ITEM "F"

PRESENTATIONS/REPORTS/DISCUSSION
PRESS RELEASE

NEVADA COUNTY TEACHER STEVE HANSEN RECEIVES CALIFORNIA POETRY OUT LOUD “HERO AWARD”

The annual award highlights the important work done by teachers teaching artists, and others for the program.

Sacramento —
The California Arts Council has awarded Steven Hansen, a Nevada County district wide English teacher, the third annual “Hero Award” for the California Poetry Out Loud Program. Hansen received the award on Sunday, March 15, 2015 during the California Poetry Out Loud State Finals at the Sheraton Grand in Sacramento.

Nevada County received two big wins at the California Poetry Out Loud State Finals, as Falyn Lazarus, a senior at Nevada Union high School, was the first runner-up (See more about the student champions at this link.)

The Hero Award was established by the California Arts Council to acknowledge the remarkable work done in the classroom by the thousands of teachers, coaches, teaching artists and others who bring the California Poetry Out Loud Program to life.

Hansen was selected as the third recipient of this award based on his extraordinary leadership of the Nevada County Poetry Out Loud Program and his coaching and cultivation of the young poets at Nevada Union High School, Bear River High School and throughout Nevada County.

There is a common phrase “it takes a village.” In the case of Nevada County Poetry Out Loud, “it takes a cheerleader.” said Holly Hermansen, Nevada County Superintendent of Schools. “English teacher Steve Hansen has singlehandedly promoted this program like no other. Wherever Steve is located within the high school arena, the program thrives.”

“Steve is an enthusiastic, caring, while also keeping the focus on the poetry, for which he exhibits both knowledge and sensitivity. He brings out the best in his students,” said Tom Wilson, poet and Nevada County Poetry Out Loud coach.

From Left: Craig Watson, Director of the California Arts Council; First Runner-Up, Falyn Lazarus, Nevada County; Hero Award recipient, Steve Hansen; Dana Giola, former Chairman of the National Endowment for the Arts.
This year marks the tenth time the California Arts Council has produced the annual state competition – the largest of its kind in the nation, with over 40,000 students in 40 California counties participating. An initiative of the National Endowment for the Arts (NEA), Poetry Out Loud encourages high school student to learn about poetry through memorization, performance and competition.
There is a common phrase ‘It takes a village’. In the case of Nevada County Poetry Out Loud ‘It takes a cheer leader’. English teacher Steve Hansen has singlehandedly promoted this program like no other. Wherever Steve is located within the high school arena the program thrives.

Steve Hansen has been enthusiastic about Poetry Out Loud continuously since it began locally in fall of 2007. When other teachers were reluctant to get involved Steve jumped in, encouraging his sophomore students to participate. After the first year, memorization and recitation of poetry was integrated into his regular fall curriculum. He encouraged the entire English department at Bear River High School to do so as well. Mr. Hansen concluded the fall semester with all participating English classes having students recite their poem so that winning students could compete in the school competition in mid-January. Winners were then well-positioned for the County-wide competition.

In 2013 Steve joined the English department of Nevada Union High School (NU). The Poetry Out Loud program at that site was lackluster. Steve organized teachers to participate, bringing the program to life. School winner Wyatt Price won the County competition and then went on to win third place at the CAC State competition! This school year Steve has been assigned to a district-wide position, Teacher on Assignment for English. Again Mr. Hansen has taken the lead to organize NU English teachers to incorporate Poetry Out Loud in the fall schedule. This year more than 750 students memorized and recited poetry as part of their classroom curriculum, with 47 fully prepared students to compete in the school competition. Seven impressive students progressed to the County level. The Nevada County 2015 Poetry Out Loud winner is Falyn Lazarus of NU.

Steve encourages students’ parents and students who do not progress to the county competition to continue in the program. Students who attend the county competition receive extra credit. School winners have been taken out to dinner as a group. Last year Steve drove 150 miles to the CAC Sunday evening event to encourage Wyatt Price in the first round!

Nevada County, for its size, has a plethora of published poets, as well as several who are California Poets in the Schools. One is Chris Olander who has worked in several Sacramento and Placer County school districts. In 2007/08, the Placer County student he coached won first place at the CAC State competition. Chris has frequently said that he has never seen another teacher in Region 3 be as enthusiastic and supportive of students and Poetry Out Loud as Steve Hansen.

For these reasons the undersigned endorse Steve Hansen for the 2015 Poetry Out Loud Hero Award, as he has so enthusiastically inspired a multitude of students in the power of the spoken word and making poetry 'a friend for life'.

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Coordinator, Penelope Curtis  
Nevada County Poetry Out Loud

Superintendent, Louise Bennicoff Johnson  
Nevada Joint Union High School District

Holly Hermansen  
Nevada County Superintendent of Schools
Fact Sheet on Later School Start Time for Teenagers

Often in the school community, we are faced with the challenge of tough decisions that change the outcomes for student safety, health and learning. As educators, we commit ourselves to always try our very best to make those decisions and recommendations for the best interest of students individually and collectively. Of course, those decisions must be made within the constraints of school budgets, state law, federal law, collective bargaining agreements and contracts with other agencies. It is with this heart of the educator that your staff at the Nevada Joint Union High School District entered into serious consideration of adjusting our school schedules for a later start.

Process

- **NJUHSD Education Summit** – When our superintendent, Louise Johnson, arrived in the 2013-14 school year, she was tasked with the opportunity to deeply assess the condition of the district and develop a long range strategic plan to guide the district into the future. In January, 2014 the district held an Education Summit with representation from administration, teachers, classified staff, parents, students and community leaders not directly tied to the school district. The group met for 2 days and through a variety of activities within their stakeholder group and across stakeholder groups developed our 2020 Vision. After a first reading and discussion in February, the Board of Trustees adopted the 2020 Vision on March 12, 2014. The vision document is intended to clarify who we are, what we do and what we aspire to become!

- **2020 Vision Goal: Conditions of Learning**
  - To reinforce our belief that everyone can learn, our district will:
    - implement schedules to meet the needs of each student
    - the complete 2020 Vision can be found at this link: [http://www.njuhsd.com/documents/board%20of%20trustees/strategic%20plan/strategic%20plan.pdf](http://www.njuhsd.com/documents/board%20of%20trustees/strategic%20plan/strategic%20plan.pdf)

- **Local Control Accountability Plan: Conditions of Learning**
  - A change that has the potential to improve learning conditions for all students is central to our planning to expand and enhance our educational environment for all students and for students who are identified by the State of California as priority students including foster youth, English Language Learners and students on the federal free and reduced price meal program. As we develop our budget for the 2015-16 school year and beyond, the question for consideration at this time is whether or not to target fiscal and human resources towards moving the school start time to later in the morning as recommended by multiple studies on the effect of sleep deprivation on teenagers.

- **Program Improvement (improving learning)**
- The NJUHSD has been identified as a Program Improvement District by the federal “No Child Left Behind” legislation. Despite consistent outstanding performance on the California High School Exit Exam, we have failed the federal goal of all students proficient by 2014.

- **Schedule Steering Committee**
  - As a step towards the achievement of our goal of the implementation of school schedules to meet the needs of each student, the superintendent convened a schedule steering committee of professional educators in the Fall of 2014 to develop recommendations for the schools, administration, and Board of Trustees. The committee met often and developed 4 priority recommendations for an ideal school schedule based on student needs. Those 4 priorities are:
    - **See our students all year.** We believe that curricular areas that need frequent practice such as mathematics and foreign language are not well served by a school schedule that meets for only half of the year (eg. 4x4 block schedule)
    - **Later school start.** We believe that the research, including the recently released study from the American Academy of Pediatrics provides compelling evidence supporting a later school start. As high school educators, we have all experienced a first period class that appears to be still asleep and without the active engagement we see in our kids later in the day.
    - **Remediation, intervention, tutoring in the school day.** In our rural, geographically vast school district many students who need help with their school work or need to make up credits are tied to the bus schedule. We currently have after school tutoring but many students who need the help must get on the bus. We need to have opportunities for all students to access needed help within their school day.
    - **Some extended blocks of time for deeper instruction.** The new California State Standards call for richer, deeper learning across the curriculum. Students are asked to draw meaning from a variety of sources including fiction and non-fiction, digital media and everyday text in language arts. The new test of these standards debut this year in late April, early May. We need time in our classrooms to address this type of learning.

Upon review, the committee found its task complete and returned the work into the hands of the individual schools. The current Bear River schedule already meets 3 or the 4 priorities, the alternative schools (Ghidotti and North Point Academy) already have schedules aligned to their particular instructional programs and the entire school community of Nevada Union has been working diligently on developing a schedule to advance our priorities.
Research and Findings

- **Summary Findings**
  - Schools starting before 8:30 "key modifiable contributor to insufficient sleep, as well as circadian rhythm disruption, in this [adolescent] population."

- **Health and Safety**
  - Obesity
  - Depression
  - Drowsy Driving
  - Quality of Life

- **Academic Success**
  - Increased attendance
  - Ability to learn

- **Sources**
    http://pediatrics.aappublications.org/content/early/2014/08/19/peds.2014-1697.full.pdf+html

abstract

The American Academy of Pediatrics recognizes insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of our nation's middle and high school students. Although a number of factors, including biological changes in sleep associated with puberty, lifestyle choices, and academic demands, negatively affect middle and high school students' ability to obtain sufficient sleep, the evidence strongly implicates earlier school start times (ie, before 8:30 AM) as a key modifiable contributor to insufficient sleep, as well as circadian rhythm disruption, in this population. Furthermore, a substantial body of research has now demonstrated that delaying school start times is an effective countermeasure to chronic sleep loss and has a wide range of potential benefits to students with regard to physical and mental health, safety, and academic achievement. The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5–9.5 hours) and to improve physical (eg, reduced obesity risk) and mental (eg, lower rates of depression) health, safety (eg, drowsy driving crashes), academic performance, and quality of life. Pediatrics 2014;134:642–649

Scholarly articles:
http://scholar.google.com/scholar?q=latest+school+start+times&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=USALVdLZKYb1oASH04DwBw&sqi=2&ved=0CBsQgQMwAA

"Given that the primary focus of education is to maximize human potential, then a new task before us is to ensure that the conditions in which learning takes place address the very biology of our learners."

Mary A. Carskadon, PhD, Director of E.P. Bradley Hospital Research Laboratory and professor in Department of Psychiatry and Human Behavior at Brown University School of Medicine

"Why We Need to Sleep Better," John Underwood: Athlete Committed

Sleep is a biological and powerful need, much like food and water. If totally deprived, humans ultimately perish. Sleep strengthens memory; sleep improves the heart; sleep decreases depression; sleep makes you strong and healthy; sleep supports weight loss; sleep increases creativity!

