

The Modesto City Schools Board of Education sponsors the county-wide "Choose Civility" initiative and provides the following information for you:

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**MODESTO CITY SCHOOLS**  
**BOARD OF EDUCATION AGENDA**  
**BOARD ROOM IN THE STAFF DEVELOPMENT CENTER**  
**1327<sup>th</sup> REGULAR MEETING**

**July 30, 2012**

Period for Public Presentations

6:15 p.m.\*

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In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's office, 576-4141. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 426 Locust Street during normal business hours.

**\* Times are approximate. Individuals wishing to address an agenda item should plan accordingly.**

**A. INITIAL MATTERS:**

4:30 to 4:31 1. **Call to Order.**

4:31 to 6:00 2. **Closed Session.**

Public comment regarding closed session items will be received before the Board goes into closed session.

.1 Conference with Legal Counsel: Potential Litigation;  
No. Cases: One

.2 Public Employee Discipline/Dismissal/Release (AR 4219.1)

.3 Public Employee Appointments:  
➤ Appointment of Principals, K-6

.4 Conference with District Labor Negotiator: Craig Rydquist regarding employee organizations: Modesto Teachers' Association and California School Employees Association, Chapter No. 007; and Unrepresented Employees (Managers and Administrators).

6:00 to 6:01 3. **Moment of Silence.**

**A. INITIAL MATTERS (continued):**6:01 to 6:05 4. **Pledge of Allegiance.**6:05 to 6:13 5. **Announcements.**6:13 to 6:14 6. **Approval of Consent Agenda.**

Information concerning the consent items listed below has been forwarded to each Board member prior to this meeting for study and is on file at the Modesto-Stanislaus Library Reference Room, 1500 I Street; Modesto City Schools Superintendent's Office and Receptionist's Desk, 426 Locust Street, Modesto. Copies of the complete agenda are available at the Board meeting, 425 Locust Street. Unless some member of the audience or Board member has a question concerning an item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board. The action taken by the Board in approving consent items is set forth in the explanation of the individual items.

6:14 to 6:15 7. **Approval of Order of Discussion/Action Items.**6:15 to 6:45 8. **Period for Public Presentations.**

Board Bylaw 9322 (b):

**Subject Matter:**

Members of the public may address the Board of Education on matters not on the agenda.

Complaints against specific District employees should be resolved through the District's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.

The Period for Public Presentation is limited to 30 minutes. Time will be allotted equally to individuals based on the number of request cards submitted. The maximum for any one speaker is five minutes.

The law limits the response of Board members and prohibits the Board from taking any formal action.

**B. DISCUSSION AND ACTION ITEMS:**

6:45 to 6:50 1. Board of Education Student Representative Report.

6:50 to 6:55 2. Modesto Teachers Association Report.

6:55 to 7:00 3. California School Employees Association Report.

**B. DISCUSSION AND ACTION ITEMS (continued):**

- 7:00 to 7:05 4. Modesto City Schools Managers Report.
- 7:05 to 7:35 5. Report on Disproportionality.
- 7:35 to 7:50 6. Report on Effects of the State Budget on the Modesto City Schools Budget.
- 7:50 to 8:00 7. Approval of Modesto City Schools' and Modesto Teachers Association's Collective Bargaining Agreement for 2011-14.
- 8:00 to 8:15 8. Report – Update on Public Meeting on Potential Swimming Pool Funding and Construction at Enochs High School.
- 8:15 to 8:25 9. Report on Transitional Kindergarten.
- 8:25 to 8:45 10. Consideration and Selection of Process to Respond to Civil Grand Jury Report and Possible Approval of Response to Final Report of the Civil Grand Jury Case No. 12-13-C.
- 8:45 to 8:50 11. Approval of Board Governance Protocols Dated March 2012.
- 8:50 to 8:55 12. Report of Meetings Attended by Board of Education Members.
- 8:55 to 9:00 13. Items to be Placed on Future Board of Education Agendas.
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**PROPOSED CONSENT AGENDA****C. BUSINESS ITEMS:**

- CONSENT 1. Approval of Second Reading of Revisions to Board Policy 2231, Superintendent's Committee Organization.
- CONSENT 2. Ratification of Purchase Orders and VISA Payments for the Month of June 2012.
- CONSENT 3. Ratification of Warrants Drawn for the Month of June 2012.
- CONSENT 4. Approval of Rejection of Claim of Aashna Chand, an Adult.

**D. CURRICULUM AND INSTRUCTION ITEMS:**

- CONSENT 1. Ratification of Master Contract for Non-Public School/Non-Public Agency Services for the 2012-2013 School Year for North Valley School-Redding.

