Durham Unified School District
Regular Meeting of the Board of Trustees
Wednesday, October 21, 2015
6:00 p.m.
(RETURN TO OPEN SESSION AT 7:00 P.M.)
District Boardroom

AGENDA

A. CALL TO ORDER

B. MOVE TO CLOSED SESSION

C. CLOSED SESSION
   1. Conference with Labor Negotiators Agency designated representatives: Board
      President Ed McLaughlin, Unrepresented Employee(s): Superintendent
      (Government Code 54957.6)
   2. Conference with Labor Negotiators Agency designated representatives:
      Superintendent Len Foreman
      Employee Organizations: Administrative,
      CTA, CSEA, and Classified Confidential
      (Government Code 54957.6)
   3. Public Employee Discipline / Dismissal / Release / Complaint
      (Government Code 54957)
   4. Public Employee Performance Evaluation: Superintendent
      (Government Code 54957)

D. RETURN TO OPEN SESSION

E. PLEDGE OF ALLEGIANCE

F. REPORT OF ACTION TAKEN IN CLOSED SESSION

G. ORDER OF AGENDA

H. PUBLIC HEARING

1. Public Hearing re: Proposed Solar Power Project
   (Posted October 7, 2015)

I. ITEMS FROM THE PUBLIC
   The law allows the public to address the governing board on any school district matter,
   whether or not it is on the agenda, but the law prohibits action or discussion by the Board on
   non-agenda items.
   A person wishing to be heard by the Board shall first be recognized by the president and
   shall then proceed to comment as briefly as the subject permits. Individual speakers shall
   be allowed three minutes to address the Board on each agenda or non-agenda item. The
   Board shall limit the total time for public input on each item to 20 minutes. With Board
consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323)

J. DISTRICT REPORTS

1. Principals
2. Business Manager
3. Superintendent

K. ITEMS FROM THE BOARD

L. CONSENT AGENDA

1. Minutes of Regular Meeting September 16, 2015 2-8
2. Minutes of Special Meeting September 28, 2015 9-10
3. Accounts Payable Warrants for the Month of September 2015 11-27

4. Employment

Certificated
Certificated Teacher: Kevin Ramsden from 1.0 FTE to 1.20FTE

Classified
Custodian I (5A): George Robinette 1.0 FTE
Business Office Clerk: Jill Hernandez 1.0 FTE
Special Education Paraeducator: Greg Bicknell .75 FTE
Passenger Car Van Driver: Greg Bicknell .1875 FTE

6th Grade Girls Basketball Coach: Mollie Aschenbrener
8th Grade Girls Basketball Coach: Joe Hughes

5. Field Trips

<table>
<thead>
<tr>
<th>Field Trip Destination</th>
<th>Date</th>
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<tr>
<td>DHS FFA Agriculture Field Day trip to Shasta College in Redding, Ca</td>
<td>October 15, 2015 28</td>
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<tr>
<td>DHS Spanish IV trip to Oakland Museum of California in Oakland, Ca</td>
<td>November 4, 2016 29-30</td>
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<tr>
<td>DHS Boys Basketball overnight trip to Trinity High School Tournament in Weaverville, Ca</td>
<td>December 10-12, 2015 31-32</td>
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</table>
DHS Boys Wrestling overnight tournaments for 2015-2016
December 2015 to March 2016

DES 5th grade annual trip to California Academy of Sciences in San Francisco, Ca
May 17, 2016

6. Fundraising

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<th>Date of Event</th>
<th>Estimated Net</th>
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<tr>
<td>DHS Senior Class parking at football games</td>
<td>September 18, 2015</td>
<td>$300.00</td>
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<td>DHS Senior Class Dutch Bros Sales at a football game</td>
<td>October 9, 2015</td>
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<td>DIS See’s Candy Sales</td>
<td>November 2 to November 20, 2015</td>
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<td>DHS FFA Apple Pie Sales</td>
<td>October 1, to November 22, 2015</td>
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<td>DHS Boys &amp; Girls Basketball Teams Ad Sales for joint program</td>
<td>November 15, 2015 To December 15, 2015</td>
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<td>DHS-FFA Boots &amp; Bowties Annual Dinner/Silent Auction</td>
<td>February 13, 2016</td>
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<td>DES GALA at Sierra Nevada Big Room for technology</td>
<td>March 11, 2016</td>
<td>$25,000.00</td>
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7. Approve agreement between DUSD and Chico State University, Chico for Pupil Personnel Services, School Psychology Supervised Fieldwork and Internship

8. Declare as surplus text books and audio visual equipment from Durham High School

M. INFORMATION ITEMS

1. Quarterly Report on Williams Uniform Complaint

2. Girls Scout Troop # 70223: Power-Point Presentation on Anti- Bullying

3. Wes Bill, DHS Teacher demonstration on Manufacturing Career Pathways

4. Kevin Ramsden, DHS Teacher presentation on Durham High School ** Online course work-Virtual Academy
N. DISCUSSION/ACTION ITEMS:

1. Approve Solar Vendor Proposal Review from ARC, Alternatives for installation of Solar PV Project 2015 at DUSD
   (Power-Pont Presentation by Russell Driver, ARC Alternatives) **

2. Resolution #16-05 Allowing the Use of Government Code 4217.10-4217.18 to contract for Construction of Solar Power Facilities (Explore Resources that Support the Capital Investment Program for Sustainability Initiatives/Facility Improvements)
   Exhibit: Photovoltaic System presented by Elite Solar *


4. Approve donation of $2,676.51 from Durham Community Foundation for Division of State Architect fees for Phase II Coliseum/Stadium Project

5. Approve increase in Campus Supervisor 15 minutes

6. Approve MOU Memorandum of Understanding between BCOE and DUSD for Accounts Payable Services 2015-2016 70-72

7. Approve Resolution #16-06 Adopting the Gann Limit 73-76

O. RETURN TO CLOSED SESSION

P. CLOSED SESSION

Q. RETURN TO OPEN SESSION

R. REPORT OF ACTION TAKEN IN CLOSED SESSION

S. NEXT BOARD MEETING DATE: November 18, 2015

T. ADJOURNMENT

Notes:
*Agenda item documents are available for public inspection during regular business hours at the District Office.
**Handout will be provided at the board meeting.

If you require special accommodations to participate in the meeting, please advise Becky Gordon, District Secretary, 48 hours in advance at 895-4675 x227.
NOTICE OF PUBLIC HEARING
ON INTENTION OF DURHAM UNIFIED SCHOOL DISTRICT
TO CONSIDER ENTERING INTO
AN ENERGY SERVICES CONTRACT

NOTICE IS HEREBY GIVEN of the intention of the Governing Board of the Durham Unified School District (“District”) to consider entering into an energy services agreement (“Agreement”) with Elite Solar pursuant to the terms of Government Codes sections 4217.10 – 4217.18

The time and place set for the public hearing on the intention of the Governing Board of the District to consider entering into the Agreement is October 21, 2015 at 7:00 p.m., or as soon thereafter as practicable, at the Board Room of the Durham Unified School District, 9420 Putney Drive, Durham, CA 95938. At said meeting, the Board will hold a public hearing on and consider a resolution to adopt findings required by Government Code section 4217.12 regarding anticipated energy cost savings and other benefits the District may receive if the Board decides to enter into the Agreement. The resolution, Agreement and supporting documents will be included with the Board’s regular public agenda for the October 21 meeting.

DATED: October 1, 2015

BOARD MEETING DATE: October 21, 2015

Len Foreman
Superintendent
Durham Unified School District

Ron Sherrard
Business Manager
Durham Unified School District
Durham Unified School District  
Regular Meeting of the Board of Trustees  
Wednesday, September 16, 2015  
6:00 p.m.  
(RETURN TO OPEN SESSION AT 7:00 P.M.)  
District Boardroom  

MINUTES  

A Regular Meeting of the Board of Trustees of The Durham Unified School District was held in the Durham Unified School District Board Room on September 16, 2015.  

Trustees Present: Bob Bultema, Ed McLaughlin, Mark Kimmelshue, Lance Smith and Todd Southam  
Trustee Absent: none  
Staff members present: Superintendent Leonard Foreman, District Secretary Becky Gordon, Business Manager Ron Sherrod, Principal Shirley Williams, Principal Jeff Kuhn, Principal Terry Bennett and School Psychologist/Director of Special Education Sara Smith  
Staff members absent: None  

A. CALL TO ORDER  
President Ed McLaughlin called the meeting to order at 6:00 p.m.  

B. MOVE TO CLOSED SESSION  

C. CLOSED SESSION  

D. RETURN TO OPEN SESSION  
President Ed McLaughlin reconvened the meeting to open session at 7:05 p.m.  

E. PLEDGE OF ALLEGIANCE  
Principal Jeff Kuhn led the pledge of allegiance.  

F. REPORT OF ACTION TAKEN IN CLOSED SESSION  
President Ed McLaughlin reported no action was taken in closed session.  

G. ORDER OF AGENDA  
Superintendent Len Foreman requested to remove item #7 on the Consent Agenda for a future meeting and requested a date change to Consent Agenda item #13 DES Library Pizza Sale at Woodstock’s date to be October 21, 2015.  

H. ITEMS FROM THE PUBLIC  
There were public comments from Riann Farley on America Legion Ice Cream Social, the Grange Hall and a thank you from the Preservation and Digitization Committee for the use of DUSD logo. There were public comments from Harry Lindahl regarding the SBAC scores from 2014-2015.
I. DISTRICT REPORTS

1. Principals

Shirley Williams, DES Principal gave an update on the following:
- DES Back to School Night
- DES Gala update
- Technology update
- PTS Fundraiser’s
- Mrs. Melba Bailey’s 100th Birthday Bash
- Professional Staff Development
- Enrollment update

Jeff Kuhn, DIS Principal gave an update of the following:
- PTS School Dance
- Back to School Night
- Student council elections
- PTS Meetings
- Jog A Thon kickoff rally
- Parent conferences
- Enrollment update
- New Campus Supervisor: Skip Riley

Jeff Kuhn, Manager of MOT gave an update of the following:
- Monday morning check-in with MOT staff and DIS Secretary Elaine Voris
- Mr. Kuhn stated that Drew Edwards and Elaine Voris have been very helpful.
- Bus routes and new software update for bus routing
- MOT staff has been filling in for the vacant custodian position.
- New night custodian: George Robinette

Terry Bennett, DHS Principal gave an update of the following:
- DHS student, Jack Murphy gave and update on FFA BBQ at Back to School Night, ASB activities, and Athletics.
- Mr. Bennett gave an update on the Career Pathways Grant, Agriculture Pathway Grant
- Summer workshop at Butte College: Get Focused, Stay Focused with Jean Murphy-Atkins and Dina Spaggiari
- Manufacturing Expo on Oct 1st at Chico State

2. Business Manager Ron Sherrod gave an update on the following:
- Microsoft K12 Voucher
- 2015-2016 Budget update
- Training at Alameda County Office of Education on SB 854
- Mr. Sherrod stated that the District Office will miss a valuable employee: Rachel Young
3. **Superintendent Len Foreman gave an update on the following:**
   - Mr. Foreman stated that Durham Unified School District has great students, excellent staff and community.
   - Mr. Foreman also stated the District Office will miss Rachel Young.
   - Rotary Harvest Festival on September 20

J. **ITEMS FROM THE BOARD**

   Bob Bultema stated that he enjoyed all of the information from the principals.

   Mark Kimmelshue had no comment.

   Ed McLaughlin had no comment.

   Lance Smith stated that he was impressed with the welcome at the Back to School Night at Durham Elementary School. He mentioned that Principal Shirley Williams greeted the 5th grade parents and seamlessly welcomed the second language 5th grade parents in Spanish.

   Mr. Smith saluted the principals that were present at the American Legion Ice Cream Social for making the students and parents feel special.

   Todd Southam stated that he liked the rain.

K. **CONSENT AGENDA**

   In Order of Agenda Superintendent Len Foreman requested that item #7 be removed and item #13 date changed to October 21, 2015 on the Consent Agenda. After these items were removed and changed from the Consent Agenda the Board voted.

   On a motion by Bob Bultema, seconded by Lance Smith, the Board approved the Consent Agenda with a vote of 5 ayes and 0 nays.

