

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

**August 24, 2011**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

**NOTICE TO THE PUBLIC: PURSUANT TO SB 343, BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:**

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4<sup>th</sup> Floor)
- On our Webpage: [www.pvusd.net](http://www.pvusd.net)

### **Notice to the Audience on Public Comment**

Members of the audience are welcome to address the Board on all items not listed on this agenda. Such comments are welcome at the "Visitor Non-Agenda Items".

Members of the audience will also have the opportunity to address the Board during the Board's consideration of each item on the agenda.

Individual speakers will be allowed three minutes (unless otherwise announced by the Board President) to address the Board on each agenda item. **You must submit this card prior to the discussion of the agenda item you wish to speak to; once an item has begun, cards will not be accepted for that item.** For the record, please state your name at the beginning of your statement. The Board shall limit the total time for public input on each agenda item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

Note: Time allotment for each item is for the report portion only; it is not an anticipation of the total time for the discussion of the item.

**We ask that you please turn off your cell phones and pagers when you are in the boardroom.**

**Please Note that Reporting out of Closed Session will Take Place AFTER Action Items.**

### **1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.**

1.1 Call to Order

1.2 Public comments on closed session agenda.

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
    - a. Certificated Employees (see Attached)
    - b. Classified Employees (see attached)
  - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
  - 2.3 Negotiations Update
    - a. CSEA
    - b. PVFT
    - c. Unrepresented Units: Management and Confidential
    - d. Substitutes – Communication Workers of America (CWA)
  - 2.4 Claims for Damages
  - 2.5 Pending Litigation
  - 2.6 Anticipated Litigation
  - 2.7 Real Property Negotiations
  - 2.8 1Expulsions
- 3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**
- 3.1 Pledge of Allegiance
  - 3.2 Welcome by Board President  
Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
  - 3.3 Superintendent Comments
- 4.0 APPROVAL OF THE AGENDA**
- 5.0 APPROVAL OF MINUTES**  
*a) Minutes for August 10, 2011*
- 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**
- 7.0 POSITIVE PROGRAM REPORT**
- 7.1 Energy Education: Energy Star Award  
*Report by Brett McFadden, CBO, and Steve Okamura, Energy Education Manager. 10 min.*
  - 7.2 Relay for Life  
*Report by Murry Schekman, Assistant Superintendent. 10 min.*
- 8.0 VISITOR NON-AGENDA ITEMS**  
Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

**9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**

**10.0 CONSENT AGENDA**

Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).

- 10.1 Purchase Orders August 4 - 17, 2011.  
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants August 4 - 17, 2011.  
The warrants will be available in the Superintendent's Office.
- 10.3 Acknowledge with Gratitude Donations from Monterey Business Systems, Palace Art and Office Supplies, and Jacob Young and Associates, to support 2011 Districtwide Breakfast.
- 10.4 Acknowledge with Gratitude Donation of \$8,500 from Driscoll Strawberry Associates for Bradley's Reading Intervention Program "Walk to Learn".

The administration recommends approval of the Consent Agenda.

**11.0 DEFERRED CONSENT ITEMS**

**12.0 REPORT AND DISCUSSION ITEMS**

- 12.1 Report and Discussion on Appointment and Terms of Commission Members (Merit Rule 3.1).  
*Report by Pam Shanks, Director of Classified Personnel.* 2 min.
- 12.2 Report and Discussion on Adult Education Status.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 10 min.
- 12.3 Report and Discussion on Human Resources Report.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 10 min.

**13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

- 13.1 Report, discussion and possible action on Implementation of 2011-12 State Budget: Allocation Reserve Set Aside.  
*Report by Brett McFadden, CBO.* 10 min.
- 13.2 Report, discussion and possible action on Advisory Committee Recommendation on Consultant Vendor and Legal Cost Transparency.  
*Report by Brett McFadden, CBO.* 10 min.
- 13.3 Report, discussion and possible action on 2012 Trustee Area Redistricting: Adoption of Timeline and Demographic Services.  
*Report by Brett McFadden, CBO.* 10 min.
- 13.4 Report, discussion and possible action to approve Resolution #11-12-03, Support of a Seal of Biliteracy.  
*Report by Dorma Baker, Superintendent.* 2 min.
- 13.5 Report, discussion and possible action to approve of Revised Job Description: Language Support Liaison I and New Job Description: Language Support Liaison II.  
*Report by Pam Shanks, Director of Classified Personnel.* 2 min.

- 13.6 Report, discussion and possible action to approve Job Description: Manager – MSHS Health and Disabilities.  
*Report by Pam Shanks, Director of Classified Personnel.* 2 min.
- 13.7 Report, discussion and possible action to approve New Job Description: Student Services Specialist I, and Revised Job Description: Student Services Specialist II.  
*Report by Pam Shanks, Director of Classified Personnel.* 2 min.
- 13.8 Report, discussion and possible action to approve Updated Board Bylaw 9123, Vice President/Clerk.  
*Report by Dorma Baker, Superintendent.* 2 min.

**14.0 ACTION ON CLOSED SESSION**

**15.0 GOVERNING BOARD COMMENTS/REPORTS**

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011**

All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
<b>September</b>	▪ 14	▪ Unaudited Actuals
	▪ 28	
<b>October</b>	▪ 12	
	▪ 26	
<b>November</b>	▪ 16	▪
<b>December</b>	▪ 7 Annual Organization Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

**17.0 ADJOURNMENT**

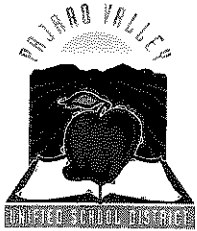
PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
August 24, 2011

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957  
a. Certificated Employees  
b. Classified Employees

<b>New Hires – Probationary</b>	
1	Instructional Assistant II
5	Health Services Assistant
2	Bus Driver
1	Data Entry Specialist
1	Health and Disabilities Coordinator
2	Office Manager
1	Instructional Assistant II
2	Behavior Technician
<b>New Substitutes</b>	
	None
<b>New Hires</b>	
17	Secondary Teachers
5	Elementary Teachers
1	Speech & Language Therapist
1	SSO Teacher
<b>Promotions</b>	
1	Attendance Specialist
1	Lead Custodian III
1	Office Manager
<b>Rehires</b>	
6	EL Specialists
3	MEST
1	Psychologist
5	Speech & Language Specialist
1	Teacher – Secondary
1	Teacher - Elementary
<b>Administrative Appointments</b>	
2	Principals (extra days)
1	CalSafe Coordinator (extra days)
2	Coordinator of Site Academic (extra days)

<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
14	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
5	Elementary Teachers
3	Secondary Teachers
2	Instructional Assistant II
2	Cafeteria Assistant
1	Instructional Assistant – Migrant Children Center
1	Payroll Technician
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
1	Nurse
1	Teacher – Elementary
1	Teacher - Secondary
<b>Supplemental Service Agreements</b>	
3	Elementary Teachers
1	Kindergarten Coach
1	Secondary Teacher
1	Read Support
1	Speech & Language Therapist
<b>Miscellaneous Actions</b>	
3	Behavior Technician
2	Cafeteria Assistant
1	Custodian II
1	Health Services Assistant
15	Instructional Assistant II – Special Education
7	Instructional Assistant I – Special Education
1	Instructional Assistant – Migrant Children Center
1	Instructional Support Clerk
1	Lead Custodian I
1	Office Manager

1	Registration Specialist
<b>Separations From Service</b>	
	None
<b>Limited Term – Projects</b>	
7	Behavior Technician
1	Campus Safety Coordinator
3	Career Development Specialist I
1	Community Services Liaison I
4	Enrichment Specialist
1	Instructional Assistant II – General Education
31	Instructional Assistant II – Special Education
19	Instructional Assistant I – Special Education
1	Library Media Technician
1	Office Assistant I
3	Office Assistant II
3	Office Assistant III
1	Textbook Media Specialist
<b>Exempt</b>	
2	Crossing Guards
9	Student Helpers
16	Yard Duty Supervisors
<b>Provisional</b>	
1	Administrative Secretary II
1	Office Assistant III
1	Office Manager
<b>Limited Term - Substitute</b>	
10	Cafeteria Assistant
1	Delivery Driver
2	Enrichment Specialist
2	Instructional Assistant – Migrant Children Center
1	Maintenance Specialist
3	Office Assistant II
1	Office Manager
1	Textbook Media Specialist



**August 10, 2011**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**  
**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**HUMAN RESOURCES CONFERENCE ROOM**  
**294 Green Valley Road**  
**Watsonville, CA 95076**

**1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:00 P.M.**

**1.1 Call to Order**

President Yahiro called the meeting of the Board to order at 6:04 pm at 294 Green Valley Road, Watsonville, CA.

**1.2 Public comments on closed session agenda.**

None.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

**2.1 Public Employee Appointment/Employment, Government Code Section 54957**

**a. Certificated Employees**

**b. Classified Employees**

<b>New Hires – Probationary</b>	
	None
<b>New Substitutes</b>	
7	Teachers
<b>New Hires</b>	
1	After School Site Coordinator
1	Psychologist
1	Site Coordinator
<b>Promotions</b>	
	None
<b>Rehires</b>	
1	Assistant Teacher
1	MEST
1	Scholarship Coordinator
62	Teacher – Elementary
14	Teacher – Secondary
2	TOSA
<b>Administrative Appointments</b>	
2	Assistant Principal – High School



1	Coordinator – GATE
3	Coordinator – Site Academics
1	Coordinator – Special Projects
<i>1</i>	<i>Director of Education and English Learner Services</i>
<i>1</i>	<i>SIG Coordinator</i>
<b>Transfers</b>	
11	Teachers
<b>Extra Pay Assignments</b>	
1	Activities Director
2	Athletic Director
9	Coaches
11	Department Chairs
1	Drama Coach
1	Publications Adv.
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
8	Elementary Teachers
3	Secondary Teachers
1	Speech & Language Specialist
1	Textbook Media Specialist
2	Instructional Assistant II
1	Data Entry Specialist
1	Administrative Assistant
1	Behavior Technician
1	Custodian II
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
1	Counselor
10	Teachers
1	Academic Coordinator
1	Reading Specialist
<i>1</i>	<i>Elementary Teacher</i>
<i>2</i>	<i>Secondary Teacher</i>
<i>1</i>	<i>Resource Specialist</i>