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**PROPOSED CONSENT AGENDA (continued)****D. CURRICULUM AND INSTRUCTION ITEMS (continued):**

- CONSENT      2. Ratification of Service Agreement with Paradigm HealthCare Services to Provide Local Education Agency (LEA) Medi-Cal Third Party Billing Services for 2012-13.
- CONSENT      3. Approval of Services Agreement with School Translations.
- CONSENT      4. Approval of Services Agreement with Stanislaus County Police Activities League (PAL) for the After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools.
- CONSENT      5. Approval of Services Agreement with City of Modesto for the After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools.
- CONSENT      6. Ratification of Services Agreement between Modesto City Schools and Stanislaus County Behavioral Health and Recovery Services for the 2012-2013 School Year.
- CONSENT      7. Ratification of Services Agreement with Victor Treatment Centers, Inc. for 2012-2013.
- CONSENT      8. Ratification of 2012-13 Agreement with Modesto Police Department to Provide the Services of Four School Police Officers Who Will Provide Direct Law Enforcement Services to 7-12 Campuses and for Officers to Provide Security at Modesto City Schools Board of Education Meetings.
- CONSENT      9. Ratification of the Agreement to Provide Vocational Training Services to the County of Stanislaus Work Release, Inmate, and Jail Alternatives Participants.
- CONSENT      10. Ratification of Resolution 12/13-04 Authorizing the Prekindergarten and Family Literacy Support Contract with the California Department of Education for 2012/13.
- CONSENT      11. Ratification of Resolution 12/13-03 Authorizing the State Preschool Program Contract with the California Department of Education for Fiscal Year 2012/2013.
- CONSENT      12. Ratification of Amendment 02 to the California State Preschool Contract with the California Department of Education for 2011/2012.

**E. HUMAN RESOURCES ITEMS:**

- CONSENT      1. Approval of Designated Personnel Action Items:  
    .1 Approval of Certificated Personnel Terminations.  
    .2 Approval of Certificated Personnel Leaves of Absence.

**PROPOSED CONSENT AGENDA (continued)****E. HUMAN RESOURCES ITEMS (continued):**

- .3 Approval of Certificated Personnel Employment.
  - .4 Approval of Certificated Personnel Other Appointments.
  - .5 Approval of Certificated Personnel Stipend Appointments.
  - .6 Approval of Classified Personnel Terminations.
  - .7 Approval of Classified Personnel Leaves of Absence.
  - .8 Approval of Classified Personnel Employment.
  - .9 Approval of Classified Personnel Other Appointments.
  - .10 Approval of Classified Personnel Substitute Appointments.
- 
- CONSENT      2. Approval of Proposed Job Description: JC# 0017 Director, Finance.
  - CONSENT      3. Approval of Proposed Job Description: JC# 0074 Program Manager-Special Education Mental Health Coordinator.
  - CONSENT      4. Approval of Proposed Job Description: JC# 15000 Child Development Specialist – Family Child Care Homes.
  - CONSENT      5. Approval of Revised Job Descriptions: JC# 0072 Software Development Manager; JC #0161 Systems and Operations Manager; JC #0162 Supervisor, Information Systems; JC# 0172 Installation and Support Manager; JC# 0174 Network Manager.
  - CONSENT      6. Approval of Revised Job Descriptions: JC# 0164 Director, Risk Management; JC# 0179 Supervisor, Payroll & Benefits.
  - CONSENT      7. Approval of Revised Job Description: JC# 1206 Language, Speech and Hearing Specialist.
  - CONSENT      8. Approval of Revised Job Description: JC# 1344 Instructional Paraprofessional, Special Education, P-12, Physically and Severely Handicapped.

**F. MISCELLANEOUS ITEMS:**

- CONSENT      1. Approval of Designated Student Expulsions:  
None.
- CONSENT      2. Approval of Minutes for the July 9, 2012 Regular Meeting of the Board of Education.

**END OF CONSENT AGENDA**

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**G. REPORTS AND COMMUNICATIONS:**

1. Report on Construction Projects Progress Payments.
2. Report: Quarterly Report on *Williams* Complaints, Subject Area of Complaint and Resolution.

**H. ADJOURNMENT**

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Disproportionality

July 30, 2012

### BACKGROUND

The California Department of Education (CDE) Special Education Division collects educational data on children from seven different races or ethnicities: American Indian, Asian, African American, Hispanic, Multiple Ethnicities, Pacific Islander, and White. Disproportionality occurs when there is an inappropriate over-representation and/or identification of certain ethnicities in special education. Disproportionality is an outcome of practices in general education and all solutions must include the improvement in basic general education. A District may also be identified as *significantly* disproportionate which requires 15% of the federal funds from Individuals with Disability Act be used for Coordinated Early Intervening Services (CEIS). These funds must be used for preventative measures prior to a student being identified as one with disabilities. The state recently recalculated the past four school years' data to determine significant disproportionality. These school years include 2010-2011, 2009-2010, 2008-2009, and 2007-2008.