   Vote as follows:
   - Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   - Nays: None
   - Abstained: None
   - Absent

L. **INFORMATION ITEMS**

   1. (CAASPP) California Assessment of Student Performance and Progress results from Durham Elementary School, Durham Intermediate School and Durham High School power-point presentation

      DES Principal Shirley Williams, DIS Principal Jeff Kuhn and DHS Principal Terry Bennett provided a handout and gave a power-point presentation of the California Assessment of Student Performance and Progress for the DUSD students.

M. **DISCUSSION/ACTION ITEMS:**

   1. **Adoption of the 2014-2015 Unaudited Actual Financial Statements**
      Business Manager Ron Sherrod reported on the key points in the 2014-2015 Unaudited Actuals. On a motion by Mark Kimmelshue, seconded by Todd Southam, the Board approved the Adoption of the 2014-2015 Unaudited Actual Financial Statements with a vote of 5 ayes and 0 nays.
Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

2. Approve Increase Special Education Paraeducator position 1 hour
On a motion by Bob Bultema, seconded by Mark Kimmelshue, the Board approved the Increase Special Education Paraeducator position 1 hour with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

3. Approve New Passenger Car/Van Driver position 1 hour
On a motion by Lance Smith, seconded by Bob Bultema, the Board approved the New Passenger Car/Van Driver position of 1 hour with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

4. Approve donation of $4,314.67 from Durham Community Foundation for Division of State Architect fees for Phase II Coliseum/Stadium Project
On a motion by Lance Smith, seconded by Mark Kimmelshue, the Board approved the donation of $4,314.67 from Durham Community Foundation for Division of State Architect fees for Phase II Coliseum/Stadium Project with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None
5. Approve 5 year lease agreement between DUSD and Ray Morgan Company for Laserfiche Document Management
   On a motion by Bob Bultema, seconded by Mark Kimmelshue, the Board approved the 5 year lease agreement between DUSD and Ray Morgan Company for Laserfiche Document Management with a vote of 5 ayes and 0 nays.

   Vote as follows:
   Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   Nays: None
   Abstained: None
   Absent: None

6. Resolution #16-01 Authorization to Teach in Departmentalized Classroom below Grade 9 (Education Code 44256 (b))
   On a motion by Lance Smith, seconded by Bob Bultema, the Board approved the Resolution #16-01 Authorization to Teach in Departmentalized Classroom below Grade 9 (Education Code 44256 (b)) with a vote of 5 ayes and 0 nays.

   Vote as follows:
   Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   Nays: None
   Abstained: None
   Absent: None

7. Resolution #16-02 Authorization to Teach in Departmentalized Classroom Assignment in grades 7 and 8 of a Middle School (Education Code 44258.2)
   On a motion by Lance Smith, seconded by Bob Bultema, the Board approved the Resolution #16-02 Authorization to Teach in Departmentalized Classroom Assignment in grades 7 and 8 of a Middle School (Education Code 44258.2) with a vote of 5 ayes and 0 nays.

   Vote as follows:
   Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   Nays: None
   Abstained: None
   Absent: None

8. Resolution #16-03 Authorization to Teach in Departmentalized Class in Grades K-12 Irrespective of Credential Designations (Education Code 44258.3)
   On a motion by Lance Smith, seconded by Bob Bultema, the Board approved the Resolution #16-03 Authorization to Teach in Departmentalized Class in Grades K-12 Irrespective of Credential Designations (Education Code 44258.3) with a vote of 5 ayes and 0 nays.
9. Public Hearing EC60119 Sufficiency of Instruction Materials  
(Posted August 14, 2015)  
President Ed McLaughlin opened the Public Hearing at 7:46 p.m. for any comments. There were no comments. On a motion by Todd Southam, seconded by Mark Kimmelshue, the hearing was closed at 7:47 p.m. with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

10. Resolution 16-04 Sufficiency of Instructional Materials  
On a motion by Todd Southam, seconded by Mark Kimmelshue, the Board approved the Resolution 16-04 Sufficiency of Instructional Materials with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

11. Certification of Provision of Standards-Aligned Instructional Materials  
On a motion by Todd Southam, seconded by Mark Kimmelshue, the Board approved the Certification of Provision of Standards-Aligned Instructional Materials with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

12. Board Policy Updates: Second Reading and Adoption  
Enclosure: Copy in District Office  
On a motion by Bob Bultema, seconded by Lance Smith, the Board approved the Board Policy Updates: Second Reading and Adoption with a vote of 5 ayes and 0 nays.
Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

N. RETURN TO CLOSED SESSION
President Ed McLaughlin stated that it was not necessary to return to closed session after open session items so items N, O, P, and Q, could be eliminated from the Agenda.

O. CLOSED SESSION
See Agenda Item #N

P. RETURN TO OPEN SESSION
See Agenda Item #N

Q. REPORT OF ACTION TAKEN IN CLOSED SESSION
See Agenda Item #N

R. NEXT BOARD MEETING DATE: October 21, 2015

S. ADJOURNMENT
President Ed McLaughlin adjourned the meeting at 8:37p.m.
Durham Unified School District
Special Meeting of the Board of Trustees
Monday, September 28, 2015
10:00 a.m.
District Boardroom

MINUTES

A Special Meeting of the Board of Trustees of The Durham Unified School District was held in the Durham Unified School District Board Room on September 28, 2015.

Trustees Present: Bob Bul tempo, Ed McLaughlin, Mark Kimmelshue, and Lance Smith
Trustee Absent: Todd Southam
Staff members present: Superintendent Leonard Foreman, District Secretary Becky Gordon and Business Manager Ron Sherrod
Staff members absent: Principal Shirley Williams, Principal Jeff Kuhn, Principal Terry Bennett and School Psychologist/Director of Special Education Sara Smith

A. CALL TO ORDER
President Ed McLaughlin called the meeting to order at 10:00 a.m.

B. MOVE TO CLOSED SESSION

C. CLOSED SESSION

D. RETURN TO OPEN SESSION
President Ed McLaughlin reconvened the meeting to open session at 10:01 a.m.

E. PLEDGE OF ALLEGIANCE
Superintendent Len Foreman led the pledge of allegiance.

F. REPORT OF ACTION TAKEN IN CLOSED SESSION
President Ed McLaughlin reported no action was taken in closed session.

G. ORDER OF AGENDA
President Ed McLaughlin reported there were no changed to the Order of Agenda.

H. ITEMS FROM THE PUBLIC
There were no public comments.
I. DISCUSSION ACTION ITEMS:

1. Approve purchase of property located at 9407 Putney Drive, Durham, CA from Gus Gore and Sons Partnership for $110,000.00
   On a motion by Bob Bultema, seconded by Mark Kimmelshue the Board approved the purchase of property located at 9407 Putney Drive, Durham, CA from Gus Gore and Sons Partnership for $110,000.00 with a vote of 4 ayes, 0 nays and 1 absent.

   Vote as follows:
   Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   Nays: None
   Abstained: None
   Absent: Todd Southam

2. Consider / Approve Recirculation of RFP regarding Solar Project to Seek Additional Proposals
   On a motion by Mark Kimmelshue, seconded by Bob Bultema the Board did not approve the recirculation of RFP regarding Solar Project to seek additional proposals with a vote of 4 ayes, 0 nays and 1 absent.

   Vote as follows:
   Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
   Nays: None
   Abstained: None
   Absent: Todd Southam

J. ITEMS FROM THE BOARD
   There were no items from the Board.

K. NEXT BOARD MEETING DATE: October 21, 2015

L. ADJOURNMENT
   President Ed McLaughlin adjourned the meeting at 10:12 a.m.
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# DURHAM UNIFIED SCHOOL DISTRICT

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Other Services &
Check Total: 875.00

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**Detail AP Check Register**

10/02/2015 10:05:12

User: Jill Hernandez

Page: 16
DURHAM UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date Submitted: 10-28-15
School Site: DMS Program: FFA Seat Count: 14
Requesting Party: Tom Boyes Phone: 895-4685 255 Cell: 354-1364
Purpose of Trip: FFA Agriculture Field day
Date of Trip: oct 15, 15 Day of Week: Thursday
Contact Name: Tom Boyes Cell: 354-1364

TYPE OF TRANSPORTATION REQUESTED

____ School Bus ______ Charter ______ District Van ______ Parent Driver

Have DMV records been checked for parent driver ______ yes _____ no ______

Destination: Shasta College Redding CA
Address: 11555 Old Oregon Trail City: Redding State: CA
Scheduled Departure Time: 7:00 Am Scheduled Return Time: 3:20

Mileage 164 miles Board approval needed □ yes □ no
Payment Method: AG Incentive ASB Funds ______ PTS ______ Budget Transfer

APPROVALS:
Principal: Signature Date: 10-1-15
Superintendent: Signature Date: 10/7/15

Updated 4/2013
DURHAM UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date Submitted: 10/5/2015
School Site: P.H.S. Program: Spanish IV Seat Count: 22
Requesting Party: Suzanne Contreras Phone: 530.895.7680 Cell: 530.566.4763
Purpose of Trip: View Day of the Dead exhibit at Oakland Museum of California
Date of Trip: November 4 Day of Week: Wednesday
Contact Name: Suzanne Contreras Cell: 530.566.4763

see attached letter.

TYPE OF TRANSPORTATION REQUESTED

___ School Bus ___ Charter ___ District Van ___ Parent Driver

Have DMV records been checked for parent driver yes ___ no ___

Destination: Oakland Museum of California
Address: 1000 Oak St. City: Oakland State: CA
Scheduled Departure Time: 7:00 a.m. Scheduled Return Time: 6:00 p.m.

Mileage 300 miles Board approval needed □ yes □ no

Payment Method: ________ ASB Funds ______ PTS ______ Budget Transfer

APPROVALS:

Principal: [Signature] Superintendent: [Signature]
Date: 10/6/15 Date: 10/7/15

Updated 4/2013
September 3, 2015

Dear Durham Unified School District Board Members:

I am excited to take our annual Spanish IV field trip to the Oakland Museum of California on Wednesday, November 4. The museum is hosting an exhibit of altars created by local artists to commemorate the Mexican holiday, Day of the Dead.

In addition to viewing the exhibit, the students will take BART to the Fruitvale district, a Latino district in Oakland. We will visit a Mexican dulcería (candy store), and eat pupusas, a traditional Salvadoran dish, at an award-winning restaurant.

We will leave school at 7:00 a.m. and return around 6:30 p.m. We will use private vehicles driven by parents, and I will be requesting donations from parents to cover the minimal cost of the museum entrance, $3.25.

This is an amazing field trip that we have been doing for over 10 years. It is a rich cultural and urban experience for our Durham students.

Thank you for your consideration, and please let me know if you have any further questions.

Sincerely,

[Signature]

Suzanne Contreras
Date Submitted: 9/25/15

School Site: DHS  Program: Boys' Basketball  Seat Count: 15

Requesting Party: Mark Pisenti  Phone: 521-5708  Cell:  

Purpose of Trip: Basketball Tournament  

Date of Trip: Dec. 10, 11, 12, 2015  Day of Week: Thursday, Friday, Saturday

Contact Name: Mark Pisenti  Cell: 521-5708

This is an overnight trip. All housing costs will be borne by DHS Basketball

TYPE OF TRANSPORTATION REQUESTED

X  District Van  

Possibly  

School Bus  Charter  Parent Driver

Have DMV records been checked for parent driver  yes X  no

Destination: Trinity High School

Address:  City: Weaverville  State: CA

Scheduled Departure Time: TBA  Scheduled Return Time: TBA

Mileage:  Board approval needed  □ yes  □ no

Payment Method: ________ ASB Funds  ____ PTS  ____ Budget Transfer

APPROVALS:

Principal:  

Superintendent:  

Date: 9-25-15  Date: 9/20/15
September 25, 2015

DUSD Board Members,

I am requesting your consent for the Durham High boys’ basketball team to participate in the Trinity Basketball Tournament on December 10, 11, and 12, 2015. This will be our first year attending this tournament, and the boys have a great time at previous out-of-town, overnight tournaments in which they bond together and have some excellent competition. This tournament allows both the JV and varsity to share this experience and the coaching staffs to work together for the program’s and players’ benefit. The boys will be chaperoned by Mark Pisenti, Jaime Gonzalez and three to five parents who will drive them to Trinity and to and from the high school and their lodgings. The cost of the lodging will be raised through our fundraisers and our tournament, so there is no cost to the District for housing. The only cost requested is the covering of Mr. Pisenti’s and Mr. Gonzalez’ substitute teachers for Thursday and Friday, December 10 and 11. These extended, out-of-area tournaments been one of the highlights of our season over the years, and the boys really look forward to this experience.