<b>Supplemental Service Agreements</b>	
46	Elementary Teachers
7	Education Services Teachers
13	Secondary Teachers
4	Assistant Teachers
1	TOSA
<b>Miscellaneous Actions</b>	
2	Accounting Specialist II
4	Administrative Secretary II
2	Administrative Secretary III
1	Bus Driver
3	Custodian II
2	Registrars
2	Staff Accountants
<b>Separations From Service</b>	
1	Office Manager
1	Information Systems Support Technician
1	Coordinator MHS Family and Child
<b>Limited Term – Projects</b>	
2	Accounting Specialist II
1	Administrative Secretary I
2	Administrative Secretary III
1	Attendance Specialist
7	Campus Safety Coordinator
4	Community Service Liaison I
2	Community Service Liaison II
2	Custodian I
1	Custodian II
2	Enrichment Specialist
1	Groundskeeper I
3	Instructional Assistant – General Education
1	Language Support Liaison
2	Lead Custodian II
3	Library Media Techs
1	Office Assistant I
1	Office Assistant II

3	Office Assistant III
3	Office Managers – High School
2	Parent Education Specialist
1	Student Information System Support
1	Testing Specialist II
1	Trans Dispatcher
2	Translators
<b>Limited Term – Substitute</b>	
12	Custodian I
2	Custodian II
1	Executive Assistant to the Superintendent
1	Groundskeeper I
1	Instructional Assistant/Migrant Children Center
1	Workers Comp Coordinator
<b>Exempt</b>	
4	Childcare
24	PUPILS
14	Migrant OWE
13	Crossing Guards
6	Safety Monitors
19	Yard Duty
<b>Provisional</b>	
1	Behavior Technician
<b>Summer School Program</b>	
28	Behavior Technicians
46	Bus Drivers
16	Cafeteria Assistants
2	Cafeteria Manager I
3	Campus Safety Coordinator
1	Cafeteria Cook/Baker
17	Enrichment Specialist
3	Healthy Services Assistant
27	Instructional Assistant – General Education
9	Instructional Assistant I
64	Instructional Assistant II
13	Instructional Assistant – Migrant Children Center

1	Library Media Technician
1	Low Incidence Technician
15	Office Assistant III
1	Office Manager
5	Site Computer Support Technician
17	Student Helpers

**2.2 Public Employee Discipline/Dismissal/Release/Leaves**

**2.3 Negotiations Update**

- a. CSEA
- b. PVFT
- c. Unrepresented Units: Management and Confidential
- d. Substitutes – Communication Workers of America (CWA)

**2.4 Claims for Damages**

**2.5 Pending Litigation**

**2.6 Anticipated Litigation**

**2.7 Real Property Negotiations**

**2.8 1 Expulsions**

**3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**

President Yahiro called the meeting of the Board in public to order at 7:07 pm.

**3.1 Pledge of Allegiance**

Trustee Keegan led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board President**

Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro were present.

**3.3 Superintendent Comments**

Dorma Baker noted that change of location for the board meeting was necessary due to the district's need for a large venue for the Application Round up where district families are able to apply for free or reduced lunch, bus passes, and obtain the whooping cough vaccine. As of today, approximately 9,000 families have been helped with this process.

Dorma asked for a moment of silence in honor of two employees who had passed away recently: Lynn Douglas, teacher from Freedom Elementary School, and Sue Kidd, a classified retiree from the Accounting Department.

**4.0 APPROVAL OF THE AGENDA**

Trustee Keegan moved to approve the agenda, moving up items 10.1, 10.2 and 11.1 after 5.0. Trustee Nichols seconded the motion. The motion passed unanimously.

**5.0 APPROVAL OF MINUTES**

**a) Minutes for June 22, 2011**

Trustee Nichols moved to approve the minutes of June 22, 2011. Trustee DeRose seconded the motion. The motion passed unanimously.

## **10.0 REPORT AND DISCUSSION ITEMS**

### **10.1 Report and Discussion on District Fiscal Update: 2011-12 Adopted State Budget.**

*Report by Brett McFadden, CBO.*

Brett McFadden spoke about the fiscal stabilization plan, which included a 3.5 million in program and personnel reductions. The major fiscal assumptions for 2011-12 include: no statutory COLA for the fourth year in a row; flat funding for revenue limit and state categorical programs; 15% increase in employee health and welfare benefits; negotiated furlough agreements; and February reductions per board directive.

Brett cautioned that the recently adopted state budget could potentially impact the district's estimated revenues and multi-year projections. In addition, the Governor adopted budget trailer bill AB114, which makes significant changes to school districts' budget reporting and accountability process and requirements. Additionally, the district may face mid-year reductions if specific state revenue targets are not reached. If this occurs, the state budget might fact a 1.6 billion dollar reduction in education.

Staff recommends that the Board continues its emphasis on maximizing student achievement through the adopted Comprehensive Accountability Framework. In addition, it is important to protect the fiscal health of the district to ensure fairness and equity to employees, students and parents. Implementing AB 114 should be done in a way that can quickly and easily be altered if the district's fiscal state changes in January.

As next steps, Brett noted that management would meet and have a study session with PVFT on August 25 to begin negotiations and begin a similar process with CSEA. By September 15, the board will have an updated revenues and expenditures report. Meanwhile, staff will develop fiscal policy options for the board and costing out those options.

Public comment:

Bill Beecher, spoke about the budget and the uncertainty that still revolves around the state budget. He cautioned the board about restoring items.

Jack Carroll, spoke about the COE required reserve, which is no longer necessary and it is money that is available now to improve student achievement. Reinstating Class Size Reduction might be an effective way to utilize these funds.

Board participated with comments and questions.

### **10.2 Report and Discussion on the Request for Proposals (RFQ) Process for District Health and Care Consultant Contract.**

*Report by Brett McFadden, CBO.*

Brett McFadden noted that the District currently uses Keenan and Associates for a Health Care consultant for more than 10 years and the contract expires soon. Brett noted the unique situation of the District as an independent self-funding system. As such, the district directly oversees and administers its own set of health and dental benefit plans. Rich Buse, Director of Purchasing, began the RFQ process and nine proposals have been received. The RFQ process was completed with input from both employee unions. Staff will review the proposals and interview the top three companies. The recommended contract will be brought to the Board once it's established.

## **11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **11.1 Report, discussion and possible action on 2012 Trustee Area Redistricting.**

*Report by Brett McFadden, CBO.*

Brett McFadden explained that districts with trustee area elections need to be part of redrawing trustee areas after each decennial census. The District is subject to adhere to specific redistricting process and

submit their final maps to the County Office of Education and the County's Election Office by April 2012. The process and proposal, Brett explained, would require "pre-clearance" from the U.S. Department of Justice because the district is part of the Monterey County, which is a county subject to specific findings under the federal Voting Rights Act requiring local election areas and boundaries to be reviewed by the DOJ.

Staff has analyzed the needs and recommend the following actions: to acquire consultation services for demographics and map drawing and to appoint an independent facilitator for the committee process and to develop policy recommendation to the Board. Brett recommended using Lozano Smith, the current legal firm retained by the District, to facilitate the process as they have the necessary expertise in this area.

Trustee De Rose moved to approve the item. Trustee Nichols seconded the motion. The motion passed unanimously.

*(Note: Action items continue below.)*

#### **6.0 VISITOR NON-AGENDA ITEMS**

Eloise for Marilyn Garret, commented on the health risks of wireless towers near schools.

Marilyn further commented on how wireless devices affect the students by emitting class 2 carcinogenic radiation. Children should be in safer, wired schools.

#### **7.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**

Francisco Rodriguez, PVFT, commented on how the three items that were presented seem to be a more transparent process. It is appropriate for the unions to have participation and give input. The union's contract is up for negotiation now and he hopes for a good start.

#### **8.0 CONSENT AGENDA**

Public comment on 8.3:

Bill Beecher, community member, asked about the possible overlap of services between the Child Development Department and some of the activities of Adult Education; if there is an overlap it may be possible to combine the programs.

Trustee Nichols moved to approve the consent agenda. Trustee Ursino seconded the motion. The motion passed unanimously.

**8.1 Purchase Orders June 16 – August 3, 2011.**

**8.2 Warrants June 16 – August 3, 2011.**

**8.3 Approve Resolution # 11-12-01, Child Development Contracts, Child Development Division Programs 2011-12 (CMG-1017, CMSS 1017, CSPP 1594, CPKS 1104, CCTR 1333).**

**8.4 Approve 2011-12 Consolidated Application, Part I for Funding Federal and State Programs.**

**8.5 Approve Williams Uniform Complaint Quarterly Report for April – June, 2011. Number of Complaints: Zero.**

#### **9.0 DEFERRED CONSENT ITEMS**

None.

## **11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (CONTINUED)**

Staff addressed item 11.3 prior to 11.2.

### **11.3 Report, discussion and possible action to approve Annual Declaration of Need for Fully Qualified Educators.**

*Report by Albert Roman, Assistant Superintendent, Human Resources.*

Albert Roman noted that the district needs to adopt a declaration of need for teachers in bilingual education, special education, mathematics and science. This declaration, which certifies that there is an insufficient number of certificated persons who meet the district's specified employment criteria, will allow the district to employ a sufficient number of teachers to fulfill its obligation to the students and community.

Board participated with comments and questions.

Trustee Keegan moved to approve the Declaration of Need, removing Bethany College from the list and adding UCSC. Trustee DeRose seconded the motion. The motion passed unanimously.

### **11.2 Report, discussion and possible action to approve Resolution #11-12-02, Santa Cruz County College Commitment.**

*Report by Murry Schekman, Assistant Superintendent.*

Murry Schekman commented on the work of PUVSD with Cabrillo College, UCSC, CSUMB and SJSU to form a partnership that seeks to increase the number of students going and staying in college. The commitment includes reaching out to students as early as in elementary levels to begin conversations about college. In addition, the Cabrillo College Foundation will work to raise funds to provide a \$500 scholarship for qualifying students. Murry spoke about the importance of college noting that unemployment rate is significantly higher amongst high school drop outs at 13% than with a masters or above at about 2%. Murry commented that this commitment is an excellent opportunity for the students of the district.