**Financial Cost**

- **Home-to-School Bus Transportation**
  - A change in the school start and end times will result in an additional cost for home-to-school bus transportation.
  - Currently, NJUHSD shares bus routes, buses and drivers with the Grass Valley Elementary and Pleasant Ridge Elementary School Districts; consequently, NJUHSD also shares costs with these districts.
  - If NJUHSD moves to a later start time and the elementary districts keep the same start times, each district will need to facilitate its own bus routes and, therefore, will endure greatest costs.
  - The increased cost to NJUHSD is estimated at $145,000 or $52.00 per NJUHSD student.

- **Possible Increase to Revenue**
  - Each additional day of student attendance generates approximately $67; increased attendance of 0.7% will generate over $150,000.
  - Each student who achieves academic success and is retained in our schools will generate $8,700+. 
NJUHSD Later Start Q & A

Q If school starts at 8:30 AM at Bear River and Nevada Union, what would be the end time?
A 3:30; State law requires a certain number of instructional minutes per day and per year.

Q How early do students catch the bus now with the 7:30 AM start time?
A Morning stops for students begin at 5:55 AM and the last pick up is at 7:10 AM. The last drop off in the afternoon is at 4:08 PM. Some students in outlying areas also drive/ride for up to an hour before boarding the bus.

Q I recently read in the paper that NJUHSD presented layoff notices to some teachers. Was this action related to the expense associated with a later start?
A No. Any positions that are planned for reduction are simply to keep pace with declining enrollment. Less students require fewer teachers / staff.

Q I heard that NJUHSD was going to cancel summer school beginning in the summer of 2016. Is this a cost reduction in order to pay for late start?
A No, the administration is recommending that the funding for summer school and after school credit recovery be redirected to staffing for credit recovery during the school day. Students who are dependent on the bus and/or have after school or summer jobs will have an opportunity to more easily access credit recovery classes.

Q What would be the effect of a later start on athletics?
A On January 27, 2015 the NJUHSD committed to the “Athlete Committed” program with Olympic Training Center coach John Underwood. The research shows that with more sleep, athletes will perform better on the field and in the classroom. Given our rural location, there would be some distinct disadvantages to a later start time. Student athletes would miss more class time when traveling to competitions out of the area. Practice could end even later. There could be some options for morning practice, but, of course, that would be inconsistent with the objectives of making the change.
ITEM "I"

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**CLAIMS WARRANT AND DISTRIBUTION TRANSMITTAL**

Page No. 26
PERSONNEL REPORT
April 8, 2015

1.) Certificated Personnel

A) Hire of Karen Harris and Kris Youngman, as School Nurse for the Extended Year 2015 Special Education program;
B) Transfer of 2014/15 Nevada Union High School Social Science Department Chair from Molly Starr to Jeff Kirkpatrick effective 3/10/2015;
C) Hire of Nicholas Tapia and Jennifer Weir as Bear River High School Science Tutors for the remainder of the 2014/15 school year;

2.) Classified Personnel

A) Paid administrative leave for Buel Jackson, NUHS Custodian, effective 3/20/2015;
B) Resignation of Paula Hunter, Delivery Person, effective 4/10/2015;

3.) Coaching Personnel

A) Change in coaching position for Jason Bohrer, BRHS Head JV Coach for Boys Basketball;
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# Surplus Information

Requestor (Person/Department)  Joshua Reafshnyder

Product Description  Ewaste Computers and Monitors

Item Location  Storage

Manufacturer  See Spread Sheet

Model #  See Spread Sheet

Serial #  See Spread Sheet

Inventory Tag #  See Spread Sheet

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After all information is entered, please return this form to the District Office. Thank you!

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DONATION RECEIPT

Date: March 13, 2015

Name of Donor: Martin and Ann Engel
12105 Incline Shaft
Nevada City, CA 95959-3594

On behalf of the Board of Education I want to thank you for your generous donation to the Nevada Joint Union High School District. The students in Ms. Lohuis' program will greatly benefit from your generous donation of $300.00.

Please note that because we are a public high school district under the State of California and are tax exempt under Internal Revenue Section 115 your donation may be tax deductible. Internal Revenue Code section 170 (c) defines charitable contributions to include donations made to Section 115 organizations as long as they are used exclusively for public purposes. Please consult your tax professional for guidance.

Again, thank you for your generosity.

Sincerely,

Karen L. Suenram
Assistant Superintendent

11645 Ridge Road, Grass Valley, California 95945 (530) 273-3351
Dr. Louise Bennicoff Johnson, Superintendent
Nevada Joint Union High School District

California High School Exit Examination (CAHSEE) WAIVER REQUEST
Principal's Certification and Request For The Governing Board To Waive The Requirement To Successfully Pass The High School Exit Examination For a Student With Disabilities Pursuant To Education Code 60851

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<th>Position: Special Ed Director</th>
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<td>Student I.D. #:</td>
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<td>Waiver for ELA Math</td>
<td>March 6, 2015</td>
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**LEGAL CRITERIA**

1. **Education Code or California Code of Regulations to be Waived:** *Education Code Section 60851(a)* provides that "Commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school."

2. **Reference Section E.C. 60851**
   At the parent’s or guardian’s request, a school principal shall submit a request for a waiver of the requirement to successfully pass the high school exit examination to the governing board of the school district for a pupil with a disability who has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or both parts of the high school exit examination. A governing board of the school district may waive the requirement to successfully pass one or both subject matter parts of the high school exit examination for a pupil with a disability if the school certifies to the governing board of the school district that the pupil has all of the following:

   - An individualized education program (IEP) adopted pursuant to the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) in place that requires the accommodations or modifications to be provided to the pupil when taking the high school exit examination.

   - Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.

   - An individual score report for the pupil showing that the pupil has received the equivalent of a passing score on the high school exit examination while using a modification that fundamentally alters what the high school exit examination measures as determined by the State Board of Education.

☐ The school certifies to the governing board of the school district that the pupil has met all of the criteria listed above.

School Principal’s signature: [Signature] Date: 3-9-15
School Principal’s name (printed): [Name] Phone #: 273-2635
Signature of Director of Special Education: [Signature]
**CAHSEE Waiver Cover Sheet: Information on the Specific Student with a Disability**

<table>
<thead>
<tr>
<th>Student Identification Number:</th>
<th>Student Date of Birth:</th>
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1. Describe the nature of the student's disability as identified on the IEP or Section 504 Plan (if the uniqueness or specificity of the disability would cause the student to be identified, leave this section blank). Processing speed, visual motor problems affect handwriting, organization skills, participation, concentration and work completion. Area most negatively affected is math reasoning.

2. Modification used on: [ ] ELA Test [ ] Math Test

   **Describe modification(s) used on the ELA test:**

   - A calculator was provided

   **Describe modification(s) used on the Math test:**

3. List the rationale as to why the modification(s) used to achieve the equivalent passing score on the CAHSEE was necessary to allow the student access to the test.

   A medical diagnosis of ADHD and fetal alcohol syndrome affect his perceptual motor skills which in turn make it difficult for the student to proceed in math without a calculator.

4. Give a description of the accommodations/modifications that the student regularly uses in the classroom and on other assessments.

   **Student uses a calculator for math class**

   **ELA:** Repeat, rephrase directions
   **Math:** Visual supports, calculator
   **Ask to clarify understanding**

5. This student has successfully completed, or is enrolled in a high school level curriculum sufficient to have attained the skills and knowledge needed to pass the CAHSEE. Please give course descriptions and pertinent information in the subject areas(s) for which this waiver is requested:

   - Basic Pre-Algebra
   - Basic Algebra A/B
   - Basic Algebra C/D
   - Algebra A/B
   - Algebra C/D

   I certify that the student attained the equivalent of a passing score upon completing the English language arts and/or mathematics sections of the CAHSEE using a modification that has been determined to "fundamentally alter what the test measures." (Attach copy of the student's CAHSEE score report.)

   "Equivalent of passing score" (350 or more points) [ ] ELA [ ] Math

---

**Certified:**

**Title:** Special Ed Teacher

**Date:** 3/16/15

---

Attach to this cover sheet the following:

1. An IEP or Section 504 Plan (PLEASE BLACK OUT STUDENT AND PARENT LAST NAME – Leave First Name, Last Name Initial and student number only) reviewed and approved by the student’s IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments; and

2. A certified transcript (PLEASE BLACK OUT STUDENT'S LAST NAME – First Name, Last Name Initial and student number only) showing sufficient high school level coursework (either satisfactorily completed or in progress) in a high school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE; and

3. A copy of the CAHSEE Student and Parent Report (PLEASE BLACK OUT STUDENT'S LAST NAME – First Name, Last Name, Initial and Student Number only) showing “equivalent of a passing score.”
TENTATIVE AGREEMENT

Between The

NEVADA JOINT UNION HIGH SCHOOL DISTRICT

And The

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and Its Chapter #165

March 16, 2015

The following is a Tentative Agreement between the Nevada Joint Union High School District ("District") and the California School Employees Association and its Chapter # 165 ("Association") resolving the parties' recent negotiations regarding specific job description and classification changes as set forth below. The parties agree that all bargaining unit members with seniority in a previous classification that has been “reclassed” shall retain their seniority under the new classification title.

A. PARAEDUCATOR WORKABILITY/JOB DEVELOPMENT

The parties agree that the positions titled Job Developer, Instructional Aide-Transitional Workability and Special Education Vocational Education Aide will be renamed to Paraeducator Workability/Job Development position and shall be reclassified from Range 18 to Range 19 [See, Classified Job Description for Paraeducator Workability/Job Development attached hereto as Exhibit 1]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving in the position of Paraeducator Workability/Job Development shall be automatically reclassified to Range 19.

B. LVN/PARAPROFESSIONAL, SPECIALIZED PHYSICAL HEALTH CARE

The parties agree that the position titled LVN/Instructional Aide II Special Education, Medical will be renamed to LVN/Paraprofessional, Specialized Physical Healthcare position and shall be reclassified from Range 28 to Range 29 [See, Classified Job Description for LVN/Paraprofessional, Specialized Physical Healthcare attached hereto as Exhibit 2]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as a LVN/Paraprofessional, Specialized Physical Healthcare shall be automatically reclassified to Range 29.

C. PARAEDUCATOR BILINGUAL/ELL

The parties agree that the position titled Bi-Lingual/ELL Instructional Aide will be renamed to Paraeducator Bilingual/ELL position and shall be reclassified from Range 18 to Range 20. [See, Classified Job Description for Paraeducator Bilingual/ELL attached hereto as Exhibit 3]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as a Paraeducator Bilingual/ELL shall be automatically reclassified to Range 20.

