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

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): Classified Confidential
      (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. 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)
I. DISTRICT REPORTS

1. Principals
2. Business Manager
3. Superintendent

J. ITEMS FROM THE BOARD

K. CONSENT AGENDA

1. Minutes of Special Meeting August 12, 2015
2. Minutes of Regular Meeting of August 19, 2015
3. Accounts Payable Warrants for the Month of August 2015
4. Employment
   - Certificated
     Certificated Teacher: Stephanie Bohannon 1.00 FTE
     Speech Therapist Temporary Contract: Nicole Jarmush
   - Classified
     Campus Supervisor: Skip Riley .68 FTE
     Director of Activities: Stacey Blake .25 FTE
   - Fall Season Volunteer Coaches 2015-2016
     Swimming Volunteer Coach: Brian Clark
   - Spring Season Coaches 2015-2016
     Varsity Assistant Baseball Coach: Sean Ryan
     Varsity Assistant Track Coach: Mark Chavez
   - Spring Season Volunteer Coaches 2015-2016:
     JV Baseball Volunteer Coach: Michael Kenney
     Track Volunteer Coach: Phil Jones
   - Intern School Psychologists 2015-2016
     Emily Adams
     Stephanie Richards-Volunteer
5. Resignations
   - Business Clerk: Rachel Young effective: 10-2-2015
   - Custodian 1 (5A): Thomas Holt effective: 8-24-2015
6. Approve MOU between Butte County Office of Education Student Health and Prevention Programs and DUSD from July 1, 2016 to June 30, 2018

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2 of 4
7. Approve agreement between DUSD and Chico State University, Chico for Pupil Personnel Services, School Psychology Supervised Fieldwork and Internship

8. Approve contract between DUSD and Rush Personnel Services, Inc. for temporary classified personnel

9. Approve letter of cooperation between DUSD and CSU Chico, Rainbow Run Research-Debra Roth to conduct a physical activity self-efficacy study for fifth grade students 2015-2016

10. Approve agreement between DUSD and (BCOE) Butte County ROP for Contract Courses for 2015-2016

11. Approve Auxiliary Organizations for Liability Insurance Coverage through Butte School Self-funded Programs JPA (PTS and Music Boosters)

12. Approve DHS Band field trips for 2015-2016 school year

13. Fundraising

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<td>DHS Sophomore Class sale of Italian sodas at DHS Football games</td>
<td>September 18, 2015 to October 23, 2015</td>
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<td>DES &amp; DIS artwork on items purchased from Capture My Heart Company</td>
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<td>DES PTS Chico Bag Sales</td>
<td>November 6, 2015 to November 19, 2015</td>
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**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
M. DISCUSSION/ACTION ITEMS:

1. Adoption of the 2014-2015 Unaudited Actual Financial Statements **

2. Approve Increase Special Education Paraeducator position 1 hour 53

3. Approve New Passenger Car/Van Driver position 1 hour 54

4. Approve donation of $4,314.67 from Durham Community Foundation for Division of State Architect fees for Phase II Coliseum/Stadium Project

5. Approve 5 year lease agreement between DUSD and Ray Morgan Company for Laserfiche Document Management 55-56

6. Resolution #16-01 Authorization to Teach in Departmentalized Classroom below Grade 9 (Education Code 44256 (b)) 57

7. Resolution #16-02 Authorization to Teach in Departmentalized Classroom Assignment in grades 7 and 8 of a Middle School (Education Code 44258.2) 58

8. Resolution #16-03 Authorization to Teach in Departmentalized Class in Grades K-12 Irrespective of Credential Designations (Education Code 44258.3) 59


10. Resolution 16-04 Sufficiency of Instructional Materials 61-62

11. Certification of Provision of Standards-Aligned Instructional Materials 63

12. Board Policy Updates: Second Reading and Adoption
Enclosure: Copy in District Office *

N. RETURN TO CLOSED SESSION

O. CLOSED SESSION

P. RETURN TO OPEN SESSION

Q. REPORT OF ACTION TAKEN IN CLOSED SESSION

R. NEXT BOARD MEETING DATE: October 21, 2015

S. 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.
Durham Unified School District  
**Special** Meeting of the Board of Trustees  
**Wednesday, August 12, 2015**  
3:30 p.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 August 12, 2015.

Trustees Present: Bob Bulterman, Ed McLaughlin, Mark Kimmellshue, Lance Smith and Todd Southam  
Trustee absent: none  
Staff members present: Superintendent Leonard Foreman and District Secretary Becky Gordon.  
Staff members absent: Business Manager Ron Sherrod, Interim Principal Steve Piluso, 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 3:34 p.m.

B. **PUBLIC COMMENT ON AGENDA ITEMS**  
There were no public comments.

C. **MOVE TO CLOSED SESSION**

D. **CLOSED SESSION**

E. **RETURN TO OPEN SESSION**  
Ed McLaughlin reconvened the meeting to open session at 5:40 p.m.

F. **PLEDGE OF ALLEGIANCE**  
Trustee Lance Smith led the pledge of allegiance.

G. **REPORT OF ACTION TAKEN IN CLOSED SESSION**  
President Ed McLaughlin and the Board of Trustees directed Superintendent Len Foreman to enter into negotiations with a candidate for Durham Intermediate School Principal/Manager of MOT and also authorized him to negotiate a price for the property located at 9407 Putney Drive, Durham, Ca 95938.

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

I. **NEXT BOARD MEETING DATE:** August 19, 2015

J. **ADJOURNMENT**  
Ed McLaughlin adjourned the meeting at 5:45 p.m.
Durham Unified School District
Regular Meeting of the Board of Trustees
Wednesday, August 19, 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 August 19, 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, Interim Principal Steve Piluso, 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 7:00 p.m.

E. PLEDGE OF ALLEGIANCE
Interim Principal Steve Piluso 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
There was no change to the Order of Agenda.

H. ITEMS FROM THE PUBLIC
There were public comments from Riann Farley regarding the American Legion Ice Cream Social and also from Harry Lindahl regarding the Gore Property.
I. DISTRICT REPORTS

1. Principals

**Shirley Williams, DES Principal** gave an update on the following:
   - First day of school
   - Enrollment update
   - Teacher/Parent interviews August 27 & 28
   - Back to School Night, August 26
   - Picture day September 3
   - Ms. Williams stated that she appreciated the Durham Welcome from District breakfast, PTS luncheon and the community.

**Steve Piluso, DIS Interim Principal** gave an update on the following:
   - First day of school
   - Enrollment update
   - DIS Ice Cream Social
   - Back to School Night, August 27
   - Welcome Back Dance, August 28

**Terry Bennett, DHS Principal** gave an update on following:
   - First day of school
   - Enrollment update
   - Freshman orientation
   - Mr. Bennett stated that he appreciated the DUTA social event and the PTS luncheon
   - Mr. Bennett recognized Lauren Mullarkey for her service to DUSD
   - Athletic update and Fall Sports

2. **Business Manager Ron Sherrod** gave an update on following:
   - Mr. Sherrod stated that he appreciated the PTS luncheon
   - Common Core
   - Reports due for the district
   - Audit Report
   - Budget Report
   - Solar Project Report
   - SB854-A requirement for public works projects.