Board participated with comments.

Trustee Keegan moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Nichols away from her seat).

### **11.4 Report, discussion and possible action to approve Job Description: Migrant Outreach Specialist.**

*Report by Albert Roman, Assistant Superintendent, Human Resources.*

Pam Shanks reported on the reclassification process, noting that there has to be a gradual accretion of their duties for at least two years. This item, as well as item 11.5, have gone through the process and have modifications to the job description. The Personnel Commission has approved the reclassification at range 39.

Trustee Keegan moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

### **11.5 Report, discussion and possible action to approve Job Description: Guidance Specialist.**

*Report by Albert Roman, Assistant Superintendent, Human Resources.*

Pam Shanks stated that this is the same criteria as the preceding item.

Board participated with comments.

Trustee Nichols moved to approve this item. Trustee DeRose seconded the motion. The motion passed 6/0/0/1 (Yahiro abstained).

**11.6 Report, discussion and possible action to approve Deletion of Policy and Administrative Regulation #0520.1m High Priority Schools Grant Program.**

*Report by Dorma Baker, Superintendent.*

Dorma Baker explained that this policy is no longer needed because the HPSG has stopped.

Trustee Nichols moved to approve this item. Trustee Keegan seconded the motion. The motion passed unanimously.

**11.7 Report, discussion and possible action to approve Updated Board Policies in the 1000, 5000, 6000, and 9000 Series:**

- BP 1150 - Commendations and Awards
- BP 1160 – Political Process
- BP 1250 - Visitors/Outsiders
- BP 5022 - Student and Family Privacy Rights
- BP 5113.1 - Chronic Absence and Truancy
- BP 5116.1 - Intradistrict Open Enrollment
- BP 5117 - Interdistrict Attendance
- BP 5118 - Open Enrollment Act Transfers
- BP 5131.62 – Tobacco
- BP 5131.7 - Weapons and Dangerous Instruments
- BP 5141.3 - Health Examinations
- BP 5141.31 – Immunizations
- BP 5144 – Discipline
- BP 6011 - Academic Standards
- BP 6161.1 - Selection and Evaluation of Instructional Materials
- BP 6163.1 - Library Media Centers
- BP 6163.2 - Animals at School
- BP 9123 – Clerk
- BB 9140 - Board Representatives
- BB 9323.2 - Actions by the Board

*Report by Dorma Baker, Superintendent.*

Dorma Baker noted that these changes were driven by updates provided to the District by the California School Boards Association.

Board participated with comments.

Trustee Nichols moved to approve the updates excluding BP 5022, BB 9123 and BB 9140 so that they can be further clarified. Trustee Keegan seconded the motion .

The Board continued with comments and questions.

Staff requested to have BP 5131.7 also pulled for further clarification.

Trustees Nichols and Keegan amended their motion to include BP5131.7. The motion passed unanimously.

**12.0 ACTION ON CLOSED SESSION**

**2.1 Public Employee Appointment/Employment, Government Code Section 54957**

**a. Certificated Employees**

Trustee Nichols moved to approve the certificated employee report with the following additions: 1 Director of Education and English Language Services, and 1 SIG Coordinator under Administrative



Appointments; 1 Elementary teacher, 2 secondary teachers, and 1 Resource Specialist under Resignations. Trustee De Serpa seconded the motion. The motion passed 6/0/0/1 (Ursino abstained).

**b. Classified Employees**

Trustee Nichols moved to approve the classified employee report as presented. Trustee Keegan seconded the motion. The motion passed 6/0/1 (JU abstained).

**2.8 1 Expulsions**

***Action on Expulsions:***

**11-12-001** Trustee Nichols moved to table this item and bring back at the next board meeting to allow the Board time for further clarification. Trustee DeRose seconded the motion. The motion passed unanimously.

**13.0 GOVERNING BOARD COMMENTS/REPORTS**

Trustee Nichols reported that she attends the monthly Migrant Head Start committee meetings and that they are inspiring regarding the political empowerment given to migrant families. She invited other members to attend those meetings and to see migrant families becoming so aware.

Trustee Osmundson commented that she also attended the MHS meetings as well as the Migrant Parent Advisory Committee meetings through the summer.

President Yahiro commented that the Relay for Life event of July 9 and 10 had a positive outcome. He attended the Open House at Chavez for the Medial Dental services opening and noted that it is a great opportunity for the betterment of our families. He reminded all that the following week schools would start and thanked all for their work to ensure it all goes well.

**14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011**

**All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.**

		Comment
August	▪ 24	
September	▪ 14	▪ Unaudited Actuals
	▪ 28	
October	▪ 12	
	▪ 26	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

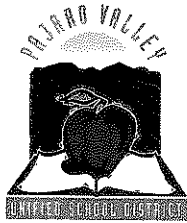
**15.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the Board was adjourned at 9:56 pm.

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Dorma Baker, Superintendent

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 7.1

**Date:** August 24, 2011

**Item:** Energy Education: Energy Star Award

**Overview:** In 2008, the board initiated a districtwide energy management program in an attempt to reduce energy utilization across the district. The district contracted with Energy Education, Inc to provide consultation services on ways to better manage and reduce energy costs. The district also created the position of Energy Manager within the Maintenance and Operations Department.

Over the past three years, the district has steadily decreased overall energy consumption at all schools and locations. Overall reductions have been more than 25 percent.

Nine district schools have been awarded with U.S. Environmental Protection Agency's Energy Star Award. This is a difficult award to achieve. Sustained reductions in energy use must be demonstrated in order to be eligible. Each school site must apply. District staff have submitted additional applications for other sites and are confident that they too will be recognized.

This is a significant achievement and a direct result of the board's initiative to create greater environmental stewardship across the district.

**Recommendation:** Positive Program Report

**Prepared By:** Brett McFadden, CBO and Steve Okamua, Energy Education Manager

**Superintendent's Signature:** Dorinda Bet

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 7.2

**Date:** August 24, 2011

**Item:** Positive Program Report

**Overview:** The Relay for Life in Watsonville is in its 11<sup>th</sup> year. This event was moved from the Santa Cruz County Fairgrounds to Watsonville High's Geiser Field two years ago. The Relay for Life took place this year all night on July 9, 2011. The goals are important – honor those we've lost to cancer and those who are going through the battle right now and to raise needed funding for cancer research.

Our district should be very proud for we host the event and we have many, many employees who work hard to set up the Relay for Life and many employees who also participate.

Our goal tonight is to honor our district employees who provide ongoing leadership to make sure we have a successful Relay for Life! We will share some pictures from this most successful event!

**Recommendation:** Positive Program Report Only.

**Prepared By:** Murry Schekman, Assistant Superintendent

**Superintendent's Signature:** Dorinda Bae

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 10.3

**Date:** August 24, 2011

**Item:** Acknowledge with Gratitude Donations from Various Partners and Community Businesses for the Traditional Districtwide Breakfast

**Overview:** The Board acknowledges and recognizes the generosity of the following community members and businesses:

**Jacob Young & Associates  
Monterey Business Systems  
Palace Art & Office Supplies**

Their contribution allowed the District to continue with this joyful tradition.

**Recommendation:** Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



OFFICE OF THE  
SUPERINTENDENT

**Dorma Baker**  
Superintendent

August 19, 2011

Monterey Bay Systems  
Attn: Julie Ann Lozano  
24 Quail Run Circle  
Salinas, CA 93907

Dear Ms. Lozano,

On behalf of the entire school district, we extend our sincere gratitude for your donation of \$250.00 to contribute to the welcome back treats we offered the entire district staff; this helped raise everyone's spirits on their first workday.

In these difficult budget times your support has made a difference in helping our educational leaders express their appreciation for all staff.

Once again, thank you!

With appreciation,

Dorma Baker  
Superintendent

**Board of Education**

Libby Wilson  
President

Karen Osmundson  
Vice-President

Leslie L. De Rose

Doug Keegan

Sandra Nichols

Kim Turley

Willie Yahiro

Cc: Board Members

PVUSD Federal Tax ID: 77-0375541



OFFICE OF THE  
SUPERINTENDENT

**Dorma Baker**  
Superintendent

August 19, 2011

Palace Art & Office Supply  
Attn: Jim Urbani  
2606 Chanticleer Avenue  
Santa Cruz, CA 95065-1810

Re: Your Contribution to the PVUSD's Districtwide Breakfast

Dear Mr. Urbani,

On behalf of the entire school district, we extend our sincere gratitude for your donation to contribute to the welcome back treats we offered the entire district staff; this helped raise everyone's spirits on their first workday.

In these difficult budget times your support has made a difference in helping our educational leaders express their appreciation for all staff.

Once again, thank you!

With appreciation,

Dorma Baker  
Superintendent

**Board of Education**

Libby Wilson  
President

Karen Osmundson  
Vice-President

Leslie L. De Rose

Doug Keegan

Sandra Nichols

Kim Turley

Willie Yahiro

Cc: Board Members

PVUSD Federal Tax ID: 77-0375541



OFFICE OF THE  
SUPERINTENDENT

**Dorma Baker**  
Superintendent

August 19, 2011

Jacob Young & Associates  
Attn: Jacob Young  
294 Green Valley Road #304  
Watsonville, CA 95076

Re: Your Contribution to the PVUSD's Districtwide Breakfast

Dear Mr. Urbani,

On behalf of the entire school district, we extend our sincere gratitude for your donation to contribute to the welcome back treats we offered the entire district staff; this helped raise everyone's spirits on their first workday.

In these difficult budget times your support has made a difference in helping our educational leaders express their appreciation for all staff.

Once again, thank you!

With appreciation,

Dorma Baker  
Superintendent

**Board of Education**

Libby Wilson  
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Leslie L. De Rose

Doug Keegan

Sandra Nichols

Kim Turley

Willie Yahiro

Cc: Board Members

PVUSD Federal Tax ID: 77-0375541

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 10.4

**Date:** August 24, 2011

**Item:** Acknowledge with Gratitude \$8,500 Donation from Driscoll Strawberry Associates for Bradley's Reading Intervention Program "Walk to Learn".