### REPORT

Discipline is one of the areas monitored for disproportionality to determine if students with disabilities are overrepresented in comparison to the state rate. Discipline information collected includes the number of students with disabilities suspended 10 or more days in a school year, as well as the number of students by ethnicity. Modesto City Schools Elementary and High School Districts were found to be disproportionate in the discipline of our special education students. Both Districts are disproportionate in two areas: globally, meaning too many students are suspended/expelled; and by ethnicity, meaning certain ethnicities are suspended/expelled at too high a rate. The State rate for suspension/expulsion is 2.64%. The Elementary rate is 2.9% and the High School rate is 4.9%. A comparison of state versus District discipline rates by ethnicity is as follows:

Ethnicities	Elementary SWD suspended/ expelled for more than 10 days		High School SWD suspended/ expelled for more than 10 days		Statewide Rate SWD suspended/ expelled for more than 10 days (%)
	Number	Percent	Number	Percent	
American Indian	0	N/A	0	N/A	2.64%
Asian	1	N/A	2	2.4%	
African American	10	6.5%	15	<b>7.3%</b>	
Hispanic	42	2.6%	58	<b>5.8%</b>	
Multi Ethnicity	4	4.5%	6	<b>6.5%</b>	
Pacific Islander	0	N/A	0	N/A	
White	22	2.9%	32	<b>3.6%</b>	

\* Shaded cells represent ethnicities above state rate.

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## Report on Disproportionality

Due to being identified as disproportionate, the District was eligible to apply for a grant to support the District in identifying root causes, and developing and monitoring an action plan. The grant focuses on improving educational results and functional outcomes for all children with disabilities and to ensure that the District meets compliance levels. Both Districts were awarded \$45,000 to assist in the efforts to reduce our suspension/expulsion rates.

Grant activities are focused on building the capacity of the District and respective school staff with an emphasis on interventions and strategies implemented in a general education setting through explicit collaboration and involvement of general, categorical, special education, and school site staff.

To date, the District has engaged in the following activities:

1. Identified and contracted with a state-approved facilitator to assist us in identifying root causes and developing an action plan.
2. Formed a disproportionate representation stakeholders' group that includes special and general education teachers, psychologists, bilingual speech therapists, program managers, principals, and district staff. This group has met four times this past year to complete a self-assessment tool focusing on positive behavior supports and identify targeted professional development.
3. Participated in a series of symposiums that provides information in data, research-based practices, and compliance guidance to develop an action plan to address disproportionality.
4. Contracted with Dan Losen, Senior Education Law and Policy Associate from The Civil Rights Project at UCLA, to analyze and present District data to all District staff and site administrators. The presentation also included Dr. Darren Woodruff who serves as the Co-Project Director for the National Center on Response to Intervention. Dr. Woodruff's publications include the Harvard Civil Rights Project and Racial Inequity in Special Education.
5. Trained ten school sites in School-wide Positive Behavior Supports on establishing and teaching behavioral norms to students in addition to developing a multi-tiered behavioral support system. Recently, we have received another grant to assist with the training of additional sites both within the District and region on Positive Behavior Supports.
6. Trained fifty teachers in evidence and research based classroom management strategies.
7. Completed the first draft of an action plan that will be implemented in 2012-2013 school year.

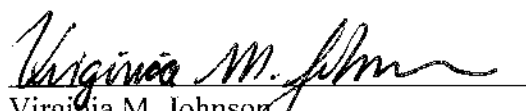


Report on Disproportionality

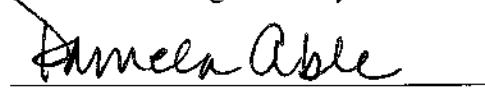
SUMMARY

Due to on-going conversations and increased awareness, Modesto City Schools has already seen a decline in our suspension/expulsion rates that unfortunately will not be considered by the State for another year. This is due to the State always being one year behind in analyzing data. As stated above, the State recently developed a new formula to recalculate the last four years of data. This month, CDE found our high school district to be significantly disproportionate in the identification of white students identified as an individual with emotional disability. The District will be required to use 15% of our federal IDEA funds to reduce this number. Much like the activities listed above, the District will be required to develop an action plan and monitor its effectiveness.

Prepared by:

  
Virginia M. Johnson  
Associate Superintendent  
Educational Services

Approved for Submission  
to the Governing Board by:

  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Report on Effects of the State Budget July 30, 2012  
On the Modesto City Schools Budget

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**BACKGROUND**

The State budget was signed by Governor Brown on June 28, 2012. School districts have 45 days following the Governor's signature to report on significant effects of local budgets.