3. **Superintendent Len Foreman** gave an update on following:
   - First day of school was great!
   - Mr. Foreman thanked the staff, classified, certificated and management for all their dedication and hard work on behalf of our students.
   - Mr. Foreman recognized Steve Piluso, for being the DIS Interim Principal/Manager of MOT.
   - Mr. Foreman welcomed Shirley Williams, DES Principal and Jeff Kuhn, DIS Principal/Manager of MOT.
   - Mr. Foreman thanked DUTA for the social event and PTS for the luncheon
   - New traffic speed flashers are operating
• Parking on Durham-Dayton Highway in front of DES

J. ITEMS FROM THE BOARD

Bob Bultema stated that he enjoyed the art work at the Post Office from Shey Shanks classroom. Mr. Bultema thanked Steve Piluso for stepping in as Interim Principal and welcomed Shirley Williams and Jeff Kuhn.

Mark Kimmelshue had no comment.

Ed McLaughlin stated the DUSD social was nice and well attended. Mr. McLaughlin stated that he is proud of the students and staff of DUSD. He also welcomed all the new staff members and stated he is looking forward to working with them.

Lance Smith stated that he attended the DUSD social and it was nice to see everyone.

Todd Southam had no comment.

K. CONSENT AGENDA

On a motion by Bob Bultema, seconded by Mark Kimmelshue, 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: None

L. DISCUSSION/ACTION ITEMS:

1. Appointment of Durham Intermediate School Principal/Manager of Maintenance Operations and Transportation: Jeff Kuhn

On a motion by Lance Smith, seconded by Mark Kimmelshue, the Board approved the appointment of Durham Intermediate School Principal/Manager of Maintenance Operation and Transportation Jeff Kuhn, pending the Department of Justice fingerprinting clearance, 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. Approval of increase of Durham High School Campus Supervisor hours from 4 hours 15 minutes (4.25 FTE) to 5 hours 30 minutes (5.50 FTE)

On a motion by Bob Bultema, seconded by Todd Southam, the Board approved the increase of Durham High School Campus Supervisor hours from 4 hours 15 minutes (4.25 FTE) to 5 hours 30 minutes (5.50 FTE) 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. Approval of additional primary grades class at Durham Elementary School
On a motion by Lance Smith, seconded by Mark Kimmelshue, the Board approved the addition of a primary grades class at Durham Elementary School with a vote of 5 ayes and 0 nays.

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

4. Approve donation of $17,564.25 from Durham Community Foundation for Division of State Architect fees for Phase II Coliseum/Stadium Project
On a motion by Lance Smith, seconded by Bob Bultega, the Board approved the donation of $17,564.25 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 Bultega, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

5. Approve Durham Unified School District Sunshine Proposal for contract openers with (CSEA) California School Employees Association for the 2015-2016 school year
On a motion by Todd Southam, seconded by Mark Kimmelshue, the Board approved the Durham Unified School District Sunshine Proposal for contract openers with (CSEA) California School Employees Association for the 2015-2016 school year with a vote of 5 ayes and 0 nays.

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

6. Approve revised (LCAP) Local Control Accountability Plan
On a motion by Mark Kimmelshue, seconded by Todd Southam, the Board approved the revised (LCAP) Local Control Accountability Plan 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. Approval of CSU Chico School Psychology Intern and Practicum Student for the 2015-2016 school year
On a motion by Lance Smith, seconded by Bob Bultema, the Board approved a CSU, Chico School Psychology Intern and a Practicum Student for the 2015-2016 school year 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. Approval of Special Education Paraeducator, 5 hours per day for the 2015-2016 school year
On a motion by Mark Kimmelshue, seconded by Todd Southam, the Board approved the Special Education Paraeducator, 5 hours per day for the 2015-2016 school year 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

9. Approval of Mandated Block Grant Funding
On a motion by Bob Bultema seconded by Mark Kimmelshue, the Board approved the Mandated Block Grant Funding 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. Board Policy Updates: First Reading
Enclosure: Copy in District Office
Superintendent Len Foreman presented the First Reading of the board policy updates and stated there would be an opportunity for discussion during the second reading at
the next board meeting.

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

N. CLOSED SESSION

O. RETURN TO OPEN SESSION

P. REPORT OF ACTION TAKEN IN CLOSED SESSION

Q. NEXT BOARD MEETING DATE: September 16, 2015

R. ADJOURNMENT
   President Ed McLaughlin adjourned the meeting at 7:42 p.m.
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Detail AP Check Register
08/01/2015 08:43:21
User: Rachel Young
Page: 5
### DURHAM UNIFIED SCHOOL DISTRICT

**Detailed AP Vendor Check Register**

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## DURHAM UNIFIED SCHOOL DISTRICT
### Detailed AP Vendor Check Register

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# DURHAM UNIFIED SCHOOL DISTRICT
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**District Fund Total:** 2,492.50

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CDE TUPE Grant Cohort K
Memorandum of Understanding
Between
Butte County Office of Education's Student Health and Prevention Programs
And Durham Unified School District
July 1, 2015 to June 30, 2018

This Memorandum of Understanding (MOU) is for the purpose of establishing a partnership between Butte County Office of Education's (BCOE) Student Health and Prevention Programs (SHPP) and Durham Unified School District (DUSD), in order to implement tobacco prevention curriculum, intervention, cessation, and youth development activities. Over the three year grant period BCOE will provide at least $6,375 to DUSD in direct funding and each party will provide services as detailed below. The two parties agree that by working together, they can accomplish the goal of implementing proven effective tobacco prevention, intervention and cessation strategies.

1. In order to fulfill its obligation under this agreement, BCOE SHPP will:
   a. Provide coaching, staff support and evaluation tools/reporting forms.
   b. Provide staff and curriculum to teach the research validated tobacco prevention curriculum, Minnesota Smoking Prevention Program in 6th grade classrooms.
   c. Provide training for Brief Intervention and cessation for students caught using tobacco.
   d. Provide curriculum, training and support for the LifeSkills program to be implemented by DUSD in the middle school.
   e. Provide an agreement for intervention and pregnant minor services and monitor the implementation of the services.
   f. Provide $1,700 each year to DUSD to reimburse costs for prevention curriculum implementation, intervention services and implementation of the CA healthy Kids Survey (Fall 15 and 17), as stated in program implementation plan. $750 will be transferred by December 1 of each year, remaining $750 will be transferred as soon as the annual year-end activity report is received from OCESD.

2. In order to fulfill its obligations under this agreement, DUSD will:
   g. Collaborate and coordinate with BCOE/Partners in Health & Safety program manager and Prevention Specialist and appoint a representative who will attend at least 1 countywide TUPE meeting during the year.
   h. Provide Brief Intervention and cessation for students caught using tobacco, as needed.
   i. Implement Botvin’s LifeSkills curriculum at the middle school.
   j. Provide tobacco prevention resources to pregnant/parent minors if needed.
   k. Support BCOE staff by providing an end of the year project report that includes pictures of activities, project samples, and evidence curriculum implementation with fidelity.
   l. Participate in CDE evaluation measures including the Healthy Kids Survey.