**Overview:** The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.

**Recommendation:** Acknowledge with gratitude.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*





A California Distinguished School

## Bradley Elementary School

321 Corralitos Road, Watsonville, CA 95076 (831) 728-6366  
[www.bradley.pvusd.net](http://www.bradley.pvusd.net)

Kathy Arola, Principal

Kelley Bell  
Philanthropy Program Manager  
Driscoll Strawberry Associates  
P.O. Box 50045  
Watsonville, CA 95076

August 17, 2011

Dear Ms. Bell,

The leveled Reading Intervention Program "WALK TO LEARN" at Bradley School has been very successful because of your generous support to hire a reading intervention teacher. We would like to thank you for your generous donation of \$8,500 to provide support for our struggling readers this school year.

On behalf of the Bradley School community, we would like to extend our deepest gratitude to your organization for your on-going support as a community partner of Bradley School.

Sincerely,

Kathy Arola



## Board Agenda Backup

Item No: 12.1

**Date:** August 24, 2011

**Item:** Appointment and terms of Commission Members (Merit Rule 3.1)

**Overview:** The Personnel Commission Merit Rules 3.1 A require that on or about September 1<sup>st</sup> of each year, the Director of Classified Personnel notify the Board of Education and the recognized classified employee organization of the name and home address of the Commissioner whose term will expire. The notification will also provide the name of the appointing authority, and the procedures to be followed in filling the upcoming vacancy.

As of noon, December 1, 2011 the term will expire for:

<b>Name:</b>	Mary Ann Otero Gomez
<b>Address:</b>	211 Arthur Rd. Watsonville, CA 95076
<b>Appointing authority:</b>	Board appointed Commissioner

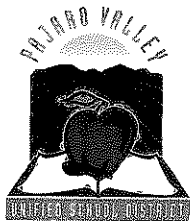
In accordance with Personnel Commission Rule 3.1 B, by September 30<sup>th</sup>, the Board of Education shall publicly announce the name of the person it intends to appoint or reappoint. At a board meeting to be held after thirty (30) and within forty-five (45) days of the date the Board publicly announced its candidate, the Board shall hold a public hearing to provide the public, employees, and employee organizations the opportunity to express their views on the qualifications of the person recommended by the Board of Education for appointment. The Board at that time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing.

**Prepared By:**

Pam Shanks, Director of Classified Personnel

**Superintendent's Signature:**

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.2

**Date:** August 24, 2011

**Item:** Adult Education Status Report

**Overview:**

Adult Education staff worked with Finance and other District Office Personnel to review the budget for the 2011-2012 school year. Subsequently, priorities were established to determine the class schedule based upon the needs of students and the community.

Despite the budget shortfalls, Adult Education continues to focus on providing classes that directly support high school students through the concurrence program while providing ESL and GED classes for Adults looking to advance their educational goals.

The following presentation will provide an overview of Adult Ed.'s current budget, staffing levels and educational priorities that are aligned with State priorities for Adult Education programs.

**Prepared By:** Dr. Albert J. Roman, Assistant Superintendent

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**Superintendent's Signature:** Dom Bork



## **PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

### *Board Agenda Backup*

Item No: 12.3

**Date:** August 24, 2011

**Item:** Human Resources Report

**Overview:**

The Human Resources Department is committed to utilizing the Comprehensive Accountability Framework (CAF) to ensure the department's goals are directly aligned with the goals of the District. The department continually examines its efficiency and effectiveness in the delivery of its services. HR is especially committed to supporting the school sites that are providing direct services to our students. The mission of the department is to provide the necessary support to adequately serve the students of our District.

HR works diligently to attract, hire, develop and retain an excellent and professional staff to support the learning of our students.

The department also sets goals annually and continually reviews data to track progress.

The presentation provides the Board of Trustees with the following:

- A review of the accomplishments for the 2010-2011 school year and the goals.
- An overview of the goals set for the 2011-2012 school year.
- The measures being put in place to directly support the school sites and departments.

**Prepared By:** Dr. Albert J. Roman, Assistant Superintendent

**Superintendent's Signature:**

*Dom B...*

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.1

**Date:** August 24, 2011

**Item:** Implementation of 2011-12 State Budget: Allocation of Reserve Set Aside

**Overview:** The adopted 2011-12 state budget contains fiscal and statutory changes that impact the district's estimated revenues and multi-year fiscal projection. In addition, language adopted in the education budget trailer bill (AB 114) makes significant changes to school districts' budget reporting and accountability process and requirements.

As part of its June 2011-12 budget, the district set aside \$5.6 million in a County Office of Education (COE) required reserve. The set aside amount was ongoing funding. The set aside was at the direction of the COE in anticipation of a possible \$330 per ADA reduction in state education funding. This amount was in addition to the district's three percent minimum reserve for economic uncertainties. The projected funding reduction did not materialize in the final state budget.

AB 114 requires school districts to budget according to a "flat funding" scenario. As a result, the district must now budget the special reserve set aside. The allocation of these funds can be used to restore program reductions or for other K-Adult instructional and/or operational purposes.

On August 10, district staff briefed the board on these matters. Staff also noted that the district faces the threat of additional mid-year funding reductions should state revenues not meet certain thresholds as stipulated in the 2011-12 state budget. Therefore, whatever the budget commitment the board chooses to make, it should be one that can be quickly altered should mid-year reductions become a reality in January.

The board directed staff to analyze and cost out the following possible personnel and program restorations for its August 24 meeting:

- Restoration of instructional days
- Reducing class sizes in grades K-3
- Additional middle and high school counselors
- Funding elementary library media technicians
- Restoring funding to Adult Education
- Additional school nurse(s)
- Super sub teachers to provide regular teachers additional prep time
- Restoring reductions to athletic programs
- Restoring custodian and maintenance positions

The board approved the utilization of the following "core values" to analyze and weigh the validity of each option:

- Continued emphasis on maximizing student achievement and well being according to the board-adopted Comprehensive Accountability Framework
- Protect the fiscal integrity and viability of the district
- Fair and equitable to all employees, students, and parents
- Maintain the board's fiduciary responsibility to oversee and govern the district

Staff will provide the board a cost break down of each item and an analysis using the above core values. Staff was continuing to conduct its analysis as of the board item deadline and will provide its review and policy recommendations at the board meeting.

<b>Recommendation:</b>	Review and adopt staff's recommendation to be presented.
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**Prepared By:** Brett McFadden, CBO

**Superintendent's Signature:**

Dorm Bot

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.2

**Date:** August 24, 2011

**Item:** **Advisory Committee Recommendation: Consultant, Vendor, and Legal Cost Transparency**

**Overview:** In 2010, the board created the Fiscal and Facility Advisory Committee. The purpose of the committee is to advise the board on major fiscal and school facility issues facing the district. The committee is composed of parents, teachers, staff, administrators, union leaders, and community leaders.

The committee recently conducted an analysis of the district's vendor, consultant, and legal costs. The committee found that the district adhered to current state and district policies for vendor and consultant selection services. The committee did, however, recommend increased steps be taken to increase transparency and public notification of such services. Specifically, the committee recommends the board adopt the following policy practices:

- Vendor / consultant contracts and services: Create a space on the district's website that highlights all vendor and consultant contracts above \$150k detailing their purpose, funding source, contract expiration, and board adoption date.
- Legal fees and services: Create a space on the district's website highlighting all district legal firms and services during the previous fiscal year. This space is to display the legal firm, services provided, total annual cost, and funding source.
- Provide such information to the public and press annually timed around the board adoption of unaudited actuals each September.

These recommendations are to be effective July 1, 2011 and maintained consistently on the district's website to provide the public ongoing data as to such services and costs.

District staff supports these recommendations and believes that they can be implemented with relative ease.

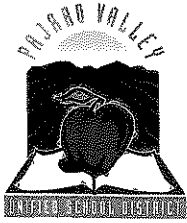
**Recommendation:** Review and adopt the advisory committee's recommendation for vendor, consultant, and legal cost transparency.

**Prepared By:** Brett McFadden, CBO

**Superintendent's Signature:** *Dormin Bat*



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.3

**Date:** August 24, 2011

**Item:** 2012 Trustee area redistricting: Adoption of time line and demographic services

**Overview:** Districts with governing boards elected by trustee areas are subject to redistricting after each decennial census. These districts are required per state statute to adhere to a redistricting process and submit their final maps to their local county office of education and county elections office no later than April 2012.

On August 10, the board adopted a process to conduct decennial redistricting requirements and submit updated maps to the U.S. Department of Justice and then Santa Cruz County. The board requested staff to provide a recommended project time line and a qualified demographic firm for consideration at its August 24 meeting.

### Project Timeline

Staff has conferred with the district's legal counsel and recommends the board approval of the following project time line:

August	Review voting rights process and time line with the board
August 24	Select a demographer
September	Conduct demographic pre-analysis
September	Adopt resolutions establishing line drawing criteria to justify any deviation from equally balanced trustee areas by population
September 28	Board meeting and public hearing: Review 2010 census data
October	Board meeting and public hearing: Review alternate map options
November	Board meeting and public hearing: Adopt new trustee area maps, contingent upon final approval from U.S. DOJ
November	Submit documents to U.S. DOJ for review
February	Receive approval from U.S. DOJ
February	Board meeting: Adopt final resolution completing the update process



March 1      Deadline to submit final maps to Santa Cruz and Monterey County Elections Offices

**Legal Deadlines**

The following are legal deadlines the district must adhere to:

March 1, 2012      Adopt final maps

April 30, 2012      County Committee required to develop maps if not done by the District

July 9, 2012      Final deadline for submission of maps to the County Election's offices

November 6, 2012      November 2012 election

**Demographer**

District staff reviewed proposals for demographic services from five firms and individuals. Staff recommends the board approve the selection of DecisionInsite, LLC. The firm has considerable experience in demographic analysis and comes highly recommended by other school districts and K-Adult experts around the state. Staff was particularly impressed with the fact that a high percentage of DecisionInsite staff are current/former school board members and administrators with practical experience in this issue. Finally, their proposal was one of the most reasonable when considering range of services, expertise, and overall cost. Their proposal is attached.

Staff notes that project costs are subject to increase should the board request subsequent maps and/or proposals during the process. These rates are pro-rated and should not be overly expensive.

