ITEM "T"

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**TOTAL: $788.90**

**WARRANT TOTALS:**

1. Theresa Kitz
2. Linda Johnson
3. General Produce Co.

**DIST:** 34 FUND: 13 CAPITAL FUND

CLAIMS WARRANT AND DISTRIBUTION TRANSMITTED
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CLAIM WARRANT AND DISTRIBUTION TRANSmittAL
PAGE NO. 25

BATCH: 34; FUND: 73; FOUNDATION PAY-PU-TRUST PP

JASON STONE
JACCARD DAY
RAYLIE BROOKS
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**Claim Amount:** $5,997,990
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| 100.00 | 46 | TILER THOMSON |
| 30.33 | 33 | AVON OFFICE PRODUCTS |
| 8921394122 | 300639 | |
| 8921394122 | 60104 | |

CLAIMS WARRANT AND DISTRIBUTION TRANSMISSION
CLAIMS WARRANT AND DISTRIBUTION TRANSMITTAL

BATCH: 35
FUND: 40 SPECIAL RESERVE-CAPITAL OUTLAY

WARRANT COUNT: 1
*FUND TOTALS*

TOTAL AMOUNT: 53,056.34

$53,056.34

WARRANT COUNT: 73
TOTAL AMOUNT:

$53,056.34

VENDOR PAY TO THE ORDER OF
MINOR CODE 053073
TO BE INCORPORATED

**BATCH TOTALS**

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**CLAIMS WARRANT AND DISTRIBUTION TRANSMITTED**

**PAGE NO. 23**

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### Claims, Warranties and Disbursement Transmittal

- **Warrant Total:**
- **Fund Total:**

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**Notes:**
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CLAIMS WARRANT AND DISTRIBUTION TRANSMISSION:

FUND: 32 FUND: 11 ADULT EDUCATION FUND

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CLAIMS WARRANT AND DISTRIBUTION TRANSMITTAL
**b. Personnel**

Shall the Board approve the following personnel items? *(All employee final hires are contingent upon fingerprint clearance by Superintendent/Designee and funding source is indicated at the end of each item if it is funded through some means other than the general fund)*

1.) **Certificated Personnel**
   A) Increase in hours for Allison, NPA Independent Study Teacher, effective 2/18/2014;
   B) Department Chair stipend for Allison Chan, NPA Teacher, for the 2013/14 school year;
   C) Department Chair stipend for Jon Good, NPA Teacher, for the 2013/14 school year;
   D) Request from Allison Minch, for an additional year on her unpaid leave of absence through the 2014/15 school year;

2.) **Classified Personnel**
   A) Resignation of Andrew Hedenland, Instructional Aide II- Special Education/Medical;

3.) **Confidential Management Personnel**
   A) Change in retirement date for Kim Gronock, Senior Payroll Technician, to June 30, 2014;
   B) Hire of Debbie Ledford, District Office Senior Payroll Technician, effective 4/28/2014 (there will be a two-month overlap with the current payroll technician to provide training for a smooth transition)

3.) **Temporary/Short Term/Substitute Personnel**
   A) Hire of Gale Jones, Substitute Cafeteria Employee, hours vary;
   B) Hire of Jesse Beck, NU Dance Choreographer for productions ($450/piece, not to exceed $1000) and teach master classes at $25/hour during the 2013/14 school year (funded by NU ASB Dance);
   C) Hire of Stephanie Stevens, NU Dance Choreographer for productions ($300), and teach pointe classes at $25/hour during the 2013/14 school year (funded by NU ASB Dance);
   D) Additional Nevada Union Spring Coach: Sam Hochwald, Volunteer Boys Volleyball Coach;
   E) Addition to BRHS Spring Coaching Roster: Dan Crossen, JV Softball Coach (District Stipend) (replaced Nick Espedal)

BRHS Employees who will not be coaching: Candice Wemes, Julie Woosley;
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**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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</tr>
<tr>
<td><strong>Date:</strong></td>
<td>2-25-14</td>
</tr>
</tbody>
</table>

**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.

   - [x] 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: 2-25-14

School Principal's name (printed): Mike Biggs

Phone #: 530-273-4431

Signature of Director of Special Education: [Signature]
**CAHSEE Waiver Cover Sheet: Information on the Specific Student with a Disability**

**Student Identification Number:** [Redacted]  
**Student Date of Birth:** [Redacted]

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)
   
   **Other Health Impaired**

2. **Modification used on:**  
   - [ ] ELA Test  
   - [✓] Math Test

   **Describe modification(s) used on the ELA test.**  
   - Use of calculator

   **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.
   
   *Speed of processing information is a deficit. Calculations was assessed and determined to be below average.*

4. Give a description of the accommodations/modifications that the student regularly uses in the classroom and on other assessments.
   
   **Use of calculator. Peer tutor for math. Extra time to process information. Study buddy. Scribe, instructions repeated.**

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Calculator</td>
</tr>
<tr>
<td></td>
<td>Peer tutor in math</td>
</tr>
<tr>
<td></td>
<td>Extended time</td>
</tr>
</tbody>
</table>

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 Algebra A/B  
   Basic 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 a passing score" (350 or more points) **  
   - [ ] ELA  
   - [✓] Math

**Certified:**  

| > | > | > |

**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."
NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

That the work of improvements on the real property hereinafter described, consisting of construction of Rigging Replacement Don Baggett Theater at Nevada Union High School, site address: 11761 Ridge Road (APN #35-250-01), Grass Valley, Nevada County was completed on the 13th day of February 2014.

That the name and address of the Owner of said property are as follows:

NAME

(1) Facility Planning

11645 Ridge Road

Nevada Joint Union High School District

Grass Valley, CA 95945

That the nature of its title to said property is a fee simple.

(2) That the name of the original Contractor for the work of improvement as a whole is: Stagcraft Industries, Inc., that the name of the Surety for said Contractor is, Travelers Casualty and Surety Company of America incorporated under the laws of the State of Connecticut and authorized to do business in the State of California by the laws of the State of California.

The property herein referred to is located in the County of Nevada, California and is a portion of the Nevada Joint Union High School District property. This project benefits the school district.

Nevada Joint Union High School District

BY

Karen L. Suenram, Assistant Superintendent

"I certify (or declare) under penalty of perjury that the foregoing is true and correct."

2-13-14

Karen L. Suenram, Assistant Superintendent
MEMORANDUM OF UNDERSTANDING BETWEEN NEVADA COUNTY SUPERINTENDENT OF
SCHOOLS PREVENTION PROGRAMS, COUNTY TUPE COORDINATOR AND
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

This Memorandum of Understanding stands as evidence that the Nevada County
Superintendent of Schools (NCSOS), County TUPE Coordinator, and Nevada Joint Union High
School District (NJUHSD) intend to work together to enforce the tobacco-free school policy and
administer the California Healthy Kids Survey (CHKS) during the period, July 1, 2013 – June 30,
2014. All agencies agree that such a plan funded by the California Department of Education’s
Coordinated School Health and Safety Office will further the goal of instilling in students a
profound appreciation of healthy lifestyles.

NCOS/County TUPE Coordinator will:

• Provide grant oversight and monitoring to ensure all activities outlined in the grant
  narrative have been implemented. Collect and report to CDE all required deliverables
• Work in collaboration with LEA’s to provide technical assistance and maintain a
  complete grant file including district tobacco-free policy and enforcement procedures,
  up-to-date tobacco-free certification, and CHKS key findings
• Meet annually with District TUPE Coordinator to review content and ensure
  enforcement of consortium LEA’s board approved tobacco-free policy
• Collect examples of publications used by consortium LEA’s to communicate
  enforcement procedures of tobacco-free policy to students, parents, staff and the
  community
• Monitor school sites to ensure up-to-date compliance of tobacco-free school policy
  signage
• Assemble a comprehensive tobacco cessation resource list to share with consortium
  LEA’s
• Collaborate with and provide technical assistance to districts with the annual
  administration of the CHKS in the 2013-14 school year in grades 7, 9 and 11
• Assemble a CHKS Annual Key Findings Report. Disseminate to LEA’s via school and
  county board meetings, publication and NCSOS website to ensure county-wide data is
  made available and easily accessible to the public
• Utilize CHKS Key Findings to create action plans with consortium LEA principals to
  address areas needing improvement and to ensure CHKS data analysis and use supports
  tobacco prevention efforts
TUPE TIER 1, COHORT 1

District/School will:

- Comply with tobacco-free school district certification requirements (see Exhibit A).
- Maintain certified tobacco-free school district status.
- Assign a District TUPE Coordinator to collaborate with NCSOS County TUPE Coordinator to ensure enforcement of tobacco-free policy plan and CHKS administration.
- Document enforcement of tobacco-free school policy and ensure that all policies are upheld.
- Meet annually with County TUPE Coordinator to ensure up-to-date content of tobacco-free school board policy.
- Disseminate publications on tobacco-free school policy and cessation resources to staff, students, parents and community. Forward all publications to County TUPE Coordinator.
- Maintain “No Tobacco Products” signs at all school entrances and key areas.
- Facilitate yearly administration of the California Healthy Kids Survey (CHKS) for student, staff school climate and parents.
- Publicize CHKS Key Findings to staff, parents and the community. Forward publications to County TUPE Coordinator.
- Meet with County TUPE Coordinator to create action plans utilizing CHKS Key Findings to address areas needing improvement and to ensure CHKS data analysis and use supports tobacco prevention efforts.

Payment Schedule:

$1,500 Payment to District upon Year-End Report Acceptance and Invoice. Invoices to be submitted by May 31, 2014.

Invoice to be sent to:

Nevada County Superintendent of Schools
112 Nevada City Highway
Nevada City, CA 95959
Year-End Report:

May 31, 2014 due date for receipt of final completed Year-End Report for the period of July 1, 2013, through June 30, 2014.

My signature below certifies that I understand the terms and conditions of this agreement and will fully participate in the implementation of the program and services described herein.

Holly Hermansen  
Nevada County Superintendent of Schools  
112 Nevada City Highway  
Nevada City, CA 95959  
(530) 478-6400  

[Signature]

Date

Sharyn Turner  
Nevada County TUPE Coordinator  
112 Nevada City Highway  
Nevada City, CA 95959  
(530) 478-6400  

[Signature]  
2.4.14

Date

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

[Signature]  
2.7.14

Date
AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by Placer County Office of Education, "Consultant", is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of the Placer County Office of Education ("PCOE") and Nevada Joint Union High School District ("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated January 31, 2014.

1.0  SCOPE OF SERVICES

Consultant shall provide the following specialized consulting services to Agency: Positive Behavioral Interventions and Supports outlined in the Wurk Plan (see Attachment A for breakdown of yearly costs and additional fees for individualized makeup training dates as needed). These services to be provided by Consultant may be further described in Attachment A which is attached hereto and is incorporated herein by this reference.

2.0  FEES

Agency shall pay Consultant for all specialized services set forth herein for the amount as determined on Attachment A. Any reimbursement rate or amount for expenses such as travel, materials, copying etc. shall be described in Section 7.0 and further outlined on the fee schedule herein referred to as Attachment B. All fees for services and any reimbursement for expenses shall be paid directly to PCOE.

3.0  RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0  WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by Consultant within the course and scope of this Agreement shall be as specified below the property of:

a. ☐ PCOE
b. ☐ Agency

Revised 11/19/07

Original to Business Services  Canary to Originating Department  Pink to Consultant
5.0 **TERM**

The term of this Agreement shall be from January 31, 2014 through June 30, 2014.

6.0 **TERMINATION**

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, Consultant shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 **PAYMENT**

PCOE will invoice Agency annually for any specialized services rendered as outlined in Attachment B. Agency will pay PCOE within 30 days after receipt of invoice.

8.0 **AMENDMENTS**

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 **STATUS OF CONSULTANT**

Consultant is a salaried employee of PCOE and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of Consultant are to be made by PCOE.

10.0 **CERTIFICATION**

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by Consultant on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that Consultant prepares on behalf of Agency.
11.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS

[Signature]
Gayle Garbolino-Mojica

2/1/14
Date

AGENCY – Nevada Joint Union High School District

[Signature] Johnson
(Signature of Agency Representative)

3/4/13
Date

Superintendent
Title

Revised 11/19/07

Original to Business Services
Canary to Originating Department
Pink to Consultant
<table>
<thead>
<tr>
<th>Activity</th>
<th>PCOE Support</th>
<th>PBIS Site</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Site Visit</td>
<td>Regional Implementation Leadership Team (RILT) Provide overview for leadership</td>
<td>Participation of staff representation reflective of school demographics</td>
<td>To ensure general knowledge needed for decision making Begin team configuration</td>
</tr>
<tr>
<td>Stages and Phases of Implementation</td>
<td>Orientate District Implementation Leadership Team (DILT) to Stages and Phases of Implementation &amp; Implementation Science</td>
<td>Key District and Site Leadership Involvement in Orientation. (DILT) represents key stakeholders at LEA/COE as well as a Site Level Member.</td>
<td>DILT will understand PBIS implementation Blueprint and the need for high fidelity implementation structures resulting in sustainable effective practices.</td>
</tr>
<tr>
<td>District Initiative Inventory Tool (DII)</td>
<td>Provide and Facilitate/Orientation to District Initiative Inventory</td>
<td>Completion of inventory by Key District and Site Staff</td>
<td>DII will allow for COE/LEA to prioritize and coordinate multiple initiatives with resource priorities and determine need for blending or continuing initiatives.</td>
</tr>
<tr>
<td>School Based PBIS Implementation Stage Inventory (ISI)</td>
<td>Provide and Facilitate/Orientation to Implementation Inventory Tool</td>
<td>DILT/School Implementation Leadership Team (SILT) to complete tool throughout implementation stages.</td>
<td>Tool ensures recognition of the progress of PBIS at each stage of implementation and supports team decision making around effective full implementation.</td>
</tr>
<tr>
<td>District Capacity and Self-Assessment &amp; Implementation and Planning Self-Assessment</td>
<td>RILT will facilitate each tool as well as the development of an action plan.</td>
<td>DILT will participate in the completion of the District Capacity Self-Assessment at Exploration and complete Implementation Planning Self-Assessment Yearly with action plan completed by DILT.</td>
<td>Ensure COE/LEA is meeting all requirements for successful implementation. Action Plan based on this and PBIS Assessments will ensure the completion of a strategic plan for outcome based results and fidelity.</td>
</tr>
</tbody>
</table>
| Team Development                             | Provide Template for development of Leadership Team and School Site Team • Provided on Website (Handout & Worksheet 4) | By the indicated dates to have identified the membership for District Leadership Team and Site Team. | • Strong District Leadership is a critical feature for successful PBIS Implementation.  
  ○ Provides Vision  
  ○ Funding Structure  
  ○ Political Support  
  • Site Team membership made up of critical participants outlined on template ensures sustainability and school-wide representation. |
| PBIS Evaluation                               | Provide DILT and SILTs PBIS Evaluation Phases and implementation Tool and PBIS implementation Matrix. | Fully review both instruments.                                             | Ensures a full understanding of the project depth and requirements for success. Adherence allows for data based decision making and tracking of implementation practice with fidelity. |
| Website Support                              | *Forms & Tools provided in PBIS Team Binder and PCOE PBIS Website http://sites placercoe.k12.ca.us/PBIS/ | Customize, Develop and Provide Access to PCOE Website for implementation of PBIS | • Provide PCOE with updated list of PBIS Administrators, Coaches, and Site Leads with email address  
  • Bring laptop (iPADS do not have all functions) to all trainings.  
  • Utilize website during training to complete worksheets during given team task time. | Ensures strong implementation and coordination among site team, district, and regional facilitator. Links New PBIS Teams to Others in the PCOE PBIS Network |
<table>
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<tr>
<th>Activity</th>
<th>PCOE Support</th>
<th>PBIS Site</th>
<th>Expected Outcome</th>
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</thead>
<tbody>
<tr>
<td>Completion of PBIS District Application Tool</td>
<td>Provide PBIS District Application Tool</td>
<td>Completion of tool one month prior to the first day of training.</td>
<td>Ensures District Administrative support leading to successful implementation</td>
</tr>
<tr>
<td>School Commitment</td>
<td>Provide School Commitment Form</td>
<td>Completion of tool one month prior to the first day of training.</td>
<td>Ensures school is aware of level of commitment to PBIS full implementation.</td>
</tr>
<tr>
<td>Begin Team Implementation Checklist and Complete Action Plan for Start Up Activities</td>
<td>Provide individual sites with guidance and support for completion of the activity. Provide necessary forms from Website.</td>
<td>Complete tools and utilize for site planning.</td>
<td>Guides PBIS team activities throughout the year; action planning and identifying technical assistance needs.</td>
</tr>
<tr>
<td>Consultation Site Visit</td>
<td>Provide overview for leadership reflective of school demographics</td>
<td>Participation of staff representation reflective of school demographics</td>
<td>To ensure general knowledge needed for decision making Begin team configuration</td>
</tr>
<tr>
<td>Team Development</td>
<td>Provide Template for development of Leadership Team and School Site Team Provided on Website (Worksheet 4 &amp; Handout 3)</td>
<td>By the indicated dates to have identified the membership for District Leadership Team and Site PBIS Team.</td>
<td>Strong District Leadership is a critical feature for successful PBIS Implementation. Provides Vision, Funding Structure, Political Support Clear definition of team member's roles and responsibilities. Identification of District Supported Coach (1 Coach for up to 10 school sites). Site Team membership made up of critical participants outlined on template ensures sustainability and school-wide representation.</td>
</tr>
<tr>
<td>Complete PBIS Self-Assessment Survey (SAS)</td>
<td>Provide individual sites with SAS and PBIS Assessments login information</td>
<td>Complete SAS online. Begin using tool for site planning (1x per year. See Matrix of Implementation)</td>
<td>Annual action planning Internal decision making Assessment of change over time Build staff awareness and Team Validation</td>
</tr>
<tr>
<td>Complete School Safety Survey</td>
<td>Provide individual sites with School Safety Survey and PBIS Assessments login information</td>
<td>Complete School Safety Survey online. Begin using tool for site planning. (1x per year. See Matrix of Implementation)</td>
<td>Determines training and support needs related to school safety and violence prevention.</td>
</tr>
<tr>
<td>PBIS Assessments</td>
<td>Provide access to PBIS Assessments Webpage. Train District Supported Coaches to facilitate PBIS Assessments and provide school sites with feedback and progress monitoring</td>
<td>District Supported Coaches will participate in training for PBIS Assessments and actively utilize site for completion of assessment tools.</td>
<td>Ensures the systematic implementation of the required assessments providing sites online comprehensive data for outcome review and planning. PBIS Evaluation allows for site and district level comparison of data for planning and implementation.</td>
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</table>
# Initial Implementation (PBIS, School-Wide Rules and Expectations)

<table>
<thead>
<tr>
<th>Activity</th>
<th>PCOE Support</th>
<th>PBIS Site</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 PBIS</td>
<td>Facilitate Day 1 Training/Workday:</td>
<td>• Full Team participation in Training/Workday</td>
<td>• Understanding of the depth of PBIS integration into school culture and systems</td>
</tr>
<tr>
<td></td>
<td>• Overview of PBIS implementation</td>
<td>• Develop Norms/Rules/Expectations</td>
<td>• Identification of team Members and team lead</td>
</tr>
<tr>
<td></td>
<td>• Set training</td>
<td>• Determine site PBIS team. Clearly define team member roles and responsibilities</td>
<td>• Understanding of Roles and Responsibility of PBIS Team</td>
</tr>
<tr>
<td></td>
<td>• Review PBIS team roles and responsibilities</td>
<td>• Develop 3-5 positively stated school wide rules</td>
<td>• Understanding of the use of and correlation of fidelity monitoring for successful site implementation</td>
</tr>
<tr>
<td></td>
<td>• Define expectations per routine</td>
<td>• Define expectations for rules in each routine</td>
<td>• Complete Team Tasks for next Workday</td>
</tr>
<tr>
<td></td>
<td>• Teach rules &amp; expectations</td>
<td>• Begin behavior lesson plans</td>
<td>o Schedule site meetings</td>
</tr>
<tr>
<td></td>
<td>o lesson plan development</td>
<td>• Participate in development of team tools</td>
<td>o Solidify team members &amp; team leader</td>
</tr>
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<td></td>
<td>• Review use of tools</td>
<td>• Fully participate in the conversation of fidelity instruments correlation to successful implementation</td>
<td></td>
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<tr>
<td></td>
<td>• Review of PBIS fidelity instruments</td>
<td>• Complete Critical Elements Action Plan (Worksheet B)</td>
<td>o Schedule time at staff meeting to discuss SW PBIS and programs in development</td>
</tr>
<tr>
<td></td>
<td>*Forms &amp; Tools provided in PBIS Team Binder and PCOE PBIS Webpage</td>
<td>• Completion of Work Smarter Teaming Matrix</td>
<td>o Share &amp; seek feedback from staff frequently</td>
</tr>
<tr>
<td></td>
<td><a href="http://sites.placercoe.k12.ca.us/PBIS/">http://sites.placercoe.k12.ca.us/PBIS/</a></td>
<td>• Plan for Individual classroom behavior expectations feedback from staff and planning</td>
<td>o Plan staff presentation – Introduction to SWPBIS</td>
</tr>
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<td></td>
<td></td>
<td>• Completion of initial Team Implementation Checklist</td>
<td>o Finalize School Rules/evaluate current rules</td>
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<td>o Complete draft of Expectations grid</td>
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<td></td>
<td>o Develop behavior expectation lesson plans across routines/evaluate current lessons</td>
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</tbody>
</table>