Thank you for your consideration.

Respectfully Submitted,
Mark Pisenti
Durham High School
DURHAM HIGH SCHOOL
P.O. Box 600
Durham, California 95938-0600
(530) 895-4680 Fax (530) 895-4688

9/22/15

To: Durham School Board,

Hello. I am Anthony Cardoza, Head Wrestling Coach at Durham High School. This is my 11th season as Head Coach and I am very proud of our tradition. We are respectfully requesting to travel out of town and stay over night at the following tournaments.

<table>
<thead>
<tr>
<th>Depart</th>
<th>Return</th>
<th>Destination</th>
<th>Tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/22/15</td>
<td>12/23/15</td>
<td>Brentwood, CA</td>
<td>Liberty Tournament</td>
</tr>
<tr>
<td>12/29/15</td>
<td>12/30/15</td>
<td>Natomas, CA</td>
<td>Natomas Tourn.</td>
</tr>
<tr>
<td>1/14/16</td>
<td>1/17/16</td>
<td>Huntington Beach CA</td>
<td>5-CountiesTourn.</td>
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<tr>
<td>2/19/16</td>
<td>2/20/16</td>
<td>Quincy, CA</td>
<td>Division Tournament</td>
</tr>
<tr>
<td>2/26/16</td>
<td>2/27/16</td>
<td>Redding, CA</td>
<td>Master’s Tournament</td>
</tr>
<tr>
<td>3/3/16</td>
<td>3/6/16</td>
<td>Bakersfield, CA</td>
<td>State Championships</td>
</tr>
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</table>

The board may be aware, but in the last 14 years our program has won 9 Div. III Section titles and placed many times in the top 10 in the North Section Masters Tournament. We have 5 Section (and SVL League) titles in the last 6 years. We have a very young and tough wrestling team. In order to get our wrestlers the highest caliber of competition we are requesting to go to these tournaments out of the area. We will be booking hotels in each town listed above. Our team has raised all our own funds for the hotels and travel expenses. If you have any questions, please feel free to contact me at 519-2313. The tournaments have already been paid for as they require early payment due to the demand and securing team participation. Thank you.

Respectfully,

Anthony Cardoza
Durham Wrestling Head Coach

9/22/15
DURHAM UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date Submitted: 9-18-15

School Site: DES  Program: 5th grade  Seat Count: 73

Requesting Party: 5th Teachers  Phone: DES  Cell:

Purpose of Trip: 5th grade annual trip to San Francisco

Date of Trip: May 17, 2016  Day of Week: Tuesday

Contact Name: David Coffee  Cell: 530-526-5590

TYPE OF TRANSPORTATION REQUESTED

School Bus  Charter  District Van  Parent Driver

Have DMV records been checked for parent driver  yes  no X

Destination: Cal Academy of Sciences

Address: Golden Gate Park  City: San Fran  State: CA

Scheduled Departure Time: 6:45 AM  Scheduled Return Time: 8:30 PM

Payment Method:  ASB Funds  PTS  Budget Transfer

> grade level fundraising

APPROVALS:

Principal: 9W  Date: 9/21/15

Superintendent:  Date: 9/29/15

Revised Form: 2/25/11
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham High School
Club or Organization: Senior Class
Advisor/President: Danielle Gamble

Purpose of the fund raising project/activity:
Senior Class Fundraiser

Financial Goal of the project:

<table>
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Estimated Net: 230
Estimated Net: 300

Nature of project/activity (i.e., car wash):
Parking at Football Games

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 9/18/15 4:00 PM  Ending: 9/18/15 8:00 PM
Location: DHS

Number of students to be involved: 10

Date: 9-14-15
Organization Officer's Signature: Danielle Gamble

Date: 9-14
Advisor's Signature (if applicable): Suzanne E. Contreras

Date: 9-14
Principal's Signature: SB

Date: 9-14-15
Student Body President's Signature:

Date: 9/16/15
Superintendent's Signature (if required):

White: Club
Yellow: File
Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham High School
Club or Organization: Senior Class of 2016
Advisor/President: Danielle Gamble

Purpose of the fund raising project/activity:
Senior Fundraising

Financial Goal of the project:

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<tr>
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</table>

Nature of project/activity (i.e., car wash):
Dutch Bros

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: Homecoming
Ending: End Of Homecoming Game
Location: Durham High School Football Field

Number of students to be involved:

Date: 8/26/15 Mary Thriftad
Organization Officer’s Signature

Date: 8/26/15
Advisor’s Signature (if applicable)

Date: 9/17/15 Tom Brown
Principal’s Signature

Date: 8/26/15
Student Body President’s Signature

Date: 9/18/15
Superintendent’s Signature (if required)

White: Club
Yellow: File
Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

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School Durham Intermediate
Club or Organization PTS
Advisor/President Kim Thorpe

Purpose of the fund raising project/activity:
Raise funds to support PTS Programs such as: 6th grade planners, 8th grade promotion gifts, End of year pool party, Promotion reception.

Financial Goal of the project:

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<thead>
<tr>
<th>Minor: Estimated Gross</th>
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<td>Estimated Net</td>
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Nature of project/activity (i.e., car wash):
See's Candy Sales

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: November 2, 2015  Ending: November 20, 2015 Product delivery early December
Location: At home sales
Number of students to be involved: 270

Date: 9/10/15  Organization Officer’s Signature
Date: ____________________  Advisor’s Signature (if applicable)
Date: 9/18/15  Principal’s Signature
Date: ____________________  Student Body President’s Signature
Date: 9/18/15  Superintendent’s Signature (if required)

White: Club  Yellow: File  Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham High School
Club or Organization: FFA
Advisor/President: Tom Boyes

Purpose of the fund raising project/activity: to raise money for the FFA Chapter activities

Financial Goal of the project:

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<tr>
<th>Minor: Estimated Gross</th>
<th>Estimated Net</th>
<th>Major: Estimated Gross</th>
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<tr>
<td>X</td>
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<td>$3000</td>
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Nature of project/activity (i.e., car wash):

Apple Pie Sale

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):

Beginning: Tickets Sales: Oct 1st
Ending: Nov 22nd

Location: Memorial Hall

Number of students to be involved: 95

Date: 9-2-15

Date: 9-2-15

Date: 9-3-15

Date: 9-16-15

Date: 9/18/15

Sienna D. Slighata
Organization Officer’s Signature

Advisor’s Signature (if applicable)

Principal’s Signature

Student Body President’s Signature

Superintendent’s Signature (if required)

White: Club

Yellow: File

Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham High School

Club or Organization: Boys' and Girls' Basketball

Advisor/President: Mark Pisenti / Bob Paddock

Purpose of the fund raising project/activity: Raise Money for Uniforms, Tournament Fees, Travel, Supplies

Financial Goal of the project:

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<tr>
<th>Minor: Estimated Gross</th>
<th>Estimated Net</th>
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<tr>
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Nature of project/activity (i.e., car wash):

Ad Sales for Joint Program

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):


Location:

Number of students to be involved: 50

Date: 10/14/15

Organization Officer's Signature: 

Date: 10/14/2015

Advisor's Signature (if applicable): 

Date: 10/15/15

Principal's Signature: 

Date: 10/15/15

Student Body President's Signature: 

Date: 10/15/15

Superintendent's Signature (if required): 

White: Club  Yellow: File  Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School Durham High School
Club or Organization FFA
Advisor/President Tom Boyes
Purpose of the fund raising project/activity: TO raise money for FFA trips & conferences
Financial Goal of the project:

<table>
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<th>Minor: Estimated Gross</th>
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<th>Estimated Net</th>
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Nature of project/activity (i.e., car wash): Boots & Bowties Annual Dinner/Silent Auction
Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 11:00AM 2/13/16 Ending: 10:30pm 2/13/16
Location: Memorial Hall
Number of students to be involved: 95

Date: 9-2-15
Organization Officer’s Signature

Date: 9-2-15
Advisor’s signature (if applicable)

Date: 9-3-15
Principal’s Signature

Date: 9-16-15
Student Body President’s Signature

Date: 9/2/15
Superintendent’s Signature (if required)

White: Club
Yellow: File
Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School  DES
Club or Organization  ASB, Staff & Parents
Advisor/President  Shirley Williams

Purpose of the fund raising project/activity:
Funds for technology

Financial Goal of the project:

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Nature of project/activity (i.e., car wash):
Adult dinner, dance & auction (Gala)

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 5pm 3/11/16  Ending: 11 pm 3/11/16
Location: Sierra Nevada Big Room

Number of students to be involved: 0

Date: 10/6/15
Organization Officer’s Signature

Date: 10/6/15
Advisor’s Signature (if applicable)

Date: 10/6/15
Principal’s Signature

Date: Student Body President’s Signature

Superintendent’s Signature (if required)

White: Club  Yellow: File  Pink: ASB Files
Durham Unified School District and California State University, Chico  
Pupil Personnel Services, School Psychology  
Supervised Fieldwork and Internship Agreement

This Agreement entered into this 1st day of February 2015 between the Trustees of the California State University on behalf of California State University, Chico hereinafter called the "University," and Durham Unified School District, an agency that has the capacity to provide supervised fieldwork experiences for PPS, School Psychology Intern(s) within the requirements of California law, hereinafter called the "Fieldwork Site."

I. Statement of Purpose

A. The University is committed to high quality learning environments both in and outside of the classroom, and to providing the technology, the related training, and the support needed for high quality learning environments. CSU, Chico is known for its long history of service to the educational, cultural, and economic needs of Northern California.

B. The University has an outstanding record of collaboration with community and regional/statewide partners in education that enrich the learning environment and open career doors for students. The University promotes service learning, internship, and experiential pedagogies that combine explicit academic learning objectives with meaningful contributions to education, community partners, and other mental health related agencies.

C. The University and the Fieldwork Site recognize the opportunity for positive learning experiences and mutual benefit for each. The PPS, School Psychology fieldwork and internship programs are being implemented between these two entities in order to provide Intern(s) with a paid opportunity to gain field experience for a full academic year, four days per week.

II. Definitions

A. "Practicum Student" is defined according to the University as a person who is enrolled as students in the Master's of Arts degree and credentialing program for PPS, School Psychology at California State University, Chico.

B. "Intern" is defined according to the California Commission on Teacher Credentialing hereinafter called the "Commission" as a person who is enrolled in a Commission-approved internship program and is serving with an Internship Credential issued upon the recommendation of the University.

C. Both Practicum Students and Intern(s) are currently enrolled as students in the Master's of Arts degree and credentialing program for PPS, School Psychology at California State University, Chico.

D. No Practicum Student or Intern shall displace certificated Fieldwork Site employees or any person with the appropriate credential, background, and qualifications who is interested in and/or available for a PPS, School Psychology related position.

III. Priorities

A. Program Activities

Activities will be accomplished in accordance with this Agreement, reviewed and agreed upon by the University and the Fieldwork Site.

1. The Practicum Student(s) and/or Intern(s) shall:

   a. Participate in all relevant trainings required by the Fieldwork Site and/or the University faculty supervisor as well as training outlined in Section III-A-4, of this Agreement.
b. Model appropriate, professional behavior when working with Fieldwork Site’s students, families, related educational staff, and community members as well as when at the Fieldwork Site(s).

