in accordance with District policies and in a timely manner.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Graduation from an accredited college or university with a degree in business, architecture, construction management, civil engineering, or related field or equivalent, plus five years of recent Facilities experience in a management or administrative capacity within a comparable size municipal or educational institution.

CERTIFICATES, LICENSE, REGISTRATIONS:

Must possess a valid California Driver's License and be insurable. Further coursework in Educational Facilities Planning and Construction preferred.

OTHER SKILLS, KNOWLEDGE AND ABILITIES:

Knowledge of:

- * Extensive knowledge of California school facilities laws, procedures and practices;
- * Theory and practice of modern school business management;
- * Governmental budgeting, accounting, purchasing and contracts;
- * Audit and fiscal control procedures;
- * Staff development and effective management techniques;

8.5.6

- * Technology and the implementation of technological advances for facilities and operations applications;
- * Facilities acquisition and modern school construction techniques;
- * Laws and regulations affecting the operations of the department, school district and school construction management, as necessary.

Ability To:

- * Plan, direct, establish priorities and coordinate a variety of complex technical operations;
- * Prepare and/or present clear and concise reports regarding complex information;
- * Use positive interpersonal skills to provide effective leadership to staff and to work collaboratively with those contracted in the course of work;
- * Apply knowledge and understanding of management to analyze and identify present and potential problems, develop and evaluate alternate solutions and propose appropriate plans of action;
- * Interpret and apply laws, rules, regulations and policies related to facilities matters;
- * Supervise and evaluate the activities of others;
- * Make use of technology for information, communication and data management.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard; walking over rough or uneven terrain; seeing to read text, drawings, diagrams, schematics and related documents; view computer monitors; hearing and speaking to exchange information on the telephone, in person and at presentations; kneeling, bending at the waist and reaching overhead; lifting moderately heavy objects; sitting or standing for extended periods of time; climbing ladders and working/conducting inspections from heights.

WORK ENVIRONMENT:

Office, school site and construction site environments; indoor and outdoor environment; seasonal heat and cold or adverse weather conditions; driving a vehicle to conduct work. Exposure to chemicals, fumes or gases; working around machinery have moving parts at construction sites and during inspections; contact with dissatisfied individuals. Noise levels at job sites can be loud when exposed to construction machinery or during fire alarm tests. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

8.5.7

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Director Of Maintenance**

Department: Maintenance

Reports To: Assistant Superintendent of Facilities and Maintenance Services

SUMMARY:

Acts as supervisor of custodial, maintenance and warehouse services, and performs a wide variety of skills commensurate with the position. This is a management position and is a member of the management team.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Responsible for the general maintenance and custodial needs of all district buildings, sites and grounds and appurtenances.
- * Responsible for all facets of the warehouse operation.
- * Coordinates ordering and requisitioning materials, supplies and parts for maintenance and repair of school buildings, sites and related equipment.
- * Assists in the hiring, training and evaluation of custodians and maintenance personnel.
- * Assists with the development and construction of new school sites at the request of the District and the Assistant Superintendent of Facilities and Maintenance Services.
- * Responsible for the siting, design and installation of all portable projects on school campuses.
- * Keeps accurate records in auditable form.

SUPERVISORY RESPONSIBILITIES:

Supervises custodians and maintenance personnel. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; regarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education (GED). Must successfully demonstrate the following knowledge and abilities in the district or in a similar position for at least six years.