*Tools and timelines are provided on the website and in site binder.
<table>
<thead>
<tr>
<th>Activity</th>
<th>PCOE Support</th>
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<th>Expected Outcome</th>
</tr>
</thead>
</table>
| Day II PBIS | Facilitate Day II Training/Workday:  
- Review Day I  
  - Training Norms/Rules/Expectations  
  - Tasks  
- Facilitate Team Learning Progress Report  
- Planning for Family and Community Involvement  
- Define PBIS that can be used in students homes  
- Defining staff and student acknowledgment systems that link to positively stated rules.  
- Acknowledgment System logistics and incentives  
*Refer to Tier I Day II Worksheets and Handouts on the website and in site binder |  
- Full Team participation in Training /Workday.  
- Report site progress  
- Revisit prior tasks on critical elements action plan (Worksheet 8)  
- Check Critical Elements Action Plan for task completion (Worksheet 8)  
- Review and begin plan for family involvement (Worksheet 10)  
Acknowledgment System  
- Develop School-Wide System for Acknowledgment of student behavior.  
- Develop system of reinforcing positive behavior  
  - Develop system to review options with site staff. |  
- Finalized SW PBS team & meeting schedule  
- Finalized Expectations Grid  
- Finalized Lesson Plans  
  - Teaching schedule for School Rules  
- Develop Acknowledgment System and Incentives  
  - Plan to present to site staff  
- Ongoing plan for presentation to staff & feedback |

PBIS System is only as strong at the family involvement, acknowledgment system and incentive system. Teams with coaching and lead support will be able to implement system and gain school wide agreement. School wide agreement and consistency of adult behavior is critical and will require District Administrative Support.
<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Day III PBIS</td>
<td>Facilitate Day III Training/Workday: Review prior training tasks</td>
<td>• Report on Progress to Teams</td>
<td>Successful completion of this stage will allow a school to have the primary tools necessary for beginning a system of making decisions based on data. All schools are expected to have completed Office Discipline Referral (ODR) forms that are compatible to SWIS. SWIS allows schools to make precise solution focused recommendations to address behavior at the school wide level, classroom level or student level.</td>
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<tr>
<td></td>
<td>Data Systems:</td>
<td>• Review and complete prior tasks (Worksheet 8)</td>
<td>- Clarity documenting Staff Managed vs. Office Managed Behavior</td>
</tr>
<tr>
<td></td>
<td>• Student Outcome Measures</td>
<td>• Clearly define a process for classroom managed vs. office managed behaviors</td>
<td>- Referral form &amp; process for turning in referrals</td>
</tr>
<tr>
<td></td>
<td>• Effective Use of Data</td>
<td>• Complete Student Behavior Management Process</td>
<td>- Use data for Decision Making</td>
</tr>
<tr>
<td></td>
<td>• Introduction to School-Wide Information Systems (SWIS)</td>
<td>• Align Office Discipline Referral form with School-Wide Information System (SWIS)</td>
<td>- Complete SWIS startup activities</td>
</tr>
<tr>
<td></td>
<td>o SWIS Readiness</td>
<td>• Complete SWIS Readiness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Office Discipline Referral</td>
<td>• Schedule SWIS training with appropriate SWIS facilitator</td>
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<tr>
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<td>o Defining a process:</td>
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<tr>
<td></td>
<td>Classroom Managed</td>
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<tr>
<td></td>
<td>Office Managed</td>
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<tr>
<td></td>
<td>o Student Behavior Management Process</td>
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<td></td>
<td>o Emergency Planning Crisis Resp.</td>
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<td></td>
<td>Facilitate Completion of team tasks and tools</td>
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<td>*Refer to Tier I Day II Worksheets and Handouts on the website and in site binder</td>
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<td>Activity</td>
<td>PCOE Support</td>
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| Team Initiated Problem Solving (TIPS) – One Day | Provide One Day directed facilitation for teams in workgroup process:  
- Understanding TIPS Process  
- Show teams how to use Data to Make Decisions  
- Developing Team Orientation Process  
- Show teams how to use SWIS data to define precise problem statements  
- Formulate Solutions and Reach Goals | Full team participation in process of TIPS  
- Develop skills for data analysis and developing precise problem statements and solutions  
- Solidify roles and expectations for PBIS Team functioning | Teams will be able to use TIPS process to analyze data and develop precise problem statement to make decisions for the improvement of School-Wide Behavior Program, Group and Individual Interventions  
Critical feature for full implementation of PBIS |
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<tr>
<th>Activity</th>
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<th>PBIS District and Site</th>
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| Tier I Implementation of PBIS               | Provide Region Coordination to District Leadership Teams & designated coaches and leads.           | Initiate All PBIS Startup Activities                                                   | All students, staff and adults on campus will know the school rules, expectations, acknowledgement system, and behavior matrix. Rules and expectations will be posted throughout school. Ability to recognize appropriate behavior and apply consistent consideration of application of behavior matrix and acknowledgment system.
<p>|                                              | Provide Support for:                                                                               |                                                                                        | Fidelity and Data Systems will be utilized and inform decision making.                                                                                                                                           |
|                                              | • Implementation Activity                                                                      |                                                                                        | District Team will provide support and facilitate communication between Schools, Coach and District, Regional Team and Liaison.                                                                                     |
|                                              | • Site Technical Support                                                                       |                                                                                        |                                                                                                                                                                                                                 |
|                                              | • Site Visit &amp; Coaching                                                                        |                                                                                        |                                                                                                                                                                                                                 |
|                                              | • Facilitate District Leadership Meetings                                                     |                                                                                        |                                                                                                                                                                                                                 |
| Data Collection and Monitoring               | Provide two site visits for consultation and PBIS School-wide Evaluation Tool (SET)             | Site Team and District Supported Coach will be able to effectively monitor implementation and fidelity tools and make adjustments when necessary. | Full implementation of PBIS Assessments and SWIS. Team will have ability to analyze data and make decisions regarding strategies to ensure fidelity of implementation.                                                          |
|                                              | Provide training and monitoring for PBIS Assessments                                             |                                                                                        |                                                                                                                                                                                                                 |
|                                              | Provide support and monitoring for School Wide Information System (SWIS)                         |                                                                                        | • Teams will have all elements of PBIS in place and ready for Tier I. Office Discipline Referral in place and elements are consistent with SWIS.                                                            |
|                                              | School Wide Information System (SWIS) 1st application fee $300 per site yearly charge            |                                                                                        | • Ensures Site has skill level necessary for correct data entry. Allows for full access and initiation of Web Based Behavior Management System                                                                       |
|                                              | • Help site determine readiness for SWIS                                                        |                                                                                        |                                                                                                                                                                                                                 |
|                                              | • Provide Training in SWIS Entry (Admin, Coach/Lead, Data Entry Person and Team Identified Data Analyst) |                                                                                        |                                                                                                                                                                                                                 |
|                                              | • Review Application Process Initiate SWIS with University of Oregon                            |                                                                                        |                                                                                                                                                                                                                 |</p>
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<tbody>
<tr>
<td>Coaching Training</td>
<td>Two full day trainings for District Supported Coaches</td>
<td>District Supported Coach participation in training. Demonstrate strategies learned for program fidelity, coaching, data collection/analysis, and learn steps for full implementation.</td>
<td>District Supported Coach will be able to ensure program fidelity and implement strategies for coaching. They will be able to determine indicators for Universal Implementation as well as Tier II and Tier III. District Supported Coaches will be able to support team and school site with strategies for implementation.</td>
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<td>Activity</td>
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<td>Tier II Exploration</td>
<td>Facilitate at the DiLT and SiLT Level Exploration and Readiness Activities. Use Tier II Tools to Assess Readiness: PBIS Assessments &amp; Exploration Instrument</td>
<td>Ensure full implementation of Tier I and Universal Supports and Interventions. Must reach a score of 80% or higher on PBIS Assessments (SET and TIC), and complete Tier II Training Checklist prior to training.</td>
<td>Sites will be ready to meet Tier II requirements for implementation of Check in Check Out and other selected Social Emotional Tier II Interventions (i.e. Second Step, Steps to Respect, Teaching Pro-Social Skills) School sites will be solidly positioned with Tier I Universal Systems of support to identify and effectively serve correct Tier II Students and Families.</td>
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</table>
| Tier II: Check In Check Out (CICO) One Day Training | One Day Training  
- Review PBIS Year One Task Completion and Training Checklist  
- Identify Tier II Team: Set Role and Responsibility of Team Members  
- Identify criteria for Targeted Group Intervention  
- Identify Tier II students  
- Request for Assistance Process  
- Check in Check Out Contract, Cycle, and Point Cards  
- Identify Tier II incentives based on function of behavior  
- Develop System and tools to teach staff  
- System in place for responding to student behavior  
- CICO-SWIS Readiness  
- Check-In/ Check-Out Self-Assessment Tool for implementation monitoring | Full CICO Team Participation in 1 day training  
- Establish criteria for systemic process  
- Develop CICO Team: Identify team roles and responsibilities  
- Develop student identification and referral process  
  - Criteria for intervention  
- Develop Site Tools: Request for Assistance, Check In Check Out Contract, Parent Permission Slip, Daily Point Cards, and home reports  
- System to teach adults on campus  
- Feedback system for staff and family  
- Establish systemic process for response to behavior T-II  
- Develop a Tier II Intervention Inventory  
- CICO continual review process  
- Completion of CICO-SWIS Readiness Checklist  
- Completion of Check-In/ Check-Out Self-Assessment | All students, staff and adults on campus will know and understand the referral process and use of CICO. Systems will be in place to recognize appropriate students participation in CICO with Fidelity and Data Systems being utilized to inform decision making. Developed CICO Teams with the ability to determine how to reinforce the function of the behavior.  
Schools will be able to determine appropriate use of CICO and focus precise plans for individual student success. Basic Approach:  
1. Define behavioral expectations  
2. Teach the expectations  
3. Build a regular cycle of checking in and checking out with adults.  
4. Reinforce appropriate behaviors that meet the function of behavior at home and school  
5. System in place for responding to problem behaviors at home and in school  
6. Collect information for ongoing evaluation and adaptation targeted group intervention and individual plans. |
| Data Collection and Monitoring | - Coach school on CICO-SWIS Readiness requirements  
- Train School in CICO-SWIS System  
- $2^{nd}$ application fee $400 per site yearly charge | Participate in CICO live training or online  
- Establish tracking tool for entry  
- Determine who will monitor and enter information | Full implementation of CICO. Team will have ability to analyze data and make decisions regarding appropriateness of T-II students and CICO Intervention  
Team will be able to understand and use data to make decisions regarding entry, tracking function of behavior and effectiveness of reinforcers and interventions. |
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| Data Collection and Monitoring (Cont’d) | - Review system requirements and Information entry process  
- Support the school site monitoring data and reviewing interventions for effectiveness  
- Suggestions for simple intervention changes |
| Individual PBS: Two Day Training | Two Day Training  
- Identify Function of Behavior  
- Identify Tier II Interventions based on Function of Behavior  
- Teach teams to assess intervention effectiveness based on data.  
- Create a clearinghouse of simple program tweaks based on functions of behavior  
- Assess team effectiveness  
- Assess system effectiveness  
- Measures to track effectiveness |
| Coaching Training | Two full day trainings for District Supported Coaches  
Topics to include:  
- Program Fidelity  
- Strategies for Coaching  
- Build skills and fluency across tiers  
- Implementation Strategies  
- PBIS Assessments  
- Data based decision making  
- Strategies for determining appropriate student levels |

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<th>PBIS Site</th>
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| Full Intervention Team Participation in 2 Day Training.  
- Assess Tier II response to intervention  
- Assess Tier II team effectiveness and use of data  
- Formulate simple solutions to non-responders or borderline responders  
- Evaluate current Tier II interventions for effectiveness |
| Teams will be able to review Tier II interventions for effectiveness. An intervention inventory will be created to better serve targeted groups. Systems will be in place to review data to assess systems fidelity and then refer to appropriate interventions based on results. |
| District Supported Coach participation in training.  
- Demonstrate strategies learned for program fidelity, coaching, data collection/analysis, and learn steps for full implementation and use of CICO  
- Coach will be able to effectively monitor implementation and fidelity tools and make adjustments when necessary. Monitor and collect data.  
- Establish process of implementation |
<p>| District Supported Coach will be able to ensure program fidelity and implement strategies for coaching. They will be able to determine indicators for Universal Implementation as well as Tier II and Tier III. Coaches will be able to support team and in school site strategies for implementation. |</p>
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<tr>
<td>Tier III Exploration</td>
<td>Facilitate at the DIIT and SIIT Level Exploration and Readiness Activities. Use Tier III Tools to Assess Readiness: PBIS Assessments &amp; Exploration Instrument</td>
<td>Ensure full implementation of Tier I &amp; II Universal Supports/Interventions and Secondary Interventions are fully in place. Completion of CICO Self-Assessment with all elements &quot;in Place&quot;, and completion of MATT and BOQ Tier II with a score of 80% or higher</td>
<td>Sites will be ready to meet Tier III requirements for implementation of Individual and Family Social Emotional Tier III Interventions (i.e. Practical Functional Behavior Analysis and Behavior Support Plans, Wraparound, and Functional Family Therapy). School sites will be solidly positioned with Tier I Universal Systems and Tier II Targeted Group Systems to effectively serve correct Tier III Students and Families.</td>
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| 6 Module Trainings: Practical Functional Behavior Analysis (FBA) and Behavior Support Plans (BSP) | 6: 2 hour long modules:  
- Practical FBA vs. Comprehensive  
- Define D.A.S.H.  
- Review Function and motivation of behavior  
  - Obtain v Escape  
  - Learn Antecedent, Behavior, Outcome Model  
- Use the FACTS interviews with staff and students to specify:  
  1. The problem behaviors  
  2. Routines in which problem behaviors occur  
  3. Triggers or predictors of the problem behavior  
  4. Pay-off (Function) the behaviors have for student  
  5. Possible setting events  
  6. Summary of behavior  
- Routine Analysis  
- Observe and summarize behavior  
- ABC Observation  
Guidelines for support Plan  
1. Match the function or purpose the behavior serves  
2. Designed to neutralize or eliminate the effect of setting events (Setting Event Strategies) | Tier II and III Intervention Team members that will be conducting Practical FBA/BSPs on training and practice modules will participate in 6 2 hour long trainings  
- Learn use of Tools for Functional Assessment for Teachers and Staff  
- Complete tools for understanding Routine Analysis  
- Participate in activities and practice modules for development of support plan | Recognize the difference between the need for a Practical Functional Behavior Plan and a Comprehensive Behavior Plan and be able to summarize and complete a Practical Behavior Support Plan.  
Be able to implement at Practical FBA and BSP utilizing school staff support and teams  
Staff will be able to use DASH Process for Practice FBA:  
Define behavior in observable & measurable terms  
Ask about behavior by interviewing staff & student  
-specify routines where & when behaviors occur  
-summarize where, when, & why behaviors occur  
See the behavior  
-observe the behavior during routines specified  
-observe to verify summary from interviews  
Hypothesize: a final summary of where, when & why behaviors occur.  
Utilize Observation and Conduct an ABC Interview:  
Antecedent/Trigger (2)  
Behavior (1)  
Consequence/Outcome (3)  
Use the FACTS interviews with staff and students to specify:  
1. The problem behaviors  
2. Routines in which problem behaviors occur  
3. Triggers or predictors of the problem behavior  
4. Pay-off (Function) the behaviors have for student |
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<td>3. Designed to prevent the problem behavior from occurring (Antecedent Strategies)</td>
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<td>5. Possible setting events</td>
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<td>4. Designed to teach alternative (based on function) and desired behaviors (Behavior Teaching Strategies)</td>
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<td>6. Summary of behavior</td>
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<td>5. Designed to increase alternative and desired behaviors AND decrease problem behaviors</td>
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<td>• (Consequence Strategies)</td>
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| Data Collection and Monitoring | • Train School in ISIS-SWIS System  | • Participate in ISIS training    | • Clearly define Tier III criteria and referral process  
• Establish System for Entry into ISIS  
• Determine who will monitor and enter information  
• Full implementation of ISIS. Team will have ability to analyze data and make decisions regarding appropriateness of T-III students and Behavior Interventions.  
• Team will be able to understand and use data to make decisions regarding entry, tracking function of behavior and effectiveness of reinforcements. |
|                                | • 3rd application fee $500 per site yearly charge for all 3 SWIS applications  |                                                                                |                                                                                                                                                                                                             |
|                                | • Review system requirements  
• Information entry process  
• Link ISIS to Behavior plan and demonstrate decision making process  |                                                                                |                                                                                                                                                                                                             |
| Coaching Training              | Two full day trainings for District Supported Coaches  | District Supported Coach participation in training.  | • Demonstrate strategies learned for program fidelity, coaching, data collection/analysis, and learn steps for full implementation and use of interventions  
• Coach will be able to effectively monitor implementation and fidelity tools and make adjustments when necessary.  
• Establish process of implementation  
• Coach will be able to ensure program fidelity and implement strategies for coaching. They will be able to determine indicators for Universal implementation as well as Tier II and Tier III. Coaches will be able to support team and school site with strategies for implementation. |
|                                | Topics to include:  |                                                                                |                                                                                                                                                                                                             |
|                                | • Program Fidelity  
• Strategies for Coaching  
• Build skills and fluency across tiers  
• Implementation Strategies  
• Data based decision making  
• Strategies for determining appropriate student levels and interventions  |                                                                                |                                                                                                                                                                                                             |
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<tr>
<td>Tier III Exploration Wraparound module</td>
<td>Facilitate at the DILT and SILT Level Exploration and Readiness Activities. Use Tier III Tools to Assess Readiness: PBIS Assessments &amp; Exploration Instrument</td>
<td>Ensure full implementation of Tier I &amp; II Universal Supports/Interventions and Secondary Interventions are fully in place. Completion of CICO Self-Assessment with all elements “In Place”, and completion of MATT and BOQ Tier II with a score of 80% or higher</td>
<td>Sites will be ready to meet Tier III requirements for implementation of individual and Family Social Emotional Tier III Interventions (i.e. Practical Functional Behavior Assessments and Behavior Support Plans, Wraparound, and Functional Family Therapy) School sites will be solidly positioned with Tier I Universal Systems, Tier II Targeted Group Interventions to effectively serve correct Tier III Students and Families.</td>
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<tr>
<td>Wraparound Family Support Process Day 1-2</td>
<td>Engagement (Phase 1)</td>
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<td></td>
<td>- Developing Family Vision</td>
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<td></td>
<td>- Strengths, Needs, Culture and Vision</td>
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<td>- Identify Student Big Behavior</td>
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<td>- Focusing on Needs</td>
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<td>- Descriptive Needs Into Individualized Need Statements</td>
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<td>- Build a Team &amp; Team Goal</td>
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<td>- Use of Team Worksheet &amp; Family Team Member Exploration Tool</td>
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<td>- Strengths Descriptive and Functional Plan Development</td>
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<td>Day 3</td>
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<td>Facilitation (Phase 2)</td>
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<td>- Team Meeting</td>
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<td>- Plan of Care</td>
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<td>Plan Implementation &amp; Monitoring (Phase 3)</td>
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<td>- Implement &amp; Monitor Data</td>
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<td>- Transition (Phase 4)</td>
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<td>- Final Meeting</td>
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<td>- Importance to Celebrate Success</td>
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<td>- Transition Plan Tools (Phase 5)</td>
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<td>- Identify and use of Tools</td>
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<td></td>
<td>- Importance of Coaching and Fidelity</td>
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<td>School District will provide two staff plus lead/coach for entire three days of training.</td>
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<td>- Intervention staff will make a commitment to 3-5 hours a week per student/family for this function.</td>
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<td>- Utilize tools of training and demonstrate knowledge of all four phases of implementation</td>
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<td>- Understand the Ten Principles of Wraparound</td>
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<td>- Have student/family identified for intervention pre training and begin implementation within two weeks of training</td>
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<td></td>
<td>- Increased Family Engagement and Participation in School and Child's Success</td>
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<td>- Increased Student Attendance</td>
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<td>- Increased Student Engagement in School</td>
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<td>- Increased Academic Success</td>
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<td>- Increased Social Emotional Skills and Protective Factors</td>
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<td>- Understand and Apply Phases of Wraparound</td>
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<td>- Phase 1: Engagement</td>
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<td>- Phase 2: Plan Development</td>
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<td>- Phase 3: Plan Implementation &amp; Monitoring</td>
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<td>- Phase 4: Transition</td>
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<td>- Understand and Apply Tools</td>
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<td>- Sample Strengths, Needs, Culture and Vision Discovery Questions for Students</td>
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<td>- Sample Strengths, Needs, Culture and Vision Discovery Questions for Parents</td>
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<td>- Sample Questions to Help Families Articulate their Family Vision</td>
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<td>- Student/Family Team Agreements</td>
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<td>- Conflict Resolution/Managing Team Conflict</td>
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<td>- Authorization for Release of Information (page 1)</td>
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<td>- Authorization for Release of Information (page 2)</td>
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<td>- Wraparound Behavior Worksheet</td>
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<td>- Wraparound Planning Worksheet</td>
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<td>- Student, Family and Team Strengths</td>
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<td>Activity</td>
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| Data Collection and Monitoring   | • Train the use of Wraparound Integrity Tool (WIT)  
• Wraparound 4 Outcome Area Assessment | • Understand use of WIT  
• Application of Outcome Tool | Use WIT for decision making around program implementation and make Team Based Decisions for any practice adjustments. Use Four Outcome Survey for decision making around program implementation and make Team Based Decisions for any practice adjustments. |
| Coaching Training                | Two full day trainings for District Supported Coaches  
Topics to include:  
• Program Fidelity  
• Build skills and fluency across tiers  
• Implementation Strategies  
• Data based decision making  
• Strategies for determining appropriate student levels  
• Data Based Decision Making  
• Strategies for Family Engagement, Stages of Wraparound and Ten Principles.  
*Additional 1 hour of coaching per phase. | District Supported Coach participation in training.  
• Demonstrate strategies learned for program fidelity, coaching, data collection/analysis, and learn steps for full implementation and use of CICO  
• Wraparound Team Facilitator will be able to effectively monitor implementation and fidelity tools (WIC & 4 Outcome Area Survey and make adjustments when necessary. Monitor and collect data.  
• Establish process of implementation  
• Understand 4 Stages of Wraparound and Ten Principles  
*Staff providing the Wraparound Interventions will need to complete 1 hour of additional individual coaching with PCOE staff per phase. | Wraparound Team Facilitator will be able to ensure program fidelity and implement strategies for coaching. They will be able to determine indicators for Universal Implementation as well as Tier II and Tier III. Wraparound Team Facilitator will be able to support team and school site in strategies for implementation.  
Team Facilitator will be able to use data to assist in determining function of behavior  
Facilitate a Strength and Needs Assessment.  
Use Strategies for family engagement. |
The Placer County Office of Education PCOE is proud to be associated with the University of Oregon and the California Technical Assistance Center to work in collaboration with these entities in the promotion of Positive Behavior Interventions and Support (PBIS). Using the above development model, PBIS tools, and providing districts and schools with technical assistance it is the intention of PCOE to support your site through full implementation and take every step to ensure success through adherence to the PBIS Model. The above work plan is designed using the models provided by the University of Oregon, Dr. Rob Horner and his associates in the development of PBIS. There is ample evidence indicating these models provide schools with sufficient strategies to succeed in the implementation of PBIS. The regional coordinator assigned to support your districts development will facilitate a series of training workdays to guide participants through the development of Tier 1 School-Wide Positive Behavior Interventions and Supports. It is important for all participants to understand this is not a lecture series, but rather workdays designed to support your sites. Participants will be expected to be on time, participate, and produce documents and complete assignments. A variety of tools are provided to you for the support of these activities. PCOE hosts a website for your support as well as access to PBIS Assessments. With your districts participation in School Wide Information Systems (SWIS) the effective implementation of PBIS will be supported.