Durham Unified School District
Len Foreman, Superintendent

Butte County Office of Education
Susan Hukkanen, Asst. Superintendent ESS

______________________________  ______________________________
Date: ________________________  Date: ________________________

BCOE Student Health and Prevention Manager
Bruce Baldwin

______________________________  Date: ___________
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.
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.
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.
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.
Appendix A
Fieldwork in School Counseling I & II Competencies
for Pupil Personnel Services Credential

Note: Students are expected to engage in the activities described in Psychology 688 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.
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.
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.
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.

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<td>In written documents</td>
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<td>With students</td>
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<td>Plan formulation</td>
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<td>Plan implementation</td>
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<td>Follow-up and evaluation</td>
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<td>Goal-directedness</td>
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<td>Communication with clients’ teachers</td>
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<td>Social-emotional/behavioral (closely supervised)</td>
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<td>Participation in alternative models (e.g., RTI)</td>
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### 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>
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<tr>
<th>1. Personal and Professional Qualities</th>
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<td>Productivity</td>
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<td>At Student Study Team meetings</td>
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<td>Intelligence/cognitive</td>
<td></td>
</tr>
<tr>
<td>Social-emotional</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
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<tr>
<td>Curriculum-based</td>
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<tr>
<td>Criterion-based</td>
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<tr>
<td>Alternative (e.g. bilingual)</td>
<td></td>
</tr>
<tr>
<td>Interviewing</td>
<td></td>
</tr>
<tr>
<td>Selection of appropriate instruments/procedures</td>
<td></td>
</tr>
<tr>
<td>Administration of instruments/procedures</td>
<td></td>
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<tr>
<td>Interpretation and integration of data</td>
<td></td>
</tr>
<tr>
<td>Makes useful recommendations</td>
<td></td>
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<tr>
<td>Addresses referral issues</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Consultation</th>
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<tbody>
<tr>
<td>Seen as a resource by teachers</td>
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<tr>
<td>Problem/Need Identification</td>
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<td>Plan Formulation</td>
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<tr>
<td>Plan Implementation</td>
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</tr>
<tr>
<td>Follow-up and Evaluation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Counseling</th>
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<tbody>
<tr>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Crisis</td>
<td></td>
</tr>
</tbody>
</table>
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
September 1, 2015

Durham Unified School District
Attn: Len Foreman
9420 Putney Dr
Durham, CA 95938

Dear Len Foreman,

Thank you again for choosing RUSH PERSONNEL SERVICES, INC. (RUSH), a Certified Woman Owned Company, for your staffing needs. The following is our Acknowledgement of Services and our Order Confirmation form. Please review these documents, provide the information requested, sign and return to RUSH as soon as you can so we can quickly assign qualified applicants for your staffing needs.

PLACEMENT CANNOT BE MADE UNTIL THESE FORMS ARE RETURNED TO RUSH OFFICES.

Employment Terms:

1. After a Rush employee has completed 720 continuous working hours with your company, you may transfer ("roll-over") the employee onto your payroll register at no additional cost. At no time will a RUSH associate be hired onto your payroll if your company has any unpaid invoices.

2. If you elect to move any RUSH employee or RUSH referral onto your payroll register either prior to placement or before the end of the initial 720 continuous working hours or on to another personnel/temporary services' payroll RUSH will invoice you on a case by case basis up to $3,780 per employee.

3. You may choose to use the RUSH Direct Hire service for employees at an income level of $45,000 or higher; our fee will be negotiated on a case-by-case basis.

Supervision / Quality Control

It is the responsibility of Durham Unified School District to provide direct supervision and job specific training and control to ensure that all work performed meets industry standards.

Safety Cal/OSHA Compliance Requirements:

1. RUSH Personnel Services, Inc. and Durham Unified School District (Client) shall comply with all California Occupational Safety and Health regulations (Cal/OSHA). Employees of RUSH Personnel Services performing services for your company will be covered under your company's Injury and Illness Prevention program (IIPP) while performing their services. Your company will provide direct supervision of employees. At no time will RUSH Personnel Services, Inc. attempt to control, direct or supervise the work of any employee at the work site.

2. RUSH Personnel Services, Inc. shall provide general safe work practices training for all employees, and your company shall provide written proof of site specific safety training for all employees before
commencing their work assignment. Your company shall provide documentation signed by the employee verifying safety training has been provided and completed in compliance with all of the above mentioned safety sections. RUSH Personnel Services, Inc. shall provide documentation verifying completion of all Cal/OSHA obligations upon written request.

3. RUSH Personnel Services, Inc. can perform a safety inspection of employer’s work site at any time during the assignment of any employee.

4. If Personal Protective Equipment (PPE) is required to be used, all PPE will be provided by your company and all training in the proper use and maintenance of the PPE will be provided by your company.

**Billing Information:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Hourly Rate of Pay</th>
<th>Hourly Bill Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook I</td>
<td>$10.79</td>
<td>$17.92</td>
</tr>
<tr>
<td>Custodian</td>
<td>$11.87</td>
<td>$19.71</td>
</tr>
<tr>
<td></td>
<td>$12.36</td>
<td>$20.52</td>
</tr>
</tbody>
</table>

The hourly billing rate includes the employee’s hourly rate of pay, calculation and payment of employer paid taxes, including Unemployment, Workers’ Compensation, and our cost for processing payroll, including end of year processing and issuing of W-2’s.

**Drug Screens:** RUSH provides a 5-Panel Analysis. The price will be borne by RUSH.

☐ I DO want employees drug screened. (Initial ____)  
☐ I DO NOT want employees drug screened. (Initial ____)

Please note the Hourly bill rate is based on the combination of the specific position and hourly pay rate. A position change or new hire may cause a change in the Hourly bill rate and may or may not result in a new Acknowledgment of Services.

RUSH reserves the right to adjust the billing rates, with a fourteen (14) day written notice, in the event of a rate change in employer paid Federal or State taxes, Workers’ Compensation, Minimum Wage rates or other increased statutory expenses.

RUSH agrees to comply with federal, state and local labor and employment laws applicable to Assigned Employees, including the Immigration Reform and Control Act of 1986, the Internal Revenue Code (“Code”), the Health Insurance Portability and Accountability Act (“HIPAA”), the Family Medical Leave Act; Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Fair Labor Standards Act, the Consolidated Omnibus Budget Reconciliation Act (“COBRA”), the Uniformed Services Employment and Reemployment Rights Act of 1994, Healthy Workplace Healthy Family Act of 2014 (AB 1522), and all provisions of the ACA applicable to Assigned Employees, including the employer shared responsibility provisions relating to the offer of “minimum essential coverage” to “full-time” employees (as those terms are defined in Code §4980H and related regulations) and the applicable employer information reporting provisions under Code §6055 and §6056 and related regulations.

**Additional Service and Cost**

**Criminal Background Checks:**
Background Screenings are allowed ONLY if they are job-related and consistent with business necessity. A third party County Criminal Background Check will be conducted for positions that require this additional screening (any money handling, in-home service, Fed or State contracts, etc.) If your company requires a
Criminal Background Screening to meet your hiring practices, you must submit this request in writing before we can complete the screening.

The cost of a Criminal Background Check will be an additional cost of $45 per individual, regardless of results. General results are typically received in 3-5 business days. Some county searches may require additional time.