**ISSUE**

Education Code Section 42127 (i) (4) requires that the school district make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by the State Budget Act.

**REPORT**

Major changes from the May Revision to the Final State Budget:

Trigger Cuts: The proposed \$441 per ADA trigger cut if November tax measure fails has been adjusted. This adjustment to the calculation no longer drives the trigger cuts as a flat amount pre ADA, but rather a per District calculation on the Revenue Limit formula by increasing the deficit factor by 6.542% from the 22.272% to 28.814%.

Deferrals: Buy back of apportionment deferrals has been reduced from \$2.3 billion to \$2.1 billion if the November tax measure succeeds and zero if tax measure fails.

Transitional Kindergarten (TK): The TK program and statues are maintained, contrary to the Governor's May Revision that proposed to eliminate the requirement that schools provide TK beginning in 2012-13.

Mandate Reform: The final State budget keeps the current mandate claiming process intact and gives school agencies the choice to participate in either program.

Report on Effects of the State Budget on the Modesto City Schools Budget

Weighted Student Formula (WSF): The proposed full flexibility for most categorical programs and establishing a Weighted Student Formula (WSF) has not been implemented, nor does it provide new categorical flexibility options.

Transportation: Funding for transportation programs using existing statutes, but provides no flexibility.

Item that remained as presented in the May Revision:

Instructional Year: Governor allows schools, subject to collective bargaining, to reduce the length of the school year by an additional 15 days beyond the five days currently authorized, in 2012-13 and 2013-14, if tax measure fails.

The State budget is built on "what if" factors for the second year under Governor Brown. The 2011-12 budget was based on revenue projections and "possible" mid-year cuts. This year's budget is based on Proposition 30, the November tax measure, and the passage or failure imposing "trigger" cuts.

Local agencies are tasked with creating a budget based on these "what if" factors while providing a quality education to students. The challenge is increased when local agencies are not guaranteed student revenue funding or receipt of cash apportionments.


A future agenda will be presented after November when the voters determine the outcome of the proposed tax initiatives.


**FISCAL IMPACT**

There are no necessary appropriation adjustments as a direct result of the State Budget.

Submitted by:

Approved for Submission  
to the Governing Board by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business  
Chief Business Official

  
\_\_\_\_\_  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Modesto City Schools' and Modesto Teachers Association's Collective Bargaining Agreement for 2011-14 July 30, 2012

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BACKGROUND

Negotiations between Modesto City Schools and the Modesto Teachers Association have concluded and revisions to the Collective Bargaining Agreement for 2011-14 are attached to this report.

ISSUE

The Board of Education must approve the revisions to the Collective Bargaining Agreement for 2011-14. The tentative agreement is attached.

PROPOSAL

The Modesto Teachers Association will ratify the tentative agreement with revisions to the Modesto City Schools' and Modesto Teachers Association's Collective Bargaining Agreement for 2011-14 by August 6, 2012. It is necessary for the Board of Education to take formal action to approve the tentative agreement.

FISCAL IMPACT

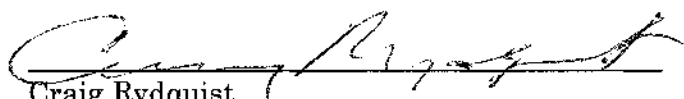
Revisions to the 2011-14 Collective Bargaining Agreement with the Modesto Teachers Association will result in a savings of approximately \$430,000 in the Child Development Programs fund and an expense of approximately \$125,000 to the general fund.

RECOMMENDATION

In accordance with Government Code Section 3547.5, and following consideration of certification that the costs incurred by the school district can be met during the agreement's term, it is recommended that the Board of Education approve the revisions to the Modesto City Schools' and Modesto Teachers Association's Collective Bargaining Agreement for 2011-14.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

**AGREEMENT**  
**Between**  
**MODESTO CITY SCHOOLS**  
**and**  
**MODESTO TEACHERS ASSOCIATION**

The 2011-14 Collective Bargaining Agreement between the Modesto City Schools and the Modesto Teachers Association shall contain all of the provisions of the 2010-11 Collective Bargaining Agreement, except as attached.

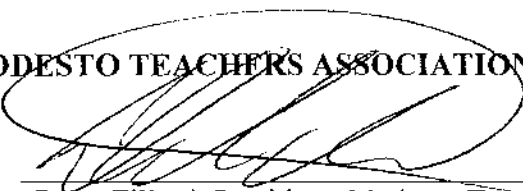
This Agreement is subject to ratification by the general membership of the Modesto Teachers Association and by the board of Education of the Modesto City Schools.