Placer County Office of Education will provide the above materials, access to PCOE’s PBIS website and access to PBIS Assessments. Your district is expected to support SWIS through contract with the University of Oregon. SWIS is required for PCOE to provide you with this training. Without SWIS, PCOE will provide the district with 30 day notice and terminate regional coordination. It is further expected that participants make every effort to achieve fidelity. To that end, the first two years of development PCOE will provide additional coaching support. This support is intended to promote the development of your on-site leads and district coach. PBIS Sites should take every step to ensure the assigned district coach, and site leads are given time in their schedule for the development of this program. Please note the coach and site lead are critical for success and should be considered a key feature of PBIS. The PCOE Coordinator will provide support through in person consultation, web based tools, PBIS Introduction Binder, and site visitation. A quarterly report will be submitted to the district assigned coach, site administrator and district superintendent. Thank you for making the commitment to create a consistent positive social culture at your schools promoting excellence in education and academic success for all students.
Budget requirements cover first three years of implementation for PBIS Tier I, Tier II and Tier III training supports. Tier II and III training to be determined upon completion of Tier I full implementation assessments.

Positive Behavior, Intervention and Supports

- Yearly Training for Tier I, II, and III: $3,000 (per site per year)
- One time School Wide Information System (SWiS) and PBIS Assessments monitoring fee (per site): $1000
- Yearly Coaching, Consultation and Travel Cost distance and training dependent
  - Within 30 mile radius $1,000
  - Outside of 30 mile radius $2,000
- One time supplies copies, binders, etc. (per site) $1,000
- Attendance of regularly scheduled training days are the responsibility of each site's training team.
  Additional make up and/or booster trainings will be charged a daily rate per site $1000 (per day)

School Wide Information System
This fee is contracted directly with University of Oregon.

- School Wide Information System
  - 1\textsuperscript{st} application Tier I: $300 per site
  - 2\textsuperscript{nd} application Tier II $400 per site
  - 3\textsuperscript{rd} application Tier III: $500 per site
  - $500 per site per year for all 3 Tiers
<table>
<thead>
<tr>
<th>Tier</th>
<th>Yearly Training Cost per Site</th>
<th>Consultation, Coaching and Travel Cost</th>
<th>SWIS and PBIS Assessment Fee</th>
<th>One Time Supplies Fee</th>
<th>One Time Training Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>$3000</td>
<td>$2,000 Consultation, coaching and travel cost training location outside of 30 mile radius of PCOE</td>
<td>$1,000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Tier II: Ensure full implementation of Tier I Universal Supports by reaching a score of 80% or higher on appropriate PBIS Assessment measures</td>
<td>$3000</td>
<td>$2,000 Consultation, coaching and travel cost training location outside of 30 mile radius of PCOE</td>
<td>$1,000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Tier III: Ensure full implementation of Tier I &amp; II Universal Supports/Interventions and Secondary Interventions are fully in place. Completion of CICO Self-Assessment with all elements “In Place”, and completion of MATT and BOQ Tier II with a score of 80% or higher</td>
<td>$3000</td>
<td>$2,000 Consultation, coaching and travel cost training location outside of 30 mile radius of PCOE</td>
<td>$1,000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Additional Site Coaching: Advancement to Tier II &amp; III is contingent on completion of full implementation measures based on the PBIS implementation blueprint from U of O. If sites are unable to ensure full implementation of a Tier they will be Coached individually to insure full implementation. Required if the site scores below 80% on required PBIS Assessments</td>
<td>$3000 additional yearly coaching cost per site</td>
<td>$2,000 Consultation, coaching and travel cost training location outside of 30 mile radius of PCOE</td>
<td>$1,000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Additional Tier III: Wraparound Module may vary dependent on implementation strategy</td>
<td>$3000 cost per site</td>
<td>$2,000 Consultation, coaching and travel cost training location outside of 30 mile radius of PCOE</td>
<td>$1,000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>PBIS Site</td>
<td>Level of Implementation</td>
<td>LEA Funded</td>
<td>Contract 2013-14</td>
<td>Contract 2014-15</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Nevada Jr. Union High School District</td>
<td>Contact Michael Blake</td>
<td>XX</td>
<td>$1,000 Consultation, Coaching, Travel $1,000 One-time fee for PBIS Assessments; $1,000 One-time fee for bindef and materials</td>
<td>$1,000 Consultation, Coaching, Travel</td>
<td></td>
</tr>
<tr>
<td>Nevada Union High School</td>
<td>Tier I</td>
<td>XX</td>
<td>$3,000</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Total Annual Invoice</td>
<td></td>
<td></td>
<td>$6,000</td>
<td>$4,000</td>
<td></td>
</tr>
</tbody>
</table>

Attachment B
To: Board of Trustees

From: Karen Sucnram, Assistant Superintendent-Business Services  
On behalf of Scott Mikal, Vocational Education Teacher; Michael Hughes, Curriculum Coordinator; and Dan Frisella, Assistant Principal

Date: March 12, 2014

Subject: Memorandum of Understanding – Next Ed

Background
Nevada Union staff members have been granted an opportunity to participate in the Project Lead the Way (PLTW) engineering pathway program evaluation. PLTW has designed an engineering career pathway and will be conducting an evaluation over a four-year period to determine the effectiveness of the curriculum. After completing an application, 35 freshmen will be randomly chosen to participate in the engineering pathway and an equal number of students who have applied will be identified for data collection. At the end of a four-year cycle, data will be compared to prove or disprove the effectiveness of the program.

Teacher Scott Mikal has visited middle schools and recruited well over 100 students who have applied to participate in this exciting opportunity.

The participating in the program, Nevada Union will be given the engineering pathway curriculum, 30 student computer workstations, one teacher workstation, other necessary class equipment and $19,250 for supplies. In addition, PLTW will provide funding for software and training.

The school will provide 5 additional workstations, the teachers (one class each year for four years), compensation to teachers for the two-week summer training, and approximately $6,000 in software licensing fees.

Estimated Costs and Funding Sources
Value of equipment, funding and training granted to Nevada Union over a four-year period = $92,739

Cost to Nevada Union: $6,703 for five additional workstations; teaching time N/A—already budgeted; and compensation estimated at $16,000 over a four-year period; and approximately $6,000 in software licensing fees.

Recommendation
Staff recommends that the Board approve the Memorandum of Understanding with Next Ed serving as the Capital Area P-20 Council.
March 1, 2014

Nevada Union High School
Nevada Joint Unified High School District
11761 Ridge Road
Grass Valley, CA

Dear Nevada Joint Unified High School District:

Thank you for your support of the evaluation (EVALUATION) of Project Lead the Way (PLTW) funded by the Department of Education through a 4 school-year beginning August, 2014 concluding June, 2018 Investing in Innovation (i3) grant.

The purpose of the EVALUATION is to validate the efficacy of a four-year PLTW engineering pathway program (PROGRAM). The EVALUATION will do so with an experimental design in which a subset of the students who want to participate in the PROGRAM will be placed in the PLTW pathway with a capacity that schools can accommodate using a fair, equitable, and objective randomized drawing process.

The EVALUATION will be conducted by an independent, third-party evaluation firm, Gargani + Company, Inc. (GCO). Material benefits (training, equipment, software, and other support for implementing the PLTW pathway program), as described further below, will be provided directly or indirectly by NextEd.

For the purposes of the EVALUATION, the above named school (SCHOOL) in the above named school district (DISTRICT) will begin implementing the PROGRAM at the start of the 2014/15 school year and end no sooner than the end of the 2017/18 school year (IMPLEMENTATION PERIOD).

This Memorandum of Understanding (MOU) covers the period starting from March, 2014 through December 31, 2018 (AGREEMENT PERIOD). Should the principal of the SCHOOL, superintendent of the DISTRICT, or other staff or board members change during the AGREEMENT PERIOD, the MOU will continue in full force. It may only be terminated upon mutual agreement of the parties or if required by law.

Based on information provided by the SCHOOL and DISTRICT to GCO, the SCHOOL was selected by GCO to participate in the EVALUATION. This MOU describes the responsibilities and material benefits of participation. By signing the MOU, you commit the SCHOOL and DISTRICT to meeting the responsibilities described below. Upon receipt of the signed MOU, GCO will enroll the SCHOOL in the evaluation and NextEd will begin providing material benefits as described in this document. During the AGREEMENT PERIOD, material benefits will be contingent on meeting the responsibilities.
MATERIAL BENEFITS
In order that the SCHOOL can implement the PROGRAM faithfully and well, NextEd will:
1. provide participating schools with a technology lab consisting of 30 workstations, one teacher workstation, applicable software and/or licensing* (specific to participating cohort only), implementation setup, training, startup assistance and post-startup support; (*Please see Benefit Matrix – PLTW School Fee Stipend)
2. assist with the planning and implementation of PLTW engineering pathway program;
3. recommend steps required to successfully install new computer lab and assist in assembling setup information;
4. place and deliver a technology order (based upon individual school technology specifications);
5. provide DISTRICT a singular technology lead/support staff with a $400.00 stipend per year;
6. work with school DISTRICT and site staff during installation and implementation to help minimize troubleshooting;
7. upon completed installation of technology, run testing simulations to determine proper implementation and effectiveness;
8. provide startup and post-startup support;
9. provide training to all PLTW Teachers and training for Student Testing as related to the research;
10. assist in planning, assembling data and purchasing supply order** each year for PLTW engineering pathway; (**Please see Benefit Matrix – PLTW Engineering Pathway Supplies)
11. provide free telephone/electronic/in person technology support for four years of grant Cycle; and
12. Provide initial and consistent updates on research data to DISTRICT and US Dept. of Education.

RESPONSIBILITIES
Evaluation
The EVALUATION requires collaborative involvement by the SCHOOL and/or DISTRICT, and its success depends on their cooperation with the protocols set forth by GCO. During the AGREEMENT PERIOD, it will be the responsibility of the SCHOOL, and as needed the DISTRICT, to:
1. work with GCO and NextEd in a collaborative fashion to implement the PROGRAM faithfully, follow the procedures of the EVALUATION as outlined by GCO, and take every reasonable measure to ensure the success of the evaluation;
2. assure that all EVALUATION activities are consistent with the policies of your SCHOOL and DISTRICT regarding research;
3. inform GCO and NextEd in an anticipatory and timely manner of deviations from faithful program implementation, deviations from evaluation procedures, or other potential problems that may adversely affect the EVALUATION;
4. conduct outreach and enrollment activities during 2014 such that incoming freshmen are fully informed that by registering for the PROGRAM they:
   a. are committing to a four-year program, not a one-year elective,
   b. will be randomly assigned to the PROGRAM (treatment – defined as, “Study Group in Pathway) because the SCHOOL has a limited capacity to provide the program,
   c. they will be enrolled in their choice of any alternative elective (control – defined as, “Study Group in Alternative Elective) should they not be randomly assigned to the PROGRAM; and
   d. are committing to complete a survey and a test twice in 2014/15 and once per year thereafter, even if they are not randomly enrolled in the PROGRAM;

5. provide GCO with periodic lists of the students who register for the PROGRAM and their alternative elective as will be described and facilitated by GCO;

6. enroll students in the PROGRAM or their designated alternative elective as randomly assigned by GCO, the only exception to this applying to students for whom exclusion rules based on ethical concerns were mutually agreed upon by GCO and the SCHOOL in advance of randomization; (as determined in a case-by-case basis)

7. assemble a pool of registered students for the four-year PLTW pathway that is:
   a. as diverse as possible on as many dimensions as the SCHOOL’s setting allows, especially as it regards the inclusion of both traditional and non-traditional engineering students; SCHOOLS cannot set pre-requisites for enrollment into the PROGRAM
   b. large enough that GCO can randomly enroll \( \frac{3}{5} \) of the incoming freshmen to the PROGRAM, which is the number of students the SCHOOL previously indicated is its capacity to provide the program to students, and
   c. large enough that approximately the same number of students will NOT be randomly enrolled in the four-year PLTW program because the SCHOOL does not have the capacity to serve them;

8. implement the four-year PLTW program faithfully as specified by GCO and NextEd;

9. administer a computer-based survey and test provided by GCO to three groups of students:
   a. those randomly assigned to the PROGRAM,
   b. those randomly assigned to their alternative elective, and
   c. and (to the extent possible) the remainder of students who entered the SCHOOL as freshmen in 2014/15;

10. make every effort to retain students in the PLTW program for all four years; and

11. provide electronic and other data to GCO in a timely manner as requested by GCO, including data on program fidelity, instructional activities, student achievement, and student characteristics, some or all of which will include unique teacher and student identifiers (GCO will sign confidentiality agreements as requested, and/or required).
**PLTW Program**

It is critical that the PROGRAM be implemented well and with full fidelity. To this end, it will be the responsibility of the SCHOOL, and the DISTRICT as needed, to:

1. work with NextEd to schedule professional development to support their PLTW COHORT TEACHER (PLTW Cohort Teacher – refers to the teacher instructing the course populated by the treatment students during grant cycle) sessions that will take place during the summer for the teachers of the PROGRAM, which may require the DISTRICT to pay travel expenses and for teacher stipends as per relevant collective bargaining agreements;
2. provide commitment and salaried schedule placement for teachers of the PROGRAM;
3. allow teachers of the PROGRAM to attend staff development sessions and utilize technology resources and support (e.g., coaching, Intel Teach tools, etc.);
4. meet at least the minimum technical specifications for implementing the PROGRAM as specified by the Project Lead the Way curriculum; and
5. ensure that the SCHOOL’s principal and technology coordinator participate in all scheduled activities as necessary for the IMPLEMENTATION PERIOD.

**Financial Responsibilities**

The DISTRICT will cover a portion of the costs associated with implementing the PROGRAM, including:

1. compensating teachers and other SCHOOL staff and personnel involved in the PROGRAM and paying all facility and supply costs of implementing the PROGRAM not specified in the Benefit Matrix;
2. travel to PLTW professional development sessions for all years of the grant;
3. ensuring the safety and security of the technology resources provided during the project; and
4. other costs not included in the Benefit Matrix that may be required for successful program implementation; including but not limited to: additional PLTW Engineering Pathway supplies, PLTW school fee, and any additional DISTRICT tech support above and beyond the $400 annual school district tech stipend. (while these costs are expected to be minimal, unforeseen costs may arise).
5. Additional personnel costs associated with Implementation Point of Contact (IPOC) and District (Evaluation) Point of Contact (DPOC).

**Implementation Points of Contact**

The SCHOOL and/or DISTRICT will assign a point of contact for project implementation (IPOC), who will be NextEd and GCC’s primary point of contact for the PROGRAM. The IPOC will:

1. work with NextEd to assure that all local project activities are carried out as outlined in the MOU;
2. provide documentation (i.e., evidence of equipment installation, copies of teachers’ PLTW Certification and other items) required for I3 reporting and other purposes; and
3. participate in all project meetings and online sessions (i.e., project orientation and yearly project meetings).
Evaluation Point of Contact
The SCHOOL and/or DISTRICT will assign a point of contact for data collection (DPOC) who will be NextEd and GCO's primary point of contact for data collection. The DPOC will:
1. assure that the study procedures are consistent with the DISTRICT'S policies on research;
2. ensure that teachers have sufficient time during IMPLEMENTATION PERIOD to administer student surveys and tests, complete teacher surveys, and conduct other required data collection activities; and
3. submit school, teacher, and student data to GCO in a timely manner as requested by GCO

Modifications
Modifications to this MOU may be needed as every contingency and condition cannot be anticipated. As necessary, all parties agree to craft mutually agreeable modifications in a cooperative fashion with the common purposes of ensuring the success of the evaluation and the quality of education students receive. NextEd and GCO will review all modification requests to determine which, if any, can be implemented without compromising the integrity of the study. No modification will be binding on any party unless executed in writing by an authorized representative of that party.

General
This MOU represents the entire agreement of the parties with respect to its subject matter and supersedes any and all prior written or oral agreements. It may not be assigned or transferred by either party without the prior written consent of the other party, which will not be unreasonably withheld. Each party agrees to comply with all applicable laws, regulations and orders in performing their obligations under this MOU. If for any reason a provision contained in this MOU is held to be invalid, illegal or otherwise void, the remaining provisions of this MOU shall not be affected and shall continue in full force and effect. No waiver of any right by either party under this MOU shall be of any effect unless such waiver is express, in writing and signed by the waiving party. This MOU will be governed by the laws of the State of California without regard to its principles of choice of law.

Indemnification Provisions
Each party hereto shall defend, indemnify, and hold harmless the other party, its officers, agents, employees and representatives, against any and all liability, costs, losses, damages, expenses, attorneys' fees, causes of action, claims or judgments, arising out of or in any way connected with any negligence or wrongful acts or omissions of the indemnifying party, its officers, agents, and employees, in performing or failing to perform any work, services, or functions provided for or referred to or in any way connected with the performance of this MOU.
RESPONSE
This letter correctly sets forth the understanding of the technology services and other supports and supplies for PLTW i3 participating school/school district responsibilities.

Accepted by: (Superintendent)  
Accepted by: (Principal)

Date

Title

Title

MAIL One Capital Mall, Suite 300 Sacramento, CA 95814 | P 916.552.6800 | F 916.552.6802 | WEB www.next-ed.org
### PLTW i3 Technology & Professional Development Benefit Matrix (per school site breakdown – Year 1)

<table>
<thead>
<tr>
<th>SOFTWARE COST</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLTW School Fee Stipend*</td>
<td>1</td>
<td>$1,458.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>PLTW Teacher Resources</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>PLTW Curricula</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HARDWARE COST (Incl. Implementation)</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
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</thead>
<tbody>
<tr>
<td>Student Workstations (based upon 30 workstations)</td>
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<td>0.00</td>
<td>40,216.50</td>
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<tr>
<td>Teacher Workstation</td>
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<td>0.00</td>
<td>2,323.63</td>
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<tr>
<td>Class Equipment</td>
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<td>9,581.01</td>
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<table>
<thead>
<tr>
<th>TRAINING/STIPEND</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Training – Summer Workshop/Statewide Conference</td>
<td>1</td>
<td>4,650.00</td>
<td>0.00</td>
</tr>
<tr>
<td>District Technology Stipend***</td>
<td>1</td>
<td>400.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGINEERING PATHWAY SUPPLIES</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLTW Engineering pathway supply stipend (based upon 30 student cohort)**</td>
<td>1</td>
<td>0.00</td>
<td>4,812.50</td>
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</tbody>
</table>

**TOTAL** | $6,508.00 | $56,933.64

### PLTW i3 Technology & Professional Development Benefit Matrix (per school site breakdown – Year 2, 3, 4)

<table>
<thead>
<tr>
<th>SOFTWARE COST</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLTW School Fee Stipend*</td>
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<td>720.00</td>
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<tr>
<td>PLTW Teacher Resources</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>PLTW Curricula</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAINING/STIPEND</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Training – Summer Workshop/Statewide Conference</td>
<td>1</td>
<td>3,650.00</td>
<td>0.00</td>
</tr>
<tr>
<td>District Technology Stipend***</td>
<td>1</td>
<td>400.00</td>
<td>0.00</td>
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</table>

<table>
<thead>
<tr>
<th>ENGINEERING PATHWAY SUPPLIES</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
<th>TOTAL (Retail Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLTW Engineering pathway supply stipend (based upon 30 student cohort)**</td>
<td>1</td>
<td>0.00</td>
<td>4,812.50</td>
</tr>
</tbody>
</table>

**TOTAL** | $4,770.00 | $4,812.50

MAIL One Capital Mall, Suite 300 Sacramento, CA 95814 | P 916.552.6800 | F 916.552.6802 | WEB www.next-ed.org

Serving as the Capital Area P-20 Council
PLTW i3 Technology & Professional Development Benefit Matrix (per school site breakdown – Year 5)

<table>
<thead>
<tr>
<th>SOFTWARE COST</th>
<th>QUANTITY</th>
<th>TOTAL (Paid to School)</th>
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<tr>
<td>PLTW School Fee Stipend*</td>
<td>1</td>
<td>0</td>
<td>$0.00</td>
</tr>
<tr>
<td>PLTW Teacher Resources</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>PLTW Curricula</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| TRAINING/STIPEND                      |          |                        |                      |
| Teacher Training – Summer Workshop/Statewide Conference | 1 | 150.00 | 0.00 |
| District Technology Stipend***        | 1        | 400.00                 | 0.00                 |

| ENGINEERING PATHWAY SUPPLIES          |          |                        |                      |
| PLTW Engineering pathway supply stipend (based upon 40 student cohort)** | 1 | 0.00 | 0.00 |

| TOTAL                                 |          | $550.00               | $0.00                |

Total 5 year Commitment Benefit: $21,368.00 (Paid to School) + $71,371.41 (Retail Value – For Asset Management Purposes) = $92,739.41
Addendum A

This addendum applies to the Memorandum of Understanding (MOU) issued on March 1, 2014 between NextEd and Nevada Joint Union High School District, as it applies to Nevada Union High School’s participation as an i3 partner school.