D. MUSIC ACCOMPANIST

The parties agree that the position titled Instructional Aide - Music Accompanist position will be renamed to Music Accompanist and the job description, Range 14, shall be revised as attached as Exhibit 4.
E. PARAEDUCATOR – TECHNOLOGY EDUCATION

The parties agree that the position titled Ed Tech Aide shall be renamed to Paraeducator – Technology Education position and shall be reclassified from Range 14 to Range 18. [See, Classified Job Description for Paraeducator – Technology Education attached hereto as Exhibit 5]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving in the Paraeducator – Technology Education position shall be automatically reclassified to Range 18.

F. SPECIAL NEEDS DRIVER

The parties agree that the position titled Student Transportation Assistant position shall be renamed to Special Needs Driver position, Range 18, and shall be revised as attached in Exhibit 6.

G. PARAEDUCATOR SPECIALIZED HEALTH CARE

The parties agree that the position titled Instructional Aide II – Special Education/Medical position shall be renamed to the Paraeducator Specialized Health Care position, Range 18, shall be revised as attached in Exhibit 7.

H. PARAEDUCATOR SPECIAL EDUCATION

The parties agree that the position titled Instructional Aide I – Special Education shall be renamed to the Paraeducator Special Education position and shall be reclassified from Range 14 to Range 15. [See, Classified Job Description for Paraeducator Special Education attached hereto as Exhibit 8]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving in the Paraeducator Special Education position shall be automatically reclassified to Range 15.

I. PARAEDUCATOR INTERVENTION

The parties agree that the position titled NCLB Instructional Aide position shall be renamed to the Paraeducator Intervention position, Range 18, shall be revised as attached in Exhibit 9.

J. PARAEDUCATOR BEHAVIORAL ASSISTANT

The District and the Association agree to establish a new classification of Paraeducator Behavioral Assistant at Range 19 consistent with the Classified Job Description attached hereto as Exhibit 10. The new Paraeducator Behavioral Assistant position shall be posted in-house only and filled in accordance with Article XVII of the parties’ 2012-15 Collective Bargaining Agreement (Agreement or CBA).

K. RECLASSIFICATION BY ATTRITION

Due to the shifting needs in special education the parties agree that all bargaining unit members in the Instructional Aide II-Special Education/Medical classification shall be reclassified to Paraeducator Specialized Health Care.

As Paraeducator Specialized Health Care positions are vacated, up to 14 positions, they shall be reclassified to Paraeducator Special Education positions, as the need is determined by the District in its sole and exclusive discretion. Upon being established by the District as provided above, the Paraeducator Special Education positions will be hired through the procedures set forth in Collective Bargaining Agreement Article 18.
As positions become available in the Paraeducator Behavioral Assistant position, those positions shall be opened to and hired from internal candidates first. In the instance that no internal candidates from the Paraeducator Specialized Health Care classification apply for a vacant Paraeducator Behavioral Assistant position, the Paraeducator Behavioral Assistant position shall be filled by the procedure set forth in the Collective Bargaining Agreement Article 18.

This Tentative Agreement shall become effective on the first of the month following ratification by the Association and the District’s Governing Board.

Date: 3/16/15

Kevin Atkins, CSEA President

Date: 3/16/15

Louise Johnson, Ed. D., Superintendent
EXHIBIT 1
Classified Job Description

CSEA Revised:
NIUHSD Board Revised:

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**Position Title:** PARAEDUCATOR WORKABILITY/JOB DEVELOPMENT

**Contract Term:** 9-11.5 months per year (based on grant requirements)

**Salary Range:** 19

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**GENERAL DEFINITION:**

*Classified positions funded by Workability and DOR Transition Partnership Program grant funds support NIUHSD transition programs, which support employment opportunities for students with disabilities, including job development, placement assistance, job coaching, and other services provided.*

**UNDER SUPERVISION OF:**

Director of Special Education/Transition Specialist/Designer

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**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

1. Communicates regularly with Transition Specialist, administrators, students, and adult service agencies (i.e. DOR, Alta, etc.) to exchange information, coordinate activities, and provide a continuum of training and support services for student transition to adult life.

2. Provide individualized job placement assistance, short-term job coaching, and follow-along/follow-up services to students per program requirements.

3. Establish relationships with employers and community organizations to develop job opportunities for identified students in accordance with program requirements.

4. Prepare and conduct specific job task analysis for student and site matches; determine appropriate employer site and job duties.

5. Develop and implement specific skill training plans at community work sites for grant funded programs; participate in student and employer orientations or interviews, job coaching, follow-along/follow-up services, or other prep as needed.

6. Assists Transition Specialist in assessing student job skills and interest for positions.

7. Monitors student effectiveness/success in student placements, on and off job site.

8. Works with students to obtain necessary job skills/review other employment options.

9. Assist in maintaining forms and reports related to placement activities.

10. Assist students during presentations/activities regarding seeking and maintaining jobs.

11. Supports students in job seeking, interview prep, job retention, and positive work ethic.

12. Assists with grant reporting requirements, including meeting and trainings.

13. Transport students and conduct job site visits.

14. Assist students in completing employment and college/voc program related forms, applications and paperwork.

15. Prepare and maintain accurate and timely records and reports on assigned students’ placements.

16. Meet and interact with employers/parents/guardians in routine situations, requiring tact, discretion, and courtesy.

17. Participate in monthly Transition Age Youth Team meetings, as assigned.

18. Provides training and oversight for student on-campus job responsibilities.

19. Participates in IEP meetings as appropriate.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license, good driving record, and evidence of insurance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the school community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 75 pounds, such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

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

The noise level in the work environment is usually moderate to loud.
The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 2
Classified Job Description

CSEA Revised:
NJUHSD Board Revised:
(Previously Approved: 12/15/2005)

<table>
<thead>
<tr>
<th>Position Title:</th>
<th>LVN/PARAEDUCATOR, SPECIALIZED PHYSICAL HEALTH CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Term:</td>
<td>9 months per year</td>
</tr>
<tr>
<td>Salary Range:</td>
<td>29</td>
</tr>
</tbody>
</table>

GENERAL DEFINITION:
Assists teachers and district nurses providing instructional and specialized physical health care procedures to students and performs a variety of general classroom assistance duties.

UNDER SUPERVISION OF:
Director of Special Education/District Nurse/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Implements IEP goals under the direction of the classroom teacher.
2. Implements/follows teacher’s instructions of classroom procedure; reinforcement, philosophy and consistency.
3. Physically participates in physical activities that are part of the basic program.
4. Assists with the development and maintenance of health records and special education records.
5. Assist with behavior management programs and techniques.
6. Assists in classroom, one-on-one, small group and pupil instruction.
7. Understands, is aware of, and provides licensed care for medical needs of students under direction of District Nurse.
8. Responsible for functioning under the Licensed Vocational Nurse (LVN) scope of practice.
9. Administers prescribed medication following approved protocols, records medication and treatment given.
10. Complies with school policies/procedures including those applicable to any emergency involving a student.
11. Assists and instructs pupils in personal hygiene; feeding skills; toileting, tooth brushing and hand washing.
12. Lifts or assists with lifting students from wheelchairs to changing tables or designated areas.
13. Assists with maintaining classrooms and grounds in a neat and orderly condition.
14. Supervises students in cafeteria, grounds or on bus loading.
15. Sanitizes classroom and equipment using approved materials.
16. Operates a variety of office equipment including a computer.
17. May need to transport or travel with student for school related activities.
18. May be required to work beyond the school day including evening and weekends.
19. Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)
20. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
21. Other related duties as assigned.

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a current California Licensed Vocational Nurse (LVN) License or a Registered Nurse (RN) License. Must possess a valid First Aid Card and CPR Certificate. Valid CA driver’s license with good driving record and evidence of insurance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators. Ability to communicate clearly and concisely both orally and in writing.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to work with emotionally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and the community. Ability to perform duties with awareness of all district, state and federal requirements and Board of Education policies. Ability to provide specialized health care procedures consistent with LVN licensure.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 75 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
The noise level in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being or work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional related duties and additional related duties may be assigned.
EXHIBIT 3
Position Title: PARAEDUCATOR BILINGUAL/ELL
Contract Term: 9 months per year
Salary Range: 20

GENERAL DEFINITION:
Under the direction of the site administrator and/or applicable teacher performs supportive instructional and clerical duties, and other related assignment as required.

UNDER SUPERVISION OF:
Principal/Teacher/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Under the direction of the classroom teacher, works with students individually or in small groups, tutoring, reinforcing or following up on the teacher’s lessons.
2. Assists in testing, in scoring tests, and in the evaluation of progress and problems.
3. Follow teacher’s lesson plans, assists teacher in preparation of plans.
4. Help instruct in two languages, English and another language.
5. Prepares materials and equipment and operates basic and specialized instructional equipment.
6. Translates documents from English to applicable foreign language.
7. Maintains an orderly environment in the classroom or learning facility
8. Supervises students on field trips, ride the bus with students.
9. Make home visits as needed.
10. Interpret for non/limited English speaking students or parents, including at lunch, on the school grounds or during home visits.
11. Attend in-service training programs and appropriate coordination meetings.
12. Uses various instructional software programs and instructs students in their use.
13. Acts as a foreign language translator between staff, students and parents.
14. Assists classroom teachers and other programs with parent communication and activities.
15. Maintains records as required by district, State and Federal timelines.
16. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
17. Keeps records as required by district, state, and federal guidelines.
18. Other related duties as assigned.

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

EDUCATION and/or EXPERIENCE:
High school diploma or equivalent and one year experience working with children. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license with good driving record and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

LANGUAGE SKILLS:
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS and ABILITIES:
Read, write, and speak English and other designated language at a level sufficient to fulfill the duties to be performed; required to pass the instructional aide test; experience working with young people. Ability to read and write in the designated language shall be determined by standardized assessment, if available, or informal assessment by native speakers. Ability to speak in the designated language shall be determined by an interview panel of school and community members, the majority of whom are fluent in the designated language. Candidate must be familiar with the cultural heritage of the LEP students.

Ability to understand and apply rules, procedures, and policies; to establish and maintain effective working relationships with students, parents, teachers, and administrators; to apply basic instructional methods; to operate instructional machinery. Demonstrate quality work and exceptional work habits.

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

While performing the duties of this job, the employee is regularly required to sit, talk and hear. The employee is occasionally required to stand; walk, climb or balance; and stoop kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs. such as moving or rearranging furniture, equipment, or supplies. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing
the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 4
Classified Job Description

Position Title: MUSIC ACCOMPANIST
Contract Term: 9 months per year
Salary Range: 14

GENERAL DEFINITION:
Provide musical accompaniment for classes and performances, as well as act as a support to the visual and performing arts program, and students.