☐ I DO want criminal background checks. (Initial ____)  
☐ I DO NOT want criminal background checks done. (Initial ____)

**Accounts Payable Information**

The processing of the employee(s) payroll causes your invoice to be generated. Payment is required immediately upon distribution of payroll and/or receipt of invoice. ANY OUTSTANDING INVOICE MAY RESULT IN AN ACCOUNT REVIEW FOR POSSIBLE TERMINATION OF NON-PAYMENT, WITHOUT NOTICE.

Company Billing Address: Durham Unified School District, 9420 Putney Dr Durham, CA

Your invoice will automatically be emailed to this address: lforeman@durhamunified.org

If you would like your invoices directed elsewhere, please indicate here:

*C. Sherrod @ durhamunified.org*

Please provide an additional Accounts Payable Contact:

Name: Rachel Young  Email: ryoung@durhamunified.org  Phone # 895-4675

Address: 9420 Putney Dr., Durham, CA 95973  Cell Phone# —

Please indicate preferred method of payment:

- [ ] Check  - [ ] ACH  - [ ] Credit Card  - [ ] E-Check  - [ ] Exchange Checks

Billing Questions shall be directed to: Lori Coate @ (530) 230-5864 or loric@rush-personnel.com

By signing on the line below, Durham Unified School District agrees to the Safety CAL/OSHA compliance items, listed above. In addition, you understand and agree with the employee/billing rates and invoice/payment terms outlined above. The above offer will remain valid for a period of 15 working days from the above printed date. **If this Acknowledgement of Services has not been signed or there is no continuous activity under your account during 15 working days, this offer may be reviewed and a new Acknowledgement of Services may have to be accomplished and signed.**

Be sure to note our **Certified Woman Owned Company** certificate #9DN0015 for potential tax credits for you!

*Len Foreman*

Authorized Client Representative (Print Name)

*Title*

*Date*

*9/2/15*

Federal Tax I.D.: #99-6003423 or Client Social Security #: ————

Rush Personnel Services, Inc. Representative

Date

Page 3 of 4 08/12/15
LETTER OF COOPERATION FROM DISTRICT/SCHOOL RESEARCH PARTNER

September 3, 2015

Dear Debra Roth,

Based on your research proposal, I give you permission to conduct the study entitled “The effect of two modes of aerobic assessments on fifth grade students’ physical activity self-efficacy” within my school site/district, during the 2015-2016 school year. As part of this study, I authorize you to contact school principals who will decide if their school will participate in the study as community partners; and if they agree to join the study, authorization to contact fifth grade teachers and/or physical education specialists who will be directly involved as facilitators and have the option to become a teacher-participant in the study.

I understand that fifth grade teachers and/or physical education specialists will conduct typical physical education lessons during the 14-week study with no change in instruction, duration, or frequency of teaching physical education in the curriculum. In addition to typical physical education lessons, school sites will collect data from fifth grade students two times (pre/post) during the study regarding physical activity self-efficacy using an online survey format; and they will choose one of two aerobic assessments and record student performance results. These activities are considered to be normal and we choose to share with you data that we collect through the physical activity self-efficacy survey and aerobic assessment activities.

I understand that teachers will have the opportunity to contribute qualitative data regarding their perceptions related to student effort and motivation during the aerobic assessments. Individuals’ participation will be voluntary and at their own discretion with a corresponding consent form provided by you and Walden University.

I will assist with providing principal and teacher names and work email addresses. We are not financially responsible for study expenses or teacher monetary compensation. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected and shared will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

I confirm that I am authorized to approve research in this setting.

Sincerely,

Len Foreman
Superintendent
Durham Unified School District
P.O. Box 300
Durham, CA 95938-0300
“Rainbow Run Research”

“The effect of two modes of aerobic fitness assessments on fifth grade students’ physical activity self-efficacy”

Debra Roth
debra.roth@waldenu.edu
(530)345-1082
Abstract

Declining youth physical activity levels and lack of aerobic fitness have been well documented with a corresponding rise in obesity levels in the United States, California, and Butte County. A significant number of 5th, 7th, and 9th grade students fail to meet the FitnessGram Healthy Zone® standard for aerobic fitness. Based on Bandura’s social cognitive theory regarding personal confidence and self-efficacy, healthy physical activity levels and aerobic fitness are connected to positive physical activity self-efficacy beliefs and overall wellness. The research question investigated whether the mode of assessment affects student physical activity self-efficacy beliefs. A concurrent mixed method quasi-experimental approach will measure 5th grade students’ (n = ~2000) physical activity self-efficacy beliefs during two styles of aerobic assessments. Quantitative data will be collected through a student self-efficacy survey while student aerobic performance scores provide data to measure improvement. Qualitative data collected from teachers’ (n = 45) perceptions will reflect student behaviors, motivation, and effort surrounding both pre/post aerobic assessments. Quantitative and qualitative data will be collected simultaneously, triangulated from student quantitative and teacher qualitative sources, and analyzed using a convergent mixed methods design. Assessing student aerobic fitness based on improvement theoretically builds physical activity self-efficacy beliefs, which motivates greater physical activity participation, improves aerobic fitness, and overall wellness.
Frequently Asked Questions

“The effect of two modes of aerobic assessments on fifth grade physical activity self-efficacy”

Who is Debra Roth?
I am an online graduate student attending Walden University while earning my doctorate degree in education under “Curriculum, Assessment, and Instruction” (CIA) and the author of this study. In addition, I have been an instructor in the Kinesiology Department and physical education/APE student teacher supervisor in the School of Education at Chico State for over 30 years. You can contact me by phone at 345-1082 or through email at debra.roth@waldenu.edu.

What is the role of the teacher?
Teachers are invited to join the study and comment via an online “blog” their perceptions about student behaviors related to effort and motivation during aerobic assessments; this participation requires agreement via an email consent form. The teacher comments will be analyzed and contribute valuable qualitative data to the mixed methods approach of the study.

In addition, as part of the regular curriculum, either the classroom teacher and/or PE specialist (the person who reports FG results) will administer the physical activity self-efficacy survey, and to administer and record either the FG 1 Mile, Pacer® or Rainbow Run twice during the semester (pre/post), which will generate quantitative data and results. These de-identified student results will be shared with the researcher. Walden University and I have no oversight responsibilities of these activities.

What’s are the similarities and differences between the FitnessGram® (FG) 1 Mile, Pacer®, and the Rainbow Run aerobic assessments?
All aerobic assessments require students to put forth effort to measure aerobic fitness capacity and improvement. These assessments take about the same amount of time to administer. The FG 1 Mile and Pacer® analysis of achievement is based on national standards. The Rainbow Run analysis of achievement is based on tracking student improvement. “15-minute Aerobic Assessment Based on Improvement” (AABI) is the official name for the Rainbow Run. Links to all styles of aerobic assessments will be provided.

How will we know how to administer the Rainbow Run? What should I consider?
After schools and teachers have agreed to participate, a schedule and additional instructions about the study will be provided. If your school site chooses to administer the Rainbow Run assessment, materials (rainbow cards) will be delivered with instructions.

The Rainbow Run divides a track into eight equal parts. If your school site FG 1 Mile course is irregular, only one loop, hard to measure and divide equally, then administering the Rainbow Run is NOT recommended. Those schools with an irregular course should choose to administer and report the FG 1 Mile or Pacer® aerobic assessment scores to measure student performance.
We have both, classroom teacher(s) and a PE specialist at our school, who is responsible for administering assessments and collecting data?