**MODESTO CITY SCHOOLS**

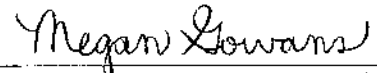
By   
Craig Rydquist, Chief Negotiator

6/26/12  
Date

**MODESTO TEACHERS ASSOCIATION**

By   
Dana Filippi, President, Modesto Teachers Association

6/26/12  
Date

By   
Megan Gowans, Executive Director

6/26/12  
Date

## ARTICLE IX

### SALARY

- Proposed revisions to Article IX Salary, will be made to reflect changes to Child Development Salary Schedules as noted in Article XVII Child Development.
- The parties agree to sunshine their respective 2012-2013 reopeners at the November 13, 2012 Board meeting.
- The parties agree to commence negotiations for the 2012-2013 school year on November 27, 2012. The parties further agree to meet and negotiate during the week of December 3, 2012, the week of January 7, 2013, and the week of January 14, 2013.
- The parties agree to add new section "P. – Department/Instructional Team Chairperson, 7-12:"

P. Department/Instructional Team Chairperson, 7-12: Beginning with the 2012-13 school year, 7-12 Department/Instructional Team Chairperson positions will be established at each 7-12 school site. Compensation will be based on a percentage of the Stipend Base Rate and the number of staff members in the department/team.

#### Department/Instructional Team Chairperson, 7-12

1. The site administrator will annually notify in writing team/department members of his/her intention to fill Department/Instructional Team Chairperson positions and ask team/department members to submit their recommendations for Department/Instructional Team Chairpersons.
2. The team/department members' recommendations shall be submitted in writing to the administrator within ten (10) days of the site administrator's notice of his/her intention to fill Department/Instructional Team Chairpersons.
3. Department/Instructional Team Chairpersons shall be selected by the site administrator after soliciting input from each team/department member. A copy of each team/department members' confidential written preference for Department/Instructional Team Chairperson shall be sent to the Association office by the District. The site administrator shall give good faith consideration to the majority preference of the team/department.

ARTICLE X

HEALTH AND WELFARE BENEFITS

Beginning July 1, 2012, the District shall maintain the current health benefit contribution of \$150 per month to all eligible employees.

ARTICLE XVII

CHILD DEVELOPMENT

1 A. SALARY

- 2
- 3 1. The salary schedules for Child Development Teachers shall be established as separate
- 4 salary schedules with a ~~186-day~~, 179-day 6-hour responsibility base for State Preschool,
- 5 and a 7-hour base for Head Start, and include a range for Master's Degree.
- 6
- 7 a. Head Start Child Development Teachers shall be paid on the Head Start Child
- 8 Development Salary Schedule.
- 9
- 10 b. State Child Development Teachers shall be paid on the Child Development Salary
- 11 Schedule. Beginning with the 2012-13 school year, the Child Development Salary
- 12 Schedule will be reduced by 5%.
- 13
- 14 c. The designated salary schedules will be reflected on the Child Development Head Start
- 15 Teacher job description and the Child Development State Teacher job description.
- 16
- 17 d. 1) Child Development teachers shall be allowed to accrue compensatory time or be
- 18 paid their hourly rate commensurate with their current hourly placement when
- 19 covering another class and/or substituting on a workday before or after their work
- 20 hours.
- 21
- 22 2) Child Development teachers shall be paid the substitute rate on the corresponding
- 23 salary schedule during all other time, including preparation time, when covering
- 24 and/or substituting in a Child Development class.
- 25
- 26 3) No more than 8 hours per day or 20 hours per week of additional hourly time shall
- 27 be worked by a Child Development teacher. Compensatory time may be accrued
- 28 when being paid to cover and/or substitute.
- 29
- 30 2. Child Development Specialists shall be paid from the Child Development Specialists'
- 31 Salary Schedule.
- 32
- 33 a. Child Development Specialists shall post a monthly schedule, subject to change based
- 34 upon the needs of the program, which includes an equal distribution of time at all
- 35 assigned sites.
- 36
- 37 3. Longevity Stipend: For all Child Development Teachers and Child Development
- 38 Specialists under this provision, longevity steps will be paid at the completion of 10, 15,
- 39 and 20 years of service.
- 40