UNDER SUPERVISION OF:
Principal/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Assists instructional personnel by playing accompaniment for pupils in vocal classes, vocal groups, in preparation for solo performances, rehearsals and any performances.
2. Assist in daily preparation (clerical/recordkeeping functions) for assigned program.
3. May assist in making arrangements for musical activities and presentations/performances.
5. May listen to recorded musical arrangement and adapt the arrangements to piano accompaniment.
6. May investigate and assist in the locating and securing of musical supplies, materials and equipment.
7. Assist as chaperone on music related trips.
8. May need to transport or travel with students for school related activities.
9. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
10. Other related duties as assigned.

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

EDUCATION and/or EXPERIENCE:
High school diploma or equivalent; must be skilled and technically proficient on the piano; any combination of experience and training that would likely provide the required knowledge and skills needed such as one year of experience as a piano accompanist for choral groups or instructional groups or solo performers supplemented by coursework or training in piano; strong sight reading skills; experience working with students in large and small group situations is preferred.

LANGUAGE SKILLS:
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.
MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers' license with good driving record and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

OTHER SKILLS and ABILITIES:
Ability to adapt to individual needs of students and work with interruptions; give oral presentations to groups; make clear reports and keep accurate records; organize and schedule blocks of time; give directions clearly; effectively supervise students; work independently; demonstrate on the job skill proficiency. Demonstrate quality work and exceptional work habits.

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

While performing the duties of this job, the employee is regularly required to sit, stand, walk, use hands and fingers to play piano, handle, or feel objects; and to talk and hear. The employee occasionally is required to reach with hands and arms. The employee will occasionally squat, stoop or kneel, reach above the head and reach forward. The employee must have physical dexterity to continuously play piano, and to read sheet music. Ability to perceive the nature of sound.

Occasionally the employee is required to lift or move up to 75 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision.

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

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The noise level in the work environment is moderate to high.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.C.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 5
### Classified Job Description

**Position Title:** PARAEDUCATOR – TECHNOLOGY EDUCATION  
**Contract Term:** 9 months per year  
**Salary Range:** 18

**General Definition:**
Coordinates and operates a computer center using computerized programs to provide material and instruction, collects data and provides computer assistance and instruction to students and teachers.

**Under Supervision Of:**
Principal/Designee

**Essential Duties and Responsibilities:**
1. Designs a schedule of student laboratory use.
2. Prepares and edits operating instructions for use of computer terminals, instructs students and teachers in appropriate equipment operation, monitors students' performance and progress.
3. Provides information, consultation, and follow-up assistance to students and teachers, provides timely reports to appropriate personnel on request.
4. Keeps informed of software programs available for laboratory use.
5. Uses a combination of audio, graphic, and printed presentation materials.
6. Presents instructional curriculum software.
7. Tests and performs minimal adjustments of terminals, printers, cables, etc.
8. Proctors student tests.
9. Coordinates and arranges for repair and service of equipment.
10. Maintains cleanliness standards for a computer laboratory.
11. Monitors student use of technology.
12. May establish extended learning programs for other students and adults.
13. Must be able to meet and interact with employees and parent/guardians in routine situations, which require tact, discretion and courtesy.
14. Other related duties as assigned.

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

**Education and/or Experience:**
High school diploma or general education degree (GED). Experience working with students in large and small group situations is preferred. Must have ability to pass the Paraeducator/Instructional Aide Exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher. Experience with microcomputers, networks, and computer system software preferred. Knowledge of operating systems, program and principles of computer assisted instruction, and proficiency in computer keyboarding.
LANGUAGE SKILLS:
Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information and respond to questions from students and administration. Ability to speak effectively before staff groups.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

CERTIFICATIONS, LICENSES:
General knowledge of first aid and CPR. Valid California driver’s license.

OTHER SKILLS and ABILITIES:
Ability to adapt to individual needs of students and work with interruptions; give oral presentations to groups; make clear reports and keep accurate records; organize and schedule blocks of time; give directions clearly; effectively supervise students; work independently; demonstrate on the job skill proficiency. Demonstrate quality work and exceptional work habits.

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

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

The employee must occasionally lift and/or move up to 50 pounds such as technology equipment and networking cable. The employee will sometimes push/pull items such as furniture and equipment. The employee will frequently interact with other staff members. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The Information contained in this job description is for compliance with the American with Disabilities Act (A.D.C.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional related duties and additional related duties may be assigned.
Position Title: SPECIAL NEEDS DRIVER
Contract Term: 9 months per year
Salary Range: 18

GENERAL DEFINITION:
Responsible for driving District vehicles for the safe transportation of students.

UNDER SUPERVISION OF:
Director of Special Education/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Driving the vehicle in a manner that ensures the safety of all passengers.
2. Supervision of students up to and including the securing of seat belts and other safety equipment.
3. Reporting any mechanical failures at the end of each run or if necessary stop vehicle and report if it appears unsafe to continue driving.
4. Refrain from unnecessary discussion with passengers.
5. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
6. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Possess a Class B license. Must have no points on driving record and able to pass physical examination.

MATHEMATICAL SKILLS:
Ability to add and subtract two digit numbers and to multiply and divide with 10’s and 100’s. Ability to perform these operations using units of American money and weight measurement, volume and distance.

LANGUAGE SKILLS:
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.
PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Ability to supervise children, maintain effective working relationships with children and staff. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is continuously required to sit and occasionally required to walk or stand. The employee will frequent bend or twist at the neck and trunk while performing the duties of this job. The employee frequently uses hand strength to grasp tools. And is continuously driving on the job. The employee must occasionally lift and/or move up to 75 pounds such as students. Specific vision abilities required by this job include distance and close vision, color vision, depth perception and peripheral vision.

WORK ENVIRONMENT:

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

While performing the duties of this job, the employee occasionally works in temperatures above 100° and below 32° and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with public and other workers. The employee has direct responsibility for the safety and well-being of others. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 7
Classified Job Description

CSEA Revised:
NJUHSD Board Revised:

Position Title: PARAEDUCATOR SPECIALIZED HEALTH CARE
Contract Term: 9 months per year
Salary Range: 18

GENERAL DEFINITION:
Assists teachers and paraeducators in providing specialized physical health care procedures to specific disabled students and performs a variety of general classroom assistance duties.

UNDER SUPERVISION OF:
Director of Special Education/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Implements IEP goals under the direction of the classroom teacher.
2. Under the direction of the classroom teacher, works with students individually or in small groups, tutoring, reinforcing or following up on the teacher's lessons.
3. Physically participates in physical activities that are part of the basic program.
4. Assists with the development and maintenance of clerical and special education records.
5. Assist with behavior management programs and techniques.
6. Assists in small group pupil instruction, classroom, small group and one-on-one pupil instruction.
7. Understand and be aware of medical needs of students.
8. Assists and instructs pupils in personal hygiene, feeding skills; toileting, tooth brushing and hand washing.
9. Lifts or assists with lifting students from wheelchairs to changing tables or designated areas.
10. After training and with supervision, may administer specialized health care procedures.
11. Assists with maintaining classrooms and grounds in a neat and orderly condition.
12. Sanitize classroom and equipment using approved materials.
13. Operates a variety of instructional and office equipment including computers.
14. Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)
15. May need to transport or travel with students for school related activities.
16. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
17. Prepare lunches according to individual requirements. Assists students in eating and drinking including gastronomy feeding.
18. Work with students on gross motor equipment, assist students to sit up, crawl, and walk, including the use of walkers.
19. Assist with community integration including job coaching, shopping, safe walking skills, personal interaction, and communication skills.
20. Provide medical care including: setting up tubes for feeding, giving medications, monitoring and caring for student susceptible to seizure, suctioning of tracheotomy when needed, catheterizing students when needed, working with students who have chronic contagious conditions. Ventilator care and knowledge required.
21. Attend annual medical trainings and periodic updates as needed.
22. Other related duties as assigned.
QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license with good driving record and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to work with emotionally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Education policies.

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 75 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
The noise level in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being or work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform related additional duties and additional related duties may be assigned.
Position Title: PARAEDUCATOR SPECIAL EDUCATION
Contract Term: 9 months per year
Salary Range: 15

GENERAL DEFINITION:
Under the direction of the site administrator and/or applicable teacher assists in the supervision and instruction of special education students; performs classroom clerical tasks related to the special education program; assists student by meeting special health care needs and developing student’s daily living and behavioral skills; performs other related duties as required.

UNDER SUPERVISION OF:
Director of Special Education/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Works with students, both in-group settings or individually, for the purpose of assisting with specific instructional tasks.
2. Assists teachers in handling and updating confidential student information such as IEP’s.
3. Under the teacher’s supervision, implements instructional programs for the purpose of meeting student’s goals and objectives.
4. Administers tests to students for the purpose of assessing progress towards meeting educational objectives.
5. Prepares classroom and instructional materials for the purpose of ensuring that the learning environment is ready for students.
6. Adapts classroom work under the direction of the teacher for the purpose of providing a method to support and/or reinforce lesson plans.
7. Advises students regarding personal hygiene and assists students with self-help skills involving grooming, toileting, and personal hygiene.
8. Assists in transitioning instructional aides to ensure consistent and uninterrupted services to students.
9. Monitors activities of students both inside and outside of the classroom for the purpose of providing a safe and positive learning environment.
10. Provide support in management and behavior of students.
11. Ability to learn and use job related computer.
12. May provide medical assistance as directed by Nurse and teacher.
13. Maintain awareness of physical and emotional changes in students and reports concerns to teacher as appropriate.
14. Works with children in an individual setting who are experiencing behavioral and emotional issues; provides class supervision while the teacher is working one-on-one with students experiencing behavioral and emotional issues.
15. Assists teacher in maintaining student records of medical needs and academic records.
16. Performs clerical and related duties that support instruction programs, such as copying materials for the classroom.
17. Operates a variety of office and instructional equipment including computers.
18. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
19. May need to transport or travel with students for school related activities.
QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license, good driving record, and evidence of insurance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the school community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 75 pounds such as students. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This position is exposed to infection and injury at a greater risk than the average person.
The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 9
Classified Job Description

Classification: Paraeducator Intervention

Position Title: PARAEDUCATOR INTERVENTION
Contract Term: 9 months per year
Salary Range: 18

GENERAL DEFINITION:
Under the direction of the site administrator and/or applicable teacher assists in the classroom, working with students in the area of special need under the umbrella of No Child Left Behind (NCLB).