May it be known that the undersigned parties, for good consideration, do hereby agree to make the following changes and / or additions that are outlined below. These additions shall be made valid as if they are included in the original stated MOU, and supersede previous listed same items on original stated MOU.

Year One – School Stipend
1) i3 PLTW school participation fee (includes software) $2,996.79 (originally listed as $1,458.00)
2) i3 PLTW school teacher training $4,873.68 (originally listed as $4,650.00)

Year One thru Four – School Benefit
1) i3 PLTW school pathway supplies at least $6,300 value (originally listed as $4,812.50)

Year Two thru Four – School Stipend
1) i3 PLTW school participation fee $1,100.00 (originally listed as $720.00)

No other terms or conditions of the above mentioned contract shall be negated or changed as a result of this here stated addendum.

Signature __________________________

Print Name __________________________ Date ________________

Signature __________________________

Print Name __________________________ Date ________________
CONTRACT INFORMATION SHEET

Contract Agency Name: NJUHSD

Federal ID Number: 68-0245376 Current Contract #: 28249 (2011-14)
Type of Contract: _ Cash Match Coop TPP

Program Information:

Program Contact Person: Beth Moore (Agency Contract Administrator)
Program Address: 11761 Ridge Road
City: Grass Valley, CA Zip: 95945
(To be put on Standard Agreement)
Billing Address: 11645 Ridge Rd
City: Grass Valley, CA Zip: 95945
Contact Phone number: 530 273-4431 ext. 2071 FAX Number: 530 274-8953
Contact E-mail: bmoore@njuhsd.com
Person Authorized to sign Contract: Karen Suenram, Assistant Superintendent (Name and Title)

Department of Rehabilitation (DOR) Information:

DOR Office: Northern Sierra District
DOR Contract Administrator: Alfonso Nguyen
Phone number: 916-558-5307 FAX Number: 916-558-5303

Contract Admin. E-mail: 

Transportation Information:

Will the Contractor staff transport DOR Applicants/Clients? ☑ Yes ☐ No
If yes, will the contractor transport:

Up to 7 clients in the same vehicle at a time? ☑ Yes ☐ No
8-15 clients in the same vehicle at a time? ☑ Yes ☐ No
16 or more clients in the same vehicle at a time? ☐ Yes ☐ No

If yes, a current certificate of insurance naming Department of Rehabilitation as additionally insured must be submitted by the Cooperative Agency before General Services will approve the contract.

Contract Terms:

THIS IS A:
☐ One (1) year contract
☑ New three (3) year contract

Contract Approvals:

The following persons have reviewed and approved the attached contract draft:
Partner Agency Program Contract Administrator ☑
DOR District Administrator ☐

3/6/20148:24 AM Rev 11-12
Nevada Joint Union High School District

Program Budget and Match Summary
July 1, 2014 - June 30, 2017

<table>
<thead>
<tr>
<th></th>
<th>FY 7/1/2014 to 6/30/2015</th>
<th>FY 7/1/2015 to 6/30/2016</th>
<th>FY 7/1/2016 to 6/30/2017</th>
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<tbody>
<tr>
<td>TOTALS</td>
<td>$87,650</td>
<td>$87,650</td>
<td>$87,650</td>
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<tr>
<td>DOR PROGRAM COSTS</td>
<td></td>
<td></td>
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<tr>
<td>(From DOR Program Budget)</td>
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<td></td>
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<tr>
<td>TOTAL PAYMENT BY DOR TO CONTRACTOR</td>
<td>$135,353</td>
<td>$135,353</td>
<td>$135,353</td>
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<tr>
<td>(From Service Budget)</td>
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<td></td>
</tr>
<tr>
<td>TOTAL FEDERAL COSTS</td>
<td>$223,003</td>
<td>$223,003</td>
<td>$223,003</td>
</tr>
<tr>
<td>Certified Match (If applicable)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Total Federal Share</td>
<td>$0</td>
<td>$0</td>
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</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Cash Match (If applicable)</td>
<td>$47,500</td>
<td>$47,500</td>
<td>$47,500</td>
</tr>
<tr>
<td>21.3%</td>
<td>21.3%</td>
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<tr>
<td>Total Federal Share</td>
<td>$175,505</td>
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<tr>
<td>78.7%</td>
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<tr>
<td>TOTAL STATE MATCH</td>
<td>$47,500</td>
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<td>$47,500</td>
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</table>

Cooperative agency certified match expenditure and cash match expenditure must be from non-federal funds and cannot be used to draw down other federal funds. The cash match expenditure must equal at least 21.3% of the designated share and the certified match expenditure must equal at least 25% of the designated share.

This Section For DOR Use Only

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Certified match minimum contribution amount at 25%</td>
<td>$74,334</td>
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<tr>
<td>Cash match minimum contribution amount at 21.3%</td>
<td>$47,500</td>
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<td>$47,500</td>
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# DOR Program Budget

**July 1, 2014 - June 30, 2017**

<table>
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<tr>
<th>ITEM</th>
<th>FTE EXPENDITURE</th>
<th>FY 7/1/2014 to 6/30/2015</th>
<th>FY 7/1/2015 to 6/30/2016</th>
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<tr>
<td>Rehabilitation Team Unit</td>
<td>Units</td>
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<td>0.50</td>
<td>0.50</td>
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<tr>
<td>1 FTE = $110,377</td>
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<td>$55,189</td>
<td>$55,189</td>
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<tr>
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<td>32,461</td>
<td>32,461</td>
<td>32,461</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td></td>
<td><strong>$87,650</strong></td>
<td><strong>$87,650</strong></td>
<td><strong>$87,650</strong></td>
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</table>

**Case Service Contract(s):**

- $0
- $0
- $0
- $0
- $0
- $0
- $0

**TOTAL DOR PROGRAM COST**

- $87,650
- $87,650
- $87,650
## CONTRACT COMPARISON SHEET

**Contractor:** Nevada Joint Union High School District

### Program Goals

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Unduplicated Clients</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
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<td>Applicants</td>
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<td>40</td>
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<td>IPE's Developed</td>
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<td>Successful Closures</td>
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<td>18</td>
<td>18</td>
<td>18</td>
<td>2</td>
<td>95</td>
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### Services to be Provided

#### Service Goals:

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<tr>
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<th></th>
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<th></th>
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<tr>
<td>Transition Voc Eval</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
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<td>Voc Inst. (Emp Prep)</td>
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<td>Work Experience</td>
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<td>10</td>
<td>11</td>
<td>12</td>
<td>-27</td>
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<td>Job Dev/Place/Follow</td>
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<td>35</td>
<td>35</td>
<td>35</td>
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<td>105</td>
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<td>NSE Job Coaching</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Successful closures</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>3</td>
<td>54</td>
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### Total Budget Category Costs

#### Budgets

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Rehabilitation Team FTE</td>
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<td>0.50</td>
<td>0.50</td>
<td>0.50</td>
<td>0.00</td>
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<tr>
<td>Rehabilitation Team Cost</td>
<td>$55,189</td>
<td>$55,189</td>
<td>$55,189</td>
<td>$55,189</td>
<td>$ -</td>
<td>$165,565.50</td>
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<tr>
<td>Case Services Dollars</td>
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<td>$32,461</td>
<td>$32,461</td>
<td>$ -</td>
<td>$97,383.00</td>
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<tr>
<td>Case Service Contracts</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>$135,353</td>
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<td>Cert Expense Total</td>
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<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Total Contract</td>
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<td>$223,003</td>
<td>$223,003</td>
<td>$223,003</td>
<td>$ -</td>
<td>$669,007.50</td>
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<tr>
<td>Cash Match Total</td>
<td>$47,500</td>
<td>$47,500</td>
<td>$47,500</td>
<td>$47,500</td>
<td>$ -</td>
<td>$142,500.00</td>
</tr>
</tbody>
</table>

If you have substantial changes, please explain:
SCOPE OF WORK

I. Introduction

The NJUHSD Transition Partnership Program (TPP) is designed to jointly serve the mutual clients of the Northern Sierra District Department of Rehabilitation (DOR) and the Nevada Joint Union High School District (NJUHSD) through the combining of resources and a system of cooperative service delivery.

The following high school sites in NJUHSD are served under this cooperative contract: Nevada Union High School, Bear River High School, Park Avenue Alternative Education, Adult Education, North Point Academy, Ghidotti Early College High School, and NU Tech. Students enrolled in the district's Adult Transition Program (NUSTEP) may also be referred under this contract.

This program will also identify graduates of the NJUHSD who would benefit from employment services. These clients will work directly with the program's Job Development personnel to develop the skills necessary for entry level employment.

Students with significant disabilities may be referred to DOR in junior or senior year of high school, the year prior to exiting or after graduation. TPP services will be provided in the final year(s) of high school and in post-secondary settings through completion of the Individualized Plan for Employment (IPE).

TPP staff from NJUHSD will work closely with the DOR Counselor throughout the referral, eligibility, planning, and follow-up processes to ensure coordinated services leading to successful employment outcomes. Cooperative processes include: sharing of pertinent TPP student/client information to assist in evaluation and planning; collaborative intake and planning meetings; linkages to school-based vocational training programs and other support resources for in-school TPP student/clients; and follow-up services for post-secondary TPP student/clients to support training and employment goals.
For fiscal year 2014-2015, a total of 70 unduplicated TPP student/clients will receive services through this cooperative contract. As a result of services provided through this contract, it is expected that DOR will:
OPEN 40 new cases
DEVELOP 35 new Individual Plans for Employment (IPE)
CLOSE 18 cases successfully

For fiscal year 2015-2016, a total of 70 unduplicated TPP student/clients will receive services through this cooperative contract. As a result of services provided through this contract, it is expected that DOR will:
OPEN 40 new cases
DEVELOP 35 new Individual Plans for Employment (IPE)
CLOSE 18 cases successfully

For fiscal year 2016-2017, a total of 70 unduplicated TPP student/clients will receive services through this cooperative contract. As a result of services provided through this contract, it is expected that DOR will:
OPEN 40 new cases
DEVELOP 35 new Individual Plans for Employment (IPE)
CLOSE 18 cases successfully

II. Services to be Provided: TPP COOP Transition Services

The term "TPP Coop Transition Services" means a coordinated set of activities for a TPP student/client, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation ultimately resulting in gainful employment in an integrated environment.

The coordinated set of activities shall be based upon the individual TPP student/client needs, taking into account the student's preferences and interests as well as DOR IPE goals and objectives, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The following vocational rehabilitation services are designed to be provided under the auspices of a DOR third-party cooperative agreement, and
individualized to each TPP student/client needs and IPE. These services are not services that are certified by DOR or otherwise CARF accredited.

1. Description of Services

a. Transition Vocational Evaluation (TVE)
Transition Vocational Evaluation services provide an individualized, timely, and systematic process by which a TPP student/client seeking employment learns to identify strengths, barriers to employment, as well as viable vocational options and develop employment goals and objectives. TVE includes an analysis of the TPP student/client's prior work experience and transferable skills. Published assessments may include career aptitude, career interest, career skills and interest inventory assessments. Actual work sites may also be used to conduct the evaluation and may include simulated work trials, the opportunity to conduct work activity with paid wages, job exploration, job shadowing, and volunteer activities. Reporting of completed assessments, findings, and recommendations will be provided to the referring DOR Counselor.

b. Vocational Instruction (Employment Preparation)
Classroom and/or community based instruction with a vocational rehabilitation focus. This instruction can be provided as a class, in a group or individually with curricular supports. This secondary school instruction is intended to support both pre-plan and plan activities, goals and objectives and will typically be provided until the student exits the secondary school system. Services will be in concert with the DOR IPE, once it is developed. Activities may include instruction regarding techniques for obtaining and maintaining employment, such as:
- Interviewing techniques
- Resume development
- Application preparation
- Appropriate work behaviors
- Relevant work practices
- Appropriate grooming and hygiene
- Assistance learning the impact of employment on a TPP student/client’s disability and benefits

Reporting on employment preparation activities will be provided to the assigned DOR counselor.
c. Work Experience (Community Experience)
Work experience includes short term placements both on and off campus and involves monitoring the TPP student/client's performance in the work environment. Work experience may include paid/unpaid internships, paid/unpaid employment, summer work experience, work exploration and job shadowing. TPP student/clients may participate in more than one work experience situation. Work experiences are intended to be temporary placements to gain experience in the workplace. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, and accuracy as well as some limited occupational skills. Any paid or non-paid work experience activities will be in compliance with the Department of Labor regulations. Work Experience supervisors will evaluate the TPP student/clients and submit written reports to the DOR counselor on a monthly basis.

d. Job Development, Placement and Follow-up
Assist job ready TPP student/clients, both in school and out-of-school, obtain employment in the community by identifying specific job openings that are appropriate for each TPP student/client. Assisting in placing the TPP student/client in the job, orient the TPP student/client to the job, and identify specific ongoing support and resource needs. Activities include:
- Contacting employers and building networks to develop and/or identify job opportunities
- Work site analysis, as needed
- Job site consultation to identify or modify barriers
- Negotiating job carving or other job accommodations
- Maintaining an organized system of current job openings
- Assisting TPP student/clients to find jobs which match their IPE goal
- Building student/DOR client knowledge of their employment, such as:
  - Job description
  - Name of immediate supervisor
  - Responsibilities of the employee
  - Wage payment practices
  - Benefits
  - Conflict resolution procedures
  - Health and safety practices
- A limited amount of contact with the TPP student/client and/or their employer post-placement to ensure job satisfaction.
e. Non-Supported Employment (NSE) Job Coaching
NSE Job coaching includes individual client assistance and support on or off-the-job in activities that are employment-related and needed to promote job adjustment and retention. Services depend upon individual client need. Activities include:
- Job orientation
- Job destination/transportation training
- Teaching job tasks
- Supervision at the worksite
- Coworker/supervisor consultation
- Assistance with integrating into the work environment or with changes in the work environment
- Assistance with public support agencies
- Family and residential provider consultation
- Ongoing contact with the TPP student/client and/or employer to ensure continued job satisfaction

2. Service Outcomes/Number to be served

During fiscal year 2014/2015, it is expected that there shall be:

- 40 TPP student/clients who receive Transition Vocational Evaluation services.
- 40 TPP student/clients who receive Preplan and Plan Vocational Instruction (Employment Preparation) services.
- 10 TPP student/clients who receive Work Experience services.
- 35 TPP student/clients who receive Job Development, Placement, and Follow-up services consistent with the IPE goal;
- 18 successful DOR closures consistent with the IPE goal
- 6 TPP student/clients who receive Non-supported Employment Job Coaching services.

During fiscal year 2015/2016, it is expected that:

- 40 TPP student/clients who receive Transition Vocational Evaluation services.
- 40 TPP student/clients who receive Preplan and Plan Vocational Instruction (Employment Preparation) services.
- 11 TPP student/clients who receive Work Experience services.
• 35 TPP student/clients who receive Job Development, Placement, and Follow-up services consistent with the IPE goal;
• 18 successful DOR closures consistent with the IPE goal
• 6 TPP student/clients who receive Non-supported Employment Job Coaching services.

During fiscal year 2016/2017, it is expected that:

• 40 TPP student/clients who receive Transition Vocational Evaluation services.
• 40 TPP student/clients who receive Preplan and Plan Vocational Instruction (Employment Preparation) services.
• 12 TPP student/clients who receive Work Experience services.
• 35 TPP student/clients who receive Job Development, Placement, and Follow-up services consistent with the IPE goal;
• 18 successful DOR closures consistent with the IPE goal
• 6 TPP student/clients who receive Non-supported Employment Job Coaching services.

III. Contract Administrator/Program Coordinator

<table>
<thead>
<tr>
<th>Department of Rehabilitation</th>
<th>NJUHSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfonso Nguyen</td>
<td>Beth Moore</td>
</tr>
<tr>
<td>721 Capital Mall</td>
<td>11645 Ridge Rd</td>
</tr>
<tr>
<td>Sacramento, CA 95814</td>
<td>Grass Valley, CA 95945</td>
</tr>
<tr>
<td>(916) 558-5307</td>
<td>(530) 273-4431 x2071</td>
</tr>
<tr>
<td>Fax: (916) 558-5303</td>
<td>Fax: (530) 274-8953</td>
</tr>
<tr>
<td>Email: <a href="mailto:aknguyen@dor.ca.gov">aknguyen@dor.ca.gov</a></td>
<td>Email: <a href="mailto:bmoore@njuhsd.com">bmoore@njuhsd.com</a></td>
</tr>
</tbody>
</table>

IV. Linkages to Other Community Agencies
The NJUHSD TPP maintains informal linkages and collaborative relationships with numerous community agencies including:
• Nevada County One Stop Business and Career Center
• 49er ROP
• FREED Center for Independent Living
• Employment Development Department (EDD)
• NCSOS Foster Youth Independent Living Program
• Social Security Administration
• Nevada County Mental Health
• Neighborhood Center of the Arts (NCA)
• Achieve Independent Milestones (AIM) and Associates
• In Home Support Services (IHSS)
• Investment Act and Welfare to Work Programs
• Nevada County Chamber of Commerce
• Sierra Community College
• Read Up! Literacy Service
• Community Recovery Resources (CoRR)
• Alta California Regional Center
• PRIDE Industries supported and sheltered employment programs
• WorkAbility I

These linkages serve to clarify and coordinate the provision of services to mutual TPP student/clients. TPP staff in cooperation with the DOR Counselor will make referrals to appropriate agencies for support services.

V. In Service Training

NJUHSD TPP staff and DOR staff will be cross-trained in the other agency’s mission, services, procedures, and professional approach through quarterly meetings of all contract partners. Other agencies, as mutually identified, will participate in cross-training with contract partners.
I. Contract Monitoring and Reporting

The TPP Program Manager shall monitor the contract by:

- Submitting the completed monthly DOR 801B (service invoice) on a quarterly basis and a monthly list of TPP student/clients served to the DOR Contract Administrator
- Ensuring personnel activity reports or time allocation documents are prepared and maintained by contract staff in accordance with the appropriate OMB circular and reflect accurate reporting.
- Submitting personnel activity reports or other time allocation documents per request by DOR Contract Administrator
- Regularly communicating with DOR Rehabilitation Manager and Contract Administrator about program progress
- Meet on a quarterly basis with DOR Contract Administrator, Rehabilitation Team, and TPP staff to discuss contract progress
- Ensure about TPP student/clients participation in service activities and providing the assigned DOR counselor with monthly progress reports for the graduated TPP student/client and quarterly progress report for the in-school TPP student/clients.
- Utilizing the Contractor Self Assessment tool on an annual basis to ensure contract compliance

II. Transportation

The transportation of TPP applicants and student/clients shall be provided by NJUHSD TPP staff as needed for the delivery of contract services. Current proof of district general liability insurance will be maintained by NJUHSD.
Hi Faith,
Keeping the dues for the NC School Board Trustees Association at $100 is good for us. Please express our appreciation for continuing to keep costs low at this time!
Louise Johnson
Superintendent
Nevada Joint Union High School District
2013/2014
CERTIFICATION
TEMPORARY ATHLETIC TEAM COACHES

TO STATE BOARD OF EDUCATION:

Title 5, California Code of Regulations, Section 5594, requires:

By April 1, of each year, each local governing board shall certify to the State Board of Education that the provisions of Section 5593 have been met.

LOCAL SCHOOL BOARD CERTIFICATION:

I hereby certify that Nevada Joint Union High School District has met the conditions set forth in Title 5, Sections 5593 and 5594

Annual certifications submitted to the Board of Trustees on March 13, 2013:

Katy Schwarz, Board President

Nevada Joint Union High School District
Board of Trustees

March 12, 2014
Date

Return to: State Board of Education
Department of Education
1430 N Street
Sacramento, CA 95814

cc to: County Superintendent of Schools
5593. Temporary Athletic Team Coach Qualifications and Competencies.

This section applies to any person serving at any grade level as a temporary athletic team coach.

(a) The district shall determine whether a temporary athletic team coach is knowledgeable and competent in the areas of:
   (1) Care and prevention of athletic injuries, basic first aid and emergency procedures;
   (2) Coaching techniques;
   (3) Rules and regulations in the athletic activity being coached; and
   (4) Child or adolescent psychology, whichever is appropriate to the grade level of the involved sports activity.

(b) The district shall establish a temporary athletic team coach's qualifications in each of the below specified four competency areas.
   (1) Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures as evidenced by one or more of the following:
      (A) Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card; or
      (B) A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation CPR card; or
      (C) A valid Emergency Medical Technician (EMT) I or II card; or
      (D) A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA); or
      (E) The person has had practical experience under the supervision of an athletic coach or trainer, or has assisted in team athletic training and conditioning, and has both valid CPR and first aid cards.
   (2) Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:
      (A) Completion of a college course in coaching theory and techniques; or
      (B) Completion of in-service programs arranged by a school district or a county office of education; or
      (C) Prior service as a student coach or assistant athletic coach in the sport or game being coached; or
      (D) Prior coaching in community youth athletic programs in the sport to be coached; or
      (E) Prior participation in organized competitive athletics at high school level or above in the sport to be coached.
   (3) Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules and, at the high school level, regulations of the CIF.
   (4) Knowledge of child or adolescent psychology as it relates to sports participation as evidenced by one or more of the following:
      (A) Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions; or
      (B) Completion of a seminar or workshop on human growth and development of youth; or
      (C) Prior active involvement with youth in a school or community sports program.

(c) The school district superintendent may waive compliance with any one or more of the competencies described in subsection (a) provided that the person is enrolled in a program leading to acquisition of a competency. Until the competencies are met, the prospective coach shall serve under the immediate supervision of a fully qualified temporary athletic team coach.
5594. Local Board Certification of Athletic Coaches.