**Recommendation:**      Adopt the proposed project timeline and proposal for demographic service as presented.

**Prepared By:**      Brett McFadden, CBO

**Superintendent's Signature:** *Dorrm Bal*

August 18, 2011

Office: 877-204-1392  
Fax: 877-204-1392  
www.decisioninsite.com

Brett McFadden  
Chief Business Official  
Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, California 95076

## **RE: Trustee Area Scenario Compliance Analysis and Adjustment**

Dear Mr. McFadden:

We are pleased to present to you and your district the following proposal for ***Trustee Area Compliance Analysis and Adjustment*** consulting services. DecisionInsite offers this service to school districts that currently have designated trustee areas and need to demonstrate compliance with Ed Code 5019.5. This code requires a pro rata balance of population in each trustee area ("one person, one vote").

The purpose of this service is to provide the district with an analysis of existing trustee areas based upon the 2010 Census Bureau's Redistricting Data Program (Public Law (P.L.) 94-171). This analysis will indicate whether potential adjustments will be required and if adjustments required, providing the district with an alternative scenario that is likely to meet compliance requirements. The service concludes with a final analysis of current or proposed trustee areas once the 2010 census data is available.

### **Service Elements**

Two packages are available, one for compliance analysis and one for boundary adjustments if called for in the compliance analysis. A discount is applied if a district contracts for both.

- **Package #1: Trustee Area Compliance Analysis**—This analysis will determine whether the district's current trustee areas meet Ed Code requirements.
  - **Digital Mapping of Existing Trustee Areas:** The first step in the analysis requires the generation of a digital map of the existing trustee areas within the DI System. This base map allows DecisionInsite to spatially query the underlying census data.
  - **A Current Trustee Area Analysis Report based upon the 2010 Census:** If the current boundaries appear to be in compliance, no changes would be called for. If the new census data suggests that compliance cannot be confirmed, the District can request DecisionInsite do package #2 below.
- **Package #2: Trustee Area Compliance Adjustment**—This package will generate one (1) alternative trustee area that is in compliance. It includes all of the elements above as well the following.
  - **Staff Input:** DecisionInsite will solicit input from District staff regarding any issues that may need to be considered in the formulation of revised trustee area boundaries and establish agreed upon criteria that will guide the formulation of the trustee areas.
  - **A Digital Map of Trustee Areas in PDF Form:** The new trustee areas will be integrated into the DI System for those who are DI clients and viewable online. For those districts that are

not DI clients, a PDF map of the trustee areas will be provided along with the Final Trustee Area Analysis Report. If the district would like to have a formal, printed map of their existing or revised trustee areas, they can be provided. Pricing below.

#### Optional Add-ons

- **Additional Scenarios:** The above process may be amended if the District requests the formulation of an alternative set of trustee area boundaries. There is a fee (see below) for each additional scenario requested. This is optional and priced as an add-on element.
- **Board Presentation:** Some districts request a formal presentation of the trustee area study and recommended boundaries. This is optional and priced as an add-on element.

The Trustee Area Compliance and Adjustment package prices are as follows.

<b>Types 1 and 2 Trustee Area Compliance Services Pricing</b>		<b>Fee</b>
<b>1. Trustee Area Compliance Analysis which includes</b>		<b>\$1,500</b>
<ul style="list-style-type: none"> <li>• Digital mapping of existing trustee areas</li> <li>• A Current Trustee Area Analysis Report: 2010 Census</li> </ul>		
<b>2. Trustee Area Compliance Adjustment which includes</b>		<b>\$3500</b>
<ul style="list-style-type: none"> <li>• Generation of <b>one (1)</b> compliant alternative Trustee Area scenario</li> <li>• An Alternative Trustee Area Analysis Report</li> <li>• Creation of new digital and PDF map of adjusted trustee areas</li> </ul>		
<b>Total: Packages 1 and 2</b>		<b>\$5,000</b>

#### Option Add-ons

<b>Fee per each additional alternative scenario</b>	<b>\$500</b>
<b>On-site consultations—minimum 2 hours per meeting plus travel and lodging (if lodging required)</b>	<b>\$250/hr</b>
<b>Present Scenario to the Board—minimum 2 hours per meeting plus travel and lodging (if lodging required)</b>	<b>\$250/hr</b>

<b>Map Printing Service</b>	<b>11" x 17"</b>	<b>24" x 36"</b>	<b>36" x 48"</b>
Printed Trustee Area Maps (laminated and mounted)	\$69.00	\$230.00	\$314.00

#### Legal Assistance

Districts must be aware of the various legal requirements relative to trustee area redistricting. Ed Code 5019.5 is one piece. But districts must also conform to the California Voting Rights Act. Legal counsel is advised to confirm appropriate compliance. This includes making sure these issues are included in the criteria DecisionInsite will use in drawing the alternative trustee areas. It also includes a thorough review prior to filing. DecisionInsite does not provide these legal services but highly recommends the district retain counsel that is knowledgeable of the legal issues involving political redistricting.

**Future Discount**

Should the district decide to contract for DecisionInsite's full system and enrollment forecasting services (IDEAS: Premier) within 12 months of work outlined in this proposal, a 10% discount will be provided on that future contract.

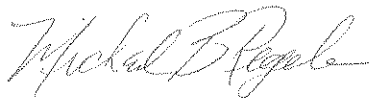
**Project Management**

This project will be lead by Dr. Dean Waldfogel, Vice President of DecisionInsite. Dr. Waldfogel manages all DecisionInsite consulting projects. [Dwaldfogel@decisioninsite.com](mailto:Dwaldfogel@decisioninsite.com) or by phone 877.204.1392, ext. 111.

Please contact Michael Regele with any questions about these services at [mregele@decisioninsite.com](mailto:mregele@decisioninsite.com) or by phone 877.204.1392, ext. 112. If the district would like to proceed with this project, please let us know and we will forward a Letter of Agreement.

We look forward to working with you and your District.

Best Regards,



Michael B. Regele  
President  
DecisionInsite, LLC



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 13.4

**Date:** August 24, 2011

**Item:** Resolution #11-12-03 in Support of a Seal of Biliteracy

**Overview and Rationale:** The Board of Trustees and the District are committed to providing every student with a high school preparation program leading to graduation and college and career path readiness. To this end, PVUSD continues to support a California State Seal of Biliteracy to be affixed to the diploma or transcript of students who meet the established requirements for earning a Seal of Biliteracy, namely demonstrated proficiency in listening, reading, speaking and writing in one or more languages in addition to English.

Upon approval, this Resolution will be sent to our legislative representatives as well as our City Council.

**Recommendation:** Approve Resolution #11-12-03.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION # 11-12-03**

**SEAL OF BILITERACY**

**Whereas**, mastery of two or more languages makes important contributions to a student's cognitive development, understanding of diverse cultures, and economic opportunities; and

**Whereas**, multiple languages are a critical element in enabling our city and state to participate effectively in a global political, social and economic context; and

**Whereas**, our state is home to speakers from hundreds of different language and cultural groups, and to build trust and understanding across the multiple language and cultural groups in our diverse community requires multi-lingual skills of communication; and

**Whereas**, Pajaro Valley Unified School District serves many students who are bilingual and on May 28, 2011 we honored 28 of our biliterate students for the first time with the Seal of Biliteracy Award upon demonstrating proficiency in English as well as in languages such as Spanish, Japanese and French; and

**Whereas**, The demand for employees to be fluent in more than one language is increasing both in California and throughout the world; and

**Whereas**, the California Master Plan for Education calls for pupils to graduate literate in two or more languages; and

**Whereas**, the California State Seal of Biliteracy has been supported by the California Association for Bilingual Education (CABE), California Tomorrow, California Together, California School Boards Association (CSBA), the California Federation of Teachers (CFT), the California Teachers Association (CTA), the California PTA, among others; and

**Whereas**, The purpose of the California State Seal of Biliteracy would be as follows:

1. To encourage pupils to develop biliteracy skills,
2. To provide employers with a method of identifying people with language and biliteracy skills,
3. To recognize and honor California's rich and diverse language assets; and

**Therefore**, let it be resolved that the Pajaro Valley Unified School District and its Board of Education supports the establishment of a California State Seal of Biliteracy to be affixed to the diploma or transcript of pupils. The Seal would be established to recognize high school graduates who have attained functional proficiency in speaking, reading, and writing skills in one or more languages as well as proficiency in English, and to provide recognition of the attainment of those needed and important skills.

**PASSED AND ADOPTED ON WEDNESDAY, AUGUST 10, 2011 BY THE FOLLOWING VOTE:**

**AYES: \_\_\_\_; NAYS: \_\_\_\_; ABSTENTIONS: \_\_\_\_; ABSENT: \_\_\_\_**

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Willie Yahiro, President of the Board



## Board Agenda Backup

Item No: 13.5

**Date:** August 24, 2011

**Item:** Approval of Revised Job Description – Language Support Liaison I  
Approval of New Job Description – Language Support Liaison II

**Overview:** In recent years the numbers of students speaking a second language other than Spanish has increased significantly, especially in two languages: Mixteco and Arabic. Trends in our district preschools indicate that these numbers will continue to rise. The Language Support Liaison series will provide primary language support and assistance to students and staff from the elementary level (LSL I) to the secondary level (LSL II) for newly arrived English Learners with a home language/dialect other than Spanish. This person often serves as a critical communication link between District personnel, students, parents, community agencies and public agencies as needed.

During the past several years the District has seen an increase in the number of newly arrived students who speak Mixteco or Arabic at the secondary level. As a result, there is a need for support that requires a more advanced level of literacy in the home language of the students as well as in English. In order to provide support to our secondary students, the Language Support Liaison II classification has been established. Being able to access higher levels of curriculum and technology is an essential function of the higher level classification.

The classified job descriptions will be presented to the Personnel Commission at their September meeting for approval. The Language Support Liaison I will be recommended at Range 30 on the classified salary schedule, which ranges from \$1,975 to \$2,529/month. The Language Support Liaison II will be recommended at Range 35, which ranges from \$2,235 to \$2,861/month.

**Recommendation:** It is recommended that the Board approve the following job descriptions: Language Support Liaison I and Language Support Liaison II.