B. Safe and Productive Environment – Reference the Fieldwork Site’s policy(ies) about safe work environment.

1. The Fieldwork Site shall:
   a. Give Practicum Student(s) and/or Intern(s) a complete tour of the site, and ensure that Practicum Student(s) and/or Intern(s) are aware of all emergency procedures and are able to act responsibly in the event of an emergency.
   b. In order to ensure that Practicum Student(s) and/or Intern(s) comply with all policies, the Fieldwork Site shall provide Practicum Student(s) and/or Intern(s) with substantially the same training that it provides to its regular employees.
   c. Ensure that Practicum Student(s) and/or Intern(s) are aware of the unique nature of the population of the Fieldwork Site and have received an orientation and any additional training that the Fieldwork Site deems necessary to work with this population.
   d. California law may require the Fieldwork Site to obtain Practicum Student(s) and/or Intern(s) fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation for a criminal background check. It is the Fieldwork Site’s responsibility to (1) determine whether such fingerprinting is required; (2) obtain the Practicum Student(s) and/or Intern(s) fingerprints; (3) obtain criminal background clearance from the appropriate agency and (4) maintain the confidentiality of that information in accordance with California State Law.

2. The University shall ensure that Intern(s) agree to the following:
   a. To abide by the Fieldwork Site’s rules and regulations while onsite and when working with individuals associated with the Fieldwork Site.
   b. Ensure that their interactions with Fieldwork Site students, families, and relevant educational and community staff are safe, positive, and productive.
   c. To support the Fieldwork Site’s program and its objectives by performing the service activities stated in Section II-A-1 of the Program Activities section of this Agreement.

III. Responsibilities

A. The Fieldwork Site

1. For Practicum Student(s):
   i. Provide the school psychologist Practicum Student(s) with a minimum of 600 hours per academic year of fieldwork experience and under the supervision of the Fieldwork Site Supervisor, within the scope of practice of a school psychologist. Such experiences shall be in applied personal and professional relationships, assessment, consultation, counseling, intervention, collaboration, and ethical practices (See Appendix A).

2. For Intern(s)
   i. Provide the school psychologist intern(s), as a paid employee, with a minimum of 1200 hours per academic year of fieldwork experience and under the supervision of the Fieldwork Site Supervisor, within the scope of practice of a school psychologist. Such experiences shall be in applied personal and professional relationships, assessment, consultation, counseling, intervention, collaboration, and ethical practices (See Appendix B).
II. Provide written certification that no person with the appropriate credential, background and qualifications is interested and/or available in the position that is the subject matter of this Agreement.

3. Provide the University with accurate information necessary to verify to the Commission that the placement meets all legal requirements, that the Practicum Student(s) and/or Intern(s) is used in the manner required by law, and that the duties performed by the Intern(s) are within the scope of practice of a PPS, School Psychologist.

4. Evaluate in an appropriate manner the credentials and qualifications of the Supervisor and any employee who otherwise provides supervision to the Intern.

5. Provide adequate resources (i.e., materials, office space, and other necessities) to the Practicum Student(s) and/or Intern(s) and the Supervisor for practice are expected to be provided by the Fieldwork Site.

6. The Fieldwork Site(s) is expected to show commitment to the fieldwork and internship programs as a training experience, rather than only as a source of services to the district and students.
   i. Provide a reasonable balance of primary and secondary prevention and tertiary intervention activities during the school psychology fieldwork experience and/or internship.
   ii. Districts are expected to include Practicum Student(s) and/or Intern(s) in relevant in-service experiences, and are encouraged to provide paid time and financial support for other in-service training opportunities, when possible or allowed. Alternatively, the Intern(s) could be provided release time as needed to attend professional development experiences or professional association meetings.

7. Notify the University in a timely manner, as is determined by the seriousness of the concern, of any difficulties in the work performance of the Practicum Student(s) and/or Intern(s).

8. Provide the Practicum Student(s) and/or Intern(s) and the Supervisor with an emergency response plan that ensures the safety and security of the Intern(s), the Supervisor, and their clients.

9. The Fieldwork Site acknowledges that each Intern under this Agreement shall be a paid employee of the Fieldwork Site and thus covered under the Fieldwork Site’s insurance policies, including Workers’ Compensation, to the extent available to other teachers. No Intern shall be considered an employee or agent of the University while performing services for the Fieldwork Site.

B. The University

1. Training
   i. The University will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for practicum or internship.
   ii. The Internship Credential is issued for service only in the Fieldwork Site District and the University shall notify the Commission of the Fieldwork Site’s participation.
   iii. The University shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the Fieldwork Site, the activities of each Practicum Student and/or Intern assigned to Fieldwork Site.

2. The faculty member or designee is responsible for ensuring that the service of the Practicum Student(s) and/or Intern(s) is carried out effectively to meet the needs of the Fieldwork Site and shall work closely with the Fieldwork Site and Practicum Student(s) and/or Intern(s) to meet the expectations and priorities of the Fieldwork Site.
3. University faculty or designee will review the Practicum Student(s) and/or Intern's submission of weekly logs and activity schedules on a weekly basis.

4. The University shall complete additional periodic observations and/or evaluations of the Practicum Student(s) and/or Intern(s) regarding his/her performance at the Fieldwork Site as per arrangement between the University faculty or staff member and the Fieldwork Site supervisor as well as with the Practicum Student(s) and/or Intern(s). Verification of candidates' satisfaction of the fieldwork or fieldwork experience and/or internship requirements will be made by both the Fieldwork Site Supervisor and the University based supervisor. Verification will be made for:

i. Satisfactory fulfillment of individual competencies and advocate for a reasonable balance of prevention and intervention activities during the fieldwork experience and/or internship. (See Appendices A and/or B)

ii. Clock hours (minimum: 600 hours for Practicum Students and 1200 hours for Interns) and completion of at least 150 and 100 ethnic/cultural contact hours for Practicum Student(s) and/or Intern(s), respectively.

iii. Practice at the required variety of academic levels for Intern(s) and practice at two of three school levels with a minimum of 200 clock hours at each level for Practicum Student(s).

5. The University shall notify the Practicum Student(s) and/or Intern(s) and Fieldwork Site supervisors that they are responsible for maintaining confidentiality of patient information. No Practicum Student and/or Intern shall have access to or have the right to receive any medical record, except when necessary in the regular course of the internship experience. The discussion, transmission or narration in any form by Practicum Student(s) and/or Intern(s) of any individually identifiable patient information, medical or otherwise, obtained in the regular course of the program is forbidden except as a necessary part of the practical experience. Neither the University nor its employees or agents shall be granted access to individually identifiable patient information unless the patient has first given consent using a form approved by Fieldwork Site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act (HIPAA) and regulation thereunder. The Fieldwork Site shall reasonably assist the University in obtaining such consent in appropriate circumstances. In the absence of such consent, Practicum Student(s) and/or Intern(s) shall use de-identified information only in any discussions with University, its employees or agents.

C. The Practicum Student(s) and/or Intern(s)

1. Satisfaction of fieldwork experience and internship requirements can only be accomplished in a school setting under the supervision of a credentialed school psychologist. Work performed in any other context under any other supervision will not be counted toward the required clock/contact hours.

2. Practicum Student(s) and/or Intern(s) shall perform services for patients only when under the supervision, control, and responsibility of the Fieldwork Site. Practicum Student(s) and/or Intern(s) shall work, perform assignments, and participate in meetings, programs, consultation and collaboration at the discretion of their supervisors designated by the Fieldwork Site. Intern(s) are considered members of Fieldwork Site's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Fieldwork Site's policies respecting confidentiality of medical information.

3. Document required internship experiences and clock/contact hours through the submission of weekly logs and activity schedules that are reviewed by University faculty or designee on a weekly basis.

4. Be responsible for learning those policies of the Fieldwork Site that govern the conduct of regular employees, volunteers, and Intern(s), and for complying with such policies.
5. Be responsible for participating in the periodic evaluation of his/her work at the Fieldwork Site with both University Faculty or designee and Fieldwork Site Supervisor(s).

   i. Communicating with supervisors to ensure that competencies specified for satisfaction during a given fieldwork experience must be satisfactorily demonstrated, whenever appropriate, at each subsequent level of training.

   ii. Retaining and advocating for a reasonable balance of primary and secondary prevention and tertiary intervention activities during their school psychology internship.

   iii. Agreeing to satisfy new programmatic requirements to reflect state and national regulations and guidelines before a PPS, School Psychology credential will be issued by the University, at any time and in any portion of the internship sequence.

6. Be responsible for notifying California State University, Chico in a timely manner of any professional or personal difficulties that may affect the performance of professional duties and responsibilities at the Fieldwork Site.

7. Advocate to be included in or to be provided release time for relevant in-service experiences and other professional development opportunities at local, regional, state, or national professional association meetings.

8. Abide by the ethical standards for individuals promulgated by the American Psychological Association or National Association of School Psychologists and the California Association of School Psychologists.

D. The Supervisor

1. Eligibility Requirements:

   i. The Supervisor is at least a state credentialed school psychologist that provides full-time services on the premises of the Fieldwork Site(s) and is qualified to furnish the supervision required under California law.

   ii. Provide the University with a current copy of his or her state credential and immediately notify the University and the Intern of any action that may affect licensure.

   iii. All Fieldwork Site and internship supervisors are credentialed school psychologists with a minimum of two years of experience in the field.

2. Provide two hours per week for Intern(s) and one hour per week for Practicum Student(s), on average, of direct supervision which can be provided through a regularly scheduled meeting each week. Other methods of supervision can include observation of the Intern(s) in classroom or in-service presentations, meetings with students, parents, teachers and/or administrators, joint preparation for such activities, and other contact with the Intern through the work week.

3. Communicate accurately to the University faculty member or designee to ensure that the service of the Practicum Student(s) and/or Intern(s) is mutually beneficial and carried out effectively to meet the needs, expectations, priorities of the Fieldwork Site.

4. Demonstrate commitment to the fieldwork and internship programs as a training experience, rather than only as a source of services to the district and students.

   i. Acquire adequate resources (i.e., materials, office space, and other necessities) for the Practicum Student(s) and/or Intern(s) to practice and function effectively within the Fieldwork Site.
ii. Assist the Practicum Student(s) and/or Intern(s) in developing a reasonable balance of primary and secondary prevention and tertiary intervention activities during the school psychology internship.

iii. Advocate including Practicum Student(s) and/or Intern(s) in relevant in-service experiences and other training opportunities, when possible or allowed.

5. Evaluation of Practicum Student(s) and/or Intern(s):
   i. Providing University faculty or designee with regular progress reports and the University in a timely manner, as is determined by the seriousness of the concern, of any difficulties in the work performance of the Intern.
   
   ii. Communicating with Practicum Student(s) and/or Intern(s) to ensure that competencies specified for satisfaction during a given fieldwork experience must be satisfactorily demonstrated, whenever appropriate, at each subsequent level of training.
   
   iii. Completing a written evaluation each semester of the Practicum Student(s) and/or Intern’s performance in the supervised fieldwork setting (See Appendices C, D, and E).

6. Abide by the ethical standards for individuals promulgated by the American Psychological Association or National Association of School Psychologists and the California Association of School Psychologists.

IV. Length of Agreement Term

A. The term of the Agreement shall be September 1, 2015 through August 31, 2020.

This Agreement may be terminated by either party after giving the other party 30 days advance written notice of the intention to terminate, provided further, however, that any such termination of the Agreement by the Fieldwork Site shall not be effective against any Intern(s) who at the date of the mailing of notice of termination was participating in said program until such Intern(s) has completed the program as mutually agreed upon.

V. General Provisions

A. Indemnification

The Fieldwork Site shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this Agreement. The University shall be responsible for damages caused by the negligence of its directors, officers, and employees occurring in the performance of this Agreement. It is the intention of the Fieldwork Site and the University that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees.

B. Governing Law

All contracts shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, the Fieldwork Site shall comply with any State or federal law applicable to the Fieldwork Site’s performance under this Agreement.

C. Assignments

Without written consent of the University, this Agreement is not assignable by the Fieldwork Site either in whole or in part.
D. Agreement Alterations & Integration

No alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or Agreement not incorporated here in shall be binding on any of the parties hereto.

E. Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto, any right to use the other party's name(s) as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

F. Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this Agreement shall survive expiration or earlier termination of this Agreement.

G. Severability

If any provision of this Agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

H. Entire Agreement

This Agreement constitutes the entire Agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior Agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.