UNDER SUPERVISION OF:
Principal/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Under the direction of the classroom teacher, provides instructional support to individual students in both one-on-one and group situations.
2. Provides clerical assistance to the classroom teachers.
3. Dispenses and corrects instructional and testing materials.
4. Orders, inventories and maintain classroom supplies.
5. Recordkeeping as directed by the classroom teacher.
6. Attends appropriate training and coordination meetings.
7. Maintains up to date and accurate enrollment records for Title I students in both the students system and tracking databases.
8. Collects and reports student data as required by law and to aid in program.
9. Assists classroom teacher and Title I coordinators with parent communication and activities.
10. May need to transport students.
11. Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion, and courtesy.
12. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers' license, good driving record, and evidence of insurance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.
LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
General knowledge of first aid and CPR. Intermediate level competence using word processing and spreadsheet/database software programs (MS Word, Excel, etc.). Ability to motivate individual students to improve academic achievement. Ability to organize and present academic skill activities for students. Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization. Ability to develop effective working relationships with students, staff and the school community. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is regularly required to sit, talk or hear. The employee is occasionally required to stand; walk, climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. The employee must be able to push items of 50 lbs. such as moving/rearranging furniture, equipment or supplies. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:
The noise level in the work environment is usually loud at a standard acceptable level for this environment. The employee is continuously responsible for the safety, well-being and work output of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
EXHIBIT 10
Position Title: PARAEDUCATOR BEHAVIORAL ASSISTANT
Contract Term: 9 months per year
Salary Range: 19

GENERAL DEFINITION:
Under the direction of the classroom teacher, the Behavioral Assistant will provide support to all students, including but not limited to students with behavioral issues. The Behavioral Assistant will implement comprehensive positive behavioral support plans and effective behavior management strategies; deliver instructions; participate as a member of the educational team, and help design and implement all components of the student’s individual program.

UNDER SUPERVISION OF:
Director of Special Education/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.
2. Model appropriate behavioral interventions.
3. Communicate effectively in oral and written form.
4. Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
5. Learn to create, modify and utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
6. Understand and carry out oral and written directions.
7. Establish and maintain cooperative working relationships with students and adults.
8. Work with the IEP team in the development and implementation of data collection systems, as well as assist in the analysis and interpretation of the results of the data collection in order to evaluate student performance and progress, the effectiveness of interventions, strategies and support, and contribute to future plans.
9. Assist the classroom teacher in all aspects of classroom instruction and behavior support.
10. Implement Behavior Strategic Plan/Behavior Intervention Plan and prescribed behavior strategies.
11. Ability and willingness to work with students who have special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.)
12. Support students throughout the school day including passing periods and lunch.
13. Supervise and provide appropriate assistance to students in special education, general education, and community settings throughout the school day including transportation to and from school.
14. Consult and collaborate with site and district staff as needed.
15. Assist in student assessments as appropriate.
16. Participate in IEP meetings as appropriate.
17. Maintain appropriate documentation, records, and reports.
18. Must be able to meet and interact with employees and parent/guardians in routine situation, which require tact, discretion and courtesy.
19. Other related duties as assigned.
QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher. Experience working in an educational setting implementing intensive behavioral intervention programs for students with complex and/or severe behavioral problems.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid card and CPR Certificate. Valid California drivers' license and evidence of insurance. Certification in non-violent crisis interventions as utilized by the district.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community and work as a team. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

Knowledge of basic concepts of child growth and development and developmental behavior characteristics particularly pertaining to pupils with special learning needs; behavior management strategies and techniques relating to pupils experiencing behavioral difficulties, positive behavioral interventions and applied behavioral analysis. Knowledge of routine record storage, retrieval and management procedures.

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

While performing the duties of this job, the employee is regularly required to stand, walk, bend, stoop, kneel, crouch, talk or hear. The employee is occasionally required to sit, climb or balance; and crawl. The employee must occasionally lift, carry, push, pull, and/or move up to 75 pounds such as students. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this
job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

The noise level in the work environment is usually loud at a standard acceptable level for this environment.

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

Between The
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

And The
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and Its Chapter #165

March 16, 2015

The following is a Tentative Agreement between the Nevada Joint Union High School District ("District") and the California School Employees Association and its Chapter # 165 ("Association") resolving the parties’ recent negotiations regarding specific job description and classification changes as set forth below. The parties agree that all bargaining unit members with seniority in a previous classification that has been “reclassed” shall retain their seniority under the new classification title.

A. ASSISTANT PAYROLL ACCOUNT TECHNICIAN

The parties agree that the Assistant Payroll Account Technician position shall be reclassified from Range 21 to Range 23. [See, Classified Job Description for Assistant Payroll Account Technician attached hereto as Exhibit 1]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as an Assistant Payroll Account Technician shall be automatically reclassified to Range 23.

B. ACCOUNT TECHNICIAN – ACCOUNTS PAYABLE

The parties agree that the Account Technician- Accounts Payable position shall be reclassified from Range 20 to Range 22. [See, Classified Job Description for Account Technician- Accounts Payable attached hereto as Exhibit 2]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as an Account Technician- Accounts Payable shall be automatically reclassified to Range 22.

C. STUDENT ACTIVITIES ACCOUNT TECHNICIAN

The parties agree that the Student Activities Account Technician position shall be reclassified from Range 19 to Range 23. [See, Classified Job Description for Student Activities Account Technician attached hereto as Exhibit 3]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as a Student Activities Account Technician shall be automatically reclassified to Range 23.

D. SECRETARY TO THE PRINCIPAL

The parties agree that the Secretary to the Principal position shall be renamed to Secretary to the Principal – Comprehensive High School and shall be reclassified from Range 23 to Range 30. [See, Classified Job Description for Secretary to the Principal – Comprehensive High School attached hereto as Exhibit 4]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as a Secretary to the Principal, at a comprehensive high school (Nevada Union and Bear River High Schools) shall be automatically reclassified to Range 30.
E. SECRETARY TO THE ASSISTANT PRINCIPAL

The parties agree that the Secretary to the Assistant Principal position shall be reclassified from Range 19 to Range 21. [See, Classified Job Description for Secretary to the Assistant Principal attached hereto as Exhibit 5]. Pursuant to Section 18.5 in Article XVIII of the parties' 2012-15 Agreement, any incumbent currently serving as a Secretary to the Assistant Principal shall be automatically reclassified to Range 21.

F. FOOD SERVICE ASSISTANT MANAGER

The parties agree that Food Service Assistant Manager position shall be reclassified from Range 14 to Range 15. [See, Classified Job Description for Food Service Assistant Manager attached hereto as Exhibit 6]. Pursuant to Section 18.5 in Article XVIII of the parties' 2012-15 Agreement, any incumbent currently serving as a Food Service Assistant Manager shall be automatically reclassified to Range 15.

This Tentative Agreement shall become effective on the first of the month following ratification by the Association and the District’s Governing Board.

Date: 3-19-15
Kevin Atkins, CSEA President

Date: 3-17-15
Louise Johnson, Ed. D., Superintendent
EXHIBIT 1
Position Title: ASSISTANT PAYROLL ACCOUNT TECHNICIAN
Contract Term: 12 months per year
Salary Range: 23

GENERAL DEFINITION:
Performs a wide variety of clerical duties related to district accounts.

UNDER SUPERVISION OF:
Budget & Accounting Coordinator/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Assist the payroll technician with payroll, budgeting and personnel duties.
2. Handles various phase of mitigation for the high school district including collection of fees, issuance of receipts, accounting maintenance, management and county recording. Responsible for knowing past, present, and future legislation regarding mitigation fees.
3. Maintains district employee vacation/sick leave balances on absence tracking system.
4. Coordinates employee and retiree benefits including processing of insurance premiums, account maintenance, providing benefit information to employees and retirees, working in close association with benefits administrator.
5. Prepares bank deposits.
6. Completes state and federal porting of cafeteria accounts including quarterly federal and state reporting.
7. Prepares and monitors all district accounts receivable/billing.
8. Maintains inventory of fixed assets.
9. Maintains an organized audit trail for all processes.
10. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Previous clerical and accounting experience necessary.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Knowledge of accounting/auditing procedures and knowledge of accounting systems. Ability to reconcile various general ledger accounts. Ability to operate a variety of office machines and work within a large network system. Proficiency with spreadsheets, word processing and database programs. Knowledge of banking procedures.

Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee will occasionally lift and/or push up to 40 lbs. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*
Position Title: ACCOUNT TECHNICIAN – ACCOUNTS PAYABLE
Contract Term: 12 months per year
Salary Range: 22

GENERAL DEFINITION:
Performs a wide variety of clerical and accounting duties related to district business, including purchasing, receiving and processing of accounts payable.

UNDER SUPERVISION OF:
Budget & Accounting Coordinator/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Preparation of invoices for payment, data entry, balancing and auditing of warrant prelist and filing of paid invoices.
2. Performs analysis of various accounts including contracts and utilities.
3. Responsible for district receiving of materials and miscellaneous site orders.
4. Identification, preparation and input of journal entries.
5. Answers phones, acts as receptionist when necessary.
6. Processing of purchase orders.
7. Distribution of payroll warrants.
8. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Formal accounting education preferred. Previous clerical and accounting experience necessary.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.
REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Knowledge of accounting/auditing procedures and knowledge of accounting systems. Ability to reconcile various general ledger accounts. Ability to operate a variety of office machines. Computer skills essential (spreadsheets, word processing, accounting).

Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee will occasionally lift and/or push up to 40 lbs. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
Position Title: STUDENT ACTIVITIES ACCOUNT TECHNICIAN
Contract Term: 11 months per year
Salary Range: 23

GENERAL DEFINITION:
Performs a variety of clerical and accounting work in maintaining all student activities records for the school site.