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$

**Prepared by:**

  
\_\_\_\_\_  
Director, Classified Personnel

**Superintendent:**

  
\_\_\_\_\_



PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION

**Position:** Language Support Liaison I  
**JOB CODE:**  
**Department:** Federal and State Programs  
**Reports to:** Site Principal or Department Director

**SUMMARY**

Provides primary language support and assistance to elementary level students and District staff at a school site for newly arrived English Learner students with a home language/dialect other than English or Spanish ("small and scattered language populations.") Helps newcomer students adjust academically, culturally, and socially to school in the United States. Serves as a communications liaison between District personnel, psychologists, students, parents, community agencies and public agencies as needed.

**NATURE AND SCOPE**

~~Works Under the general direction supervision of the Bilingual Resource Teacher, the Language Assessment Resource Center (LARC), site administration and classroom teacher, works to~~ Supports the students and parents in communication with school site staff and community social service agencies. Work relationships may extend beyond the school site to and may extend to student homes and the community.

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**DISTINGUISHING CHARACTERISTICS**

This is an entry level position in the Language Support series. Language Support Liaison I's ~~provide primary language support to students and teachers in an elementary environment, which requires oral fluency and basic literacy in the home language/dialect of the student. Advancement is possible along the instructional track but will require additional formal classes, training and experience as defined by State regulations. May qualify for the Instructional support Specialist career ladder.~~ The position focuses on the specific needs of newly arrived English Learners who speak a language not commonly found in our the District (i.e., a language or dialect other than Spanish).

**ESSENTIAL TYPES OF DUTIES** (Examples Duties may include but are not limited to the following)

- ~~At the elementary level, uses Using the primary home language/dialect of the student to help~~ facilitates the student's understanding of basic behavioral expectations, core curriculum concepts and classroom/homework assignments.
- Assists in communication between teacher and student, and between teacher and parent.
- ~~Often times in~~ In a home setting, assists student and parents with understanding problems at school or the community that affect school attendance and performance.

Language Support Liaison I  
Effective 3/24/05  
Approved by the Governing Board: TBD  
Approved by the Personnel Commission: TBD



- Administers informal initial assessments in the ~~primary-home language/dialect of the student~~ to help determine student's level of oral language and literacy in the ~~primary home language/dialect~~ (as required by law).
- Confers with teachers, specialists, counselors and administrators regarding individual student needs, problems and progress.
- Upon request, provides cultural and linguistic awareness of the student's home language and culture to classmates and teachers, in order to facilitate cross-cultural understanding and assist in the development of self-identity, self-esteem, awareness and pride among pupils of different languages and backgrounds.
- Promotes the value of education and encourage attendance, participation and achievement.
- Performs other duties as required to accomplish the objectives of the position.

#### **QUALIFICATIONS**

**Knowledge and skills:** Requires oral fluency and basic literacy in the home language/dialect of the student. ~~Linguistic-Oral~~ ability to communicate with school staff in English is preferred. Basic understanding of U.S. education, classroom environment and teaching methods is required. Requires good communication skills to interact with students, staff and parents. General knowledge of basic clerical and record keeping is necessary. ~~The ability to interact in both formal and informal settings with a wide variety of contacts is preferred.(already listed under abilities)~~

**Abilities:** Requires ~~a demonstrated~~the ability to understand and interpret teacher's instructions in order to assist in instruction of children. Must be able to explain behavior expectations and curricular concepts to newcomer students at a level that they will understand. Requires the ability to communicate with students, staff, parents and ~~the public~~ using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team. The ability to interact in both formal and informal settings with a wide variety of contacts is preferred.

**Physical Abilities:** Requires sufficient arm, hand, finger dexterity in order to perform written tasks by hand. Requires normal hearing and speaking skills to communicate with staff and students. Requires visual acuity to read numbers and words. Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. Requires ambulatory skills and abilities to travel to a variety of business sites or school sites.

Language Support Liaison I

Effective 3/24/05

Approved by the Governing Board: TBD

Approved by the Personnel Commission: TBD

Minimum Qualifications (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on DATE APPROVED BY PC

Education and Experience: High school diploma or completion of GED or equivalent is strongly preferred.

Licenses or Certificates: California Driver's License ~~S~~strongly preferred.

Salary Range: 27

Approved by Personnel Commission 3/24/05

Approved by Governing Board 3/16/05

Language Support Liaison I

Effective 3/24/05

Approved by the Governing Board: TBD

Approved by the Personnel Commission: TBD



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Language Support Liaison II  
**JOB CODE:**  
**Department:** Federal and State Programs  
**Reports to:** Site Principal or Department Director

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### **SUMMARY**

Provides primary language support and assistance to secondary level students and District staff at a school site for newly arrived English Learner students with a home language/dialect other than English or Spanish (small and scattered language populations). Helps newcomer students adjust academically, culturally, and socially to school in the United States. Serves as a communications liaison between District personnel, psychologists, students, parents, community agencies and public agencies as needed.

### **NATURE AND SCOPE**

Under the general direction of the Language Assessment Resource Center (LARC) site administration and multiple classroom teachers, supports students and parents in communication with school site staff and community social service agencies. Work is at a school site and extends to student homes and the community.

### **DISTINGUISHING CHARACTERISTICS**

This is a Language Support position providing primary language support to students and teachers in a secondary environment, which requires oral fluency and advanced literacy in the home language/dialect of the student. The position focuses on the specific needs of newly arrived English Learners who speak a language not commonly found in the District (i.e., a language or dialect other than Spanish).

### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- At the secondary level, uses the home language/dialect of the student to help facilitate the student's understanding of basic behavioral expectations, advanced curriculum concepts and classroom/homework assignments.
- Assists in communication between multiple teachers and student, and between teachers and parent.
- In a home setting, assists student and parents with understanding problems at school or the community that affect school attendance and performance.
- Administers assessments in the home language/dialect to help determine student's level of oral language and literacy in the home language/dialect (as required by law).
- Works in coordination with teachers, specialists, counselors and administrators to help support individual student needs, work through problems and report on progress.
- Upon request, provides cultural and linguistic awareness of the student's home language and culture to classmates and teachers, in order to facilitate cross-cultural understanding

Language Support Liaison II

Approved by the Governing Board: TBD

Approved by the Personnel Commission: TBD

and assist in the development of self-identity, self-esteem, awareness and pride among pupils of different languages and backgrounds.

- Promotes the value of education and encourage attendance, participation and achievement.
- Assists students with the use of instructional technology in an educational setting (i.e. assisting students in computer lab, using online dictionaries, ELD software, etc)
- Performs other duties as required to accomplish the objectives of the position.

## **QUALIFICATIONS**

**Knowledge and skills:** Requires oral fluency and advanced literacy in the home language/dialect of the student. Oral and written ability to communicate with school staff in English is required. Thorough understanding of U.S. education, classroom environment and teaching methods is required. Must be able to access technology in a way that supports student achievement. Facilitates communication between all stakeholders. Must have strong communication skills to interact with students, teachers, parents and staff. General knowledge of basic computer, clerical and record keeping processes is necessary.

**Abilities:** Requires a demonstrated ability to understand and interpret teacher's instructions in order to assist in instruction of children in higher levels of content, such as those offered in secondary settings. Must be able to explain behavior expectations and curricular concepts to newcomer students at a level that they will understand. Requires ability to effectively interface with a range of district personnel regarding services provided to students, sites and families, including translating at IEPs, ELAC or Migrant Education meetings and parent conferences. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the District. Must be able to work well independently and as part of a team. The ability to interact in both formal and informal settings with a wide variety of contacts is required.

**Physical Abilities:** Requires sufficient arm, hand, finger dexterity in order to perform written tasks by hand. Requires normal hearing and speaking skills to communicate with staff and students. Requires visual acuity to read numbers and words. Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations. Requires ambulatory skills and abilities to travel to a variety of business sites or school sites.

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on DATE APPROVED BY PC.

High school diploma or completion of GED plus one (1) year of experience working with children in a classroom setting.

OR

High school diploma or completion of GED, plus completion of 30 college level semester units and six (6) months of experience working with children in a classroom setting.

**Licenses or Certificates:** California Driver's License strongly preferred.



## Board Agenda Backup

Item No: 13.6

**Date:** August 24, 2011

**Item:** Approval of Job Description – Manager, MSHS Health and Disabilities

**Overview:** Head Start mandates comprehensive child development services, including those associated with Health & Disabilities under its Performance Standards. At PVUSD over 700 infants, toddlers & preschoolers from farm worker families receive services each season. In 2010 the Program served 87 children with an IEP or an IFSP.

This position is 100% funded through annual refunding contract with Central California Migrant Head Start (Stanislaus County Office of Education). Grant funds originate from the U.S. Department of Health & Human Services, Office of Head Start, and the Migrant & Seasonal Programs Branch. No District general funds are used to support the PVUSD Migrant & Seasonal Head Start Program. The MSHS Program pays indirect cost rate to the District.

For a MSHS program of the size and complexity at PVUSD, typically two separate positions are in place to cover Health & Disabilities. However, based upon current Program budget constraints & cutbacks in recent years, the recommended position remains with combined functions for Health & Disabilities services. Due to our inability to attract qualified candidates for this position, some of the duties have been performed by various staff members, but many duties are not being completed. The funding source is requesting steps be taken to remedy this situation. In order to recruit and retain qualified candidates the salary range approved by the Personnel Commission is Range 36 on the Management Salary schedule.

The job description and range placement was approved by the Personnel Commission on August 18, 2011.

**Recommendation:** It is recommended that the Board approve the Manager, MSHS Health and Disabilities job description.


**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$

**Prepared by:**

  
\_\_\_\_\_  
Director, Classified Personnel

**Superintendent:**

  
\_\_\_\_\_



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Manager, MSHS Health & Disabilities

**Department:** Migrant & Seasonal Head Start (MSHS) **FLSA:** Exempt

**Reports To:** Director of Migrant & Seasonal Head Start

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### **SUMMARY**

Oversees organization and delivery of comprehensive health and disabilities services for Migrant & Seasonal Head Start children aged 2 months – 5 years. Coordinates planning, implementation, assessment and documentation of all health and disabilities-related services with other areas of program activities. Immediate supervisor for several child/family support staff members. Conducts and/or arranges for training of staff, family child care providers, and parents. Establishes and maintains collaborative partnerships with community organizations, policy and parent groups.