VI. Notices

Any notice required to be given pursuant to the terms and provisions of this Agreement shall be in writing and shall be sent first class mail to the following addresses:

For the University:  
California State University, Chico  
Director of Procurement & Contract Services  
400 W. 1st Street  
Chico, CA 95929-0244  
Attn: Sara Rumiano

For the Fieldwork Site:  
Durham Unified School District  
Superintendent  
9420 Putney Dr.  
Durham, CA 95938  
Attn: Len Foreman

HIPAA Privacy Regulations

The parties agree that University is not a "business associate" of Fieldwork Site under HIPAA. University will not be performing or assisting in the performance of covered HIPAA functions on behalf of Fieldwork Site. There will be no exchange of individually identifiable health information between Agency and University. Intern(s) in the program are Intern(s) who are part of Agency's "workforce" as defined in HIPAA regulations at 45 C.F.R. § 160.103. With that understanding, the parties agree that they shall comply with all HIPAA privacy regulations, to the extent they apply at all, including but not limited to those set forth in 45 C.F.R. Parts 160 and 164, and also with any privacy applications arising under the State of California.
IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

CALIFORNIA STATE UNIVERSITY, CHICO

By: ____________________________ Date: __________________________
    Brian Oppy, Chair,
    Psychology Department

By: ____________________________ Date: __________________________
    Eddie Vela, Dean, College of
    Behavioral and Social Sciences

By: ____________________________ Date: __________________________
    Sara Rumiano, Director
    Procurement and Contract Services

FIELDWORK SITE

By: ____________________________ Date: __________________________

Printed Name: ____________________________

Title: ____________________________
Appendix A
Fieldwork in School Counselling I & II Competencies
for Pupil Personnel Services Credential

Note: Students are expected to engage in the activities described in Psychology 668 during the spring semester of year two of the School Psychology program. The School Psychology practicum is designed to augment, integrate and expand on other experiences obtained in prior practica experiences. Practicum competencies will be judged by your professor in conjunction with your fieldwork supervisor(s). However, you must meet all competencies with satisfactory performance as judged, in the final analysis, by the PPS Committee at CSU, Chico in order to be recommended to the State of California for a PPS credential.

Personal and Professional
1. The student will establish and maintain effective professional relationships with teachers, administrators, members of the staff, and parents.
   a. The student will initiate effective professional relationships with co-professionals and parents.
   b. The student will demonstrate qualities of enthusiasm, dependability, promptness, creativity and productivity in their professional activities.
   c. The student will effectively utilize their rapport with others and their understanding of school decision-making in carrying out their activities as a school psychology practicum student.

Consultation
2. The student will become a consulting resource for teachers and collaborate in a problem solving format.
   a. The student will establish relationships with teachers in which classroom problems are freely discussed.
   b. The student will establish a nonhierarchical coordinate relationship with teachers in a collaborative model of intervention.
   c. The student will demonstrate ability to appropriately work through the consultation process from problem identification to plan formulation, to plan implementation to evaluation.
   d. The student will employ, when appropriate, a variety of assessment techniques (including but not limited to: observation; developmental, educational and family histories; rating scales; and dynamic or curriculum based assessments) for use in identifying and clarifying behavioral or academic problems and in formulating interventions.
   e. The student will take into consideration differences related to culture, race, and handicapping condition as it may pertain to consultee and student throughout the consultation process.
   f. The student will identify potential referrals for special education that could be deflected from special placement through defined alterations of current practices.

3. The student will effect behavioral interventions for children showing behavioral or adjustment problems in school.
   a. The student will select, from teacher-designated children, a child with a behavior or adjustment problem, the treatment of which is amenable to on-site conditions and time constraints.
   b. The student will identify the problem in behavioral terms and in a manner that demonstrates awareness of the potential contributions of academic, familial, peer, personal and community influences.
   c. The student will plan and implement practical and appropriate behavioral interventions for use by teachers, parents, or others.
   d. The student will develop and utilize methods for measuring the effectiveness of the interventions.
   e. The student will effectively communicate to the teacher, parent, or other consultee specific modifications in the intervention program based on these outcome measures.

4. Throughout their practicum, students will attend and appropriately participate in meetings designed to discuss, monitor and problem-solve student learning and adjustment difficulties.
   a. The student will attend and actively participate in student study and other prereferral meetings.
   b. The student will attend and appropriately participate in IEP and other meetings for students with whom they have provided services or have information relevant to their learning and/or adjustment needs.
Counseling

5. The student will effectively counsel individual students from a variety of backgrounds,
   a. The student will effectively establish counseling relationships.
   b. The student will maintain effective counseling relationships.
   c. The student will promote behavioral change in pupils.
   d. The student will collaborate effectively with teachers and parents of students during pupil counseling.
   e. The student will evaluate behavioral change in pupils.
   f. The student will constructively terminate counseling relationships.

6. The student will effectively counsel groups of students.
   a. The student will form counseling groups based on relevant goals and compatibility of members.
   b. The student will prepare appropriate activities and materials for group counseling.
   c. The student will promote cohesion in counseling groups.
   d. The student will promote effective interaction in groups.
   e. The student will keep group attention focused on content of mutual concern to group members.
   f. The student will promote behavioral change in group members.
   g. The student will evaluate the outcomes of counseling groups.

Assessment

7. The student will demonstrate, under close supervision of their on-site supervisor, the skills required to appropriately utilize standardized and nonstandardized instruments and procedures designed to assess cognitive and academic domains.
   a. Under the guidance of their field-site supervisor, the student will demonstrate the ability to properly determine, based on a child's reported referral concern/s, appropriate assessment measures consisting of standardized and other instruments and procedures.
   b. The student will demonstrate, under close supervision of their on-site supervisor, proper administration and scoring of standardized tests of intelligence, cognition and memory.
   c. The student will demonstrate, under close supervision of their on-site supervisor, proper administration and scoring of standardized tests of academic achievement.
   d. The student will observe and discuss with their on-site supervisor the proper use of observation, rating scales, self-report measures and other procedures in the assessment of a child's behavior and socio-emotional status.
   e. Being mindful of a student's racial, ethnic and language background, the student will demonstrate proper test selection, administration, scoring and interpretation.
   f. The student will appropriately participate in the development of alternative models of assessment, monitoring and service delivery (e.g. RTI/3-Tier), currently being considered and/or implemented at their site.

Intervention/In-service

8. The student will research a topic of current relevance to the field of school psychology and make a presentation to instructors and peers, which would be appropriate to present to fellow professionals for inservice education.
   a. The student will search various databases in order to locate and interpret the most recent information on an issue pertaining to the practice of school psychology.
   b. The student will integrate and articulate, in both oral and written form, information from the scholarly, theoretical and applied literature in order to delineate and explain issues that affect the practice of school psychology.
   c. The student will construct, collect, and compile effectively materials for an inservice presentation on a topic affecting the practice of school psychology.

Program Development/Skills Development Presentation

9. The student will organize and deliver skill development units to classrooms.
a. The student will collaborate effectively with classroom teachers in determining the appropriate content and complexity of skills units.

b. The student will organize and prepare the necessary materials.

c. The student will effectively present units to target classes.

d. The student will assess the outcomes of the instruction, through written teacher feedback, and make modifications accordingly.

**Ethical Practices**

10. Throughout their practicum, students will demonstrate an awareness of legal and ethical issues and practice in accordance with legal and ethical guidelines for the professional practice of school psychology.

   a. The student will note legal and ethical issues as they arise, in seminar and/or logs.

   b. The student will utilize relevant sources of information to research legal and ethical guidelines when issues arise in practice.

   c. The student will consult field and university supervisors and other appropriate colleagues in regard to legal and ethical issues that arise in practice.

   d. The student will demonstrate sound reasoning and good judgment regarding legal and ethical issues that arise during their fieldwork experience.

   e. The student will demonstrate appropriate ethical practices as they pertain to confidentiality and the obtaining of informed consent.
Appendix B
Internship in School Psychology Competencies for Pupil Personnel Services Credential

Note: Students are expected to engage in the activities described in Psychology 689A and 689B competencies throughout both semesters, although some specific competencies are listed separately and emphasized during a particular semester. Although competencies will be evaluated and feedback given throughout the year, all Psychology 689A and 689B competencies will be certified by the 689B instructor at the end of the academic year. In addition, students are expected to continue to engage in activities and demonstrate competencies associated with Psychology 688.

Fieldwork and internship competencies will be judged by your professor in conjunction with your fieldwork supervisor(s). However, you must meet all competencies with satisfactory performance as judged, in the final analysis, by the PPS Committee at CSU, Chico in order to be recommended to the State of California for a PPS credential.

Personal and Professional
1. The student will establish and maintain effective professional relationships with teachers, administrators, members of the staff, and parents.
   a. The student will initiate effective professional relationships with co-professionals and parents.
   b. The student will effectively utilize their rapport with others and their understanding of school decision-making in carrying out their activities as a school psychology intern.

2. The student will show the leadership expected of the role of school psychologist. The student will engage in leadership activities such as:
   a. Conducting various forms of multidisciplinary team meetings such as student study team meetings, individual education program team meetings, etc.;
   b. Facilitating teacher support groups;
   c. Facilitating skill development for teachers in areas such as conducting parent conferences, communication, interpretation of assessment data, classroom management, etc.;
   d. Participating in curriculum and/or program development; and
   e. Evaluating the appropriateness and effectiveness of programs.

Assessment
3. The student will choose appropriate and psychometrically sound assessment tools and procedures, administer such measures, and communicate, through a written report and verbally, assessment results in order to plan appropriate educational interventions for referred children.
   a. The student will select appropriate assessment procedures to provide data regarding pupils’ current functioning in cognitive, academic, and socio-emotional domains.
   b. The student will administer assessment procedures appropriately and gather other data to explore hypotheses regarding pupils’ academic and socio-emotional difficulties.
   c. The student will communicate, through a written report and verbal description:
      i. A specific reason for referral;
      ii. Relevant background information as it relates to school, family, culture, health and development;
      iii. Observed behavior in the school and test settings;
      iv. The results of any standardized or non-standardized assessments that have been performed;
      v. The interpretation of such results in a way that is defensible in view of stated referral concerns and other available data; and
      vi. The specific nature of pupils’ difficulties with suggestions for instructional strategies and/or interpersonal prescriptions and/or special program placements which are warranted by the available data.
   d. The student will understand and respond to any element in the assessment process that raises ethical concerns.
   e. The student will gain experience in the assessment of students with a wide range of exceptionalities as well as with students from diverse cultures, races and ethnic backgrounds.
f. The student will participate in the development and implementation of alternative models of eligibility determination, student progress monitoring and service delivery such as tier and RTI models.

Consultation
4. The student will become a consulting resource for teachers and collaborate in a problem solving format.

a. The student will establish relationships with teachers in which classroom problems are freely discussed.
b. The student will establish a nonhierarchical coordinate relationship with teachers in a collaborative model of intervention.
c. The student will employ, when appropriate, a variety of assessment techniques (including but not limited to: observation; developmental, educational and family histories; rating scales; and dynamic or curriculum based assessments) for use in identifying and clarifying behavioral or academic problems and in formulating interventions.
d. The student will identify potential referrals for special education that could be deflected from special placement through defined alterations of current practices.

Counseling
5. The student will effectively participate in group counseling of students.

a. The student will form a counseling groups based on relevant goals and compatibility of members.
b. The student will prepare appropriate activities and materials for group counseling.
c. The student will promote cohesion in counseling groups.
d. The student will promote effective interaction in groups.
e. The student will keep group attention focused on content of mutual concern to group members.
f. The student will promote behavioral change in group members.

Intervention
6. The student will work effectively with co-professionals in structuring coordinated intervention strategies.

a. The student will hold effective, constructive conferences with teachers, administrators, parents and others in planning and initiating instructional and behavioral strategies.
b. The student will effectively communicate the results of any assessments in a multidisciplinary setting.
c. The student will understand the various roles and contributions of others involved with a particular case with sufficient clarity that services will be highly coordinated and efficiently delivered.
d. The student will follow up with those responsible for executing specific interventions to determine if desired progress is present and, in conjunction with those involved, make any necessary changes and adjustments in pupils' programs.