It could be either person and determined by the school, however, the best person to administer the aerobic assessments would be the teacher, either classroom or PE specialist, who reports FitnessGram® results to the State. It is up to the school as to how the student survey is facilitated. Web access is required to connect to SurveyMonkey® online.

**What is the student survey about? What does it measure? How long does it take?**

The name of the survey is, “Self-Efficacy for Daily Physical Activity Questionnaire”, authored by Campbell (2012). This survey was purposely designed for youth and has been proven to be valid and reliable. The intent of the survey is to measure physical activity self-efficacy, which relates to the belief and motivation to be engaged in play and sports. The survey asks students to rate their ability to be physically active for 15, 30, and 60 minutes at a low, moderate, and vigorous intensity (effort). The survey is 24 questions and expected to take 15-20 minutes to complete. The survey can be found at this link: https://www.surveymonkey.com/s/XF5DPG6

**How will the data be used? Are the teacher’s and student’s identifications protected? Who has access to the data?**

All personal information will be coded and kept confidential. School sites “own” the student data with district superintendents agreeing to share de-identified student results of the survey and aerobic assessments in the “Letter of Cooperation”. SurveyMonkey® procedures will keep the data secure, confidential, and available for one year.

Teacher comments and perceptions about student behavior during an aerobic assessment will generate qualitative data related to student motivation and effort; whereas, pre/post quantitative data analysis will measure student performance and physical activity self-efficacy levels.

**Are teachers compensated for their time? Are we required to participate?**

All school site participation by teachers and principals is voluntary and not compensated. Schools can withdraw for any reason at any time during the study.

Reference

15-Minute Aerobic Assessment Based on Improvement
“Rainbow Run”

Students are encouraged to run, walk, run/walk, or to push their wheelchairs as far as possible for 15-minutes. They can change from run to walk, or stop to rest if needed. Scores are reported using a combination of colors and cone numbers. Students are encouraged to try their hardest and, after the initial attempt, to try to improve from previous attempts.
Data Collection Schedule

**Date**  
*June/July/August*
- Sups introduce me to principals
- Principals agree to participate; sign LOC
  - Determine aerobic assessment type

*July/August*
- Invite teachers to join my study; sign consent form via email
- Send information regarding research procedures (FAQs, Rainbow Run diagram with directions, worksheet; YouTube® link with instructions)
- Rainbow Run materials will be delivered as needed

*August/September*
- **Data Collection** *(anytime during the first three weeks of the semester)*
  - Students take physical activity self-efficacy survey*
  - Students perform aerobic assessment and report scores*
  
  *Note: it is critical that the survey is taken before the aerobic Assessment*
  - Teachers post comments regarding student behavior during the aerobic assessment when convenient

*October*
- Students participate in the same aerobic assessment that is not recorded or reported providing at least one practice opportunity around midway of the semester; otherwise, typical PE curriculum is followed during the semester

*December*
- **Data collection** *(anytime during the last three weeks of the semester)*
  - Students perform aerobic assessment and report scores*
  - Students take physical activity self-efficacy survey*
  
  *Note: it is critical that the survey is taken after the aerobic assessment*
  - Teachers post comments regarding student behavior during the aerobic assessment when convenient (before school semester ends)

* Schools’ responsibility to follow own policies and procedures with student data collection.
2015-16 ROP Contract Courses

As determined by Butte County ROP Policy #3011 - District Contracts – Certified Instruction, the Butte County ROP agrees to pay to the Durham Unified School District (DUSD) the sum of $43,050.00 toward related certificated personnel expenses for operation of 3 total sections of ROP coursework offered and student attendance import support during the 2015-16 school year.

Sections funded per policy #3011
1 section ROP Ag Mechanics II, Durham H.S.(Tom Boyes) $14,350.00
2 sections ROP Welding Fabrication, Durham H.S.(Wes Bill) $28,700.00
Total $43,050.00

All contracts entered into must meet the following requirements:
1. Each contract meets the applicable requirements prescribed by the California Education Code.
2. Each contract is in accordance with State and Local law.
3. Each contract and/or public agency can provide prudent use of funds available.
4. Each contract will be reviewed annually by the parties concerned.
5. There is a realistic relationship between the training provided and actual or anticipated employment opportunities or need.

Susan Steward, Senior Director
Butte County Regional Occupational Program

Superintendent or Representative
Durham Unified School District

8/27/15
Date

9/4/15
Date
AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE

For Activities Sponsored by the Durham Unified School District
and PTS
During the Period July 1, 2015 through June 30, 2017

The Butte Schools Self-Funded Programs (BSSP) and Bay Area Schools Insurance Cooperative (BASIC) have
adopted the following minimum guidelines for the PTS (organization), an auxiliary organization of the Durham
Unified School District (district), to receive liability protection under the BSSP and BASIC memorandums of
coverage:

1. The organization must have written bylaws specifying its purpose as a district/pupil support organization.

2. The bylaws must reflect the nature and degree of the district's direction and supervision of the organization
and its activities.

3. The organization’s meetings must be timely noticed.

4. The organization may not be a nonprofit corporation organized under Section 501(c)(3) of the Internal
Revenue Code, under the California Nonprofit Corporation Law, or under any similar law.

5. Minutes of all proceedings must be kept on file with the district.

6. The organization’s events must have specific approval from the district’s governing board or its authorized
representative.

7. The organization’s funds must be reported to and be under the control of the authorized representative of the
district. Control shall be through one of the following:
   a. A district administrative employee must be a signor on the organization’s bank account(s);
   b. A district administrative employee must sign on all payments and/or purchase orders; or
   c. The organization must post a financial bond for the amount of the funds expected to be collected over a
      one-year period.

8. The organization must be approved by the district’s governing board and the governing boards of both
BSSP and BASIC for endorsement to the Memorandum of Coverage.

9. The organization must not discriminate against individuals or its members thorough the dissemination of
funds.

10. Activities covered:
   a. Meetings of the officers and members of the organization
   b. Newsletter and bulletins
   c. Candy, cake and bake sales
   d. Breakfasts, luncheons, brunches or dinners (excluding alcohol)
   e. Movies, lectures, or awards assemblies
   f. Drawings or auctions
   g. Fairs, bazaars or carnivals (excluding animal or mechanical rides)
   h. Float construction
   i. Garage sales
   j. Roller skating or ice skating
   k. Auto or motor vehicle shows/display
   l. Watercraft shows/display
   m. Car washes
   n. Concerts (excluding rock or "heavy metal")
   o. Field trips
   p. Amateur or professional live entertainment
   q. Parades
AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE

For Activities Sponsored by the Durham Unified School District
and PTS
During the Period July 1, 2015 through June 30, 2017

r. Picnics and barbecues
s. Pep rallies
t. Walk-a-thons, jog-a-thons, and like events
u. Dances

11. Excluded activities include, but are not limited to:
a. Motor vehicle or watercraft speed competitions or races
b. Events involving alcohol
c. Mechanical rides
d. Animal rides
e. Donkey basketball/baseball
f. Fireworks
g. Rodeo
h. Skateboard events
i. Bicycle events, involving acrobatics, stunts, or "motocross"
j. Owned automobiles and trailers
k. Athletic events such as: football, basketball, soccer, baseball/softball, volleyball, water sports, boxing, wrestling, physical contact sports, etc.