### **NATURE AND SCOPE**

Under the general direction of the Migrant & Seasonal Head Start Director, ensures compliance with Head Start Performance Standards and other regulations, policies and procedures in the areas of comprehensive health and disabilities services and promotes best practices. Coordinates children's mental health and maternal health referrals.

### **DISTINGUISHING CHARACTERISTICS**

This is a management position requiring considerable professional-level training and experience in the areas of specialization. Key member of inter-disciplinary team responsible for development and integration of management systems. Extensive monitoring and reporting activities, including manual and computerized data systems. Supervisory management collaboration with Family & Community Services Coordinator.

### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- Ensures timely provision of all child health and dental screenings, examinations and follow up services.
- Coordinates early identification and referrals for children with suspected or diagnosed disabilities and coordinates implementation of Individual Education Plans and Individual Family Service Plans. Provides range of advocacy and support services for children with disabilities.
- Coordinates children's mental health and maternal health referrals.
- Supports efforts for children and families to have a medical and dental home.
- Supports a range of transition activities for children and families.

- Manages and implements extensive manual and computerized record-keeping systems to document program services and planning efforts.
- Organizes and prioritizes schedule of activities to meet seasonal service delivery demands and to offer services that correspond to parents' farm work schedules.
- Trains, supervises and evaluates assigned staff and coordinates efforts of volunteers, students, or interns. Assists with hiring processes.
- Organizes and manages Health/Disabilities Advisory Committee. Collaborates with community partners to provide free or low-cost services and materials to Program. Assists with development or renewal of partnership agreements and other initiatives.
- Participates in activities related to short-term, intermediate and long-term planning, including the development of an annual Community Assessment, and Program goals and objectives. Participates in other activities related to annual refunding application and other funding opportunities.
- Coordinates and implements activities to routinely monitor assigned areas of responsibility for compliance with Head Start regulations, licensing and other State, federal and local requirements. Offers individual/group verbal feedback and completes various reports. Prioritizes follow through on items requiring corrective action. Ensures compliance with health and safety measures.
- Organizes and supports efforts related to Program Self-Assessment and federal monitoring/evaluation processes. Assists in the development and implementation of corrective plans of action.
- Assists with the development of integrated systems to ensure quality services, including the development, revision and implementation of service plans, procedures and forms for use by parents, staff, Family Child Care Providers, and others.
- Manages assigned budget and fiscal activities within prescribed limits. Assists in the management of contracts, as assigned. Coordinates services with assigned professional services consultants. Supports non-federal share (donation) activities.
- Identifies and prioritizes supply and equipment needs. Assists in the procurement process.
- Carries out and/or arranges for staff, parent, and family child care provider training/development activities, as assigned. Arranges for logistical support for small and large group trainings and meetings. Manages assigned professional development and technical assistance efforts.
- Contributes constructively to Management Team meetings and as assigned, organizes, and leads other meetings.
- Supports Program's communication system so that appropriate information is shared in a timely manner with parents, Program/District staff, policy groups, community partners and the grantee in Modesto. Ensures implementation of confidentiality policy and procedure. Supports conflict resolution processes.
- Supports efforts related to Program Governance. Makes presentations and/or provides reports to Policy Committee. Supports Board involvement in Program Governance, as assigned.



- Attends out-of-area grantee-sponsored meetings, and periodic regional training conferences or meetings.
- Assists in identifying program problems and recommending sound solutions.
- Serves as back up for Family & Community Services Coordinator or provides assistance in absence of other management team members.
- Participates in professional development plan and attends assigned local and out-of-area training activities. Conducts professional presentations, as assigned. Maintains all required license(s) or other professional certification.
- Performs other related duties as required to accomplish the objectives of the position.

## **QUALIFICATIONS**

**Knowledge and Skills:** Advanced professional health knowledge about children, birth- 5 years; maternal health. Health issues common to low-income families, in particular farm worker families. Knowledge of federal regulations that apply to services for young children with suspected or diagnosed disabilities strongly preferred. Requires advanced professional knowledge of the principles and practices of organization, administration and personnel management including supervision, training and performance evaluation.

**Abilities:** Ability to carry out the interpretation of defined roles and functions, policies and procedures, laws and regulations. Ability to learn and apply Head Start and other regulations in a quick-paced environment. Ability to cooperate successfully as member of a team and to lead a team. Ability to develop, implement and monitor progress on goals, objectives, policies and procedures. Must be able to organize and prioritize work to meet seasonal and annual timelines. Ability to use a computer to collect, record, and retrieve data, produce reports, and communicate electronically. Ability to prepare complex reports from a variety of information sources. Ability to instruct, coach, supervise, and evaluate others. Ability to analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals. Must be able to communicate clearly and professionally, both orally and in writing.

Proficiency in Spanish and English sufficient to handle parent, staff and family child care provider interactions, as well as training and technical assistance activities and reporting functions. Ability to work in a diverse setting with sensitivity to the needs of low-income farm worker families. Must be able to work constructively with a wide range of contacts, including children, parents, family child care providers; District, Program and grantee staff; community representatives and policy groups. Requires the ability to schedule, assign and review the work of supervisees in a manner conducive to proficient performance and high morale.

**Physical Abilities:** Requires sufficient visual acuity and tactile function to manage computer data entry, audio-visual equipment and review of handwritten documents. Auditory ability to hear and respond to in-person and phone conversations and to lead small and large group activities. Visual acuity and other ordinary abilities sufficient to carry out health and safety monitoring functions in multiple environments, including family child care homes. Ability to drive independently to local sites and out-of-county meetings. May be required on a periodic basis to lift up to 20- 30 pounds. Ability to sit or stand and concentrate for extended periods of time.

**Minimum Qualifications: (Education and/or Experience): This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on DATE APPROVED BY PC.**

**Education and Experience:** Bachelor's Degree in Public Health related to maternal/child health or public health clinic administration (maternal/child); or Associate's Degree in Nursing for Registered Nurses. Minimum of two years professional experience in comparable work setting. One year supervisory experience.

**OR**

R.N./B.S.N., P.N.P, Physician's Assistant, or Master of Public Health in area of specialization related to maternal/child health strongly preferred. Minimum of two years professional experience in comparable work setting. One year supervisory experience.

**Licenses and Certificates:** Requires a valid class C California Driver's License and evidence of appropriate insurance. Must use own vehicle when program vehicles are not available.



## Board Agenda Backup

Item No: 13.7

**Date:** August 24, 2011

**Item:** Approval of New Job Description – Student Services Specialist I  
Approval of Revised Job Description – Student Services Specialist II

**Overview:** The Student Services Specialist I is being presented as a new classified non-management job description. This classification will establish a career ladder for the Student Services Specialist series. The Student Services Specialist I will provide support with the implementation of Federal, State and District guidelines related to after school and summer programming grants and other funding resources. In addition, this position will ensure the education codes and district policies are being followed correctly at all school sites with regard to student records, discipline procedures and attendance procedures. This classification will provide guidance/advice to thirty site coordinators and office staff with regards to all the above stated responsibilities.

The Student Services Specialist I will assist with training related to Extended Learning Programs (ELP), Child Welfare and Attendance (CWA) and Healthy Start including but not limited to hiring and payroll procedures and facilitation of program evaluation reports. The Student Services Specialist I will have a thorough knowledge of all systems used in Federal, State and District levels, such as eSchoolPlus, ASSIST, APR and eTruancy.

The Student Services Specialist I must possess a high level of expertise in all areas of the department. The department is a combination of three large programs, Child Welfare and Attendance, Extended Learning Program, and Healthy Start, and therefore it is necessary to have a technical level classification that assists with the organization of the daily operations of all three.

The classified job description was approved by the Personnel Commission on August 18, 2011, at salary range 40 on the classified salary schedule, which ranges from \$2,529 to \$3,237/month.

**Recommendation:** It is recommended that the Board approve the proposed job description for the Student Services Specialist I and revise the title of the Student Services Specialist job description to Student Services Specialist II with some minor revisions.

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$

**Prepared by:**

\_\_\_\_\_  
Director, Classified Personnel

**Superintendent:**



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Student Services Specialist I

**JOB CODE:**

**Department:** Student Services

**Reports To:** Director of Student Services

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### **SUMMARY**

Performs a variety of technical and complex secretarial and administrative support duties associated with, but not limited to, discipline, expulsions, summer school and afterschool programs. Processes accounting transactions and fiscal data for the department and afterschool program sites.

### **NATURE AND SCOPE**

Under limited supervision this position typically performs normal to highly complex secretarial activities, which will vary depending on the area of assignment. This position is expected to apply a working knowledge of various facets of the department or section to work situations which are usually routine but can be varied and unique. This position exercises some independent judgment in routine administrative matters, preparing reports and correspondence, addressing complaints from the public or employees and other matters of similar complexity. Assures that due process is followed according to the Education Code and District procedures. Prepares highly sensitive documents and work involves handling private/confidential information. May train clerical or secretarial employees of lower classification. Human relations contacts extend to multiple levels within the organization on a continuous basis such as the public and outside groups on a frequent basis.

### **DISTINGUISHING CHARACTERISTICS**

This is the first level in a predominately technical classification that requires working knowledge in discipline, expulsion hearings, summer school and afterschool programs. Advancement to this class requires the ability to work with accounting information, compile statistical data, and provide support for advisory board activities. Performs highly technical support duties involving the use of some independent judgment as well as the following demonstrated competencies: proficiency in word processing, spreadsheets, databases, and the ability to coordinate projects requiring information from other sources.

### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- Performs technical secretarial and clerical duties involving the use of some independent judgment and a working knowledge of related departmental functions and procedures.

- Performs administrative support to special processes such as advisory board meetings and special interest group meetings.
- Takes and transcribes dictation as assigned. Types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data.
- Screens incoming telephone calls, evaluating the relative importance of each and independently resolving routine matters or referring to others when necessary.
- Arranges meetings as directed. Prepares schedules and informs participants, confirming dates and times.
- Attends meetings as assigned. May record, transcribe and distribute minutes as directed.
- Maintains committee records, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned. Conducts research of libraries, business transactions, official proceedings, employee and student records, industry statistics and trends, etc., to compile reports for administration or to regulatory or governing agencies.
- As assigned, receives, handles and stores highly confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Works in cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriff's Departments and community based organizations.
- Works in coordination with the Board and COE regarding expulsions.
- Works in coordination with the Director in matters regarding student re-entry from expulsion and student behavior hearings.
- Assists in the collection of analytical data, maintains reports, and makes assessments in regards to all truancy, dropout, and behavioral prevention programs.
- Works with the District Communications Department to disseminate information to students, staff, parents and the community regarding attendance and discipline issues.
- Receives and takes referrals for student expulsion and answers questions regarding the expulsion process.
- Maintains the monthly accounting of student suspensions.
- Maintains budget records and files.
- Verifies account codes for accuracy and appropriateness of amounts including fund balances.
- Communicates on a regular basis with department staff and afterschool program coordinators, vendors and accounting personnel to resolve budget problems and discrepancies.