UNDER SUPERVISION OF:
Principal/Student Activities Director/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Handles all student body budgets, payables, accruals, etc.
2. Counts and verifies all daily deposits from clubs, sports teams, all athletic events or student body activities. Prepare daily deposits and performs daily banking.
3. Issues checks, obtains proper signatures and backup required by the district policy and auditor guidelines. Enters all financial data on systems, runs weekly financial reports to verify all balances.
4. Files and maintains all approved expenditures and receipts, proper issuance of purchase orders.
5. Prepares monthly financial reports for the Athletic Director, Activities Director and any coaches or club advisors who request reports.
6. Prepares all monthly financial reports to balance with the district’s reconciliation of the ASB ledgers. Prepare monthly, quarterly, annual reports for submission to county, state and federal agencies.
7. Prepares yearly sales and use tax forms for submission to the State Board of Equalization.
8. Assists in the supervision of campaign, election and appointment of class, legislative and student government officers and representatives.
9. Assists in maintaining the school’s social fundraising and activities’ calendar; assists the advisors in the event planning.
10. Deals with vendors and salesmen for student body supplies, equipment and student store merchandise, when the Activities Director is unavailable.
11. Assists the Activities Director to assure that all clubs and organizations abide by state laws, district policies and constitutions.
12. Handles correspondence, calls and messages for the AD; provide athletic and activities information to the community through various means (social media, marquee, website).
13. Coordinates dates and times with school photographer; coordinate with site personnel for setup on picture days. Distribute photos.
14. Coordinates senior trip information; facilitate accounting between seniors and class advisors. Handles all correspondence, coordination and records for class reunions.
15. Provides information and records for class reunions.
16. Prepares treasury reports for all Executive Council meetings for AD.
17. Supervises selling and maintenance of ASB stickers, yearbooks, school rings, cap and gown information and distribution, function photos.
18. Supervises the sale of all tickets for dances, performances, and all athletic events.
19. Assists in over-the-counter sales, inquiries and requests.
20. Other related duties as assigned.
QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent and one year full time experience in a school position. Business training preferred.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers' license and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Knowledge of generally accepted account principals (GAAP), current office practices and filing procedures. Ability to operate common office machines, ability to handle large sums of money accurately and bank all monies daily. Ability to use computer and job-related software.

Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community. Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is almost continuously required to sit, talk, or hear. The employee is occasionally required to walk and stand. The employee is occasionally required to reach with hands and continuously will repeat the same hand, arm or finger motion many times, as in typing. The employee must occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is acceptable to this particular environment. However, the noise level can vary depending upon daily activity but will remain within the
acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people.

_The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned._
Position Title: SECRETARY TO THE PRINCIPAL – COMPREHENSIVE HIGH SCHOOL
Contract Term: 12 months per year
Salary Range: 30

GENERAL DEFINITION:
Performs a variety of complex and responsible secretarial support functions. Employees in this classification receive limited supervision within a broad framework of policies and procedures. Employees in this classification may direct and coordinate the work of others. This job class requires in-depth knowledge of school site operations and administrative procedures as well as a high level of secretarial and organizational skills, and functions in a highly visible and independent manner.

UNDER SUPERVISION OF:
Principal/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Acts as secretary to the High School principal performing a wide variety of complex and responsible clerical and secretarial support duties as well as relieving the school principal of routine administrative functions not requiring his/her immediate attention. Performs a wide variety of clerical duties, including but not limited to, typing and preparing letters, memoranda, reports, bulletins, handbooks, questionnaires, purchase orders, and other materials.
2. Routinely meets and interacts with the public, staff, and students in situations which require tact, discretion and courtesy.
3. Composes routine correspondence independently.
4. Processes documents such as purchase orders, appropriation and expenditure transfers.
5. Acts as office manager by monitoring clerical workflow/coordination of clerical support.
6. Assists in school site budget development and monitoring. Maintains general fund financial records.
7. Collects money for general fund accounts.
8. Takes notes and/or transcribes dictation of letters, memoranda, and other documents.
10. Maintains routine and confidential files and appointment schedule for principal, setting up and arranging meetings and conferences.
11. Acts as a resource person to teachers, students, parents, and the general public regarding general and specific information on the policies, procedures, and activities of assigned school site.
12. Prepares, processes, reviews, and verifies various forms, reports, records, and other material for accuracy, completeness, and conformity with established standards.
13. Composes and types correspondence, memos, and/or reports on own initiative, from notes, or from oral and written directions.
14. Types a variety of materials from clear draft, hand-written copy, notes, and verbal direction including memos, correspondence, reports, purchase orders, forms, cards, and records.
15. Distributes materials and information to teachers, students, and other staff members and ensures timely responses.
16. Performs basic first aid in accordance with established district policies and guidelines.
17. Ensures supplies are ordered, stocked, and distributed to staff.
18. May perform basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)
19. Assist in preparation of master schedule.
20. Acts as backup for work permits, field trips, tracking of teacher supervision hours, and facility scheduling
21. Parent communication (newsletters, graduation program, flyers, website information, etc.).
22. Primary point of contact for emergency response system.
23. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent and two years of relevant secretarial experience, preferably in a school environment.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Knowledge of public school clerical operations and functions. Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing. Knowledge of correct English usage, spelling, grammar, and punctuation. Knowledge of financial record keeping methods and practices. Ability to understand and apply successfully a variety of complex directions to specific situations. Ability to perform minor first aid in strict compliance with established district policy. Ability to proofread work accurately. Ability to take notes and dictation and transcribe them accurately. Ability to communicate effectively and tactfully in both oral and written formats. Ability to establish and maintain a variety of record keeping, reference, and data collection systems. Ability to analyze situations and take appropriate action in a variety of procedural matters without immediate supervision. Ability to prioritize and coordinate workflow and timelines for self and others. Ability to establish and maintain effective work relationships when contacted in the performance of required duties. Ability to operate a variety of office equipment. Ability to use computer equipment and related software. Proficient in the use of word processing, spreadsheets and database management programs.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is almost continuously required to sit, talk, or hear. The employee is occasionally required to walk and stand. The employee is occasionally required to reach with hands and continuously will repeat the same hand, arm or finger motion many times, as in typing. The employee must occasionally lift and/or move up to 40 pounds. Specific vision abilities required by this job include close vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is acceptable to this particular environment. However, the noise level can vary depending upon daily activity but will remain within the acceptable noise level range. The employee continuously is interacting with the public, staff and students. The employee frequently will be required to meet multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.
Position Title: SECRETARY TO THE ASSISTANT PRINCIPAL
Contract Term: 11 months per year
Salary Range: 21

GENERAL DEFINITION:
Performs a variety of responsible secretarial/clerical duties for the Assistant Principal(s) and other faculty staff members; to assist with the day-to-day operations of the Assistant Principal's Office; to compile, maintain, and update disciplinary action records and related reports; to contact students, parents, and teachers regarding disciplinary related matters; assists the site administrators by relieving them of routine administrative and clerical detail; does related work as required.

UNDER SUPERVISION OF:
Principal/Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Routinely meets and interacts with the public, staff, and students in situations which require tact, discretion and courtesy.
2. Performs a wide a variety of clerical duties, including but not limited to typing and preparing letters, memoranda, reports, bulletins, handbooks, questionnaires, purchase orders, and other materials.
3. Receives and resolves concerns and complaints, using knowledge of school policies, procedures, rules, and requirements.
4. Establishes, maintains, and monitors confidential filing system in an accurate and efficient manner.
5. Open, sort, classify, and disburse incoming mail and other correspondence.
6. Assists with the orientation and training of other employees and volunteers.
7. Compiles data and information from various sources and inputs on various forms.
8. Maintains equipment inventory.
9. Assists with expulsion packets and SAM/SARB reports.
10. Provides support/assistance to assistant principals with projects/department need per administrative assignments, for example: STAR and other state assessment, Healthy Kids survey, Coordinated Compliance Review, Honors Night, staff development, BTSA/new teacher orientation, Open House/Back to School Night, foreign exchange program, security/safety, maintenance and custodial, and transportation. Composes, edits and types correspondence and memos as directed.
11. Types certificated evaluations.
12. Answers phones for assistant principals; takes messages and calendars appointments for assistant principals.
13. Arranges meetings, schedules facilities and coordinates catering as necessary.
14. Facilitates the flow of information and mail from the main office and instructional departments.
15. Types agenda and minutes of meetings as needed.
16. Formats, distributes, and tracks staff supervision schedules (extra-duty hours) for all school activities.
17. Processes field trip documentation.
18. Distributes student suspension information to appropriate personnel; keeps accurate records; prepares packets for expulsions, SSTs, 504s, etc.
19. Formats/updates student agenda information yearly and coordinates with vendor.
20. Runs various discipline/budget reports as requested.
21. Facilitates purchase orders/payment requests as needed.
22. Coordinates registration/lodging for conferences as needed.
23. Maintains files and historical records for school activities (e.g. testing, 504s, SSTs).
24. Provides secretarial support/assistance for security personnel as needed.
25. Provides assistance with master scheduling, testing, grades, 504s, SSTs and other school-wide projects.
26. Orders grades, including mailing; assist counseling technicians with registration data entry.
27. Prepares parking permits, forwards tickets to billing agency.
28. Provides phone communication in a confidential manner.
29. Acts as a liaison between the school and the community.
30. Operates office equipment, including but not limited to 10-key adding machines, duplicating equipment, and personal computers.
31. Assist with supervision of students during in-office detentions and oversees students who have referrals and discipline problems.
32. Responsible for minor first aid duties in the absence of the school nurse.
33. Responsible for the daily tracking, arranging and rescheduling of detentions.
34. Orders and maintains office supplies and forms.
35. Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825).
36. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent and two years of relevant secretarial experience, preferably in a school environment.

CERTIFICATES AND LICENSES:
Must possess a valid First Aid Card and CPR Certificate. Valid California drivers’ license and evidence of insurance, access to an automobile, TB, and criminal justice fingerprint clearance.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret graphs. Performs arithmetic calculations at the level necessary for satisfactory job performance.

LANGUAGE SKILLS:
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to communicate clearly and concisely, both orally and in writing. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Knowledge of office procedures and practices, including filing systems, receptionist and telephone techniques, letter and report writing, and sound bookkeeping procedures; English usage, spelling, grammar and punctuation; ability to operate common office machines. Ability to interpret and apply pertinent school district procedures,
policies, laws, rules and regulations, and to apply them with good judgment in a variety of situations. Compose routine correspondence independently; perform responsible clerical work with accuracy and speed. Make mathematical calculations quickly and accurately. Able to transcribe from tape accurately. Proficient in use of word processing, spreadsheets, and database management software. Meets the public tactfully and courteously and answer questions correctly; compile and maintain accurate records and files. Understand and carry out oral and written directions, establish and maintain cooperative relationships with those contacted in the course of work. Ability to use a computer and job-related software.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, and sit. The employee is occasionally required to stoop, kneel, crouch, or crawl. The employee will occasionally lift and/or push up to 40 lbs. Specific vision abilities required by this job include close vision, distance vision, and depth perception.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate to loud.

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

CSEA Revised:
NJUHSD Board Approved:

Position Title: FOOD SERVICE ASSISTANT MANAGER
Contract Term: 9 months per year
Salary Range: 15

GENERAL DEFINITION:
Responsible for assisting in the organization, preparation, cooking, and serving of food to students and adults.