12. Any activity not listed above must be referred to BSSP for approval.

We accept and agree to abide by the above guidelines.

Organization: PTS
Name: ____________________________________________
Title: ____________________________________________
Signature: ________________________________________
Date: ________________

District: Durham Unified School District
Name: ____________________________________________
Title: ____________________________________________
Signature: ________________________________________

BSSP Approval on: ________________________________
Name: __________________________________________
Signature: ________________________________________
Date: ____________________________________________
AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE

For Activities Sponsored by the Durham Unified School District
and Durham Music Boosters
During the Period July 1, 2015 through June 30, 2017

The Butte Schools Self-Funded Programs (BSSP) and Bay Area Schools Insurance Cooperative (BASIC) have adopted the following minimum guidelines for the Durham Music Boosters (organization), an auxiliary organization of the Durham Unified School District (district), to receive liability protection under the BSSP and BASIC memorandums of coverage:

1. The organization must have written bylaws specifying its purpose as a district/pupil support organization.

2. The bylaws must reflect the nature and degree of the district’s direction and supervision of the organization and its activities.

3. The organization’s meetings must be timely noticed.

4. The organization may not be a nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code, under the California Nonprofit Corporation Law, or under any similar law.

5. Minutes of all proceedings must be kept on file with the district.

6. The organization’s events must have specific approval from the district’s governing board or its authorized representative.

7. The organization’s funds must be reported to and be under the control of the authorized representative of the district. Control shall be through one of the following:
   a. A district administrative employee must be a signor on the organization’s bank account(s);
   b. A district administrative employee must sign on all payments and/or purchase orders; or
   c. The organization must post a financial bond for the amount of the funds expected to be collected over a one-year period.

8. The organization must be approved by the district’s governing board and the governing boards of both BSSP and BASIC for endorsement to the Memorandum of Coverage.

9. The organization must not discriminate against individuals or its members thorough the dissemination of funds.

10. Activities covered:
   a. Meetings of the officers and members of the organization
   b. Newsletter and bulletins
   c. Candy, cake and bake sales
   d. Breakasts, luncheons, brunches or dinners (excluding alcohol)
   e. Movies, lectures, or awards assemblies
   f. Drawings or auctions
   g. Fairs, bazaars or carnivals (excluding animal or mechanical rides)
   h. Float construction
   i. Garage sales
   j. Roller skating or ice skating
   k. Auto or motor vehicle shows/display
   l. Watercraft shows/display
   m. Car washes
   n. Concerts (excluding rock or "heavy metal")
   o. Field trips
   p. Amateur or professional live entertainment
   q. Parades
AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE

For Activities Sponsored by the Durham Unified School District
and Durham Music Boosters
During the Period July 1, 2015 through June 30, 2017

r. Picnics and barbecues
t. Walk-a-thons, jog-a-thons, and like events
s. Pep rallies
u. Dances

11. Excluded activities include, but are not limited to:
   a. Motor vehicle or watercraft speed competitions or races
   b. Events involving alcohol
   c. Mechanical rides
   d. Animal rides
   e. Donkey basketball/baseball
   f. Fireworks
   g. Rodeo
   h. Skateboard events
   i. Bicycle events, involving acrobatics, stunts, or "motocross"
   j. Owned automobiles and trailers
   k. Athletic events such as: football, basketball, soccer, baseball/softball, volleyball, water sports, boxing, wrestling, physical contact sports, etc.

12. Any activity not listed above must be referred to BSSP for approval.

We accept and agree to abide by the above guidelines.

Organization: Durham Music Boosters
Name: __________________________
Title: __________________________
Signature: ______________________
Date: __________________________

District: Durham Unified School District
Name: __________________________
Title: __________________________
Signature: ______________________

BSSP Approval on:
Name: __________________________
Signature: ______________________
Date: __________________________
9/4/2015

Len Foreman, Superintendent
Durham Unified School District
PO Box 300
Durham, CA 95938

Dear Mr. Foreman,

Please accept this request for band field trips for the 2015-16 school year. If you would be kind enough to place them on the consent agenda for the September meeting of the Board of Education I would greatly appreciate it.

10/17  Del Oro Band Review in Loomis    70 high school students
10/27  Jazz Festival at PV High School   10 jazz students
12/1   Durham Rotary Christmas Party
       Butte Creek County Club               10 jazz Students **
3/2    CMEA Music Festival at CSU Chico    50 Int. and 70 high school students

All trips will have appropriate numbers of chaperones and will be by school bus or van unless otherwise noted.

** Parent transportation will be utilized for this event.

Respectfully,

Ed Banes, Director of Bands

Cc: File
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: Freshman Class
Adviser/President: Mrs. Riley / Emily McCabe

Purpose of the fund raising project/activity:
Bake Sale for Freshman Class

Financial Goal of the project:

| Minor: Estimated Gross | $100 per game | Estimated Net | $500 |
|------------------------|---------------|---------------|
| Major: Estimated Gross |               | Estimated Net |      |

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

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 9/11/15  Ending: 11/15
Location: DHS Football Field

Number of students to be involved: 10

Date: 8/19/15  Signature: Emily McCabe
Date: 8/18/15  Signature: Mrs. Riley
Date: 8/20/15  
Date: 8/21/15  
Date: 8/22/15  

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

Club or Organization: Sophomore Class

Advisor/President: Garrett Hunt

Purpose of the fund raising project/activity:
To raise money for the Sophomore Class

Financial Goal of the project:

Minor: Estimated Gross: $100.00
Major: Estimated Gross: $450.00

Estimated Net: $85.53
Estimated Net: $120.75

Nature of project/activity (i.e., car wash, selling of Italian sodas at football games)
Selling of Italian sodas at football games

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 9-18-15
Ending: 10-23-15

Location: Durham Coliseum

Number of students to be involved: 15

Date: 9-2-15

Organization Officer's Signature

Date: 9-9-15

Advisor's Signature (if applicable)

Date: 9-10-15

Principal's Signature

Date: 9-19-15

Student Body President's Signature

Date: 11-11-15

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 Elementary \& Intermediate
Club or Organization: Art Decent Program
Advisor/President: Gina Schweitzer / Allison Doyle

Purpose of the fund raising project/activity:
raise funds for programs art supplies

Financial Goal of the project:

<table>
<thead>
<tr>
<th>Minor: Estimated Gross</th>
<th>Estimated Net</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$800</td>
</tr>
<tr>
<td>Major: Estimated Gross</td>
<td>Estimated Net</td>
</tr>
<tr>
<td></td>
<td>$1000</td>
</tr>
</tbody>
</table>

Nature of project/activity (i.e., car wash):
Capture my Heart - child's artwork printed on it

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

Beginning: Oct Ending: Dec
Location: Durham Elementary School

Number of students to be involved:

Date: 8/18/15
Organization Officer’s Signature

Date:
Advisor’s Signature (if applicable)

Date: 6/20/15
Principal’s Signature

Date:
Student Body President’s Signature

Date: 8/25/15
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 Intermediate School
Club or Organization: ASBO
Advisor/President: Jeff Flores

Purpose of the fund raising project/activity:
Schoolwide activities, field trips, assemblies, recess equipment, etc.