8.5.8

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusion. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Must have a working knowledge of carpentry, electricity, painting, mechanical, plumbing, general maintenance problems common to schools, and in addition have experience and be knowledge of custodial and groundsman assignment. Must have a working knowledge and understanding of the warehouse operation. Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is frequently required to stand, walk; use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head and reach forward. The employee continuously uses hand strength to grasp tools, and climbs ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

8.59

The employee will frequently lift and/or move up to 50 pounds such as a tool box. Occasionally the employee will lift and/or move up to 90 pounds such as piping and pool valves. The employee will sometimes push/pull items such as tables, scaffolds, and air compressors. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

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

The noise level in the work environment is usually very quiet. Work is performed indoors and outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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8.5.10

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Assistant Director of Maintenance**

Department: Maintenance

Reports To: Director of Maintenance and Facilities

Assistant Superintendent of Facilities and Maintenance Services

SUMMARY:

Acts as assistant to the Maintenance Director and as the Maintenance Director during the absence of the regular Director. Maintains and tracks the Maintenance Budget. Also acts as a supervisor of custodial, maintenance and warehouse services, and performs a wide variety of skills commensurate with the position. This is a management position and is a member of the management team.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Assists the Maintenance Director with the following responsibilities:

- * Assists with the warehouse operation.
- * Orders and requisitions materials, supplies and parts for maintenance and repair of school buildings, sites and related equipment as authorized by the Director of Maintenance.
- * Assists as requested by the Director of Maintenance in the hiring, training and evaluation of custodians and maintenance workers.
- * Assists with the development and construction of new school sites as requested by the District or the Assistant Superintendent of Facilities and Maintenance Services.
- * Assists in the siting, design and installation of all portable projects on school campuses, including electrical capacity and communications systems.
- * Keeps accurate records in auditable form.

SUPERVISORY RESPONSIBILITIES:

Supervises custodians and maintenance personnel. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include assisting with interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; regarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS::

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

8.5.11

EDUCATION and/or EXPERIENCE:

High school diploma or general education (GED). Must successfully demonstrate the following knowledge and abilities in the district or in a similar position for at least six years.

LANGUAGE SKILLS:

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

MATHEMATICAL SKILLS:

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusion. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Must have a working knowledge of carpentry, electricity, painting, mechanical, plumbing, general maintenance problems common to schools, and in addition have experience and be knowledge of custodial and groundsman assignment. Must have a working knowledge and understanding of the warehouse operation. Ability to establish and maintain effective working relationships with students, staff, and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is frequently required to stand, walk, use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head and reach forward. The employee continuously uses hand strength to grasp tools, and climb ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.

The employee will frequently lift and/or move up to 50 pounds such as a tool box. Occasionally the employee will lift and/or move up to 90 pounds such as piping and pool valves. The employee will sometimes push/pull items such as tables, scaffolds, and air compressors. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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WORK ENVIRONMENT:

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

The noise level in the work environment is usually very quiet. Work is performed indoors and outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Scott Leaman
Superintendent

Board of Education Members:

- Paul Carras, Clerk
- James McLeod, Vice-President
- Paul Long, Board President
- Ana Stevenson, Member
- Brian Haley, Member

Administrative Staff:

- Terry Ryland**, Interim CBO
 - Jeff Dardis**, Director of Food Services
 - Mark DeRossett**, Director of Transportation
 - Carrie Carlson**, Director of Business
- Bob Noyes**, Asst. Supt. of Personnel Serv.
- Cathy Allen**, Asst. Supt. of Fac. & Main.
 - Frank Nichols**, Director of Maintenance
- Mary Boyle**, Asst. Supt. of Educ. Services
 - Eli Gallup**, Director of Special Educ.
 - Chuck Youtsey**, Director of Technology

Instructional Staff (Principals and Assistant Principals):

- Kevin Kurtz**, Principal FSS
- Ruben Ayala**, Principal FSS
- John Bliss**, Principal CCC
- Linda Pezanoski**, Principal COE
- Jeremy Lyche**, Principal TBE
- Kris Knutson**, Principal SHER
- John Wyatt**, Principal PHS
- John Wyatt**, Principal PHS
- Stacey Brown**, Principal TBMS
 - Randy Woods**, Asst. Principal
- Michael Doherty**, Principal GEMS
 - Vikki Eutsey**, Asst. Principal
- Dave Butler**, Principal LHS
 - Jan Smith Rob Kerrigan**, Asst. Principal

Certificated and Classified Staff

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