At the first regular board meeting or within 30 days after selection of a temporary athletic team coach, whichever is sooner, the district superintendent shall certify to the local board of trustees that the provisions in Section 5593 have been met. The board shall, by April 1 of each year, certify to the State Board of Education that the provisions of Section 5593 have been met. Said certification form shall be prescribed by the State Department of Education.
ITEM "J"

DISCUSSION/ACTION ITEMS
To: Board of Trustees

From: Karen Suenram, Assistant Superintendent-Business Services

Date: March 12, 2014

Subject: Independent Citizens' Bond Oversight Committee for Measure A

Background
On March 5, 2002, the electorate of the Nevada Joint Union High School District approved a $15 million general obligation bond to repair local school classrooms and buildings. The bond was approved based on the provisions of Proposition 39 (2000) which amended the California Constitution to provide for passage of school bonds with a 55% approval of the electorate.

Also included with the provisions of Proposition 39 is the requirement for the School District to establish and appoint members to an Independent Citizens' Oversight Committee. The purpose of the Committee is to inform the public concerning expenditure of bond revenues and to actively review and report on the proper expenditure of taxpayers' money for school construction.

Since the passage of the bond in 2002, the Committee has met quarterly and has regularly and actively reviewed documentation on the proper expenditure of taxpayers' money for school construction. The Committee has also received and reviewed copies of the annual, independent performance audit as required by the California Constitution. Current members of the Committee include:

| Mike Bratton, Clerk | Representing an active business organization representing the business community located within the district. |
| Lorraine Plagge, Chair | Representing an appointment without regard to activities or affiliations. |
| Trish Gerving | Representing an appointment without regard to activities or affiliations. |
| Dottie Kelley | Representing both a Parent of a student enrolled in the district and active in parent-teacher organization. |
| Sue Cook Norrell | Representing a Senior Citizen's Organization. |

*Action Item No. 1* Attached for Board and public review, are the most recent expenditure statements received and reviewed by the Committee on February 11, 2014. Also attached is the Independent Accountant’s Report for the 2013-2014 fiscal year as prepared by Perry-Smith, Accountants.
Bond Oversight Committee Representative, Sue Cook Norrell will be present to discuss the Committee's findings with the Board and public.

*Action Item No. 2* In consultation with legal counsel, it has been determined that the duties of the Independent Citizens' Bond Oversight Committee are now essentially complete. On behalf of the District, the services of the past and current members of this committee are greatly appreciated. Each representative has dedicated countless hours of service on behalf of the community to the oversight of the 2002 General Obligation Funds.

Presented for the Board's consideration is a Resolution to Disband the Independent Citizens' Bond Oversight Committee due to Completion of Duties.

*Action Item No. 3* The Building Fund No. 21 (GO bonds), and the County School Facilities Fund No. 35 (State Matching funds) were both used to account for the projects. The District completed over $30,000,000 in projects during the life of the Independent Citizens' Bond Oversight Committee. There is a residual balance from the bond-related projects of approximately $32,758 in Fund 21; and $5,297 in Fund 35 for a total of $38,055.

The Resolutions to Transfer funds will allow for the transfer the residual balance of $38,055 to the Special Reserve for Capital Projects Fund 40 with the following Board-approved assignments:

- Bear River Aquatics Center $12,364
- Bear River Auditorium 8,437
- NU Modernization $17,254

**Estimated Costs and Funding Sources**
N/A

**Recommendation**

*Action Item No. 1* Accept report from Independent Citizens' Bond Oversight Committee and Independent Accountant's Report.

*Action Item No. 2* Approve Resolution to Disband the Independent Citizens' Bond Oversight Committee Due to Completion of Duties.

*Action Item No. 3* Approve Resolution to Transfer Funds as described above.
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**FUNDING SOURCES**

- **BOND**: 2,972,284, 3,492,226, 3,400,511, 125,604, 111,866, 142,629, 2,883,220, 107,605, 7,796, 5,500, 6,902, 3,624, 3,394,147, 12,364, 97.15%
- **STATE FUNDS**: -
- **LOCAL FUNDS**: -
- **BEAR RIVER PARK AND REC DEPT**: -
- **DEVELOPER FEES**: 14,912, 443,412, 260,161, 273,906, 13,745, 3,227, 77,512, 260,161, -

**NOTE**: REVISED BUDGET REFLECTS APPARENT LOW BID OF 7-1-04
### BEAR RIVER HIGH SCHOOL PERFORMING ARTS CENTER
#### YTD ACTUAL 12-31-13 vs. BUDGET

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<td>8,422</td>
<td>8,422</td>
<td>8,422</td>
<td>8,422</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Added Value Change Orders 5.27%</td>
<td>54,655</td>
<td>54,655</td>
<td>54,655</td>
<td>54,655</td>
<td>54,655</td>
<td>54,655</td>
<td>54,655</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other Construction Costs 10,600</td>
<td>54</td>
<td>1,684</td>
<td>-</td>
<td>1,694</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,694</td>
<td>0</td>
<td>100.00%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspections 94,050</td>
<td>102,986</td>
<td>104,720</td>
<td>39,000</td>
<td>62,200</td>
<td>2,730</td>
<td>0</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous Materials removal/inspections 73,920</td>
<td>128,414</td>
<td>128,414</td>
<td>89,762</td>
<td>37,164</td>
<td>0</td>
<td>100.00%</td>
<td></td>
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</tr>
<tr>
<td>Mitigate lead soil 258,000</td>
<td>343,000</td>
<td>341,111</td>
<td>37,493</td>
<td>798,717</td>
<td>4,801</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Site Survey 7,762</td>
<td>7,762</td>
<td>7,762</td>
<td>7,762</td>
<td>7,762</td>
<td>0</td>
<td>100.00%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Geotechnical / Geohazard 4,204</td>
<td>4,204</td>
<td>3,919</td>
<td>3,919</td>
<td>0</td>
<td>0</td>
<td>100.00%</td>
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</tr>
<tr>
<td>Constructibility review/estimates 10,000</td>
<td>10,864</td>
<td>10,864</td>
<td>10,864</td>
<td>10,864</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Consultants 3,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>0</td>
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<tr>
<td>Construction Testing 42,750</td>
<td>42,750</td>
<td>42,953</td>
<td>3,850</td>
<td>39,745</td>
<td>347</td>
<td>0</td>
<td>100.00%</td>
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<td></td>
</tr>
<tr>
<td>Labor Compliance (5 of 1%) 21,390</td>
<td>21,390</td>
<td>21,390</td>
<td>21,390</td>
<td>21,390</td>
<td>0</td>
<td>100.00%</td>
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<td></td>
</tr>
<tr>
<td>Data / Technology 13,000</td>
<td>13,000</td>
<td>13,000</td>
<td>1,778</td>
<td>14,922</td>
<td>1,981</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Permits &amp; Fees 31,303</td>
<td>31,303</td>
<td>31,303</td>
<td>31,303</td>
<td>31,303</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Sound, Lighting &amp; Video 4,600</td>
<td>4,600</td>
<td>4,600</td>
<td>4,600</td>
<td>4,600</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Misc 27,836</td>
<td>27,836</td>
<td>27,836</td>
<td>27,836</td>
<td>27,836</td>
<td>0</td>
<td>100.00%</td>
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</tr>
<tr>
<td>Contingency 263,227</td>
<td>263,227</td>
<td>263,227</td>
<td>263,227</td>
<td>263,227</td>
<td>0</td>
<td>100.00%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less contingency used (263,227)</td>
<td>263,227</td>
<td>263,227</td>
<td>263,227</td>
<td>263,227</td>
<td>0</td>
<td>100.00%</td>
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<tr>
<td>Contingency Remaining 15,719</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>100.00%</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>TOTAL EXPENSES 4,520,044</td>
<td>6,106,720</td>
<td>6,132,841</td>
<td>166,900</td>
<td>272,593</td>
<td>1,909,872</td>
<td>3,819,253</td>
<td>290,794</td>
<td>859</td>
<td>62,958</td>
<td>1,795</td>
<td>9,968</td>
<td>8,125,404</td>
<td>8,437</td>
<td>99.83%</td>
<td></td>
</tr>
</tbody>
</table>

### FUNDING SOURCES

**BOND**

| 4,255,332 | 4,255,332 | 4,324,116 | 466,960 | 225,000 | 1,111,153 | 2,708,981 | 50,000 | 0 | 20,941 | 1,795 | 9,968 | 4,306,079 | 8,437 |

**SALE OF BEAR RIVER EDU-S General**

| 35,000 | 35,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35,000 |

**STATE FUNDS**

| - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0 |

**DEVELOPER FEES - mitigate lead soil**

| 230,000 | 230,000 | 65,111 | 37,493 | 798,717 | 4,901 | - | - | - | - | - | - | - | 230,000 |

**SALE OF BEAR RIVER EDU-S over bid**

| 14,912 | 1,912 | 637,788 | 630,814 | 215,963 | 280,794 | 34,027 | 0 | 0 | 0 | 0 | 0 | 0 | 530,714 |

**SALE OF BEAR RIVER EDU-S - green room**

| 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 399,800 | 0 |

**DEVELOPER FEES - green room**

| 4,520,044 | 6,106,720 | 6,132,841 | 166,900 | 272,593 | 1,909,872 | 3,819,253 | 280,794 | 859 | 62,958 | 1,795 | 9,968 | 8,125,404 | 8,437 | 99.83% |

NOTE: REVISED BUDGET REFLECTS APPARENT LOW BID OF 7-1-04
REVISED BUDGET REFLECTS ADD'L LEAD SOIL MITIGATION
<table>
<thead>
<tr>
<th>DATE</th>
<th>VENDOR</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
<th>YTD EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nevada Union High School--Phase IID (J &amp; A Wings, Theater)</td>
<td>Theater Renovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Management System</td>
<td>Environmental Systems, Inc.</td>
<td>NU Energy Management System $53,738.00</td>
<td>$53,738.00</td>
</tr>
</tbody>
</table>

**TOTAL PROJECT COST: FISCAL YEAR TO DATE**

$53,738.00

**TOTAL NU MOD PROJECT YEAR TO DATE**

$56,738.00
# PROJECT STATUS REPORT - BEAR RIVER AQUATICS CENTER

<table>
<thead>
<tr>
<th>Report Date</th>
<th>12/31/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Project Cost</td>
<td>2,972,284</td>
</tr>
<tr>
<td>Revised Project Cost per bids</td>
<td>3,435,226</td>
</tr>
<tr>
<td>Revised Project/Arsenic Impacted Soil</td>
<td>3,492,226</td>
</tr>
<tr>
<td>Final Revised Budget</td>
<td>3,408,511</td>
</tr>
</tbody>
</table>

## Synopsis of project activity for quarter
Please see attached facility report

## Issues / Comments
Project bids were opened July 1, 2004

| % of Project Completed | 100.00% |
| % of Project Spent     | 97.19%  |

| Original Completion Date | Fall 2005 |
| Revised Completion Date  | May, 2006 |
| Actual / Projected Completion Date | |
| # of Day Ahead (Behind)  | (60.00)   |

**Notice Of Completion Filed August 25, 2006**

Explanations:
Received clearance from DTSC—Notice to Proceed Issued
Project delayed due to late DTSC clearance


## PROJECT STATUS REPORT - NEVADA UNION H.S. MOD PHASE IID

<table>
<thead>
<tr>
<th>Report Date</th>
<th>12/31/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Project Budget</td>
<td>1,369,233</td>
</tr>
<tr>
<td>Revised Project Budget 3/16/2011</td>
<td>2,028,579</td>
</tr>
</tbody>
</table>

**Synopsis of project activity for quarter**

Please see attached facility report

**Issues / Comments**

**% of Project Completed**

100.00%

**% of Project Spent**

100.04%

<table>
<thead>
<tr>
<th>Original Completion Date</th>
<th>Aug-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised Completion Date</td>
<td>Nov-11</td>
</tr>
<tr>
<td>Actual / Projected Completion Date</td>
<td>Aug-13</td>
</tr>
<tr>
<td># of Day Ahead (Behind)</td>
<td></td>
</tr>
</tbody>
</table>

**Explanations:**

*Project Scope Expanded into Summer 2011 to include J-Wing Interior and Theater*
**PROJECT STATUS REPORT - BEAR RIVER PERFORMING ARTS BUILDING**

<table>
<thead>
<tr>
<th>Report Date</th>
<th>12/31/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Project Budget</td>
<td>4,520,044</td>
</tr>
<tr>
<td>Revised Project Budget per bids</td>
<td>5,292,730</td>
</tr>
<tr>
<td>Revised Project Budget/Lead Impacted Soil</td>
<td>6,135,730</td>
</tr>
<tr>
<td>Final Revised Budget</td>
<td>6,133,841</td>
</tr>
</tbody>
</table>

**Synopsis of project activity for quarter**

- Please see attached facility report

**Issues / Comments**

- Mitigating lead soil is the additional $593,000 to budget
- Increase soil mitigation to $843,000

<table>
<thead>
<tr>
<th>% of Project Completed</th>
<th>99.83%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Project Spent</td>
<td>99.83%</td>
</tr>
</tbody>
</table>

**Original Completion Date**

- Fall 2005

**Revised Completion Date**

- July, 2006

**Actual / Projected Completion Date**

- # of Day Ahead (Behind) (51.00)

**Notice Of Completion Filed August 25, 2006**

**Explanations:**

Rain delay=51 days
NEVADA JOINT UNION HIGH SCHOOL DISTRICT
MEASURE A GENERAL OBLIGATION BONDS
PERFORMANCE AUDIT
For the Year Ended June 30, 2013

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OBLIGATION BONDS ................................................................. 2

PERFORMANCE AUDIT:

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SCOPE .............................................................................. 4

METHODOLOGY .................................................................. 4

CONCLUSIONS .................................................................... 4
INDEPENDENT AUDITOR'S REPORT

Board of Trustees and
Independent Citizens’ Bond Oversight
Committee for Measure A
Nevada Joint Union High School District
Grass Valley, California

We have conducted a performance audit of the Nevada Joint Union High School District (the “District”) Measure A General Obligation Bond funds for the year ended June 30, 2013.

We conducted our performance audit in accordance with Government Auditing Standards issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions, based on our audit objectives.

Our audit was limited to the objectives listed on page 4 of this report which includes determining the compliance with the performance requirements for the Proposition 39 Measure A General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for Nevada Joint Union High School District’s compliance with those requirements.

So only to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of Nevada Joint Union High School District to determine if internal controls were adequate to help ensure the District’s compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. Accordingly, we do not express any assurance on the internal control.

The results of our procedures indicated that, in all significant respects, Nevada Joint Union High School District expended Measure A General Obligation Bond funds for the year ended June 30, 2013 only for the specific projects developed by the District’s Governing Board and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

Sacramento, California
February 4, 2014

Crowe Horwath LLP
LEGISLATIVE HISTORY

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, "for the construction, reconstruction, rehabilitation or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities", upon approval by 55% of the electorate.

Education Code Section 15278 provides additional accountability measures:

1. A requirement that the school district establish and appoint members to an independent citizens' oversight committee.
2. A requirement that the school district expend bond funds only for the purposes described in Section 1(b)(3) of Article XIII A of the California Constitution, and ensuring that no funds are used for any teacher or administrative salaries or other school operating expenses.
3. A requirement to conduct an annual independent performance audit required by Section 1(b)(3)C of Article XIII A of the California Constitution.
4. A requirement to conduct an annual independent financial audit required by Section 1(b)(3)D of Article XIII A of the California Constitution.

NEVADA JOINT UNION HIGH SCHOOL DISTRICT MEASURE A GENERAL OBLIGATION BONDS

On March 5, 2002, the electorate of Nevada Joint Union High School District approved the $15 million Measure A general obligation bonds with greater than 55% of the votes in favor. The text of the ballot language was as follows:

To repair local school classrooms and buildings and obtain eligibility for state funding for construction and renovation, shall the Nevada Joint Union High School District issue $15 million of bonds at interest rates within the legal limit, provide adequate classrooms for students, acquire and construct local school sites and facilities to relieve overcrowding, appoint a citizens oversight committee, and perform annual financial and performance audits, with no proceeds used for teacher or administrator salaries or other school operating expenses?

The specific project list is provided below:

**Nevada Union High School**: The District plans to undertake the following specific capital improvements projects at the Nevada Union High School Campus:

- Repair, renovate and modernize the existing gymnasiums, locker rooms and athletic field
- Repair, renovate and modernize existing classroom facilities
- Repair, renovate and modernize existing restroom facilities
- Install a new HVAC system

**Bear River High School**: The District plans to undertake the following specific capital improvements projects at the Bear River High School Campus:

- Design and construct a new performing arts building
- Design and construct a new aquatic center

(Continued)
Sierra Foothill High School: The District plans to undertake the following specific capital improvements projects at the Sierra Foothill High School Campus:

- Repair, renovate and modernize existing classroom facilities
- Repair, renovate and modernize existing restroom facilities
- Install a new HVAC system

The above listing does not suggest any particular priority for construction amongst the proposed projects.

All bond expenditures are subject to review by a Citizens Oversight Committee which reports to the public, as provided in Education Code Section 15278 et seq.
OBJECTIVES

The objective of our performance audit was to determine that the District expended Measure A General Obligation Bond funds for the year ended June 30, 2013 only for the purposes approved by the voters and only on the specific projects developed by the District’s Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C of Article XIII A of the California Constitution.

SCOPE

The District provided to us a list of all Measure A General Obligation Bond project expenditures for the year ended June 30, 2013 (the “List”). A total of $164,848 in expenditures from July 1, 2012 through June 30, 2013 were identified.

METHODOLOGY

We performed the following procedures to the List of Measure A General Obligation Bond project expenditures for the year ended June 30, 2013:

- Interviewed District management related to controls over planning, bidding, contracting, expenditure of bond funds and financial reporting have been put in place and are working as documented.
- Documented District procedures and controls over planning, bidding, contracting, expenditure of bond funds and financial reporting.
- Performed test to determine that the District controls over planning, bidding, contracting, expenditure of bond funds and financial reporting have been put in place and are working as documented.
- Verified the mathematical accuracy of the expenditures list.
- Reconciled the list to total bond expenditures as reported by the District in the District’s audited financial statements for the year ended June 30, 2013, presented as the Building and County School Facilities Funds.
- Selected a sample expenditures totaling $85,777 from Measure A. The sample was selected to provide a representation across specific construction projects, vendors and expenditure amounts. Verified that the expenditures were for authorized projects, and were to construct, upgrade, and improve classrooms and school facilities, renovate restrooms and plumbing, upgrade electrical systems, improve student access to computers and technology, replace heating and air conditioning systems or to make health and safety improvements.

CONCLUSION

The results of our procedures indicated that, in all significant respects, Nevada Joint Union High School District expended Measure A General Obligation Bond funds for the year ended June 30, 2013 only for the specific projects developed by the District’s Governing Board and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 13-13/14

RESOLUTION OF THE BOARD OF EDUCATION OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT TO DISBAND THE BOND OVERSIGHT COMMITTEE DUE TO COMPLETION OF DUTIES

WHEREAS, the Nevada Joint Union High School District’s (“District”) Bond Measure A was approved by the voters on March 5, 2002; and

WHEREAS, the District’s Governing Board appointed members to the Independent Citizens Oversight Committee for Bond Measure A (“Oversight Committee”), in accordance with Education Code Section 15278; and

WHEREAS, the purpose of the Oversight Committee was to inform the public about the expenditure of bond proceeds; and

WHEREAS, pursuant to Education Code Section 15278 and the Oversight Committee’s Bylaws, the Oversight Committee has completed its duties; and

WHEREAS, the District’s regulations provide that the Oversight Committee may be disbanded following its review of the final performance and financial audits; and

WHEREAS, the Oversight Committee has completed its duties; and

WHEREAS, substantially all bond proceeds have been expended as of the date of the final report and projects funded by Measure A bond proceeds are complete; and

WHEREAS, to the extent there are residual bond funds remaining (i.e., nominal amounts due to, for example, interest accrual), they shall be transferred to a District account to be used for purposes consistent with the bond authorization; and

WHEREAS, in the event bonds are issued in the future, the District’s Governing Board would reestablish a Citizen’s Oversight Committee in accordance with Education Code section 15278; and

WHEREAS, the District now desires to disband the Oversight Committee in accordance with law and District regulations.

NOW THEREFORE, be it resolved by the Board of Education of the Nevada Joint Union High School District as follows:

1. That the above recitals are true and hereby adopted.

2. That the Oversight Committee has completed its duties as set forth in Education Code Section 15278 and in accordance with District regulations.
3. That substantially all Measure A bond proceeds have been expended as of the date of the final report.

4. That, in the event there are residual bond funds remaining (i.e., nominal amounts due to, for example, interest accrual), they shall be transferred to a District account to be used for purposes consistent with the bond authorization.

5. That the projects funded by Measure A bond proceeds are complete and the Oversight Committee has issued a final report.

6. That no further Measure A bonds will be issued.

7. That, in the event the District were to issue bonds in the future, the District’s Governing Board would reestablish an Oversight Committee in accordance with Education Code section 15278.

8. That the Oversight Committee shall be, and hereby is, disbanded.

9. That the District’s Governing Board hereby approves the delegation of authority and appoints the District Superintendent, or the designee of the District Superintendent, who is/are hereby authorized and directed, to take all steps necessary to effectuate the purpose and intent of this Resolution.

10. That said delegation of authority shall be valid until otherwise rescinded by the Governing Board.

11. This Resolution shall take effect upon adoption.

ADOPTED, SIGNED AND APPROVED this 12th day of March 2014.