Collaboration
7. The student will recognize and respond effectively to instances where bringing adequate care to a student requires collaboration with other in-school or community professionals and will make appropriate referrals in those instances.

a. The student will recognize symptoms relevant to the training of others.
b. The student will use appropriate channels to involve relevant others.
c. The student will efficiently initiate and effectively participate in conferences with relevant others.
d. The student will follow up adequately to determine if appropriate progress is being made and, if necessary, effect any indicated changes in the intervention plan.

8. Based on an analysis of systemic needs in their school district, the student will design a community-oriented prevention program, involving interagency collaboration, to address a problem having the potential to affect school performance.

   a. The student will conduct an assessment of the district to identify systemic needs.
   b. The student will contact agencies and identify key persons with whom to collaborate in planning of a program.
c. The student will identify agency programs and resources to be used to design and implement a community-based prevention program.
d. The student will articulate, in oral and written form, the program developed to address the identified need.

**In-service**

9. The student will plan, organize and implement a program of in-service training for teachers and/or other school staff in skills which will help them to be more effective in teaching or relationships with students, parents or colleagues.

   a. The student will determine the needs of a small group of teachers/staff for professional development and skills training.
   b. The student will obtain teacher/staff participation in an in-service training program.
   c. The student will plan and coordinate a curriculum of training in the identified area of need.
   d. The student will conduct an organized curriculum of professional development and training across a number of sessions.
   e. The student will conduct formative and summative evaluation of the effectiveness of the training sessions.

**Ethical Practices**

10. Throughout their internship, students will demonstrate an awareness of legal and ethical issues and practice in accordance with legal and ethical guidelines for the professional practice of school psychology.

   a. The student will note legal and ethical issues as they arise, in seminar and/or logs.
   b. The student will utilize relevant sources of information to research legal and ethical guidelines when issues arise in practice.
   c. The student will consult field and university supervisors and other appropriate colleagues in regard to legal and ethical issues that arise in practice.
   d. The student will demonstrate sound reasoning and good judgment regarding legal and ethical issues.
Appendix C
School Psychology Fieldwork Site Supervisor Rating Form

Practicum Student ___________________________ Date of Evaluation ___________________________
Supervisor ___________________________ School/District ___________________________

Directions: The ratings of the practicum student should be based upon actual observation and/or reports from teachers, staff, families, etc. On the following scale, circle the number that best describes the practicum student’s competence.

1 - Competence is currently limited. Close supervision and instruction are required.
2 - Competence is progressing satisfactorily. Moderate supervision and more experience are required.
3 - Competence is approaching an independent level. Little supervision is required.
4 - Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
ND - No data or insufficient information is available to make a rating at this time.

### 1. Personal and Professional Qualities

<table>
<thead>
<tr>
<th>Enthusiasm</th>
<th>Dependability</th>
<th>Promptness</th>
<th>Creativity</th>
<th>Leadership</th>
<th>Productivity</th>
<th>Learning/generalization from experiences</th>
</tr>
</thead>
</table>

### 2. Communication/Rapport

<table>
<thead>
<tr>
<th>At student study team meetings</th>
<th>In written documents</th>
<th>With administrators</th>
<th>With parents</th>
<th>With students</th>
<th>With teachers and staff</th>
</tr>
</thead>
</table>

### 3. Consultation (both formal and informal)

<table>
<thead>
<tr>
<th>Seen as resource by teachers</th>
<th>Problem/need identification</th>
<th>Plan formulation</th>
<th>Plan implementation</th>
<th>Follow-up and evaluation</th>
</tr>
</thead>
</table>

### 4. Counseling

<table>
<thead>
<tr>
<th>Forming effective counseling relationships</th>
<th>Conceptualizing clients’ concerns/problems</th>
<th>Goal-directedness</th>
<th>Communication with clients’ parents</th>
<th>Communication with clients’ teachers</th>
<th>Effectiveness of individual counseling</th>
<th>Effectiveness of group counseling</th>
<th>Effectiveness of crisis counseling</th>
</tr>
</thead>
</table>

### 5. Assessment

<table>
<thead>
<tr>
<th>Intelligence/cognitive (closely supervised)</th>
<th>Social-emotional/behavioral (closely supervised)</th>
<th>Academic achievement</th>
<th>Participation in alternative models (e.g., RTI)</th>
</tr>
</thead>
</table>
6. **Intervention/Inservice**
   - Organization
   - Utility/practicality
   - Appropriateness to problems
   - Implementation
   - Monitoring/follow-up
   - Evaluation

7. **Program Development/ Skill Development Units**
   - Assesses/discerns patterns of existing needs
   - Develops ideas for programs/services to meet needs
   - Collaborates/plans with co-professional/others
   - Carries out program implementation
   - Plans evaluation of program effectiveness

8. **Ethical Practices**
   - Confidentiality
   - Informed consent
   - Willing to advocate for children/other clients
   - Handles relationships with children ethically
   - Handles relationships with adults ethically
   - Consists/seeks support when appropriate
   - Follows through on interventions/communications
   - Sensitivity to ethical issues

9. **Overall Rating of Practicum Student**

   Please summarize any Practicum Student strengths or weaknesses not mentioned on the above rating scale. Note any training experiences that should be planned for this intern.

   [Signature of Supervisor]
Appendix D
School Psychology Intern Field Site Supervisor Rating Form

Intern __________________________ Date of Evaluation __________________________
Supervisor __________________________ School/District __________________________

Directions: The ratings of the intern should be based upon actual observation and/or reports from teachers, staff, families, etc. On the following scale, circle the number that best describes the intern's competence.

1 – Competence is currently limited. Close supervision and instruction are required.
2 – Competence is progressing satisfactorily. Moderate supervision and more experience is required.
3 – Competence is approaching an independent level. Little supervision is required.
4 – Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
ND – No data or insufficient information is available to make a rating at this time.

<table>
<thead>
<tr>
<th>Strengths/Comments</th>
</tr>
</thead>
</table>

1. Personal and Professional Qualities
   - Enthusiasm
   - Dependability
   - Promptness
   - Creativity
   - Leadership
   - Productivity

2. Communication/Rapport
   - At IEP meetings
   - At Student Study Team meetings
   - In written reports
   - With administrators
   - With parents
   - With students
   - With teachers and staff

3. Evaluation/Assessment
   - Intelligence/cognitive
   - Social-emotional
   - Behavioral
   - Curriculum-based
   - Criterion-based
   - Alternative (e.g. bilingual)
   - Interviewing
   - Selection of appropriate instruments/procedures
   - Administration of instruments/procedures
   - Interpretation and integration of data
   - Makes useful recommendations
   - Addresses referral issues

4. Consultation
   - Seen as a resource by teachers
   - Problem/Need Identification
   - Plan Formulation
   - Plan Implementation
   - Follow-up and Evaluation

5. Counseling
   - Individual
   - Group
   - Crisis
6. Intervention
   Organization
   Utility/practicality
   Appropriateness to problems
   Implementation
   Monitoring/follow-up

7. Ethical Practices
   Confidentiality with documents/information
   Obtains informed consent
   Handles relationships with children ethically
   Handles relationships with adults ethically
   Sensitivity to ethical issues

8. Program Development
   Assesses/discerns patterns of existing needs
   Develops ideas for programs/services to meet needs
   Collaborates/plans with co-professional/others
   Carries out program implementation
   Plans evaluation of program effectiveness

9. Community Collaboration
   Determines needs of district
   Contacts relevant agencies
   Identifies relevant resources
   Designs appropriate program
   Plans program evaluation

10. Inservice Training
    Assesses needs of staff
    Develops plans for training series
    Presentation of Material
    Discussion/interaction during training
    Follow-up of skill development and application
    Eliciting feedback and evaluation outcome

11. Overall Rating of Intern  1  2  3  4

Please summarize any intern strengths or weaknesses not mentioned on the above rating scale. Note any training experiences that should be planned for this intern.


Signature of Supervisor
### Appendix E

**School Psychology Student Disposition Form**

(To be completed by Fieldwork Site and/or Internship Supervisor)

**Candidate Name:** ____________________________________________  **Program:** School Psychology Credential/PPS

**Candidate Program Level:**  □ School Psych Practicum  □ School Psych Internship I  □ School Psych Internship II

**To the respondent:** Effective credential candidates should enter our programs with certain dispositions and continue to develop those dispositions through the experiences provided in our professional programs. Please mark an “x” in the box that represents your rating of the dispositions, keeping in mind the candidate’s current program level. For explanations of each performance level and disposition, please see the rubric on the back of this form to guide you in your ratings. The purpose of this form is to guide and inform program faculty in their acceptance decisions and to monitor professional growth throughout the school psychology credential program. Please return this form ASAP to the coordinator of the school psychology program.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Acceptable</th>
</tr>
</thead>
</table>
| **Disposition #1**  
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in the field of school psychology. | | | |
| **Disposition #2**  
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success. | | | |
| **Disposition #3**  
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine professional skills and deepen knowledge in the field of school psychology. | | | |
| **Disposition #4**  
Demonstrates pride in the profession of school psychology and participates in collaborative relationships with teachers, colleagues, students, parents, and social and professional communities and agencies. | | | |
| **Disposition #5**  
Committed to the expression and use of democratic values and is committed to help create a learning environment that fosters active engagement in learning and positive social interaction. | | | |

**Signature**  ____________________________  **Print Name**  ____________________________

**Position**  ____________________________  **Date**  ____________________________

**School District**  ____________________________  **Phone**  ____________________________

**Semester of supervision:**  Fall  Spring (circle):  20_____  

**Recommend for program continuation/completion:**  □ yes  □ no
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Needs Improvement</th>
<th>Developing</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition #1</strong></td>
<td>Is non-responsive to students’ individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive professional practices.</td>
<td>Recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive professional practices.</td>
<td>Supports and advocates for students with individual differences; encourages cultural sensitivity and perspectives; models culturally responsive professional practices.</td>
</tr>
<tr>
<td><strong>Disposition #2</strong></td>
<td>Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.</td>
<td>Not engaging with students at all levels of student abilities: Avoids working with lower functioning students; does not respond positively to students with learning and adjustment problems.</td>
<td>Recognizes and engages all levels of student abilities: Attempts to be supportive to lower functioning students; attempts to interact positively with students from all ability levels; seeks to help all students with learning and adjustment problems.</td>
</tr>
<tr>
<td><strong>Disposition #3</strong></td>
<td>Committed to continuous, self-directed learning, critical thinking and reflection in order to refine professional skills and deepen knowledge in the field of school psychology.</td>
<td>Rarely asks pertinent questions regarding professional practices; passes by opportunities to discuss issues related to practice; demonstrates inadequate knowledge of field of school psychology, and/or has few ideas to increase his/her knowledge.</td>
<td>Asks some pertinent questions regarding professional practices; occasionally engages in thinking about and discussing issues related to practice; demonstrates knowledge of field of school psychology, but is less certain of ways to increase his/her knowledge.</td>
</tr>
<tr>
<td><strong>Disposition #4</strong></td>
<td>Demonstrates pride in the profession of school psychology and participates in collaborative relationships with teachers, colleagues, students, parents, and social and professional communities and agencies.</td>
<td>Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic.</td>
<td>Dresses and conducts self appropriately; communicates effectively with teachers, staff, students, parents, and colleagues; meets scheduled time/hour commitments and is prepared.</td>
</tr>
<tr>
<td><strong>Disposition #5</strong></td>
<td>Committed to the expression and use of democratic values and is committed to help create a learning environment that fosters active engagement in learning and positive social interaction.</td>
<td>Unaware of the need for interdependent, collaborative social interaction; unresponsive to ideas of teachers, staff, parents and colleagues; displays little interest or involvement in collaborative activities; limited responsiveness to students.</td>
<td>Aware of the need for interdependent, collaborative social interaction; listens to ideas of teachers, staff, parents and colleagues; actively observes collaborative work; responsive to students.</td>
</tr>
</tbody>
</table>
To whom it may concern,

The following materials from the high school are outdated or irreparable. I am petitioning for their removal from the high school library/career center.

While this list may seem extensive, please consider that much of this material has been static for the last 20-50 years. By clearing these materials, we are making room for the new textbooks, equipment, and the ability to properly store classroom materials. This ensures that new or existing materials will not degrade prematurely.