Financial Goal of the project:

<table>
<thead>
<tr>
<th>Minor: Estimated Gross</th>
<th>Estimated Net</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,000</td>
</tr>
</tbody>
</table>

Nature of project/activity (i.e., car wash):
Job A Thon

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

Location: DIS

Number of students to be involved: 250 +/-

Date: Organization Officer’s Signature
Date: 9/8/15            Advisor’s Signature (if applicable)
Date: 9/8/15            Principal’s Signature
Date: Student Body President’s Signature
Date: 9/10/15           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: Library

Advisor/President: Kristen Cargile

Purpose of the fund raising project/activity:
Buy library books

Financial Goal of the project:

Minor: Estimated Gross: 150.00
 Estimated Net: 400.00

Major: Estimated Gross

Estimated Net

Nature of project/activity (i.e., car wash):
Pizza Sale

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 10.22.15
Ending: 10.22.15

Location: Woodstock's Pizza

Number of students to be involved: 930

Date: 9-9-15

Kristen Cargile
Organization Officer's Signature

Date: 9/9/15

Advisor's Signature (if applicable)

Date: 9/9/15

Principal's Signature

Date: 9/9/15

Student Body President’s Signature

Date: 9/9/15

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 PTS
Advisor/President DeAnna Holman
Purpose of the fund raising project/activity: PTS fundraiser
Financial Goal of the project:

- Minor: Estimated Gross ____________________________
- Major: Estimated Gross ____________________________
- Estimated Net ____________________________

Nature of project/activity (i.e., car wash):
Chico Bag Sales

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):
Beginning: 11/6/15 Ending: 11/9/15
Location: DES
Number of students to be involved: 439
Date: 9/11/2015 Organization Officer’s Signature

Date: ____________________________________________ Advisor’s Signature (if applicable)
Date: 9/11/15

Date: ____________________________________________ Principal’s Signature
Date: ____________________________________________ Student Body President’s Signature
Date: ____________________________________________ Superintendent’s Signature (if required)

White: Club Yellow: File Pink: ASB Files
DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: September 16, 2015

<table>
<thead>
<tr>
<th>SUBJECT: Approve Special Education Paraeducator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARER: Sara Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATION:</th>
<th>☒ Approve</th>
<th>☐ Do Not Approve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Accept</td>
<td>☐ Discuss</td>
</tr>
<tr>
<td></td>
<td>☐ Information Only</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND:

As student enrollment has increased there is an additional need to support students across the district. At this time a request is being made for one extra hour through the support of a Special Education Paraeducator. This individual will be able to provide support to students who are taking courses within the general education setting that have an Individual Educational Plan for the 15-16 school year.
## DURHAM UNIFIED SCHOOL DISTRICT

Board Meeting Date: September 16, 2015

<table>
<thead>
<tr>
<th>SUBJECT: Approve New Passenger Car/Van Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARER: Sara Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATION:</th>
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<td>☐ Discuss</td>
</tr>
<tr>
<td></td>
<td>☐ Information Only</td>
<td></td>
</tr>
</tbody>
</table>

### BACKGROUND:

At times students who receive services through an Individualized Educational Plan may require specialized transportation. Special education transportation is defined in federal regulation [34 CFR Section 300.34(c)(16)] as a related service. Transportation is required to be provided as a related service if it is required to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education as defined in federal regulation 34 CFR Section 300.17.

Currently we have a need within the district for a Passenger Car/Van Driver to support students with specialized transportation. This would be for the 2015-2016 school at or up to 1.5 hours daily.
<table>
<thead>
<tr>
<th>Qty</th>
<th>Laserfiche Configuration</th>
<th>Unit Price</th>
<th>TOTAL</th>
</tr>
</thead>
</table>
| 10  | Laserfiche Rio Named Full User  
Pricing includes unlimited Laserfiche Servers, Workflow, WebAccess (including LFMobile for the iPhone, SharePoint Integration, and WebAccess Light), Advanced Audit Trail, Snapshot, and E-mail. |          |       |
| 10  | Laserfiche Forms for RIO per Named User  
Web based application that allows organizations to collect, process, and route information. Users can create Web forms to collect or work with information, as well as business processes to define how that information is routed, interacted with, and managed. Must be purchased for all full named users. |          |       |
| 1   | Laserfiche Forms Portal for RIO  
- Allows anonymous users to submit forms through Laserfiche Forms. Licensed per Laserfiche Forms Server. |          |       |
| 1   | Laserfiche Quick Fields Classification Package  
Includes Quick Fields, Scripting Kit & Validation package for Bar-Code, Real-Time Lookup, Zone OCR,  & Document Classification. |          |       |
| 1   | Laserfiche RIO Import Agent  
Captures files from the Windows file system into a Laserfiche repository. Import Agent can create fulled OCRed and indexed documents, complete with template information and filed in the repository and these imports can be scheduled. |          |       |
<p>| 1   | Ray Morgan Company Laserfiche User Discount |          |       |
| 10  | Laserfiche RIO Named Full User LSAP |          |       |
| 10  | LF Forms for RIO LSAP |          |       |
| 1   | Laserfiche Forms Portal LSAP |          |       |
| 1   | Laserfiche Quick Fields Classification LSAP |          |       |
| 1   | Laserfiche Import Agent for RIO LSAP |          |       |</p>
<table>
<thead>
<tr>
<th>Qty</th>
<th>Laserfiche Configuration Continued</th>
<th>Unit Price</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>ProCare Laserfiche Installation &amp; Implementation Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Services To Include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Project Kick-Off Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Test Period with Service Documentation &amp; End User Q&amp;A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- End User Training on the Laserfiche Client Interface</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Administrator Training on the Laserfiche Administrator Console</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Project Completion Meeting with Letter of Substantial Operability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Any Labor Not Defined Above to be Billed Separately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1   | **ProCare Laserfiche Quick Fields Session (1) Set-Up**                                           |            |       |
|     | Professional Services To Include:                                                                |            |       |
|     | - Project Kick-Off Meeting                                                                      |            |       |
|     | - Set-up of one (1) Quick Fields Session                                                        |            |       |
|     | - Test Period with Service Documentation & End User Q&A                                          |            |       |
|     | - Project Completion Meeting with Letter of Substantial Operability                              |            |       |
|     | * Any Labor Not Defined Above to be Billed Separately                                            |            |       |

**THIS QUOTE IS VALID FOR 30 DAYS**
*ProIT Laserfiche Support Program entitles clients to the following*
- ProIT helpdesk support for all Laserfiche products. Weekdays 8-5
- Access to LF certified technicians
- New product releases and all product updates
- 24/7 access to the Knowledge Base articles, discussion forums and educational resources online.