____________________________________
President, Governing Board of the
Nevada Joint Union High School District

I, WAYNE KLAUER, Clerk of the Governing Board of Nevada Joint Union High School District, do hereby certify that the foregoing Resolution was adopted by the Governing Board of said District at a meeting of said Board held on the 12th day of March 2014, and that it was so adopted by the following vote:

AYES:_____ NOES:_____ ABSTAIN:_____ ABSENT:_____

____________________________________
Clerk, Governing Board of the
Nevada Joint Union High School District
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 14-13/14

TRANSFER OF RESIDUAL FUND BALANCE

WHEREAS, the Nevada Joint Union High School District operates the Building Fund No. 21 and the County School Facilities Fund No. 35 as defined in the California Schools Accounting Manual;

WHEREAS, the District has utilized Building Fund No. 21 to account for the 2002 Measure A Bond proceeds and expenditures for the projects associated with the 2002 Measure A;

WHEREAS, the District has utilized the County School Facilities Fund No. 35 to account for State Facilities match funding for the Modernization of Nevada Union High School and Silver Springs High School;

WHEREAS, the 2002 Measure A Bond proceeds and the State Facilities match funds for Modernization of Nevada Union High School and Silver Springs High School have been expended;

WHEREAS, there are residual balances accumulated in the Building Fund No. 21 (currently $32,758) and the County School Facilities Fund No. 35 ($5,297) from interest earnings and District fund transfers;

THEREFORE, be it resolved that the Governing Board of the Nevada Joint Union High School District transfer the residual balances (amounts are estimates—additional interest earnings will be posted) in the Building Fund No. 21 and the County School Facilities Fund No. 35 to the Special Reserve for Capital Projects Fund 40 with the follow assignments:

Bear River Aquatics $12,364  
Bear River Theater 8,437  
NU Modernization 17,254

The foregoing Resolution was passed and adopted at a regular meeting of the Board of Trustees of the Nevada Joint Union High School District on the 12th day of March 2014 by the following vote:

AYES:  

NOES:  

ABSENT:

Clerk, Board of Trustees
To: Board of Trustees

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

Date: March 12, 2014

Subject: Pacific Gas & Electric Company Commercial HVAC Quality Management Contract

Background
Pacific Gas & Electric Company (PG&E) Commercial HVAC Quality Maintenance Program ("the program") offers lucrative incentives for enrolling in a three-year air conditioning maintenance service agreement. By providing thorough, professional and timely HVAC service and filter replacement, the program will lower operating, repair and replacement costs and improve the indoor air quality and thermal comfort.

The program provides for a portion of customer maintenance cost paid directly to the enrolled HVAC contractor. Contractors receive an incentive of up to $2,355 per unit (depending on the size of the unit) to cover all initial unit inspection, tune up cost, minor repairs and testing. The program qualifies contractors and their technicians through comprehensive training. A third party vendor, Honeywell, is hired by PG&E to audit the work of HVAC contractors hired through the program.

The program will provide for maintenance to units that are currently maintained by district staff which will free time for other critical maintenance projects. Studies show that aggressive preventative maintenance of commercial HVAC systems measurably reduces the use of electricity. In addition to the potential energy savings, the District currently spends approximately $9,000 on replacement filters. The cost of the filters is included in the cost of the program.

Two local qualified contractors provided proposals to provide the program to the District. Each vendor spent two full days each completing a job walk and creating detailed inventory of the District’s HVAC units. We are recommending that the District contract with MAKI Heating and Air Conditioning, Inc., of Auburn, California. MAKI has greater experience with the program and offered a lower cost estimate than the competitor.

Estimated Costs and Funding Sources

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total cost of three-year maintenance agreement</td>
<td>$156,437</td>
</tr>
<tr>
<td>PG&amp;E incentive dollars for the program</td>
<td>$108,704</td>
</tr>
<tr>
<td>Net cost to the District (over 3 years)</td>
<td>$ 47,733</td>
</tr>
<tr>
<td>Annual Cost from Maintenance Budget</td>
<td>$ 15,911</td>
</tr>
</tbody>
</table>

The net cost to the District would be funded by the general maintenance budget—the general maintenance budget will not incur the cost of replacement filters in the amount of $9,000 as noted above.

Recommendation
Staff recommends that the Board approve a three-year Commercial Quality Maintenance Program air conditioning agreement with PG&E.

Staff recommends that the Board approve the three-year Commercial Quality Maintenance Program contracts with MAKI Heating & Air Conditioning, Inc., for Nevada Union High School, Bear River High School, Silver Springs High School, and the McCourtney Road Education Center.
Subject to your compliance with the terms of this Application, an incentive will be paid to you on the Qualified Units in four installments over a period of three (3) years, provided requirements are met:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Incentive Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>After baseline service</td>
<td>20%</td>
</tr>
<tr>
<td>End of year 1</td>
<td>25%</td>
</tr>
<tr>
<td>End of year 2</td>
<td>35%</td>
</tr>
<tr>
<td>End of year 3</td>
<td>20%</td>
</tr>
</tbody>
</table>

How to Apply

1. Meet with a Participating Contractor and prepare your Program Maintenance Plan.
2. Sign a qualifying Commercial HVAC Quality Maintenance Service Agreement with a Participating Contractor (the “Service Agreement”).
3. Sign the PG&E Commercial HVAC Quality Maintenance Program Addendum (the “Addendum”).

How to Apply

1. Read the Program Application Terms and Conditions so you understand your commitments and agreements.
2. Complete this Application. Please note you will need to refer to a copy of your PG&E bill and your HVAC Service Agreement between you and your Participating Contractor.
3. Sign and make copies of the application and all documents for your records.
4. Submit the original completed application, the Service Agreement and a copy of the Addendum. All documentation must be submitted to receive the Program Incentives. Applications will be processed on a first-come, first-served basis.

Submit to:
PG&E Commercial HVAC Quality Maintenance Program
P.O. Box 6999
Foster City, CA 94404

or
PGECommercialHVACQM@honeywell.com

About help?
Call us at 1-888-265-0007 or email at PGECommercialHVACQM@honeywell.com with questions about the application process.
Please complete all steps. Incomplete applications will be delayed.
PG&E will use the information provided below to contact you, if necessary, about your application.

**STEP 1 Account and Customer Information**

Please refer to your PG&E bill for Service ID#s.

<table>
<thead>
<tr>
<th>SERVICE OR FROM GAS ACCOUNT DETAIL</th>
<th>SERVICE ID FROM ELECTRIC ACCOUNT DETAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNT HOLDER/COMPANY NAME, as it appears on PG&amp;E bill</td>
<td></td>
</tr>
<tr>
<td>CONTACT NAME (if different from Account Holder)</td>
<td></td>
</tr>
<tr>
<td>INSTALLATION ADDRESS</td>
<td>SUITE #</td>
</tr>
<tr>
<td>CITY</td>
<td>STATE</td>
</tr>
<tr>
<td>MAILING ADDRESS (if different from Installation Address)</td>
<td>SUITE #</td>
</tr>
<tr>
<td>CITY</td>
<td>STATE</td>
</tr>
<tr>
<td>PRIMARY PHONE #</td>
<td>EMAIL ADDRESS</td>
</tr>
</tbody>
</table>

Yes, I would like to be notified by email of other PG&E programs.

**STEP 2 Business Payee Tax Information**

Required information for all applications

| Tax Status: To be completed by the person or entity receiving payment ("Payee") |
| Corporation | Partnership | Individual/Sole Proprietor | Exempt |

| Tax ID Number: Please provide EITHER your EIN/Federal Tax ID or Social Security Number in the appropriate spaces below. |
| --- | --- | --- | --- |

| EIN OR FEDERAL TAX ID | SOCIAL SECURITY NUMBER |

Tax Liability: You are urged to consult your tax advisor concerning the taxability of Incentives. Pacific Gas and Electric Company (PG&E) is not responsible for any taxes that may be imposed on your business as a result of receipt of this Incentive. Incentives are taxable if greater than $600 within one calendar year for business customers, and will be reported as income to you on IRS Form 1099 unless you have checked "Corporation" or "Exempt" tax status above.

**STEP 3 Payment Release Authorization**

Complete this section only if payment is going to someone other than the PG&E account holder in Step 1. I am authorizing this payment of my incentive to the third party ("Payee") named below and I understand that I will not be receiving the incentive check from PG&E. If "Payee" is a business, requested tax information must be provided. I also understand that my release of the payment to the third party does not exempt me from the incentive requirements outlined in this application.

AUTHORIZED BY:

PG&E ACCOUNT HOLDER (Print)

SIGNATURE |

DATE

CHECK SHOULD BE MADE PAYABLE TO:

PAYEE: INDIVIDUAL/BUSINESS NAME

PHONE # |

PAYEE MAILING ADDRESS

CITY | STATE | ZIP CODE |
STEP 4 | Service Agreement Details

Did you sign a qualifying Service Agreement with a qualified HVAC Contractor? Yes No

Please provide date the Service Agreement was signed

Please provide the contract number of the Service Agreement if applicable:

Does the signee agree to send the renewed agreements to the program mailing address on Page 2 each year? Yes No

Is the term of the signed, qualifying Service Agreement at least 3 years? Yes No

If "No", Does the signee agree and commit to renewing and providing a copy of a qualifying Service Agreement such that no lapses in contract coverage exist over the 3-year duration beginning with the signature date on the initial, qualifying Service Agreement?

Estimated Incentive Payment Contractor bringing unit to baseline: $
Estimated Incentive Payment at end of year 1: $
Estimated Incentive Payment at end of year 2: $
Estimated Incentive Payment at end of year 3: $

Incentive Payments are estimates only and are subject to change. Please see Terms and Conditions.

STEP 5 | Business Property Type Description

Select one (1) property type that best represents your business:

- Assembly
- Education: Community College
- Education: Primary School
- Education: Relocatable Classroom
- Education: Secondary School
- Education: University
- Grocery
- Health/Medical: Clinic
- Health/Medical: Hospital
- Health/Medical: Nursing
- Lodging: Hotel
- Lodging: Hotel Guest Room
- Lodging: Motel
- Manufacturing: Bio/Tech
- Manufacturing: Light Industrial
- Multiple Types
- Office: Large
- Office: Small
- Restaurant: Fast-Food
- Restaurant: Sit-Down
- Retail: Multiple-Story
- Retail: Single-Story
- Retail: Small
- Storage: Conditioned
- Warehouse: Refrigerated

STEP 6 | Customer Signature

I have read, understood, and agree to the Terms and Conditions of this form. I certify the information I have provided is true and correct and the product(s) and/or equipment for Incentive(s) are installed and operational and meets the requirements in this application. Please use blue ink.

By signing below, I certify that the improvement or installation complies with any applicable permitting requirements and, if a contractor performed the installation or improvement, the contractor holds the appropriate license for the work performed.

SIGN HERE

Signature

Name (Print)

Date
Terms and Conditions

I, the Customer, agree to the following terms and conditions ("the Agreement"):  
1. I meet the PG&E HVAC Quality Maintenance Program Incentive eligibility requirements as stated in the appropriate attachment(s) included with this Application.  
2. The information I have supplied on this Application and attachment(s) is true, correct, and complete.  
3. I have read and understand the terms and conditions of the Agreement and on the appropriate attachment(s) and agree to abide by the rules, requirements and terms set forth in this Application, the Agreement, and all attachments.  
4. If the Agreement is terminated for any reason, Pacific Gas and Electric Company (PG&E) shall not be liable to the Customer for damages or compensation of any kind.  
5. PG&E reserves the right to determine eligibility for the Incentive.  
6. PG&E MAKES NO REPRESENTATION OR WARRANTY AND DISCLAIMS ANY AND ALL LIABILITY WITH RESPECT TO QUALITY, SAFETY, PERFORMANCE, OR OTHER ASPECT OF ANY DESIGN, SYSTEM OR APPLIANCE INSTALLED OR MAINTAINED PURSUANT TO THE AGREEMENT, AND EXPRESSLY DISCLAIMS ANY SUCH REPRESENTATION, WARRANTY OR LIABILITY. CUSTOMER AGREES TO INDEMNIFY PG&E, ITS AFFILIATES, SUBSIDIARIES, PARENT COMPANY, OFFICERS, DIRECTORS, AGENTS, AND EMPLOYEES AGAINST ALL LOSS, DAMAGE, EXPENSE, FEES, COSTS, AND LIABILITY ARISING FROM ANY MEASURES INSTALLED OR MAINTAINED.  
7. Both funding and the conditions of the Incentive are subject to the jurisdiction of the California Public Utilities Commission (CPUC) and shall be subject to such changes or modifications as the CPUC may, from time to time, direct in the exercise of its jurisdiction. If there are changes in the Incentive, PG&E will endeavor, but cannot guarantee, to provide a reasonable period of time before changes go into effect.  
8. I understand that if the Incentive is modified in any way or terminated by order of any governmental entity, then the Agreement shall be revised or terminated consistent with that order.  
9. PG&E may assign the Agreement, in whole or in part, its rights and obligations hereunder, directly or indirectly, by operation of law or otherwise, without the Customer’s prior written consent, provided PG&E remains obligated for payments incurred prior to the assignment. The Customer may not assign this Agreement, in whole or in part, its rights and obligations hereunder, directly or indirectly, by operation of law or otherwise without the prior written consent of PG&E.  
10. I agree to release PG&E, its affiliates, subsidiaries, parent company, officers, managers, directors, agents, and employees from all claims, demands, losses, damages, costs, expenses, and liability (legal, contractual, or otherwise), which arise from or are in any way connected with any: (1) injury or death of persons, including but not limited to employees of PG&E, customer, or any third party; (2) injury to property or other interests of PG&E, customer, or any third party; (3) violation of local, state, or federal common law, statute, or regulation, including but not limited to environmental laws or regulations; (4) energy savings shortfall, so long as such injury, violation, or shortfall is set forth in [1]-[4] above arises from or is in any way connected with the Project, including any third party’s performance of or failure to perform the Project; however caused, regardless of any strict liability or negligence of PG&E, its officers, managers, or employees.  
11. Funding approved for this Incentive is limited and will be paid on a first-come, first-served basis to qualified customers. This Incentive offer is subject to the availability of authorized funds.  
12. To be eligible for Incentives, I agree that I have not and will not apply for or receive incentives offered by local or state entities or other utilities for measures covered under this Agreement.  
13. I understand the following Tax Liability provisions: PG&E will report Incentives greater than $600 as income to me or IRS Form 1099 unless: (1) I have marked the “Corporation” or “Exempt” tax status box on the application; or (2) I identified a different party as “Payee” in Section 2 of the application.  
14. Applicant will allow, if requested, a representative from PG&E, the California Public Utilities Commission (CPUC), or any authorized third party reasonable access to its property for all inspections, including but not limited to: (a) Post-installation equipment inspection to verify that equipment was installed according to the Service Agreement and the Addendum requirements; and (b) Post-operation testing to verify energy savings of the measures after a period of operation, if requested by PG&E; and (c) Inspection for any other reason that PG&E, in its sole discretion, deems necessary; and (d) use of Applicant’s name, Program services, and resulting energy savings in reports or other documentation submitted to PG&E or the California Public Utilities Commission.  
15. I, PG&E and/or its qualified Participating Contractor and/or consultant's review of the operation or maintenance of the Qualified Unit or energy efficiency measures shall not constitute any representation as to the economic or technical feasibility, operational capability, or reliability of the project or solutions, nor shall the applicant, in any way, make such a representation to a third party. Applicant is solely responsible for the economic and technical feasibility, operational capability and reliability of applicant’s equipment. PG&E makes no representation or warranty, whether statutory, express or implied, including, without limitation, the implied warranties of merchantability and fitness for any particular purpose, use or application of the installed product or solution.  

I understand:  

Authority: I have obtained the permission of the legal owner of the Site to perform program tasks.  

Eligibility requirements:  

- The Site where the Qualified Units are installed must be a nonresidential facility located within PG&E’s service territory.  
- Must pay the Public Purpose Program (“PPP”) surcharge, on the PG&E electric meter, where the programs tasks are performed unless otherwise exempted.  
- Must execute a 3-year Service Agreement or commit to a 1-year Quality Maintenance Service Agreement with no lapse in annual renewals over a 3-year period with a qualified Participating Contractor (an individual or firm that has an executed PG&E Commercial HVAC Program Contractor Participation Agreement).  
- Must answer the question in a Maintenance Plan which will be electronically submitted by Participating Contractor.  
- All Program Eligible Units must be maintained in a Minimum Performance Level, in accordance with the qualifying Service Agreement and the ACCA/ASHRAE/ANSI Standard 180 and program requirements.  
- Maintaining the Qualified Units at a Minimum Performance Level may require that Applicant funds additional repair.  
- Failure to maintain applicable Qualified Units at a minimum performance level will result in a pro-rata reduction of the annual Incentive payment for entering into a Service Agreement.  
- Qualified Units must not have participated in the PG&E AirCare Plus™ Program in the last 5 years.  
- In case of termination of the Service Agreement for any reason, Customer must, within one month of the termination date of the original Service Agreement, enter into a new Service Agreement with a Participating Contractor.  
- In order to receive a Rebate under this Program I understand that I must be a customer of Pacific Gas and Electric Company (PG&E) with an active electric meter serviced by PG&E. I further understand that, in addition to meeting the criteria above, I must also have an active Electric Service Agreement and Account with PG&E at the time the CM Services are rendered and completed, and must maintain an active Electric Service Agreement and Account with PG&E throughout the duration of the Service Agreement.  

Incentives:  

- Your Incentives are based on the Qualified Units included in your Service Agreement. Subsequent Incentive payments are based on the number of Qualified Units that continue to meet all eligibility requirements.  
- The Incentive amounts are calculated based on the building and Qualified Units’ characteristics factors such as the size, age, economists and number of Qualified Units per Site, and documentation provided by your Participating Contractor.  
- HVAC Quality Maintenance Energy Efficiency Tasks must be completely performed and fully operational within six (6) months to bring all applicable Qualified Units to a minimum performance level from the date that the Service Agreement was executed by Applicant and Participating Contractor to be eligible for Incentive payments. PG&E reserves the right to cease making Incentive payments, if the return of the total or prorated Incentive payments and/or terminate this Agreement if the Measure(s) and/or Treatment(s) are not completely installed and fully operational within six months.  
- PG&E will make the applicable Incentive payment to the designated payee, in four installments, only after all required and/or requested documents have been submitted to, and approved by, PG&E, and the appropriate inspection(s) of the Project or Project site have been completed in accordance with the rules set forth in the Program’s policies and procedures.  
- To be eligible for an Incentive, applications with required documentation must be received by PG&E no later than 30 calendar days following the expiration of the Program Term.  
- An Incentive check is generally mailed 6 to 8 weeks after PG&E receives a completed application including all required documentation. An incomplete application will be returned to the applicant as it cannot be processed for payment.
This addendum (the "Addendum") to the Commercial HVAC Quality Maintenance Service Agreement, which is also known as ("Service Agreement"), is made and effective as of 20 (the "Addendum Effective Date"), by and between Customer [listed in Section III] and Participating Contractor [listed in Section III],

RECITALS

WHEREAS, Customer and Participating Contractor have entered into a Service Agreement (defined below);

WHEREAS, Customer and Participating Contractor hereby desire to amend the Service Agreement so that Customer may participate in the Pacific Gas and Electric Company's (PG&E) Commercial HVAC Quality Maintenance Program (the "Program"); and

NOW, THEREFORE, in consideration of the mutual covenants and premises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

I. Definitions

In addition to those definitions set forth in these Terms and Conditions, the following capitalized terms shall have the meanings set forth below:

a. Minimum Performance Level: The Qualified Unit meets the baseline level of performance in accordance with ANSI/ASHRAE/ACCA Standard 180, other required Program tasks prescribed by Program Policies and Procedures, and the documentation provided by the Qualified Unit's manufacturer.

b. Participating Contractor: An individual or business that has an executed Program Contractor Participation Agreement that is in full force and effect in accordance with its terms, permitting the individual or business to provide HVAC maintenance and support services on Qualified Units to PG&E commercial electric customers.

c. Service Agreement: The agreement between Customer and Participating Contractor setting forth the terms and conditions under which the Participating Contractor will maintain and support the Qualified Unit(s).

d. Site: The commercial building or facility located in PG&E’s service territory that is owned or controlled by Customer.

e. Qualified Unit: A heating/ventilation/air-conditioning unit installed at the Site that is either:
   [i] a rooftop unit, or
   [ii] a split-system unit equal to or greater than three tons of cooling capacity.
   A complete description of Qualified Units is set forth in the Program Policies and Procedures.

II. Customer Conditions

Customer must satisfy all of the following conditions in order to participate in the Program and receive an incentive:

a. Pay the Public Purpose Program ("PPP") surcharge on a PG&E electric meter located at the Site where the Qualified Unit is installed.

b. Have a Service Agreement with a Participating Contractor that has a three (3)-year term which may be defined as: [i] a period of thirty-six (36) months; or [ii] a twelve (12)-month period that automatically renews for at least two (2) consecutive twelve (12)-month periods.

c. All Qualified Units eligible for inclusion in any Program incentive calculation(s) must be maintained by Customer in a functioning condition pursuant to a Service Agreement and operating at the Minimum Performance Level for a period of three (3) years.

d. All applicable measures or tasks necessary to bring each Qualified Unit up to its Minimum Performance Level must be completed within six (6) months from the Addendum Effective Date.
e. Notwithstanding (d) above, if a Service Agreement is terminated during the three (3)-year period (e.g., due to Customer's dissatisfaction with the Participating Contractor, the Participating Contractor ceases operations, etc.), Customer must engage the services of another Participating Contractor within thirty (30) days from the effective date of the termination of Customer's original Service Agreement (the "Transfer Period"). Customer acknowledges and understands that its failure to engage a new Participating Contractor prior to the expiration of the Transfer Period will result in the forfeiture of incentives under the Program.

f. Customer will allow PG&E and its contractors to access the Site and conduct inspections of the Qualified Units in accordance with ANSI/ASHRAE/ACCA Standard 180, on dates and times mutually agreed upon by Customer and PG&E or its contractor.

g. Failure to maintain a Unit at the Minimum Performance Level pursuant to a Service Agreement for a consecutive three (3)-year period will result in an automatic pro-rated reduction of the annual incentive payment available under the Program.

h. Customer must complete and submit a PG&E Commercial HVAC Quality Maintenance Program Application.

i. In order to be eligible to receive a Rebate under this Program, I understand that I must be a customer of Pacific Gas and Electric Company (PG&E) with an active electric meter serviced by PG&E. I further understand that, in addition to meeting the criteria above, I must also have an active Electric Service Agreement and Account with PG&E at the time the QM Services are rendered and completed, and must maintain an active Electric Service Agreement and Account with PG&E throughout the duration of the Service Agreement.