- 1 4. ~~Site Liaison Stipend: To be eligible to receive the Site Liaison stipend, the Child~~  
2 ~~Development Teacher must be qualified and hold either a Child Development Site~~  
3 ~~Supervisor or Program Director Permit. To receive the Site Liaison stipend, the Child~~  
4 ~~Development Teacher must agree to and successfully perform the duties outlined in the~~  
5 ~~approved Site Liaison job description.~~  
6  
7 a. ~~The stipend for the Site Liaison shall be \$1,750. Selection for the Site Liaison(s) shall~~  
8 ~~be made on an annual basis or at other intervals based on program need as determined~~  
9 ~~by the Director of Child Development Programs after an advisory vote from the CDP~~  
10 ~~teachers at each site. Teachers interested in being considered for a Site Liaison~~  
11 ~~position shall fill out applications prior to the site vote.~~  
12  
13 b. ~~Site Liaisons shall be obligated to attend a maximum of one meeting per month to be~~  
14 ~~scheduled during work hours. In addition, Site Liaisons shall be obligated to attend a~~  
15 ~~maximum of three meetings per year to be scheduled outside of work hours on teacher~~  
16 ~~responsibility days.~~  
17  
18 5. Substitute pay for Substitute Child Development Teachers shall be based on Column 1,  
19 Step 1 of the current salary schedule. Substitute Child Development Teachers, as per  
20 Title 22 Section 101152 of Community Care Licensing Regulations, shall have a  
21 minimum of 6 units in Child Development and/or Early Childhood Education on file  
22 with Human Resources.  
23  
24 a. Taken from Article XIX, Section VIII, Subsection B:  
25 i. Child Development substitute teachers will work the number of hours as  
26 specified on SubFinder and will be paid for the number of hours worked.  
27 ii. In the event that the teacher is absent for more than thirty consecutive calendar  
28 days, the substitute teacher will work the same number of hours as the teacher's  
29 contract and will assume full responsibilities for home visits, parent conferences,  
30 and parent education and parent involvement requirements.  
31 iii. Child Development Programs do not pay more than the basic rate for long-term  
32 assignment.  
33 iv. In the event that the teacher is absent for more than thirty consecutive calendar  
34 days, the substitute teacher in a Child Development Program must meet  
35 requirements as defined in the CTC Child Development Matrix.  
36 v. Substitute rates for Child Development substitutes shall be based on Step 1,  
37 Range 1 of their corresponding salary schedules.  
38 vi. Regular Child Development teachers who substitute during their prep time shall be  
39 paid on Step 1, Range 1 of their corresponding salary schedule.  
40  
41 b. Child Development Program teachers who are on laid-off status shall have the first  
42 right of refusal for all substitute jobs ~~during the 2011-12 school year~~, and shall be  
43 called in the order of their District seniority.  
44

1 c. After the 20<sup>th</sup> day of continuous substitute teaching at the same site, laid-off teachers  
2 shall earn their per diem salary starting on their 21<sup>st</sup> day of service.

3  
4 d. If placed on a long-term assignment of 30 days or more, laid-off teachers shall earn  
5 their per diem salary from the first day of service.  
6

7 **B. HOURS OF EMPLOYMENT**

8  
9 **1. Head Start Child Development Teachers**

10  
11 The workday for Head Start members of the bargaining unit shall be 450 minutes per day  
12 including recess, preparation and a duty-free lunch of at least 30 minutes. Teachers whose  
13 work contract is beyond the 450 minutes will have their salary factored to reflect the  
14 additional hours.

15  
16 Full-Day Head Start Teachers: Full-day Head Start Teachers shall have 360 minutes of  
17 student contact time.

18  
19 Part-Day Head Start Teachers: Part-day Head Start Teachers shall have ~~240~~ 210 minutes of  
20 student contact time. ~~Daily compensation shall be increased to reflect an additional 30~~  
21 ~~minutes of student contact time.~~

22  
23 **2. State Child Development Teachers**

24  
25 a. Cal-SAFE Teachers: The workday for Cal-SAFE members of the bargaining unit shall  
26 be 450 minutes per day including recess, preparation and a duty-free lunch of at least  
27 30 minutes. The Cal-SAFE program is administered, directed and supervised by the  
28 District's Alternative Education Program, not Child Development.

29  
30 b. Part-Day Preschool Teachers: The workday for Part-Day Preschool members of the  
31 bargaining unit shall be 390 minutes per day including preparation, recess and a duty-  
32 free lunch of at least 30 minutes, and 180 minutes of student contact time. Teachers  
33 whose work contract is beyond 390 minutes will have their salary factored to reflect  
34 the additional hours.