UNDER SUPERVISION OF:
Director of Nutrition Services /Designee

ESSENTIAL DUTIES AND RESPONSIBILITIES:
1. Assists the Director in organizing and delegating the work load for food service staff.
2. Assigns job duties to food service employees and supervises student workers.
3. Assists the Director in maintaining control of inventories and ordering supplies. Receives, inspects, stores and inventories supplies and equipment.
4. Estimates appropriate quantities of food and the number of staff needed to prepare assigned recipes and food items within established time constraints, ensuring that no overages/shortages occur.
5. Directs, monitors and assists with the preparation and serving of food in accordance with established recipes and governmental and nutritional guidelines.
6. Maintains standards of work, sanitation, and safety, ensuring that food items are properly stored, cooked, shipped, and served in a safe, sanitary, and timely manner.
7. Participates in a variety of food service operations and functions as needed, including serving food, selling/collecting meal tickets, and cleaning kitchen equipment and work areas.
8. Oversees employee check in/check out process daily.
9. Counts money received and prepares bank deposits.
10. Responsible for the opening and closing and the security of the kitchen.
11. Other related duties as assigned.

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

EDUCATION AND/OR EXPERIENCE:
High school diploma or equivalent. Previous experience in food service or institutional food management involving the planning and preparation of food in large quantities. A Serve Safe Certificate is required and/or the ability to receive one.

CERTIFICATES AND LICENSES:
Knowledge of First Aid card and CPR. Valid California drivers’ license and evidence of insurance. Serve Safe certificate.

MATHEMATICAL SKILLS:
Performs arithmetic calculations at the level necessary for satisfactory job performance. Ability to calculate figures and amounts, proportions, percentages, area, circumference, and volume.
LANGUAGE SKILLS:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

REASONING ABILITY:
Ability to independently problem solve unique student and employer situations. Ability to understand and carry out detailed written and oral instructions.

OTHER SKILLS AND ABILITIES:
Ability to direct the operation of all phases of cafeteria functions including economical ordering, use of food stuffs, cleanliness, sequence of food preparation, and serving techniques. Ability to prepare menus affording a balanced diet. Ability to adjust menus, estimate food requirements, judge food quality, determines food values and makes nutritional substitutions within food groups. Ability to establish and maintain cooperative relationships with cafeteria staff, students, and school personnel. Knowledge of principles, procedures and equipment used in the storage, care preparation, cooking, baking and serving of food quantity. Knowledge of food values and proper food combinations necessary to meet nutritional standards for federal and state child nutrition programs. Knowledge of the preparation of foods that will be attractive to students. Knowledge of techniques of supervision, training, and safe work practices. Ability to speak clearly and concisely both in oral and written communications. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

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

While performing the duties of this job, the employee is frequently required to walk and continuously required to stand. The employee will frequently bend or twist at the neck and trunk while performing the duties of this job. The employee is occasionally required to reach with hands and arms and repeat the same hand/arm/finger motion many times as in operating a cash register.

The employee must occasionally lift and/or move up to 50 pounds such as milk crates, frozen foods, canned food etc. Specific vision abilities required by this job include close vision, and depth perception and peripheral vision and color vision.

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

While performing the duties of this job, the employee occasionally works in temperatures above 100 and occasionally will walk on slippery surfaces. The employee must be able to meet deadlines with severe time constraints and interact with public and other workers. The noise level in the work environment is frequently loud to where you have to raise your voice to be heard. The employee has greater than average risk of getting a minor injury such as cut or burns while performing the duties of this job.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
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<th>Activity</th>
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<tbody>
<tr>
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<td>08:00</td>
<td>Classroom 1</td>
<td>Attendance</td>
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<td>2</td>
<td>00/01/12</td>
<td>09:00</td>
<td>Classroom 2</td>
<td>Lecture</td>
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<td>3</td>
<td>00/01/12</td>
<td>10:00</td>
<td>Laboratory</td>
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<td>12:00</td>
<td>Cafeteria</td>
<td>Lunch</td>
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<td>5</td>
<td>00/01/12</td>
<td>13:00</td>
<td>Classroom 3</td>
<td>Seminar</td>
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<td>00/01/12</td>
<td>14:00</td>
<td>Library</td>
<td>Study</td>
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<td>00/01/12</td>
<td>15:00</td>
<td>Classroom 4</td>
<td>Group Discussion</td>
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<td>00/01/12</td>
<td>16:00</td>
<td>Auditorium</td>
<td>Presentation</td>
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<td>9</td>
<td>00/01/12</td>
<td>17:00</td>
<td>Conference Room</td>
<td>Meeting</td>
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**Notes:**
- All activities are mandatory.
- Attendees should be on time.
- Meals and refreshments provided by the institution.
- No academic activities on weekends.
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<tr>
<th>Week</th>
<th>Lesson</th>
<th>Assignment</th>
<th>Topic</th>
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Notes:
- Week 1 to Week 30: Standard lessons and assignments.
- Week 31 to Week 32: Review and project assignments.
Memorandum of Understanding between
Sierra Joint Community College District &
Nevada Joint Union High School District
for the Maintenance & High School Use of the
Sierra College-Nevada County Campus Rotary Field

This memorandum of understanding for participation in the Sierra College Rotary Field
located at the Sierra College-Nevada County Campus (herein referred to as SC-NCC) is entered into by Sierra College (herein referred to as SC) and the Nevada Joint Union High School District for Nevada Union High School (herein referred to as NUHS). The purpose of this agreement is to continue a collaborative to provide field maintenance of all of the Sierra College Rotary playing field in exchange for use by Nevada Union High School athletic team sports as detailed below.

The agencies agree as follows:

1. NUHS agrees to provide field maintenance at its sole cost and expense all of the Sierra College Rotary fields, including the softball and soccer fields, as described below:
   a. Four applications of fertilizer per year, dates to be agreed upon by both agencies
   b. Four field aeration per year, dates to be agreed upon by both agencies
   c. Field mowing once per week during the grass growth season of the field (typically February though November)
   d. Each sport team agrees to dump garbage cans into garbage dumpster after each practice day or game and is responsible to keep fields and parking lots clear of trash.
      i. If NUHS teams fail to comply Sierra College will bill NUHS separately at the end of each month for the cost of time to clean up after the team practice(s).
   e. NUHS agrees to stripe/line all fields as needed by its teams at its sole cost and expense.
   f. NUHS agrees to the following terms of field use:
      i. Sierra College reserves right to have priority use of the field for credit or Community Education classes which could preempt use by others with the exception of NUHS during their boys and girls soccer seasons, limited to the time of this agreement.
      ii. Use of Rotary Field is on a first-come, first-served basis with written application required using the SC district “Use of Facilities Application & Agreement” form which should be submitted to the Sierra College-Nevada County Campus Administration Office at least 10 working days in advance of any date requested.
      iii. Field is closed December through February each year.

REV: March 18, 2015

dbb
iv. Field is open approximately 9 months – March through November.
v. Hours of operation are 7 am to dusk (1/2 hour after sunset).
vi. Daily watering during season (4/15 through 10/15) is after dusk except field maintenance day when field is actually only open from 2 pm to dusk.
vii. Field maintenance day for mowing is Thursday's – subject to change with sufficient notice to all user groups and with both parties agreeing on day of week change.
viii. Field use by NUHS under this agreement is restricted to soccer. Football is prohibited. Other activities will be considered by Sierra College on an as requested basis; special requests are to be made to the Sierra College-Nevada County Campus Facilities & Plant Operations Office.
ix. Storage of soccer lock boxes is limited to one.
x. Soccer goals must be pre-approved by Sierra College prior to installing on the field.

2. SC agrees to provide limited field maintenance at its sole cost and expense as described below:
   a. Herbicide application on the field and the field fence perimeter in accordance with pesticide application regulations and will schedule application(s) in advance.
   b. Irrigation, to include cost of water, watering scheduling, fixing irrigation breaks and all other associated costs relating to irrigation.
   c. One (1) accessible portable toilet for the disabled.
   d. Garbage service consisting of one 2-yard dumpster.
   e. SC agrees to provide security for the facility at the same level as it provides for the entire SC-NCC campus.

3. In exchange for NUHS field maintenance SC agrees to allow free use of the Rotary Fields for use by Boys and Girls Soccer teams. Any additional use by other High School teams or activities must receive written authorization by SC in advance of planned event(s) and may be subject to pay use fees.

4. INSURANCE AND INDEMNITY – The NUHS shall procure and maintain in force during the term of the MOU, at its sole cost and expense, professional and general liability insurance from an insurance company acceptable to the District. Coverage under such insurance shall not be less than One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) aggregate for each professional liability insurance and comprehensive general liability insurance. Certificates of insurance, together with originals of the endorsements that name SC as an additional insured, will be delivered to SC prior to or as soon as possible after the commencement of this MOU.

5. The NUHS agrees to defend, indemnify, and hold harmless SC and its officers, agents, volunteers, and employees from and against all claims, damages,
losses and expenses, including but not limited to attorney fees arising out of or resulting from the NUHS’s performance of this Agreement, which are not caused by the SC’s negligence, willful misconduct or lack of good faith. SC agrees to defend, indemnify and hold harmless the NUHS and its officers, agents, volunteers, and employees from and against all claims, damages, losses and expenses, including but not limited to attorney fees arising out of or resulting from the SC’s performance of this Agreement, which are not caused by the NUHS’s negligence, willful misconduct or lack of good faith.”

6. COMPLIANCE WITH RULES AND REGULATIONS - During the term of this MOU all employees, agents, and consultants of the NUHS shall comply with all Rules, Regulations and Policies of the Governing Board of SC while on the Sierra College Nevada County Campus Rotary Playing Fields.

7. The term is April 15, 2015 through December 31, 2018, unless terminated by either party as hereinafter provided.

8. Severance: Recognizing that it would be extremely detrimental for either party to withdraw before the conclusion of the term of the agreement, both parties agree not to do so unless termination is caused by circumstances beyond the agencies control such as loss of program funding, damage to the facility, etc. Either party may terminate this Agreement at any time upon sixty (60) days prior written notice to the other party.

Signed:

Sierra Joint Community College District Representative __________________________ Date __________________________

Nevada Joint Union High School District Representative __________________________ Date __________________________

REV: March 18, 2015  dbb
ITEM "J"

DISCUSSION/ACTION ITEMS
Enrollment In Community College Courses

The Board of Trustees of the district recognizes the need to provide enrichment opportunities to students who can benefit from advanced scholastic and/or vocational work through college level coursework. The intent of this policy is to supplement and extend the educational opportunities available to students in our district, rather than to supplant existing opportunities. Students from the district will be allowed to reduce the number of classes they take during the regular school day, in order to enroll in community college courses, and will receive high school credit, as well as college credit, for those courses under the following conditions:

1. Students must be enrolled in a regular or alternative high school program for a minimum of 240 instructional minutes per day or be enrolled in a continuation high school program for at least 180 instructional minutes per day.