III. General

From and after the Addendum Effective Date, any reference to the Service Agreement contained in any notice, request, document or agreement shall be deemed to mean the Service Agreement, as amended by this Addendum. In the event of any conflict between the Service Agreement and this Addendum, this Addendum shall prevail. The Service Agreement shall remain in full force and effect in accordance with its terms, except as expressly amended by this Addendum. Each party is fully responsible for ensuring that the person signing this Addendum on that party's behalf has the requisite legal authority to do so.

WITNESS WHEREOF, the parties hereto have caused this Addendum to be executed by their duly authorized representatives as of the Addendum Effective Date.

CUSTOMER AGREED TO AND ACCEPTED BY:

PG&E CUSTOMER NAME

PG&E ELECTRIC ACCOUNT SERVICE ID#

BY: AUTHORIZED SIGNATURE DATE

PRINTED NAME TITLE

ADDRESS CITY/STATE/ZIP

PARTICIPATING CONTRACTOR AGREED TO AND ACCEPTED BY:

CONTRACTOR BUSINESS NAME

BY: AUTHORIZED SIGNATURE DATE

PRINTED NAME TITLE

ADDRESS CITY/STATE/ZIP

Both furnaces and the conditions of this Addendum are subject to the jurisdiction of the California Public Utilities Commission (CPUC) and shall be subject to such changes or modifications as the CPUC may, from time to time, direct. In the event of a jurisdictional change, if there are changes in the Addendum, PG&E may, from time to time, direct, by written notice to the customer, the furnaces to be provided under the Addendum. This Addendum is not effective until accepted by both PG&E and the customer.
Welcome to the Maki Heating & Air Conditioning Inc Customized Scheduled Service Program. This program is based on the new PG&E commercial quality maintenance program which requires the ASHRAE/ACCA standard 180 guidelines, the most comprehensive heating and cooling Scheduled Service Program available in the Placer County today. Just compare our extended checklist to any other in the H.V.A.C. field and the difference is very clear. Maki Heating & Air Conditioning Inc has been through extensive training with PG&E so we can offer this program to you. Only approved contractors can participate.

To service 65 units on a quarterly Scheduled Service Program including filters for the agreement duration of *3 years, the investment would be $23,740.67 per year for a total of $71,222.00 before rebates. Twelve quarterly payments of $5,935.17

PG&E will help you offset your proposed maintenance cost through their “Commercial Quality Maintenance Program”, because funding is limited, this program is on a first come first served basis. Once approved by PG&E, funds are guaranteed as long as the listed equipment meets the ASHRAE/ACCA standard 180 guidelines. Based on the size and age of your existing equipment, you would receive a total customer incentive of $51,935.00 broken out over a 3 year period (see table below).

$ 10,387.00 within 60 days after first Baseline visit
$ 12,984.00 at year 1
$ 18,177.00 at year 2
$ 10,387.00 at year 3

$51,935.00 total incentives are paid to you directly from PG&E in the form of 4 checks

- $ 71,880.00 3 year maintenance
- $ 51,935.00 in PG&E incentive dollars
- $ 19,287.00 net cost

The bottom line is you get a 3 year quarterly maintenance for $19,287.00! That’s an average of only $98.91 per unit for 4 visits per year!

That doesn’t even include the additional energy savings you will see on your PG&E bill due to the comprehensive nature of the PG&E Quality Maintenance Program Standard 180.

Plus, as a Maki preferred maintenance customer, you get 10% off any unexpected repair during the duration of your maintenance plan as well as priority service (not provided to phonebook call ins!).

* This agreement can be cancelled at any time. You will only receive PG&E incentive rebates based on what maintenance period you were in when the cancelation took place.

Ron Zandonai
Commercial Service Representative
CUSTOMIZED SCHEDULED SERVICE PROGRAM

Job Name: Nevada Union High School  
Job Address: 11761 Ridge Road Grass Valley, CA 95945  
Contact Person: Paul Palmer  
Billing Name:  
Billing Address:  
Billing Contact Person:  

☐ Maki Heating & Air Conditioning Inc. hereby agrees to provide H.V.A.C. services for the listed equipment as per attached equipment list.

☐ All scheduled services shall be performed as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST including ASHRAE/ACCA standard 180:
1) Replace disposable filters, or clean permanent filters during each planned maintenance visit.
2) Inspect equipment listed on equipment list as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST 4 times yearly. Any additional repairs would be performed as per our Flat Rate Pricing outline after receiving authorization from the assigned manager or owner. Contracted customers will receive PREFERRED SCHEDULING for any additional repairs or emergency service.
3) Additional items covered under this Scheduled Service Program are listed on the Special Provisions Page.
4) PG&E rebates are between Nevada Joint Union High School District and PG&E. Rebates are calculated using the PG&E incentive estimating calculator.

Cost of this Scheduled Service Program: $71,222.00 billed quarterly at $5,935.17 for 3 years

To be paid as follows:

☐ Pre-payment before Scheduled Service Program
☐ Billed following each Scheduled Service maintenance
☐ Billed 30 days after signing Scheduled Service Program

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<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
</table>

☐ Additional service dates:

☐ Scheduled service program canceled 7 days prior to service will be billed for service amount or $100, whichever is less. **CONTRACT MUST BE SIGNED WITHIN 60 DAYS TO BE VALID.**

Customer Signature ___________________________ Date ____________ Printed Name _______ P.O. # __________

In future years the Scheduled Service Program may vary slightly due to economic and equipment factors.

At Maki Heating & Air Conditioning Inc. We strive to keep these increases as low as possible.

This agreement shall stay in effect from year to year thereafter unless either customer or Maki Heating & Air Conditioning Inc. gives thirty days written notice prior to the end of the written agreement.

Maki Heating & Air Conditioning Inc. ___________________________ Date ____________

Ron Zandonap ___________________________ Printed Name _______
Welcome to the Maki Heating & Air Conditioning Inc Customized Scheduled Service Program. This program is based on the new PG&E commercial quality maintenance program which requires the ASHRAE/ACCA standard 180 guidelines, the most comprehensive heating and cooling Scheduled Service Program available in the Placer County today. Just compare our extended checklist to any other in the H.V.A.C. field and the difference is very clear. Maki Heating & Air Conditioning Inc has been through extensive training with PG&E so we can offer this program to you. Only approved contractors can participate.

To service 41 units on a quarterly Scheduled Service Program including filters for the agreement duration of *3 years, the investment would be $18,197.33 per year for a total of $54,592.00 before rebates. Twelve quarterly payments of $4,549.33

PG&E will help you offset your proposed maintenance cost through their “Commercial Quality Maintenance Program”, because funding is limited, this program is on a first come first served basis. Once approved by PG&E, funds are guaranteed as long as the listed equipment meets the ASHRAE/ACCA standard 180 guidelines. Based on the size and age of your existing equipment, you would receive a total customer incentive of $33,773.00 broken out over a 3 year period (see table below).

$ 6,755.00 within 60 days after first Baseline visit
$ 8,443.00 at year 1
$ 11,620.00 at year 2
$  6,755.00 at year 3

$ 33,773.00 total incentives are paid to you directly from PG&E in the form of 4 checks

$ 54,592.00 3 year maintenance
- $ 33,773.00 in PG&E incentive dollars
$ 20,819.00 net cost

The bottom line is you get a 3 year quarterly maintenance for $20,819.00! That’s an average of only $169.26 per unit for 4 visits per year!

That doesn’t even include the additional energy savings you will see on your PG&E bill due to the comprehensive nature of the PG&E Quality Maintenance Program Standard 180.

Plus, as a Maki preferred maintenance customer, you get 10% off any unexpected repair during the duration of your maintenance plan as well as priority service (not provided to phonebook call in’s!).

* This agreement can be cancelled at any time. You will only receive PG&E incentive rebates based on what maintenance period you were in when the cancelation took place.

Ron Zandonas
Commercial Service Representative
CUSTOMIZED SCHEDULED SERVICE PROGRAM

Job Name: Bear River High School  
Job Address: 11130 Magnolia Road Grass Valley, CA 95949  
Contact Person: Paul Palmer  
Billing Contact Person:  
Billing Name:  
Billing Address:  
Date: 11/22/2013  
Phone: (530) 273-3351  
Fax:  

☐ Maki Heating & Air Conditioning Inc. hereby agrees to provide H.V.A.C. services for the listed equipment as per attached equipment list.

☐ All scheduled services shall be performed as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST including ASHRAE/ACCA standard 180:
   1) Replace disposable filters, or clean permanent filters during each planned maintenance visit.
   2) Inspect equipment listed on equipment list as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST 4 times yearly. Any additional repairs would be performed as per our Flat Rate Pricing outline after receiving authorization from the assigned manager or owner. Contracted customers will receive PREFERRED SCHEDULING for any additional repairs or emergency service.
   3) Additional items covered under this Scheduled Service Program are listed on the Special Provisions Page.
   4) PG&E rebates are between Nevada Joint Union High School District and PG&E. Rebates are calculated using the PG&E incentive estimating calculator.

Cost of this Scheduled Service Program: $54,592.00 billed quarterly at $4,459.33 for 3 years

To be paid as follows:
☐
☐ Pre-payment before Scheduled Service Program  
☐ Billed following each Scheduled Service maintenance  
☐ Billed 30days after signing Scheduled Service Program

Jan Feb Mar Apr May Jun
Jul Aug Sep Oct Nov Dec

☐ Additional service dates:

☐ Scheduled service program canceled 7 days prior to service will be billed for service amount or $100, whichever is less. CONTRACT MUST BE SIGNED WITHIN 60 DAYS TO BE VALID.

Customer Signature Date Printed Name P.O. #

In future years the Scheduled Service Program may vary slightly due to economic and equipment factors. At Maki Heating & Air Conditioning Inc. We strive to keep these increases as low as possible. This agreement shall stay in effect from year to year thereafter unless either customer or Maki Heating & Air Conditioning Inc. gives thirty days written notice prior to the end of the written agreement.

Maki Heating & Air Conditioning Inc.

Date

Ron Zandona
Printed Name
Welcome to the Maki Heating & Air Conditioning Inc Customized Scheduled Service Program. This program is based on the new PG&E commercial quality maintenance program which requires the ASHRAE/ACCA standard 180 guidelines, the most comprehensive heating and cooling Scheduled Service Program available in the Placer County today. Just compare our extended checklist to any other in the H.V.A.C. field and the difference is very clear. Maki Heating & Air Conditioning Inc has been through extensive training with PG&E so we can offer this program to you. Only approved contractors can participate.

To service 20 units on a quarterly Scheduled Service Program including filters for the agreement duration of 3 years, the investment would be $5,960.00 per year for a total of $17,880.00 before rebates. Twelve quarterly payments of $1,490.00

PG&E will help you offset your proposed maintenance cost through their “Commercial Quality Maintenance Program”, because funding is limited, this program is on a first come first served basis. Once approved by PG&E, funds are guaranteed as long as the listed equipment meets the ASHRAE/ACCA standard 180 guidelines. Based on the size and age of your existing equipment, you would receive a total customer incentive of $13,365.00 broken out over a 3 year period (see table below).

$ 2,673.00 within 60 days after first Baseline visit
$ 3,341.00 at year 1
$ 4,673.00 at year 2
$ 2,673.00 at year 3

$ 13,365.00 total incentives are paid to you directly from PG&E in the form of 4 checks

$ 17,880.00 3 year maintenance
- $ 13,365.00 in PG&E incentive dollars
$ 4,515.00 net cost

The bottom line is you get a 3 year quarterly maintenance for $4,515.00! That’s an average of only $75.25 per unit for 4 visits per year!

That doesn’t even include the additional energy savings you will see on your PG&E bill due to the comprehensive nature of the PG&E Quality Maintenance Program Standard 180.

Plus, as a Maki preferred maintenance customer, you get 10% off any unexpected repair during the duration of your maintenance plan as well as priority service (not provided to phonebook call in’s!).

* This agreement can be cancelled at any time. You will only receive PG&E incentive rebates based on what maintenance period you were in when the cancelation took place.

Ron Zandonas
Commercial Service Representative
CUSTOMIZED SCHEDULED SERVICE PROGRAM

Job Name: Silver Springs High School  Date: 11/22/2013
Job Address: 140 Park Ave. Grass Valley, CA 95945
Contact Person: Paul Palmer  Phone: (530) 273-3351
Billing Name:  
Billing Address:  
Billing Contact Person: 
Phone:  
Fax: 

☐ Maki Heating & Air Conditioning Inc. hereby agrees to provide H.V.A.C. services for the listed equipment as per attached equipment list.

☐ All scheduled services shall be performed as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST including ASHRAE/ACCA standard 180:
1) Replace disposable filters, or clean permanent filters during each planned maintenance visit.
2) Inspect equipment listed on equipment list as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST 4 times yearly. Any additional repairs would be performed as per our Flat Rate Pricing outline after receiving authorization from the assigned manager or owner. Contracted customers will receive PREFERRED SCHEDULING for any additional repairs or emergency service.
3) Additional items covered under this Scheduled Service Program are listed on the Special Provisions Page.
4) PG&E rebates are between Nevada Joint Union High School District and PG&E. Rebates are calculated using the PG&E incentive estimating calculator.

Cost of this Scheduled Service Program: $17,880.00 billed quarterly at $1,490.00 for 3 years

☐ To be paid as follows:
☐ Pre-payment before Scheduled Service Program
☐ Billed following each Scheduled Service maintenance
☐ Billed 30 days after signing Scheduled Service Program

Jan   Feb   Mar   Apr   May   Jun
Jul   Aug   Sep   Oct   Nov   Dec

☐ Additional service dates:

☐ Scheduled service program canceled 7 days prior to service will be billed for service amount or $100, whichever is less. CONTRACT MUST BE SIGNED WITHIN 60 DAYS TO BE VALID.

Customer Signature          Date          Printed Name          P.O. #  

In future years the Scheduled Service Program may vary slightly due to economic and equipment factors. At Maki Heating & Air Conditioning Inc. We strive to keep these increases as low as possible. This agreement shall stay in effect from year to year thereafter unless either customer or Maki Heating & Air Conditioning Inc. gives thirty days written notice prior to the end of the written agreement.

Maki Heating & Air Conditioning Inc.  Date  Ron Zandona  Printed Name
A Proposal for McCourtney Road Education Center

H.V.A.C. CUSTOMIZED SCHEDULED SERVICE PROGRAM

Welcome to the Maki Heating & Air Conditioning Inc Customized Scheduled Service Program. This program is based on the new PG&E commercial quality maintenance program which requires the ASHRAE/ACCA standard 180 guidelines, the most comprehensive heating and cooling Scheduled Service Program available in the Placer County today. Just compare our extended checklist to any other in the H.V.A.C. field and the difference is very clear. Maki Heating & Air Conditioning Inc has been through extensive training with PG&E so we can offer this program to you. Only approved contractors can participate.

To service 14 units on a quarterly Scheduled Service Program including filters for the agreement duration of 3 years, the investment would be $4,028.33 per year for a total of $12,085.00 before rebates. Twelve quarterly payments of $1,007.08

PG&E will help you offset your proposed maintenance cost through their “Commercial Quality Maintenance Program”, because funding is limited, this program is on a first come first served basis. Once approved by PG&E, funds are guaranteed as long as the listed equipment meets the ASHRAE/ACCA standard 180 guidelines. Based on the size and age of your existing equipment, you would receive a total customer incentive of $9,631.00 broken out over a 3 year period (see table below).

$ 1,926.00 within 60 days after first Baseline visit
$ 2,408.00 at year 1
$ 3,371.00 at year 2
$ 1,926.00 at year 3

$ 9,631.00 total incentives are paid to you directly from PG&E in the form of 4 checks

$ 12,085.00 3 year maintenance
- $ 9,631.00 in PG&E incentive dollars
$ 2,454.00 net cost

The bottom line is you get a 3 year quarterly maintenance for $2,454.00! That’s an average of only $58.43 per unit for 4 visits per year!

That doesn’t even include the additional energy savings you will see on your PG&E bill due to the comprehensive nature of the PG&E Quality Maintenance Program Standard 180.

Plus, as a Maki preferred maintenance customer, you get 10% off any unexpected repair during the duration of your maintenance plan as well as priority service (not provided to phonebook call in’s!).

* This agreement can be cancelled at any time. You will only receive PG&E incentive rebates based on what maintenance period you were in when the cancelation took place.

Ron Zandonna
Commercial Service Representative
Maki Heating & Air Conditioning Inc.

(530) 885-3449   (530) 308-4753
www.makiair.com

CUSTOMIZED SCHEDULED SERVICE PROGRAM

Job Name: McCartney Road Education Center
Job Address: 12338 McCartney Road Grass Valley, CA 95949
Contact Person: Paul Palmer
Billing Name: 
Billing Address: 
Billing Contact Person: 

Date: 11/22/2013
Phone: (530) 273-3351
Fax: 

☐ Maki Heating & Air Conditioning Inc. hereby agrees to provide H.V.A.C. services for the listed equipment as per attached equipment list.

☐ All scheduled services shall be performed as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST including ASHRAE/ACCA standard 180:
1) Replace disposable filters, or clean permanent filters during each planned maintenance visit.
2) Inspect equipment listed on equipment list as outlined by Maki Heating & Air Conditioning Inc. SERVICE CHECKLIST 4 times yearly. Any additional repairs would be performed as per our Flat Rate Pricing outline after receiving authorization from the assigned manager or owner. Contracted customers will receive PREFERRED SCHEDULING for any additional repairs or emergency service.
3) Additional items covered under this Scheduled Service Program are listed on the Special Provisions Page.
4) PG&E rebates are between Nevada Joint Union High School District and PG&E. Rebates are calculated using the PG&E incentive estimating calculator.

Cost of this Scheduled Service Program: $12,085.00 billed quarterly at $1,007.08 for 3 years

To be paid as follows:

☐ Pre-payment before Scheduled Service Program
☐ Billed following each Scheduled Service maintenance
☐ Billed 30 days after signing Scheduled Service Program

Jan       Feb       Mar       Apr       May       Jun
Jul       Aug       Sep       Oct       Nov       Dec

☐ Additional service dates:

☐ Scheduled service program canceled 7 days prior to service will be billed for service amount or $100, whichever is less. CONTRACT MUST BE SIGNED WITHIN 60 DAYS TO BE VALID.

Customer Signature ___________________________ Date ______________ Printed Name ___________________________ P.O. # ___________________________

In future years the Scheduled Service Program may vary slightly due to economic and equipment factors. At Maki Heating & Air Conditioning Inc. we strive to keep these increases as low as possible.

This agreement shall stay in effect from year to year thereafter unless either customer or Maki Heating & Air Conditioning Inc. gives thirty days written notice prior to the end of the written agreement.

Maki Heating & Air Conditioning Inc. ___________________________ Date ______________

Ron Zandona ___________________________ Printed Name ___________________________
<table>
<thead>
<tr>
<th>POLICY</th>
<th>TITLE</th>
<th>OPTIONS/BLANKS</th>
<th>ADOPTION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP 0420.43</td>
<td>Charter School Revocation</td>
<td>Adopt as presented</td>
<td></td>
</tr>
<tr>
<td>BP 2210</td>
<td>Administrative Discretion Regarding Board Policies</td>
<td>Adopt as presented</td>
<td></td>
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<tr>
<td>BP 3111</td>
<td>Deferred Maintenance Funds</td>
<td>DELETE POLICY</td>
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<tr>
<td>AR 3551</td>
<td>Food Service Operations/Cafeteria Fund</td>
<td>DELETE paragraphs 4-7 on 1st page of BP &amp; section on Contracts with Outside Services</td>
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<tr>
<td>AR 3554</td>
<td>Other Food Sales</td>
<td>Delete Reqs for Schools not Partic in Fed Meal Prgm &amp; section on K-8 sales in student orgs.</td>
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<tr>
<td>BP 4111</td>
<td>Recruitment and Selection</td>
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<tr>
<td>BP 4111</td>
<td>Staff Development</td>
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<td></td>
</tr>
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<td>AR 4131</td>
<td>Staff Development</td>
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</tr>
<tr>
<td>BP 4231</td>
<td>Staff Development</td>
<td>Adopt as presented</td>
<td></td>
</tr>
<tr>
<td>AR 4231</td>
<td>Staff Development</td>
<td>DELETE AR</td>
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</tr>
<tr>
<td>BP 4331</td>
<td>Staff Development</td>
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<tr>
<td>AR 4331</td>
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<td>BP 5123</td>
<td>Promotion/Acceleration/Retention</td>
<td>Delete #1-3 (grades 2-5)</td>
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<td>AR 5123</td>
<td>Promotion/Acceleration/Retention</td>
<td>Adopt as presented</td>
<td></td>
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<tr>
<td>BP 5141.21</td>
<td>Administering Medication and Monitoring Health Conditions</td>
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<td></td>
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<tr>
<td>AR 5141.21</td>
<td>Administering Medication and Monitoring Health Conditions</td>
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<td>Married/Pregnant/Parenting Students</td>
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<td>AR 5146</td>
<td>Married/Pregnant/Parenting Students</td>
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<tr>
<td>AR 5148.1</td>
<td>Child Care Services for Parenting Students</td>
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<tr>
<td></td>
<td></td>
<td>XX Yes</td>
<td>No</td>
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<tr>
<td>BP 6142.6</td>
<td>Visual and Performing Arts Education</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>BP 6142.91</td>
<td>Reading/Language Arts Instruction</td>
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<td>Reading/Language Arts Instruction</td>
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<td></td>
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<td>High School Graduation Requirements</td>
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<td>BP 6162.51</td>
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<td>State Academic Achievement Tests</td>
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<td>BP 6164.2</td>
<td>Guidance/Counseling Services</td>
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<td>Delete optional section on collaborating with other agencies.</td>
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<td>Education for Foster Youth</td>
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<td>BP 6176</td>
<td>Weekend/Saturday Classes</td>
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<td>AR 6176</td>
<td>Weekend/Saturday Classes</td>
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<td></td>
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<td>BP 6177</td>
<td>Summer Learning Programs</td>
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<td>BP 6179</td>
<td>Supplemental Instruction</td>
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<td>AR 6179</td>
<td>Supplemental Instruction</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>XX Yes</td>
<td>No</td>
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**School Counselor**

**OPTION 1:** XX

**OPTION 2:**

Delete #8 re: monitoring progress & reporting.
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<tr>
<td>BP 7214</td>
<td>General Obligation Bonds</td>
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<tr>
<td>AR 7214</td>
<td>General Obligation Bonds</td>
<td>Adopt as presented</td>
</tr>
</tbody>
</table>
BP 0420.43 - Charter School Revocation
(BP revised)
Policy updated to reflect NEW LAW (AB 97) which requires a board to consider revocation of a charter whenever the California Collaborative for Educational Excellence advises and assists the charter school and subsequently makes specified findings to the board. Policy also reflects provision of AB 97 authorizing the State Board of Education (SBE), even if it is not the chartering authority, to revoke the charter of any charter school if it finds that the school failed to improve student outcomes across multiple state and school priorities identified in the charter. Policy reflects NEW COURT DECISION confirming that the revocation process prescribed in the Education Code provides a charter school with sufficient due process.