35  
36 c. The workday for the Child Development Specialists shall be 8 hours per day and will  
37 include a 30-minute duty-free lunch.  
38

39 **3. Work Year for Child Development Teachers**

40  
41 All Child Development Teachers shall implement the approved Child Development  
42 Program Calendar which is based on the responsibility days listed below and includes staff  
43 development, staff work and student attendance days. All time off shall be reported to the  
44 Child Development Department through the District's SubFinder System.  
45

1                   Head Start Teachers

2  
3                   Full-Day                   226 Responsibility Days  
4                   Part-Day                   ~~186~~ 179 Responsibility Days

5  
6                   Preschool Teachers

7  
8                   Part-Day                   ~~186~~ 179 Responsibility Days

9  
10                  Cal-SAFE Teachers                   182 Responsibility Days

11  
12                  Child Development Specialist ~~226~~ 219 Responsibility Days

13  
14  
15                  ~~All Part-Day Preschool teachers who were hired prior to 1992 may choose to change their~~  
16                  ~~work year from 179 plus 7 extended service days to 186 days on an individual basis.~~

17  
18                  Staff Development Days

19  
20                  All Child Development Teachers shall have staff development days included in their  
21                  contracted days ~~at a minimum~~ of: Part-day Head Start and Full-day Head Start Programs –  
22                  three (3) days; Part-Day State Preschool – one (1) day. Staff Development days shall be  
23                  established in one-half (½) or whole day increments. Staff Development Days are mandatory  
24                  attendance and established at the discretion of the Director of Child Development Programs to  
25                  provide training and professional development to staff.

26  
27                  The District will provide both Cardio-Pulmonary Resuscitation (CPR) and Basic First Aid  
28                  (FA) training during staff development days. In order to meet Title 22 Regulations and the  
29                  standards set forth by the California Emergency Medical Services Authority (EMSA) and  
30                  commonly accepted best practices for the child development field, all Child Development  
31                  Teachers shall maintain current CPR/FA certification. The District will attempt to maintain  
32                  the current every-other-year CPR/FA certification process currently utilized. If the District-  
33                  sponsored training is not attended, it shall be the employee's responsibility to obtain the  
34                  certification and submit proof of such.

35  
36                  Staff Work Days

37  
38                  All Child Development Teachers shall have staff work days included in their contracted days  
39                  ~~at a minimum~~ of: Part-day Head Start and Full-day Head Start Programs – eight (8) days;  
40                  Part-Day State Preschool – three (3) days. Staff Work days are student non-attendance days  
41                  and shall be established in one-half (½) or whole day increments.

42  
43                  Staff work days are established for, but not limited to, start-up; close-out; orientation;  
44                  classroom set-up and home visit activities; program planning; networking; curriculum  
45                  planning and implementation; developmental screening of students; and parent conferences.

*mej*  
6/25/12 *by d*  
B.7(7) *6/12*

1 Not more than one (1) of the established staff work days will be for staff to close out the year.

2  
3 Staff/Faculty Meetings

4  
5 The total number of Child Development staff/faculty meetings shall not exceed one (1) per  
6 month per program. The one meeting does not include individual teacher responsibilities,  
7 such as IEPs, SSTs, CSTs, case conferencing, etc., nor do they include grade or site level  
8 meetings. Child Development Administration may schedule up to three (3) additional  
9 staff/faculty meetings throughout the school year. A draft agenda for required meetings will  
10 be sent at least forty-eight (48) hours in advance, excluding weekends and holidays. The  
11 District will publish required meeting dates and times on the annual Child Development  
12 Planning Calendar and Monthly Reminder Calendars. The duration of meetings outlined in  
13 this section shall be a maximum of 1.5 hours, which will include 15 minutes for MTA.  
14 Staff/Faculty meetings are established to provide and receive information and input to and  
15 from staff. Staff/Faculty meetings may also contain Staff Development time.

16  
17 Compensatory Time

18  
19 Time spent in activities that exceed the normal work hours will be given in compensatory time  
20 by the District to all Child Development Teachers. The Director of Child Development  
21 Programs/designee must approve in advance the accrual and use of compensatory time unless  
22 there is an unforeseen emergency.

23  
24 Full-Day Child Development Teachers will accumulate their compensatory time and when the  
25 number of hours equals their daily contract hours, they will be credited time for a full day and  
26 a substitute will be provided. Full-Day Teachers will be allowed to accrue and use  
27 compensatory time without substitute coverage. Part-Day Child Development Teachers will  
28 accumulate their compensatory time which must be taken during preparation time.  
29 Compensatory time must be taken in the current year.

30  
31 Professional Responsibilities

32  
33 All Child Development Teachers shall hold and maintain, at a minimum, the Child  
34 Development Teacher Permit or above (not an Associate Teacher) issued by the California  
35 Commission on Teacher Credentialing.

36  
37 All Child Development Teachers shall: provide development screening for students within  
38 the first 30 days for Head Start or the first 60 days for State Preschool (optional for State  
39 Preschool); provide ongoing student assessments with collection and reporting periods – three  
40 (3) for Head Start and two (2) for State Preschool; implement the comprehensive CDP  
41 curriculum; post weekly lesson plans; provide home visits (two (2) for Head Start and one (1)  
42 optional home visit for State Preschool); and provide two (2) parent conferences.