### Text Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th># Copies</th>
<th>ISBN</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td>Algebra and Trig</td>
<td>Larson</td>
<td>44</td>
<td>0000618052836</td>
<td>Old textbooks / replaced</td>
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<tr>
<td>Trigonometry</td>
<td>HBJ</td>
<td>26</td>
<td>0000153593709</td>
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</tr>
<tr>
<td>Algebra 1 TE</td>
<td>McDougal</td>
<td>1</td>
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<tr>
<td>Algebra TE</td>
<td>N/A</td>
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<td>0000000013151</td>
<td>Old textbooks / replaced</td>
</tr>
<tr>
<td>Math Matters TE</td>
<td>SW Publishing</td>
<td>1</td>
<td>0000538611200</td>
<td>Old textbooks / replaced</td>
</tr>
<tr>
<td>Precalculus with limits</td>
<td>Brooks Cole</td>
<td>1</td>
<td>9780538736596</td>
<td>Old textbooks / replaced</td>
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<tr>
<td>Algebra 2 TE</td>
<td>N/A</td>
<td>1</td>
<td>9780618811823</td>
<td>Old textbooks / replaced</td>
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<tr>
<td>California Algebra 2</td>
<td>McGraw Hill</td>
<td>1</td>
<td>9780078778575</td>
<td>Old textbooks / replaced</td>
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<tr>
<td>Algebra book 2</td>
<td>Ginn &amp; Co</td>
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<td>0000000419441</td>
<td>Old textbooks / replaced</td>
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<tr>
<td>Misc. Algebra 2 workbooks</td>
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<td>9</td>
<td>N/A</td>
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</tr>
<tr>
<td>Spanish level 3</td>
<td>N/A</td>
<td>1</td>
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<tr>
<td>Literature American Experience</td>
<td>Prentice Hall</td>
<td>1</td>
<td>0000134138325</td>
<td>Old textbooks / replaced</td>
</tr>
<tr>
<td>Daily language activities</td>
<td>HRW</td>
<td>3</td>
<td>003066103X</td>
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<td>Audio CD Library</td>
<td>N/A</td>
<td>2</td>
<td>000030661676</td>
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<td>Audio CD Library</td>
<td>N/A</td>
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<td>000030661668</td>
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</tr>
<tr>
<td>VHS Tapes</td>
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<td>000030659922</td>
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<tr>
<td>Holt handbook TE</td>
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<tr>
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<td>Physics</td>
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<tr>
<td>Algebra 1</td>
<td>McDougal/Little</td>
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<td>000081235860</td>
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<td>HBU Algebra</td>
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</tr>
<tr>
<td>Gateways</td>
<td>ML</td>
<td>1</td>
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<tr>
<td>Integrated Math</td>
<td>Merrill</td>
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<td>0000675055490</td>
<td>Old textbooks / replaced</td>
</tr>
<tr>
<td>Exceptional Learners</td>
<td>Allyn and Bacon</td>
<td>1</td>
<td>0000205287794</td>
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<tr>
<td>Integrated Mathematics</td>
<td>Merrill</td>
<td>1</td>
<td>0000675055458</td>
<td>Old textbooks / replaced</td>
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<td>McDougal/Little</td>
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<td>--------------------------------------------</td>
<td>-----------------</td>
<td>----------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>The Story of Art</td>
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<td>1</td>
<td>50+ year old library book</td>
<td></td>
</tr>
<tr>
<td>The Outline of Art</td>
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<td>50+ year old library book</td>
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</tbody>
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# AV Equipment

<table>
<thead>
<tr>
<th>Device</th>
<th>Location</th>
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<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA TV</td>
<td>Career Center</td>
<td>000919</td>
<td>25+ years old / no longer in use</td>
</tr>
<tr>
<td>VCR</td>
<td>Career Center</td>
<td>000468</td>
<td>Does not work</td>
</tr>
<tr>
<td>Hitachi Camcorder</td>
<td>Career Center</td>
<td>001249</td>
<td>15+ years old / damaged lens / no longer in use</td>
</tr>
<tr>
<td>TV wall mount</td>
<td>Career Center</td>
<td>N/A</td>
<td>No longer in use</td>
</tr>
<tr>
<td>3M overhead projector</td>
<td>DHS 108</td>
<td>N/A</td>
<td>Does not work</td>
</tr>
</tbody>
</table>

Thank you for your consideration in this matter. If you have any questions or concerns, please feel free to contact me at any time. Thank you.

Joseph Hollo

Durham High School Librarian

jhollo@durhamunified.org

530-895-4685 ext 231
Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)]

District: Durham Unified School District
Person completing this form: Len Foreman [Superintendent]

Quarterly Report Submission Date: □ April 2015
☐ July 2015
☑ October 2015
□ January 2016

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:
☐ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total # of Complaints</th>
<th># Resolved</th>
<th># Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Instructional Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Misassignments or Vacancies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE Intensive Instruction and Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Len Foreman, Superintendent

Send to: Educational Support Services, BCOE
G. Wilson
5 County Center Drive, Oroville, CA 95965
gwilson@bcoe.org or fax 530.532.5828

Date: 10/21/2014
DURHAM UNIFIED SCHOOL DISTRICT
DURHAM, CA.

RESOLUTION NO. 16-05
RESOLUTION TO ENTER INTO AN ENERGY SERVICE CONTRACT

RESOLUTION OF THE BOARD OF EDUCATION OF THE DURHAM UNIFIED SCHOOL DISTRICT APPROVING AGREEMENT FOR ENERGY CONSERVATION SERVICES WITH ELITE SOLAR PURSUANT TO GOVERNMENT CODE SECTION 4217.10-18, MAKING CERTAIN FINDINGS REQUIRED THEREFORE, AND APPROVING AGREEMENT

WHEREAS, the DURHAM UNIFIED SCHOOL DISTRICT ("District") finds it to be in the best interests of the District to implement projects to promote energy efficiency and renewable energy production to achieve energy cost reductions; and

WHEREAS, Government Code sections 4217.10 through 4217.18 authorize the District’s Governing Board, without advertising for bids, to enter into one or more energy service contracts with any person or entity, pursuant to which that person or entity will provide electrical or thermal energy or conservation services to the District, which may comprise or include an energy conservation facility, if the anticipated cost to the District for thermal or electrical energy or conservation services provided under the contract(s) is less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of those energy service contracts; and

WHEREAS, District staff reviewed the qualifications presented by Elite Solar to conduct and provide assessment of school district energy usage, energy needs and opportunities to reduce energy expenses, found Elite Solar’s qualifications to appear and have been determined to be bona fide and adequate; and

WHEREAS, Elite Solar has provided the District with an analysis showing the feasibility of various potential energy conservation measures to reduce the District’s energy consumption and expense and recommended specific energy conservation measures based thereon ("Analysis"), upon which the Board and District administration and staff have relied and are attached hereto as Exhibit A and made part hereof by this reference; and

WHEREAS, District staff reviewed the qualifications presented by ARC Alternatives to conduct a review and critique of the Analysis, and found ARC Alternatives’ qualifications to appear and have been determined to be bona fide and adequate; and

WHEREAS, ARC Alternatives reviewed and critiqued the Analysis and provided the District with a written summary of its conclusions upon which the Board and District administration and staff have relied in accepting the Analysis; and

WHEREAS, the District proposes to enter into an energy services agreement with Elite Solar to design, construct, install, and implement the recommended energy conservation measures which
will result in greater energy efficiency and cost savings for the District ("Project"), for the price stated therein; and

WHEREAS, the Analysis demonstrates that the cost of the Contract to the District for the thermal or electrical energy or conservation services provided thereunder is less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Contract ("Savings"); and

WHEREAS, the sites where the Project will take place are: Durham High School; and

WHEREAS, the Board proposes to enter into the energy services agreement substantially in the form presented at this meeting, subject to such changes, insertions or omissions as the Superintendent reasonably deems necessary following the Board’s adoption of this resolution; and

WHEREAS, pursuant to Government Code section 4217.12 this Board has held a public hearing, public notice of which was given at least 2 weeks in advance, to receive public comment; and

WHEREAS, the District’s proposed approval of the energy services agreement is a "Project" for purposes of the California Environmental Quality Act ("CEQA"); and

WHEREAS, the Guidelines for CEQA, California Code of Regulations Title 14, Chapter 13 ("State CEQA Guidelines"), exempt certain projects from further CEQA evaluation, including the following: (1) projects consisting of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing use ("Class 1 Exemption; Cal. Code Regs., tit. 14, § 15301"); (2) projects consisting of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced ("Class 2 Exemption; Cal. Code Regs., tit. 14, § 15302"); (3) projects consisting of the new construction or conversion of small structures ("Class 3 Exemption"; Cal. Code Regs., tit. 14, § 15303); (4) projects consisting of the construction or placement of minor accessory structures to existing facilities ("Class 11 Exemption"; Cal. Code Regs., tit. 14, § 15311); and (5) projects consisting of minor additions to existing schools ("Class 14 Exemption"; Cal. Code Regs., tit. 14, § 15314), and the Project is categorically exempt under one or more of such exemptions; and

WHEREAS, the Project does not involve any of the following and so are eligible for a categorical exemption as described above under State CEQA Guidelines section 15300.2:

(a) the cumulative impact of successive projects of the same type in the same place, which over time are significant;

(b) an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances;
(c) a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway;

(d) a hazardous waste site which is included on any list compiled pursuant to Section 65962.5 of the Government Code; and

(e) a project which may cause a substantial adverse change in the significance of a historical resource.

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE DURHAM UNIFIED SCHOOL DISTRICT DOES HEREBY FIND, RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

Section 1. Recitals. All of the recitals herein contained are true and correct.

Section 2. Based upon all available information, including but not limited to reports, analysis and presentations by Elite Solar, reviewed by the Board and pursuant to Government Code section 4217.12, the Board hereby determines that it is in the best interests of the District to enter into an Energy Services Contract with Elite Solar and that the anticipated Project cost to the District will be less than the anticipated cost savings to the District as a result of the Project.

Section 3. The Board hereby approves the energy services agreement in accordance with Government Code section 4217.12. The terms of the energy services agreement in the form presented at this meeting are in the best interest of the District.

Section 4. The District’s superintendent and designees are authorized to enter into an Energy Services Contract with Elite Solar, and to take all steps and perform all actions necessary to enter into an Energy Services Contract with Elite Solar, and to take any actions deemed necessary to protect the interests of the District, including negotiating any further changes, insertions and omissions to the energy services agreement.

Section 5. The Project is hereby found to be exempt from the requirements of CEQA pursuant to the Class 3 and Class 14 Exemptions, as described above.

Section 6. District staff are hereby authorized and directed to file and process a Notice of CEQA Exemption for the Project in accordance with CEQA and the State CEQA Guidelines, and the findings set forth in this resolution.

Section 7. Effective Date. This Resolution shall take effect upon adoption.

PASSED AND ADOPTED as of October 21st, 2015 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAINED:
The President of the Board does hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by the Board at a regularly scheduled and conducted meeting held on this date, which Resolution shall be kept on file in the office of the Board.

President of the Board of Education

The Clerk of the Board does hereby certify that the foregoing Resolution was introduced and adopted by the Board of Education at a regularly scheduled meeting thereof held on this date, by the forgoing vote.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the DURHAM UNIFIED SCHOOL DISTRICT on this date.

Clerk of the Board of Education
MEMORANDUM OF UNDERSTANDING
BETWEEN THE
Butte County Office of Education
AND
Durham Unified School District
FOR
Accounts Payable Services
2015-2016 and 2016-2017

THIS MEMORANDUM OF UNDERSTANDING (hereinafter "MOU") is made and entered into as of this 1st
day of November, 2015, by and between the Butte County Office of Education (hereinafter "BCOE") and Durham
Unified School District, (hereinafter "DUSD") for the purpose of BCOE providing accounts payable services to
DUSD.

MEMORANDUM OF UNDERSTANDING

1. DAY-TO-DAY OPERATIONS: The day-to-day operations of DUSD shall be conducted through and by
DUSD’s Business Manager. It is not the intent or the understanding BCOE will assume financial responsibilities
for DUSD. It is the final responsibility of DUSD’s administration and Board to ensure compliance with Generally
Accepted Accounting Principles (GAAP), adherence to the California School Accounting Manual (CSAM), and the
implementation of proper financial internal control procedures. BCOE will work in its capacity to best help DUSD
meet these regulations with regards to accounts payable.