*Please Note: Customer understands that the above listed software is non-refundable once it is purchased. Signing this document authorizes Ray Morgan to purchase the above software on behalf of the customer and register it in the customer’s name. The commencement of your lease and the invoicing thereof will begin ten (10) days from the “Date Accepted” below.*

<table>
<thead>
<tr>
<th>Accepted By:</th>
<th>Date Accepted:</th>
<th>Title:</th>
<th>Rep:</th>
<th>Spiro Theveos</th>
</tr>
</thead>
</table>

60 Month Term - Monthly Lease Payment $1,109.73

This monthly payment includes ALL Laserfiche, LSAP, and ProIT Support For the 5 Years
RESOLUTION 16-01
Education Code 44256 (b)
(Departmentalized Classroom Assignment)

EC 44256(b) allows, by resolution of the governing board, the holder of a Multiple Subject or Standard Elementary Credential to teach any subject in departmentalized classrooms below grade 9 if the teacher has completed 12 lower or 6 upper division semester units of course work in the subject to be taught.


WHEREAS, the holder of a Multiple Subject or Standard Elementary credential is authorized to teach, by resolution of the governing board and with the consent of the teacher, any subject in a departmentalized classroom below grade 9 if the teacher has completed twelve semester units of course work, or six semester units of upper division or graduate course work, in the subject to be taught.

WHEREAS, approval for authorization to be assigned to teach in a departmentalized classroom below grade 9 under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach in a departmentalized classroom below grade 9 in accordance with EC 44256 (b):

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>CREDENTIAL(S) HELD</th>
<th>SUBJECT to be TAUGHT</th>
<th>GRADE LEVEL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Farrage-Johnson</td>
<td>Multiple Subject</td>
<td>Visual and Performing Arts</td>
<td>1-5</td>
<td>DES</td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED by the Governing Board of the Durham Unified School District at its regular meeting held on the 16th day of September, 2015 by the following vote:

<table>
<thead>
<tr>
<th>AYES:</th>
<th>NOES:</th>
<th>ABSENT:</th>
</tr>
</thead>
</table>

Signed and Approved by the following:

PRESIDENT: 
CLERK: 
TRUSTEE: 
TRUSTEE: 
TRUSTEE:
RESOLUTION 16-02
Education Code 44258.2
(Departmentalized Classroom Assignment)

EC 44258.2 allows, by action of the local governing board, the holder of a Single Subject or Standard Secondary Credential to teach, grades 5 to 8 in a middle school, if the teacher has completed 12 lower or 6 upper division semester units of course work in the subject to be taught.


WHEREAS, the holder of a Single Subject or Standard Secondary credential is authorized to teach, by resolution of the governing board and with the consent of the teacher, any subject in a departmentalized classroom in grades 5 through 8 in a middle school if the teacher has completed twelve semester units of course work, or six semester units of upper division or graduate course work, in the subject to be taught.

WHEREAS, approval for authorization to be assigned to teach in a departmentalized classroom in grades 5 through 8 in a middle school under this education code assignment option must be granted by resolution of the governing board of the school district on an annual basis.

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach in a departmentalized classroom in grades 5 through 8 in a middle school in accordance with EC 44258.2

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>CREDENTIAL(S) HELD</th>
<th>SUBJECT to be TAUGHT</th>
<th>GRADE LEVEL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Scudder</td>
<td>Mult. Subj. &amp; SS English</td>
<td>Social Science</td>
<td>7 &amp; 8</td>
<td>Durham Intermediate</td>
</tr>
<tr>
<td>Cheri Wiley</td>
<td>Mult. Subj./SS (PE/Ag)</td>
<td>Science</td>
<td>8</td>
<td>Durham Intermediate</td>
</tr>
<tr>
<td>Jennifer Herron-Bransky</td>
<td>Single Subject English</td>
<td>Social Science</td>
<td>7</td>
<td>Durham Intermediate</td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED by the Governing Board of the Durham Unified School District at its regular meeting held on the 16th day of September, 2015, by the following vote:

<table>
<thead>
<tr>
<th>AYES:</th>
<th>NOES:</th>
<th>ABSENT:</th>
</tr>
</thead>
</table>

Signed and Approved by the following:

<table>
<thead>
<tr>
<th>PRESIDENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLERK:</td>
</tr>
<tr>
<td>TRUSTEE:</td>
</tr>
<tr>
<td>TRUSTEE:</td>
</tr>
</tbody>
</table>
RESOLUTION 16-03
Ed. Code 44258.3


WHEREAS, the following teacher(s) hold a California teaching credential (other than an emergency permit), and consent(s) to the assignment;

WHEREAS, it has been verified by subject matter specialists, prior to the assignment, that the teacher has adequate knowledge of each subject to be taught;

WHEREAS, this assignment will be monitored by subject matter specialists (mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes or college faculty);

WHEREAS, the exclusive representative of the Durham Unified School District Teachers Association has been notified of this/these assignments;

WHEREAS, other legal assignment options have been exhausted;

WHEREAS, approval to teach a departmentalized class in grades K-12 must be granted by resolution of the governing board of the district;

NOW, THEREFORE, BE IT RESOLVED, that the following teacher(s) are authorized to teach the departmentalized class listed at the designated schools in accordance with the terms of his/her respective credential(s):

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Credential</th>
<th>Approved to Teach</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Bill</td>
<td>SS-Life Sciences</td>
<td>Physics</td>
<td>Durham High</td>
</tr>
</tbody>
</table>

PASSED AND ADOPTED by the Board of Trustees of the Durham Unified School District at its regular meeting held on the 16th day of September, 2015 by the following vote:

AYES:

NOES:

ABSENT:

______________________________
President

______________________________
Clerk

______________________________
Trustee
DURHAM UNIFIED SCHOOL DISTRICT
9420 Putney Drive
Durham, CA 95938
(530) 895-4675

Notice of Public Hearing

The Durham Unified School District will hold a public hearing regarding:

- Compliance with Education Code Section 60119,
  Sufficiency of Instructional Materials.

The above-noticed public hearing will be held during the regularly scheduled board meeting on Wednesday, September 16, 2015, beginning at 7:00 p.m. at the District Office, located at 9420 Putney Drive in Durham.

For additional information, contact the District Office at 895-4675 x227.

Posted August 14, 2015 at the following locations:

- Durham Elementary School
- Durham Intermediate School
- Durham High School
- Durham Post Office
- Durham Recreation & Park Department
- Durham Memorial Hall

NOTE: If you require special accommodations to participate in the meeting, please advise Becky Gordon, District Secretary 48 hours in advance at 895-4675 x227.
DURHAM UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 16-04

SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the Durham Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on September 16, 2015 during its regularly scheduled board meeting beginning at 7:00 o’clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Durham Unified School District, and;

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

Whereas between the 2008-09 through the 2015-16 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Durham Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

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

  Mathematics
  Science
  History-social science
  English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;
Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2015-2016 school year, the Durham Unified School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 16th day of September, 2015 at a meeting by the following vote:

AYES:_____

NOES:_____

ABSENT:_____

Attest:

______________________________  ________________________________
Len Foreman, Secretary          Ed McLaughlin, President
Certification of Provision of Standards-Aligned Instructional Materials

The local governing board of the Durham Unified School District hereby certifies that as of this date, each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program.

All students who are enrolled in the same course within the Durham Unified School District have standards-aligned textbooks or instructional materials from the same adoption cycle.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

For students in grades 9-12, the instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, Title 5, Section 9531.

Certification was approved by the local governing board at a public meeting held on Wednesday, September 16, 2015.

Dated: 9-16-2015           Lance Smith, Clerk