BP 2210 - Administrative Discretion Regarding Board Policy
(BP revised)
Policy updated to delete section on "Tier 3 Categorical Flexibility" since NEW LAW (AB 97) repealed law granting flexibility in the use of Tier 3 categorical program funding and redirected that funding into the local control funding formula (LCFF). Policy also adds consultation with legal counsel, the chief business official, or other district staff as necessary regarding the exercise of the superintendent's authority to act on behalf of the district.

BP 3111 - Deferred Maintenance Funds
(BP deleted)
Policy deleted since NEW LAW (AB 97) repealed sections of law containing requirements pertaining to deferred maintenance categorical funds. Pursuant to AB 97, such funds have been redirected into the LCFF and the board has exclusive authority over the use of the funds.

BP/AR 3551 - Food Service Operations/Cafeteria Fund
(BP/AR revised)
Policy updated to (1) clarify requirement for districts participating in the National School Lunch and/or Breakfast Program to ensure that appropriate personnel receive annual training on administrative practices, (2) reflect the U.S. Department of Agriculture's guidance on indirect costs, and (3) add new section on "Program Monitoring and Evaluation" reflecting new state Administrative Review process.

Regulation updated to (1) provide for use of an alternative tracking system when a student reports an excessive number of lost or stolen meal tickets, (2) add measures to prevent potential identity theft in food services accounts, (3) reflect NEW LAW (AB 86) which repealed law authorizing the establishment of a cafeteria equipment reserve fund, and (4) add material on indirect costs and on limitations for net cash resources in the nonprofit school food service.

AR 3554 - Other Food Sales
(AR revised)
MANDATED regulation updated to reflect NEW LAW (AB 626) addressing the circumstances under which foods and beverages that do not comply with state nutrition standards may be sold outside of the district's food services program. Regulation also reflects NEW FEDERAL REGULATIONS (78 Fed. Reg. 125) applicable to districts participating in the National School Lunch and/or Breakfast Program which, effective July 1, 2014, require all foods sold on campus at any time of the school day to comply with applicable nutrition standards.
BP 4111/4211/4311 - Recruitment and Selection
(BP revised)
Policy updated to delete material reflecting requirements for recruitment incentives under the Professional Development Block Grant, as the funding for that block grant has been redirected into the LCFF pursuant to NEW LAW (AB 97). New optional material authorizes the superintendent, with board approval, to provide incentives to recruit teachers, administrators, or other employees to work in low-performing schools or in hard-to-fill positions.

BP/AR 4131 - Staff Development
(BP revised; AR deleted)
Policy updated to reflect the self-repeal of the Math and Reading Professional Development program and to reflect NEW LAW (AB 97) which redirects funding for the Professional Development Block Grant into the LCFF. Goals for staff development expanded to include ability to meet the needs of foster youth.

Regulation deleted since the Math and Reading Professional Development program was self-repealed.

BP/AR 4231 - Staff Development
(BP revised; AR deleted)
Policy updated to reflect NEW LAW (SB 590) which (1) requires any district that expends funds for staff development for any school site staff to consider the staff development needs of its classified school employees and (2) lists topics that may be included in staff development for classified staff. Policy also adds optional paragraph re: staff development for classroom instructional aides and reflects NEW LAW (AB 97) which redirects funding for the Professional Development Block Grant into the LCFF.

Unnecessary regulation deleted.

BP/AR 4331 - Staff Development
(BP revised; AR deleted)
Policy updated to reflect the self-repeal of the Administrator Training Program and the redirection of that funding into the LCFF pursuant to NEW LAW (AB 97). Policy also adds topics for staff development for district and school administrators.

Regulation deleted since the Administrator Training Program self-repealed; key concepts moved to BP.

BP/AR 5123 - Promotion/Acceleration/Retention
(BP/AR revised)
MANDATED policy updated to reflect mandate that the policy provide for students to be identified for retention as early in the school year, and as early in their school careers, as possible. Policy reflects NEW LAW (AB 484) which establishes a new state assessment system, impacting the indicators that may be used to identify a student for retention. Policy also reflects NEW LAW (AB 97) which redirects into the LCFF funding for supplemental instruction for students in grades 2-9 who have been retained or recommended for retention (without eliminating the district's responsibility to provide supplemental instruction for such students) and for students in grades 2-6 who have been identified as being at risk of retention. Policy contains material formerly in AR re: grade levels at which students will be identified for retention, subjects that will be used as the basis for identifying students for retention, responsibility for retention decision when the student has more than one teacher, and requirement for an appeals process.

MANDATED regulation updated to reflect California Department of Education (CDE) recommendation re: the timing of approving a student's continuation in kindergarten for an additional year and to clarify the process for parent/guardian appeal of a teacher's decision to promote or retain a student.
BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions
(BP/AR revised)
Policy updated to reflect NEW COURT DECISION which held that state law permits trained, nonmedical school personnel to administer insulin to students in school in accordance with a written health care provider statement and parental consent. Policy also updated to reflect Title 5 regulations related to the administration of emergency antiseizure medication.

Regulation updated to reflect Title 5 regulations related to the administration of emergency antiseizure medication, including requirement for school employees who volunteer to administer medication to be supervised by a licensed health care professional.

BP/AR 5146 - Married/Pregnant/Parenting Students
(BP revised; AR deleted)
Policy updated to reflect NEW LAW (AB 97) which redirects funding for the California School Age Families Education (Cal-SAFE) program into the LCFF and thereby eliminates the mandate for program participants to adopt related policy. Material related to pregnancy prevention also deleted since the issue is appropriately addressed in other policies. In addition, policy revised to (1) require the use of uniform complaint procedures for complaints regarding discrimination on the basis of a student's marital, pregnancy, or parental status; (2) add material on program evaluation; (3) reflect NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE re: reasonable accommodations to enable pregnant and parenting students to access the educational program; and (4) reflect federal regulations addressing the circumstances under which a student may be required to obtain medical certification in order to participate in a program or activity.

Regulation deleted since funding for the Cal-SAFE program was redirected into the LCFF pursuant to NEW LAW (AB 97).

AR 5148.1 - Child Care Services for Parenting Students
(AR deleted)
Regulation deleted since NEW LAW (AB 97) redirects funding for the Cal-SAFE program into the LCFF. Child care for parenting students also may be addressed in BP 5146 - Married/Pregnant/Parenting Students and BP/AR 5148 - Child Care and Development.

BP 6142.6 - Visual and Performing Arts Education
(BP revised)
Policy updated to delete program requirements related to Arts and Music Block Grants since NEW LAW (AB 97) redirects funding for these grants into the LCFF. Revised policy also reflects law which allows the district to select non-SBE-approved instructional materials for grades K-8 provided the materials are aligned to state standards and selected through a process involving a majority of teachers.

BP/AR 6142.91 - Reading/Language Arts Instruction
(BP revised; AR deleted)
Policy updated to align the district's reading/language arts program with Common Core State Standards for English language arts. In addition, material related to the Professional Development Block Grant, the Math and Reading Professional Development Block Grant, and the intensive reading program for grades K-4 funded through the Pupil Retention Block Grant deleted since NEW LAW (AB 97) redirects funding for those programs into the LCFF.

Regulation deleted since NEW LAW (AB 97) redirects Pupil Retention Block Grant funding for the grade K-4 intensive reading program into the LCFF, and the federal Reading First program is no longer funded.
BP 6146.1 - High School Graduation Requirements
(BP revised)
Policy updated to reflect NEW LAW (AB 216) which requires districts to exempt from any district-adopted graduation requirements a foster youth who transfers into the district or between district high schools after completing his/her second year of high school, unless the district finds that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Policy also reflects NEW LAW (AB 97) which redirects into the LCFF funding for supplemental instruction for students who do not demonstrate "sufficient progress" toward passing the high school exit examination (without eliminating the district's responsibility to provide supplemental instruction for such students) and funding for intensive intervention and services for students who have not passed one or both parts of the exit exam by the end of grade 12.

AR 6159.4 - Behavioral Interventions for Special Education Students
(AR revised)
Regulation updated to reflect NEW LAW (AB 86) which, in effect, repeals specified state regulations pertaining to behavioral interventions for special education students, deletes the requirement for a "behavioral intervention plan" when a student with a disability exhibits a "serious behavioral problem" that significantly interferes with the implementation of the goals and objectives of his/her individualized education program, and instead requires the district to address any student behavior that impedes the student's own learning or the learning of other students.

BP/AR 6162.51 - State Academic Achievement Tests
(BP/AR revised)
Revised policy updated to reflect NEW LAW (AB 484) which establishes a new state assessment system, designated by the CDE as the California Assessment of Student Performance and Progress (CAASPP), beginning in the 2013-14 school year. Policy also reflects NEW LAW (SB 247) which requires the CDE to identify existing tests that may be used by classroom teachers for diagnostic purposes in grade 2. Policy reflects NEW LAW (AB 97) which repealed law that encouraged boards to examine state assessment results by school, grade, and student subgroup during their annual discussion of each school's Academic Performance Index, but which still requires demonstration of comparable improvement in academic achievement by numerically significant student subgroups.

Revised regulation updated to reflect the tests that are included in the CAASPP state assessment system established by NEW LAW (AB 484), including but not limited to, 2013-14 field tests of the Smarter Balanced Assessment Consortium tests in English language arts and mathematics. Regulation also reflects the SBE's authorization to use the Standards-Based Test in Spanish (STS) to assess students in a dual language immersion program. Details of allowable testing variations deleted pending the adoption of revised Title 5 regulations, but reference added to related guidelines from Smarter Balanced Assessment Consortium.

BP/AR 6164.2 - Guidance/Counseling Services
(BP revised; AR deleted)
MANDATED policy updated to reflect NEW LAW (AB 97) which redirects funding into the LCFF for the Supplemental School Counseling Program for grades 7-12 and for the 10th-grade counseling program formerly funded through the Pupil Retention Block Grant. Policy also expands material on (1) the qualifications of employees providing school counseling, school psychology, and/or school social work services; (2) mental health counseling; and (3) the teacher-based advisory program.

Regulation deleted since funding for the Supplemental School Counseling Program was redirected into the LCFF pursuant to NEW LAW (AB 97). Some material moved from AR to BP.
BP/AR 6173.1 - Education for Foster Youth  
(BP/AR revised)
Policy updated to reflect NEW LAW (AB 97 and SB 97) which provides grants within the LCFF based on the number and concentration of unduplicated counts of foster youth, English learners, and low-income students and requires the district's local control and accountability plan (LCAP) to include annual goals for all students and each "numerically significant" student subgroup including foster youth.

Regulation updated to reflect NEW LAW (AB 97) which defines "foster youth" and requires districts to monitor the educational progress of foster youth. Regulation also reflects NEW LAW (AB 216) which requires districts to exempt from any district-adopted graduation requirements a foster youth who transfers into the district or between district high schools after completing the second year of high school, except under specified circumstances. Section on "Transfer of Coursework and Credits" updated to reflect California Child Welfare Council recommendations regarding the calculation of partial credits.

BP/AR 6176 - Weekend/Saturday Classes  
(BP revised; AR deleted)
Updated policy reflects NEW LAW (AB 97) which redirects funding that could be used for Saturday programs, including supplemental instruction programs and intensive reading and algebra programs funded through the Pupil Retention Block Grant, into the LCFF. Policy also adds material re: assignment of teachers to weekend classes and provision of meals during Saturday session.

Regulation deleted and concepts moved to BP.

BP 6177 - Summer Learning Programs  
(BP revised)
Updated policy reflects NEW LAW (AB 97) which redirects funding that could be used for summer school, including supplemental instruction programs and intensive reading and algebra programs funded through the Pupil Retention Block Grant, into the LCFF. Revised policy also provides for alignment of summer programs with goals in the district's LCAP.

BP/AR 6179 - Supplemental Instruction  
(BP revised; AR deleted)
MANDATED policy updated to reflect NEW LAW (AB 97) which redirects funding for supplemental instruction programs into the LCFF. Policy also clarifies which programs are still required by law and which are discretionary, and reflects NEW LAW (AB 484) which establishes a new state assessment system, thereby affecting the criteria that may be used to determine student eligibility for supplemental instruction based on lack of sufficient progress toward passing the high school exit exam.

Regulation deleted since funding for supplemental instruction programs was redirected into the LCFF pursuant to NEW LAW (AB 97). Some concepts moved from AR to BP.

BP/AR 7214 - General Obligation Bonds  
(BP/AR revised)
Policy updated to reflect NEW LAW (AB 182) which requires greater transparency for the use of capital appreciation bonds and other bonds that allow for compounding of interest. Policy also reflects NEW LAW (SB 581) which requires that performance and financial audits be submitted to the citizens' oversight committee at the same time they are submitted to the district and requires the board to respond to all findings, recommendations, and concerns within three months of receiving the audits.

Regulation updated to delete requirement for certain reports repealed pursuant to NEW LAW (AB 97).
Nevada Joint Union High School
District Strategic Plan

2020 Vision
Board Adopted
(Insert Date Here)

What is a Strategic Plan?
A strategic plan is a document that guides an organization into its future. It is based on core beliefs that lead to vision. Vision leads to mission and mission leads to goals and actions. Actions bring the vision progressively closer to reality.

What is a vision?
A vision is a compelling description of an ideal future state. It serves as a call to action and a beacon to look towards as one focuses clearly on the future. Visions lead to missions; missions lead to goals and actions that fulfill the vision.

"When you take a dream and bring it into the light of day, it becomes a vision." -Louise B. Johnson
Nevada Joint Union High School District
We Believe:
• All people can learn.
• All people have something to contribute.
• All people have a right to a safe and healthy environment.
• All people should have the opportunity to pursue their hopes and dreams in meaningful ways that spark their development.
• Relationships foster engagement, achievement and success.
• Education is a community endeavor.

Nevada Joint Union High School District
Our Vision
Our district schools are publically recognized for providing the highest quality education.
The graduates of the Class of 2020 will:
• act as critical thinkers and problem solvers.
• communicate effectively in any media.
• demonstrate personal and civic responsibility.
• recognize and respect diversity.
• exhibit an appreciation for education by continuing as lifelong learners.

Nevada Joint Union High School District
Our Mission
All members of our district’s educational community will create an environment of understanding and mutual respect that enables each individual to maximize his or her potential and to be successful in his or her future.
Our district educators provide a multi-faceted experience that engages and challenges each student to surpass state and local benchmarks.

Action Steps for 2014

- Target 9th and 10th grade students to increase CAHSEE scores and exit Program Improvement.
- Support teachers to increase their comfort level, confidence and use of common core strategies.
- Conduct an objective assessment of current courses and programs to eliminate duplication and increase offerings.

To reinforce our belief that everyone can learn, our district will:

- provide state-of-the-art technology to maximize efficiency and potential.
- ensure a safe and healthy environment.
- implement schedules to meet the needs of each student.
- establish pride of ownership through the advancement of our facilities.
Nevada Joint Union High School District
2020 Vision
School Culture and Engagement

Action Steps for 2014
☑ Revise the district technology plan and website to reflect current and future needs with all stakeholders.
☑ Create school schedules through a review of current research and relevant data in consultation with stakeholders.
☑ Develop a transportation system that meets the needs of students and schools.
☑ Prioritize, establish, articulate, and implement a plan to upgrade and maintain the facilities within our district.

Nevada Joint Union High School District
2020 Vision
School Culture and Engagement

Our high schools are a source of deep-seated pride among students, staff and community.

Nevada Joint Union High School District
2020 Vision
School Culture and Engagement

Action Steps for 2014
In order to increase staff morale and foster school pride, we will:
☑ Heighten student, alumni and community involvement.
☑ Improve reciprocal communication.
☑ Exercise collaborative decision-making that includes students, faculty, and community.
☑ Clarify who we are and what we do.
Nevada Joint Union High School District
2020 Vision
Your Education Summit Team

* Karla Aaron
* Micah Arbaugh
* Kevin Atkins
* Kevin Baker
* Kim Bateman
* Michael Blake
* Caroline Bronson
* Allison Cassel
* Rusty Clark
* Sonia Delpadillo
* Trisha Dellis
* Chris Espedel
* Dan Frisello
* June Gillifan
* Holly Hermansen
* Anne Hestbeck
* Michael Hughes
* Tracy Kohler

Nevada Joint Union High School District
2020 Vision
Your Education Summit Team

* Bob Lyons
* Matthew MacDonald
* Melissa Madigan
* Sara Messervey
* Evan Murray
* Jim Nieto
* Griffith Peterson
* Parker Rhodes
* Susi Rosas
* Lisa Swarhout
* Rebecca Slade
* Kyley Vaughn
* Diane Walker
* Richard "Dick" Wemtz
* Bethany Williams
* Craig Zetterberg
* Louisa Johnson (facilitator)

Nevada Joint Union High School District
2020 Vision

The Board of Trustees, Administration, Faculty, Staff and entire school community commit to focusing our time, resources, and attention towards achievement of the goals in this plan. Join us each January as we assess our progress and plan for the next year!
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION #16-13/14

TO AMEND THE ADOPTED BUDGET IN ACCORDANCE WITH THE SECOND INTERIM FINANCIAL STATEMENT FOR THE 2013-2014 FISCAL YEAR

________________________________________

BE IT RESOLVED that the Governing Board of the Nevada Joint Union High School District authorizes the Nevada Joint Union High School District to amend the Adopted Budget in accordance with the Second Interim Financial Statement for the 2013-2014 Fiscal Year.

________________________________________  _______________________________________
Secretary, Board of Trustees        President, Board of Trustees

The foregoing Resolution was passed and adopted at a regular meeting of the Board of Trustees of the Nevada Joint Union High School District on the 12th day of March 2014 by the following vote:

AYES:

NOES:

ABSENT:

________________________________________
Clerk, Board of Trustees
Board Bylaws

REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS

Remuneration

Each member of the Board of Trustees may receive the monthly compensation as provided for in law.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

If a member does not attend all Board meetings during the month, he/she is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

A member may be paid for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Education Code 35120)

Reimbursement of Expenses

Board members shall be reimbursed for traveling expenses incurred when authorized in advance by the Board. (Education Code 35044)

(cf. 9240 - Board Development)

The rate of reimbursement shall be the same rate specified for district personnel.

(cf. 3350 - Travel Expenses)

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program provided for district employees.

Health and welfare benefits for Board members shall be no greater than that received by district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

(cf. 4154/4254/4354 - Health and Welfare Benefits)
RENUMERATION, REIMBURSEMENT AND OTHER BENEFITS (continued)

Board members who elect to participate shall pay the full cost of premiums.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouses, dependent children under the age of 21, dependent children under the age of 25 who are full-time students at a college or university, and dependent children regardless of age who are physically or mentally incapacitated.

Benefits for Retired Board Members

Retired Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for retired Board members shall be no greater than that received by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Any former member whose first term of office began on or after January 1, 1995, and any other member retiring from the Board after at least one term, may continue the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

Legal Reference:
EDUCATION CODE
1090 Compensation for members and mileage allowance
33050-33053 General waiver authority
33362-33363 Reimbursement of expenses (Department of Education and CSBA workshops)
35012 Board members; number, election and term
35044 Payment of traveling expenses of representatives of board
35120 Compensation (services as member of governing board)
35172 Promotional activities
44038 Cash deposits for transportation purchased on credit
GOVERNMENT CODE
20322 Elective officers; election to become member
53200-53209 Group insurance
UNITED STATES CODE, TITLE 26
403(b) Tax-sheltered annuities
COURT DECISIONS
ATTORNEY GENERAL OPINIONS

Management Resources: (see next page)
REMUNERATION, REIMBURSEMENT AND OTHER BENEFITS (continued)

Management Resources:

**WEB SITES**
- CSBA: http://www.csha.org
- Public Employees' Retirement System: http://www.calpers.ca.gov
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS

***Note: The following resolution is for use by districts that offer compensation to members of the Governing Board for their service; see Options #1 and 2 in the accompanying board bylaw. Pursuant to Education Code 35120, a Board member may receive compensation for Board meetings that he/she missed if the Board makes a finding, by resolution, that one or more specified circumstances exist.***

WHEREAS, the Governing Board of the __________________________ 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 (name of Board member) did not attend the Board meeting(s) on (dates) for the following reason(s): (check applicable reasons)

[ ] Performance of other designated duties for the district during the time of the meeting
[ ] Illness or jury duty
[ ] Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the __________________________ School District approves full compensation of the Board member for the month of ________.

PASSED AND ADOPTED THIS _______ day of __________, ________ at a regular meeting, by the following vote:

AYES:______ NOES:______ ABSENT:______

Attest:

__________________________________  ____________________________
Secretary  President