Student Services Specialist I

Approved by Personnel Commission: TBD

Approved by Board: TBD

- Process monthly supplemental payroll for afterschool and summer school programs.
- Prepares documents such as purchase orders, payroll, finance/accounting documents and distributes them to others for further action.
- Establishes, revises, and maintains filing system and other clerical procedures.
- Contacts other departments to obtain information and documents for the supervisor.
- Works in conjunction with afterschool program site coordinators in an effort to curb student truancy in the afterschool and summer school programs.
- Provides training and support to school site personnel on student records, subpoenas, law enforcement requests, or eTruancy.
- May provide guidance and assign work to clerical and secretarial staff in the division or department.
- Performs other duties as required to accomplish the objectives of the position.

## **QUALIFICATIONS**

**Knowledge and Skills:** Requires a working knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques and letter and report writing. Requires a working knowledge of those activities associated with statistical record keeping, bookkeeping and accounting, budget and payroll transaction processing, and confidential record keeping. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic mathematical skills. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to, word processing, spreadsheets, presentation graphics and data entry onto databases.

**Abilities:** Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology. Requires the ability to support staff in a manner that encourages high morale and efficiency; to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to analyze situations and accurately adopt an effective course of action. May require the ability to set up meetings at remote sites, including the transport and setup of materials and supplies. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team. Requires demonstrated ability to enter data onto standardized formats using computerized data base programs by using basic keyboarding or 10-key skills.

**Physical Abilities:** Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and

hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on \_\_\_\_\_.

High School diploma or completion of GED, plus three (3) years of increasingly responsible secretarial experience, preferably in an educational organization. One (1) year, of the three, experience in bookkeeping required.

OR

High School diploma or completion of GED, plus completion of 32 semester units in the area of secretarial science, business, or a related field, and two (2) years in a secretarial capacity preferably in an education organization.

**Typing Requirement:** Must be able to type 55 words per minute

Approved by Personnel Commission	TBD
Approved by Governing Board	TBD



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

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**Position:** Student Services Specialist II

**JOB CODE:**

**Department:** Student Services

**Reports To:** Director of Student Services

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### **SUMMARY**

Performs a variety of analytical, ~~technical-specialized~~ and complex secretarial and administrative duties associated with, but not limited to, discipline, expulsions, summer school and afterschool programs. Processes and analyzes accounting transactions and compilation of fiscal data for the department and afterschool program sites. May keep a complete set of accounting and fiscal records for the department.

### **NATURE AND SCOPE**

Under minimal supervision performs highly complex secretarial activities, which will vary depending on the area of assignment. This position is expected to apply specialized or technical knowledge of various facets of the department or section to work situations which are usually routine but can be varied and unique. This position requires considerable independent judgment in administrative matters, preparing reports and correspondence, handling complaints from the public or employees and other matters of similar complexity. Assures that due process is followed according to the Education Code and District procedures. Work often involves handling a broad scope of proprietary and private information. Prepares highly sensitive documents and work involves handling private/confidential information. May exercise partial supervision over or train clerical or secretarial employees of lower classification. Human relations contacts extend to multiple levels within the organization on a continuous basis such as the public and outside groups on a frequent basis.

### **DISTINGUISHING CHARACTERISTICS**

This is predominately a ~~technical-specialized~~ classification that requires specialized knowledge in discipline, expulsion hearings, summer school and afterschool programs. Advancement to this class requires the ability to work with advanced accounting information, compile statistical data, organize activities for an advisory board, and provide informal leadership.

### **ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- Performs ~~technical-specialized~~ and complex secretarial and clerical duties involving the use of independent judgment and an in-depth understanding of departmental functions and procedures, with a ~~working-complete~~ understanding of related departments' functions and procedures.

Student Services Specialist II

Approved by Personnel Commission: 10/21/10, TBD

Approved by Board: 10/27/10, TBD



- Performs administrative support to special processes such as advisory board meetings and special interest group meetings.
- Takes and transcribes dictation as assigned. Types (keyboards) from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data. Independently composes original correspondence and forms on routine department matters.
- Receives telephone calls, interviewing callers for purpose, handling routine matters independently, providing information as appropriate, or routing calls to administrators as necessary.
- Arranges public and management meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.
- Attends meetings as assigned. Records, transcribes and distributes minutes as directed. May attend meetings acting on behalf of the administrator.
- Maintains committee records, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned. Conducts research of libraries, business transactions, official proceedings, employee and student records, industry statistics and trends, etc., to compile reports for administration or to regulatory or governing agencies.
- As assigned, receives, handles and stores highly confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Works in close cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriff's Departments and community based organizations.
- Works in coordination with the Director in matters regarding student re-entry from expulsion and student behavior hearings.
- Assists in the collection of analytical data, develops reports, and makes assessments in regards to all truancy, dropout, and behavioral prevention programs.
- Works closely with the District Communications Department to disseminate information to students, staff, parents and the community regarding attendance and discipline issues.
- Receives and takes referrals for student expulsion and answers questions regarding the expulsion process.
- Oversees the monthly accounting of student suspensions.
- Maintains budget records and files. Gathers and compiles information required by Administrator for budget development. Independently assembles some or all of the performance and budget information for reporting to advisory boards or external agencies.
- Verifies account codes and accuracy and appropriateness of amounts including fund balances.

Student Services Specialist II

Approved by Personnel Commission: 10/21/10, TBD

Approved by Board: 10/27/10, TBD

- Communicates on a regular basis with department staff and afterschool program coordinators, vendors and accounting personnel to resolve budget problems and discrepancies.
- Process monthly supplemental payroll for afterschool and summer school programs. May calculate items such as employee wages, time and work reports, materials and labor charges and supply and equipment charges. May prepare related reports and documents, such as but not limited to supplemental payroll and consultant service agreements.
- Prepares documents such as purchase orders, payroll, finance/accounting documents and distributes them to others for further action.
- Develops worksheets for financial reports requiring skill at researching information from financial data management systems.
- Establishes, revises, and maintains filing system and other ~~clerical~~ administrative procedures.
- Contacts other departments to obtain information and documents for the supervisor.
- Identifies and recruits at-risk youth for placement in the afterschool and or summer school programs.
- Works in conjunction with afterschool program site coordinators in an effort to curb student truancy in the afterschool and summer school programs.
- May provide guidance and assign work to clerical and secretarial staff in the division or department.
- Performs other duties as required to accomplish the objectives of the position.

## **QUALIFICATIONS**

**Knowledge and Skills:** Requires a thorough knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques and letter and report writing. Requires thorough knowledge of those activities associated with statistical record keeping, staff administration, cashiering and confidential record keeping. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic arithmetic skills. Must be skilled in using various standard office machines, including computers with document processing, desktop publishing, database, and spreadsheet applications. Requires sufficient human relations skill to participate in meetings as a representative of the department, to employ interviewing and investigating techniques, and to instruct others. Requires working knowledge of the practices and terminology of bookkeeping and accounting. Requires knowledge in business mathematics and recordkeeping.

**Abilities:** Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate and perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve an administrator or program director of a variety of administrative details. Requires the ability to guide staff in a manner that encourages high morale and efficiency; to plan, organize and prioritize work in order to meet schedules and timelines; and to analyze situations accurately and adopt an effective course of action. May require the ability to set up meetings at remote sites, including the transport and setup of

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materials and supplies. Requires the ability to communicate with students, staff, parents and the public using patience and courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team. Requires demonstrated ability to enter data onto standardized formats using computerized data base programs by using basic keyboarding or 10-key skills.

**Physical Abilities:** Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants for examination as approved on October 21, 2010.

High School diploma or completion of GED, plus five (5) years of increasingly responsible secretarial experience, preferably in an educational organization. Two (2) years, of the five, experience in bookkeeping required.

OR

High School diploma or completion of GED, plus two (2) years of college course work majoring in secretarial science, business, or a related field; plus three (3) years of increasing responsible secretarial experience, preferably in an education organization. ~~Two~~One (~~21~~) years, of the ~~five~~three, experience in bookkeeping required.

**Typing Requirement:** Type 65 words per minute

Approved by Personnel Commission	10/21/10, <u>revised TBD</u>
Approved by Governing Board	10/27/10, <u>revised TBD</u>

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**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 13.8

**Date:** August 24, 2011

**Item:** Update Board Bylaw in the 9000 series:

**Overview:** At the meeting of August 10, 2011, Board Bylaw 9123 was tabled to clarify the title of "clerk". Upon consulting the California School Boards Association, it was confirmed that the title of Vice President/Clerk can continued to be used by governing boards.

**BP 9123 – Vice President/Clerk**

Bylaw revised to clarify which boards are required by law to appoint a vice president/clerk from among their members at the annual organizational meeting, and to clarify duties of the vice president/clerk.

**Recommendation:** Review and approve revised Board Bylaw 9123.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*

**VICE PRESIDENT/CLERK**

The Governing Board shall elect a vice president/clerk from its own membership at the annual organizational meeting. (Education Code 35143)

*(cf. 9100 - Organization)*

The duties of the vice president/clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the district as directed by the Board
4. Serve as presiding officer in the absence of the president

*(cf. 9121 - President)*

5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board

*Legal Reference:*

EDUCATION CODE

17593 Repair and supervision of property (duty of district clerk)  
35038 Appointment of clerk by county superintendent of schools  
35039 Dismissal of clerk  
35121 Appointment of clerk in certain city and high school districts  
35143 Annual organizational meetings  
35250 Duty to keep certain records and reports  
38113 Duty of clerk (re provision of school supplies)

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

*Management Resources:*

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000  
Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

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