2. RELATIONSHIP BETWEEN PARTIES: For the purposes of this MOU, BCOE will provide support and
assistance to DUSD for accounts payable services. BCOE will work exclusively and directly with DUSD’s
administration to fulfill the services noted in this agreement. Nothing in this agreement adds to or takes away
from the supervisory and oversight responsibilities of DUSD.

3. SCOPE:
   A. BCOE will provide the following services/activities:
      a. Accounts Payable (AP) Services
         • AP warrant entry into financial system
         • AP warrant imaging
         • AP warrant printing and processing (twice a week)
         • Maintain and updated vendor files
         • Maintain and update Independent Contractor information
         • 1099 management and reporting
         • AP warrant auditing
   B. DUSD Responsibilities:
      a. Provide accurate and timely payment information to BCOE to fulfill the scope outlined in this
         MOU
         • Submission of invoices, coded in adherence to CSAM
         • Supply BCOE Approved coversheet with all batches showing number of items in
           batch and batch total
         • Any other requested supporting documentation

4. ACCOUNTING SYSTEM ACCESS: BCOE currently has an will maintain full access to the financial
software system used by DUSD (Sungard). This software will be used by BCOE staff to input Accounts
Payable and research any items related to the process.

5. TERM: This MOU will be in effect from November 1, 2015 through June 30, 2017. Either party may
terminate this agreement with six months written notice.

6. FEE: The expected annual fees for services provided in this MOU are as follows:
Payments will be made quarterly to BCOE in equal payments of $2,000 for all three years, payments are due as follows:

- 1st quarter – September 30th
- 2nd quarter – December 31st (first year payment will be $1,333.37)
- 3rd quarter – March 31st
- 4th quarter – June 30th

7. INDEMNIFICATION: DUSD shall defend, indemnify, and hold BCOE, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys’ fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in party by any negligent act or omission of DUSD or any of its officers, agents, servants, representatives, employees, or subcontractors arising directly or indirectly in connection with services performed under this Agreement. DUSD shall reimburse BCOE for any expenditures, including reasonable attorneys’ fees, BCOE may make by reason of the matters that are the subject of this indemnification, and if requested by BCOE, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of DUSD.

BCOE shall defend, indemnify, and hold DUSD, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions, and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys’ fees, on account of any damage to or the loss or destruction of any property, or injury to or destruction of any property, or injury to or death of any person, caused in whole or in party by any negligent act or omission of BCOE or any of its officers, agents, servants, representatives, employees, or subcontractors arising directly or indirectly in connection with services performed under this Agreement. BCOE shall reimburse DUSD for any expenditures, including reasonable attorneys’ fees, DUSD may make by reason of the matters that are the subject of this indemnification, and if requested by DUSD, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of BCOE.

Notwithstanding anything to the contrary contained in this MOU, no indemnification shall be provided under this MOU based on, arising out of, or relating to any of the following:

a. Any liability expressly assumed by a party;

b. Any negligent or intentional misconduct of any officer, agents, servants, representatives, employees, and subcontractors;

c. Any violation by officers, agents, servants, representatives, employees, and subcontractors of any applicable laws of the United States.
IN WITNESS WHEREOF, each of the Parties hereto has duly executed this Agreement as of the dates shown below.

Tim Taylor  
Superintendent  
On Behalf of Butte County Office of Education  
1859 Bird Street  
Oroville, CA 95965

Date

Len Foreman  
Superintendent  
On Behalf of Durham Unified School District  
9420 Putney Dr.  
Durham, CA 95938

Date
DURHAM UNIFIED SCHOOL DISTRICT

RESOLUTION 16-06
ADOPTING THE “GANN” LIMIT
(Normal, no increase to Limit pursuant to G.C. 7902.1)

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

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called “Gann Limits,” for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2014-15 fiscal year and a projected Gann Limit for the 2015-16 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2014-15 and 2015-16 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2015-16 fiscal year does not exceed the limitations imposed by Proposition 4;

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

APPROVED, PASSED and ADOPTED by the Governing Board of the Durham Unified School District this 21st day of October, 2015, by the following vote:

AYES: 

NOES: 

ABSENT: 

ABSTAIN: 

ATTEST:

_________________________ 
Ed McLaughlin, President
Governing Board
Durham Unified School District

_________________________ 
Lance Smith, Clerk
Governing Board
Durham Unified School District
## A. PRIOR YEAR DATA

(2013-14 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-14 Actual</th>
<th>2014-15 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Prior Year Appropriations Limit</td>
<td>5,072,186.69</td>
<td>4,958,298.14</td>
</tr>
<tr>
<td>Prior Year Gann ADA</td>
<td>938.59</td>
<td>919.64</td>
</tr>
</tbody>
</table>

### Adjustments to Prior Year Limit

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-14 Adjustments</th>
<th>2014-15 Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Adjustments to Prior Year Limit</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Adjustments to Prior Year ADA

(Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)

### District Lapses, Reorganizations and Other Transfers

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15 P2 Report</th>
<th>2015-16 P2 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total K-12 ADA (Form A, Line A6)</td>
<td>919.64</td>
<td>923.93</td>
</tr>
<tr>
<td>Total Charter Schools ADA (Form A, Line C9)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)</td>
<td>919.64</td>
<td>923.93</td>
</tr>
</tbody>
</table>

## B. CURRENT YEAR GANN ADA

(2014-15 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15 Actual</th>
<th>2015-16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeowners' Exemption (Object 8021)</td>
<td>52,485.72</td>
<td>53,536.00</td>
</tr>
<tr>
<td>Timber Yield Tax (Object 8022)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Subventions/In-Lieu Taxes (Object 8029)</td>
<td>92.45</td>
<td>27.00</td>
</tr>
<tr>
<td>Secured Roll Taxes (Object 8041)</td>
<td>3,357,945.34</td>
<td>3,367,919.00</td>
</tr>
<tr>
<td>Unsecured Roll Taxes (Object 8042)</td>
<td>178,241.49</td>
<td>184,529.00</td>
</tr>
<tr>
<td>Prior Years' Taxes (Object 8043)</td>
<td>4,060.41</td>
<td>5,606.00</td>
</tr>
<tr>
<td>Supplemental Taxes (Object 8044)</td>
<td>23,999.79</td>
<td>13,219.00</td>
</tr>
<tr>
<td>Ed. Rev. Augmentation Fund (ERAF) (Object 8045)</td>
<td>(791,216.27)</td>
<td>(717,636.00)</td>
</tr>
<tr>
<td>Penalties and Int. from Delinquent Taxes (Object 8048)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other In-Lieu Taxes (Object 8092)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Comm. Redevelopment Funds (objects 8047 &amp; 8625)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Parcel Taxes (Object 8821)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)</td>
<td>(1,771.00)</td>
<td>(40,338.00)</td>
</tr>
<tr>
<td>TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)</td>
<td>2,823,237.93</td>
<td>2,866,859.00</td>
</tr>
</tbody>
</table>

### OTHER LOCAL REVENUES (Funds 01, 09, and 62)

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15 Total</th>
<th>2015-16 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)</td>
<td>2,823,237.93</td>
<td>2,866,859.00</td>
</tr>
</tbody>
</table>
Unaudited Actuals  
Fiscal Year 2014-15  
School District Appropriations Limit Calculations

<table>
<thead>
<tr>
<th>EXCLUDED APPROPRIATIONS</th>
<th>2014-15 Calculations</th>
<th>2015-16 Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Medicare (Enter federally mandated amounts only from objs. 3301 &amp; 3302; do not include negotiated amounts)</td>
<td>72,243.44</td>
<td>82,822.00</td>
</tr>
<tr>
<td>OTHER EXCLUSIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Americans with Disabilities Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Unreimbursed Court Mandated Desegregation Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Other Unfunded Court-ordered or Federal Mandates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. TOTAL EXCLUSIONS (Lines C19 through C22)</td>
<td>72,243.44</td>
<td>82,822.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE AID RECEIVED (Funds 01, 09 &amp; 62)</th>
<th>2014-15 Calculations</th>
<th>2015-16 Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. LCFF - Revenue Limit State Aid - Prior Years (Object 8019)</td>
<td>4,256,827.00</td>
<td>4,716,279.00</td>
</tr>
<tr>
<td>25. TOTAL STATE AID RECEIVED (Lines C24 plus C26)</td>
<td>4,261,453.00</td>
<td>4,716,279.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATA FOR INTEREST CALCULATION</th>
<th>2014-15 Calculations</th>
<th>2015-16 Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Total Revenues (Funds 01, 09 &amp; 62; objects 8000-8799)</td>
<td>8,917,530.31</td>
<td>9,386,486.00</td>
</tr>
<tr>
<td>28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 9860 and 9962)</td>
<td>13,224.37</td>
<td>12,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROPRIATIONS LIMIT CALCULATIONS</th>
<th>2014-15 Actual</th>
<th>2015-16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revised Prior Year Program Limit (Lines A1 plus A6)</td>
<td>5,072,186.69</td>
<td>4,958,298.14</td>
</tr>
<tr>
<td>2. Inflation Adjustment</td>
<td>0.9677</td>
<td>1.0382</td>
</tr>
<tr>
<td>3. Program Population Adjustment (Lines B3 divided by (A2 plus A7)) (Round to four decimal places)</td>
<td>0.9796</td>
<td>1.0047</td>
</tr>
<tr>
<td>4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)</td>
<td>4,958,298.14</td>
<td>5,171,869.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROPRIATIONS SUBJECT TO THE LIMIT</th>
<th>2014-15 Calculations</th>
<th>2015-16 Calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Local Revenues Excluding Interest (Line C18)</td>
<td>2,823,237.93</td>
<td>2,866,859.00</td>
</tr>
<tr>
<td>6. Preliminary State Aid Calculation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Minimum State Aid in Local Limit (Greater of $100 times Line B3 or $2,400; but not greater than Line C26 or less than zero)</td>
<td>110,356.80</td>
<td>110,871.60</td>
</tr>
<tr>
<td>b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus D6; but not less than zero)</td>
<td>2,207,303.65</td>
<td>2,387,862.34</td>
</tr>
<tr>
<td>c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)</td>
<td>2,207,303.65</td>
<td>2,387,862.34</td>
</tr>
<tr>
<td>7. Local Revenues in Proceeds of Taxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])</td>
<td>7,471.19</td>
<td>6,726.41</td>
</tr>
<tr>
<td>b. Total Local Proceeds of Taxes (Lines D5 plus D7a)</td>
<td>2,830,709.12</td>
<td>2,873,565.41</td>
</tr>
<tr>
<td>8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C28 or less than zero)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Total Appropriations Subject to the Limit</td>
<td>2,830,709.12</td>
<td>2,381,135.93</td>
</tr>
<tr>
<td>a. Local Revenues (Line D7b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. State Subventions (Line D8)</td>
<td>2,199,832.46</td>
<td>2,199,832.46</td>
</tr>
<tr>
<td>c. Less: Excluded Appropriations (Line C23)</td>
<td>72,243.44</td>
<td>72,243.44</td>
</tr>
<tr>
<td>d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)</td>
<td>4,958,298.14</td>
<td></td>
</tr>
</tbody>
</table>
10. Adjustments to the Limit Per Government Code Section 7802.1
   (Line D9d minus D4; if negative, then zero)
   0.00

If not zero report amount to:
   Michael Cohen, Director
   State Department of Finance
   Attention: School Gann Limits
   State Capitol, Room 1145
   Sacramento, CA 95814

Summary

<table>
<thead>
<tr>
<th></th>
<th>2014-15 Actual</th>
<th>2015-16 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Adjusted Appropriations Limit (Lines D4 plus D10)</td>
<td>4,956,298.14</td>
<td>5,171,899.34</td>
</tr>
<tr>
<td>12. Appropriations Subject to the Limit (Line D9d)</td>
<td>4,956,298.14</td>
<td></td>
</tr>
</tbody>
</table>

* Please provide below an explanation for each entry in the adjustments column.

Ron Sherrod  530-895-4676
Gann Contact Person  Contact Phone Number