2. All students must be enrolled in district classes with a semester credit total of at least 20 credits in order to receive approval to enroll in additional semester community college classes. High school credit will be earned at a rate of 3 1/3 credits for each unit of college credit. Credit for community college classes can be used to fulfill a maximum of 40 credits required for graduation with no more than 20 credits earned in this manner during the same school year.

3. Courses taken at community college may be used to satisfy high school graduation and course requirements provided that the student was not able to enroll in an equivalent high school course at the student's district site during the same school year.

4. Records of completed college course work that are used to satisfy high school requirements will appear on the student's high school transcript. However, grades earned in college courses will not be included in calculations of high school grade point averages (GPA's) or student rankings.

5. Before being allowed to reduce the number of classes in which they are enrolled in district programs to enroll in college classes, students must be "on-line" to graduate with their class. That is, they must have earned credits at a rate which, even if reduced through application of this policy, would still result in graduation with their class. Students must also have received credit for or be currently enrolled in all courses required at the students' grade level to meet graduation requirements. Second semester seniors must have earned at least 200 credits and must have completed or be concurrently enrolled in courses at their site to complete graduation requirements.

6. College courses taken during the summer term may only be used to satisfy graduation requirements in the same manner as those taken during the regular school year.

7. It is the student's responsibility to furnish evidence of successful completion of all college courses taken for high school credit prior to the first day of his/her enrollment in district programs in the semester immediately following the semester in which they earned the college credit.

Students enrolled in the William and Marian Ghidotti High School are exempt from the above conditions/restrictions.

Legal Reference:

EDUCATION CODE

46145-46147 Minimum day, high school
Enrollment of gifted students in community college

Alternative means of satisfying graduation requirements

Gifted and talented education program

Enrollment in community college

Management Resources:

WEB SITES

California Community Colleges System: http://www.cccco.edu

California Department of Education: http://www.cde.ca.gov

California Postsecondary Education Commission: http://www.cpec.ca.gov

California State University: http://www.calstate.edu

Foundation for California Community Colleges, Early College High School Initiative: http://www.foundationccc.org/ECHS

University of California: http://www.universityofcalifornia.edu

Policy NEVADA JOINT UNION HIGH SCHOOL DISTRICT

adopted: June 17, 1997 Grass Valley, California

revised: June 15, 1999

revised: July 19, 2000

revised: January 17, 2007

revised: October 9, 2013
March 20, 2015

Dr. Louise Benicoff-Johnson
Nevada Joint Union High School District
11645 Ridge Road
Grass Valley, CA 95945-5024

Dear Dr. Benicoff-Johnson:

We are pleased to be informed you have requested our firm to provide audit services to the Nevada Joint Union High School District. The Firm will comply with the requirements detailed in the request for proposal for independent audit services. This letter and our proposal dated February 20, 2015 describe the services we will provide and explain the District’s responsibility regarding the audit for the years ending June 30, 2015, 2016 and 2017.

We will audit the combined and combining financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements which collectively comprise the basic financial statements of the Nevada Joint Union High School District as of and for the year ending June 30, 2015. Our audit will be performed in accordance with generally accepted auditing standards, the standards for financial and compliance audits contained in the U.S. General Accounting Office (GAO) Government Auditing Standards, the provisions of the U.S. Office of Management and Budget’s (OMB) Circular A-133, Audits of State and Local Governments, and the provisions of Education Audit Appeals Panel’s Standards and Procedures for Audits of California K-12 Local Educational Agencies.

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management’s discussion and analysis (MD&A), to supplement Nevada Joint Union High School District’s basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Nevada Joint Union High School District’s RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management’s Discussion and Analysis
2. Budgetary Comparison information for General Fund and Major Special Revenue Funds
3. Schedule of Other Postemployment Benefits Funding Progress
4. Schedule of Pension Liability Information required by GASB Statement 68
We have also been engaged to report on supplementary information other than RSI that accompanies Nevada Joint Union High School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole:

1. Schedule of expenditures of federal awards
2. All other supplemental information

Audit Objectives

The objective of our audit is the expression of an opinion as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to above when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, agreements and grants, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

The Government Auditing Standards report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the result of that testing and not to provide an opinion on the effectiveness of internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity’s internal control and compliance. The OMB Circular A-133 report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such opinions and to render the required reports. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements or the Single Audit compliance opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.
Management Responsibilities

Management is responsible for (1) establishing and maintaining effective internal controls, including internal controls over compliance and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for the basic financial statements, schedule of expenditure of federal awards, and all accompanying information as well as all representations contained therein. Management is also responsible for identifying all federal awards received and understanding and complying with the compliance requirements and the preparation of the schedule of federal awards (including notes and noncash assistance received) in accordance with the requirements of OMB Circular A-133. As part of the audit, we will assist with preparation of the financial statements, schedule of expenditures of federal awards, and related notes. These nonaudit services do not constitute an audit under Government Auditing Standards and such services will not be conducted in accordance with Government Auditing Standards. You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further you agree to oversee the nonaudit services by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of services; and accept responsibility for them.

Management is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantees, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts and grant agreements or abuse that we report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.
Nevada Joint Union High School District  
March 20, 2015  
Page Four

You are responsible for preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with OMB Circular A-133. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with OMB Circular A-133; (2) that you believe the schedule of expenditures of federal awards including its form and content, is fairly presented in accordance with OMB Circular A-133; (3) that the methods of measurement or presentation that have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management’s views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures – General

An audit includes examining, on tests basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of law or government regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, Government Auditing Standards do not expect auditors to provide reasonable assurance of detecting abuse.
Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and Government Auditing Standards. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representation from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures - Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Government Auditing Standards.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, Government Auditing Standards, and OMB Circular A-133.
Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Nevada Joint Union High School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to Government Auditing Standards.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the OMB Circular A-133 Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of Nevada Joint Union High School District's major programs. The purpose of those procedures will be to express an opinion on Nevada Joint Union High School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB A-133.

Audit Administration, Fees and Other

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package including the financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and a corrective action plan along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

The audit documentation of this engagement is the property of Goodell, Porter, Sanchez & Bright, LLP, and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to the State Controller's Office, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a qualify review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Goodell, Porter, Sanchez & Bright, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Michelle Hanson is the audit partner and is responsible for supervising the engagement and signing the reports. Our fee for these services will be at our standard billing rates for school district audits plus direct out of pocket expenses. Progress billings will be submitted monthly as work progresses and are due and payable upon presentation. We agree our fee will not exceed $20,500 per year for the years ended June 30, 2015, 2016 and 2017 respectively.
In accordance with Education Code Section 41020, audit reports will be filed with the District, County Superintendent of Schools, the State Department of Education, and the State Controller’s office by December 15 following the close of the fiscal year.

It is agreed that the District will withhold ten (10) percent of the audit fee until the State Controller certifies the report conforms to the reporting provisions of the State Controller’s Audit Guide. In accordance with Education Code Section 14505, it is further agreed the District will withhold fifty (50) percent of the audit fee any subsequent year of a multi-year contract if the prior year’s audit report was not certified as conforming to reporting provisions of the State Controller’s Audit Guide.

The State Controller of California has required that all Districts and auditors contracting for multi-year engagements include a stipulation that the contract is null and void if the auditor is declared ineligible to perform LEA audits pursuant to Education Code 41020.5.

The Firm shall hold Nevada Joint Union High School District, its officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of the auditor, its officers, agents or employees taken under this agreement. If the Firm relies on representation by Management, this hold harmless provision shall be considered invalid.

If a dispute arises among the parties, the parties agree first to try in good faith to settle the dispute by mediation. The costs of any mediation proceedings shall be shared equally by all parties. The Nevada Joint Union High School District and Auditors agree that any dispute over fees charged by the Auditor to the District will be submitted for resolution by arbitration. Such arbitration will be binding and final. In agreeing to arbitration, we both acknowledge that, in the event of dispute over fees, each of us is giving up the right to have the dispute decided in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

It is further agreed either the Nevada Joint Union High School District or the auditor may withdraw from a multi-year agreement by notifying the other party by February 1 of the year to be audited.

We appreciate the opportunity to be of service to the Nevada Joint Union High School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign and return it to us.

Very truly yours,

GOODELL, PORTER, SANCHEZ & BRIGHT, LLP

Michelle Hanson
Certified Public Accountant

RESPONSE:

This letter correctly sets forth the understanding of the Nevada Joint Union High School District

By: ______________________________

Title: ______________________________

Date: ______________________________
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION #19-14/15

BOARD COMPENSATION FOR MISSED MEETINGS

WHEREAS, the Board of Trustees of the Nevada Joint Union High School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Jim Adams did not attend the Board meeting on January 27, 2015 for the following reason:

[ ] Performance of other designated duties for the district during the time of the meeting

[ ] Illness or jury duty

[X] Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Nevada Joint Union High School District approves full compensation of the Board member for the month of January 2015.

PASSED AND ADOPTED THIS 8th day of April 2015 at a regular meeting, by the following vote:

AYES:______

NOES:______

ABSENT:______

ABSTAIN:______

Attest:

__________________________________________
Secretary, Governing Board
To: Board of Trustees

From: Paul Palmer, Director of Facilities  
Karen Suenram, Assistant Superintendent-Business Services

Date: April 8, 2015

Subject: Nevada Union Track Resurfacing

Background
The all-weather track at Nevada Union was completed in 1997 and has not been resurfaced since installation. The track is in need of resurfacing now in order to avoid damage to the base layers. It is estimated that if the track is resurfaced now, Nevada Union will enjoy at least another ten years of classroom and extracurricular use.

California Public Contract Code Section 20118 and Board Policy Administrative Regulation No. 3311 allow the District to "piggyback" on an existing contract between a public agency and vendor if the existing contract contains such provision. This concept saves the District money and time by taking advantage of the fact that another public entity has previously bid the project.

California Multiple Award Schedule (CMAS) contract number 4-12-78-0063A with Beynon Sports Surfaces, Inc., contains a "piggyback" provision.

Estimated Costs and Funding Sources

<table>
<thead>
<tr>
<th>Estimated Cost:</th>
<th>$200,000</th>
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</thead>
<tbody>
<tr>
<td>Funding Source:</td>
<td>Deferred Maintenance $150,000</td>
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<tr>
<td></td>
<td>Facility Use Fees $ 50,000</td>
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Recommendation
Staff recommends that the Board authorize staff to contract with Beynon Sports Surfaces, Inc., under CMAS contract number 4-12-78-0063A.