1 Effective July 1, 2010, all newly-hired Child Development Teachers (Head Start and State)  
2 shall possess, at a minimum, a Bachelor's Degree. All current Child Development staff will  
3 be grandfathered unless the state/federal requirements change. State Part-Day Teachers who  
4 change sites, but stay within the same program, will maintain their grandfathered status.  
5

6 C. EVALUATION  
7

8 The evaluation cycle for all Child Development Teachers (State), who receive satisfactory  
9 evaluations, will be every third year except for 1<sup>st</sup> and 2<sup>nd</sup> year teachers. The evaluation  
10 criteria will follow the procedures outlined in Article VIII. First and 2<sup>nd</sup> year teachers will be  
11 evaluated annually. Child Development Teachers shall be treated as permanent employees,  
12 for evaluation purposes only, after two years in one program or combination of programs  
13 covered in this Article.  
14

15 The annual evaluation of Head Start Teachers (Federal), during the period not covered in the  
16 previous paragraph, in accordance with Federal Guidelines, shall be conducted using the  
17 approved alternative checklist form by Child Development Administration.  
18

19 A memo or an e-mail issued by an administrator is between the teacher and administrator and  
20 may not be shared with other staff or administrators.  
21

22 D. TRANSFER/REASSIGNMENT  
23

- 24 1. Employees of Child Development Programs may be transferred or reassigned based upon  
25 Articles XIII and XIV.
- 26
- 27 2. Prior to any transfer or reassignment, the administration shall discuss the proposed transfer  
28 or reassignment with the employee(s) to be transferred or reassigned.  
29
- 30 3. A written statement of reasons shall be provided upon request if an employee is transferred  
31 or reassigned involuntarily.  
32

33 E. CLASS SIZE  
34

35 Class size shall be maintained to meet State and Federal regulations concerning number of  
36 students per teacher and adult ratios.  
37

38 F. LEAVES OF ABSENCE  
39

40 Employees of Child Development Programs shall be provided the same leaves of absence as  
41 K-12 teachers (Article V).  
42

1 G. CHILD DEVELOPMENT EMPLOYMENT

2  
3 Child Development experience shall be recognized for placement on the Head Start Salary  
4 Schedule, Child Development Salary Schedule and/or ~~Schedule I~~ Child Development  
5 Specialist's Salary Schedule to a maximum placement of Step 6.

6  
7 Accumulated and unused sick leave shall be transferred to the K-12 program if a Child  
8 Development employee is employed in the K-12 program without a break in service. Absence  
9 from service for less than one year shall not be counted as a break in service for sick leave  
10 transfer purposes.

11  
12 MCS Child Development teaching experience within the last ten (10) years, where the  
13 employee has at least a B.A. Degree, shall be counted towards placement on the K-12 salary  
14 schedule. Each two (2) years of satisfactory Child Development teaching experience shall  
15 count for one (1) year salary step placement, up to a maximum of five (5) years in placement  
16 on the K-12 teachers' salary schedule, consistent with Article IX Salary, Section E.

17  
18 Teachers shall be given an individual, yearly budget for the purchase of non-perishable  
19 classroom supplies.

20  
21 Ordering of both non-perishable and perishable items shall be at the teacher's discretion,  
22 pending administrative approval. Actual purchase and distribution shall be done mostly by  
23 site staff.

24  
25 A monthly accounting of teacher's purchases shall be provided by the CDP Office.

26  
27 H. STATE, FEDERAL, and LOCAL LAWS, REGULATIONS and REQUIREMENTS

28  
29 All regulations, laws, requirements and mandates outlined and/or specified by State, Federal,  
30 local bodies with jurisdiction over Child Development operations and/or administration shall  
31 supersede and invalidate any article or section within this bargaining unit agreement if in  
32 direct contradiction or if standards are unmet. This includes but is not limited to Community  
33 Care Licensing (Title 22 and Health Code), California Department of Education (Education  
34 Code), Child Development Division (Title 5), California Commission on Teacher  
35 Credentialing, Fire Marshall, Public Health, and Head Start Performance Standards.

36  
37 I. INCLUSION BY REFERENCE

38  
39 The Articles noted below from the currently approved Collective Bargaining Agreement are  
40 incorporated into this Agreement.

	<u>ARTICLE</u>	<u>TITLE</u>
1.	Article I	Agreement

*Tues*  
*6/25/12*  
*9/12*  
B.7(10)

2. Article III Contractual Grievance Procedure
3. Article IX Salary  
Introduction and Sections C, E, G, M (5,6) and Q
4. Article X Health and Welfare Benefits
5. Article XI Miscellaneous-Maintenance of Benefits
6. Article XII Organization Security and Payroll Deductions
7. Article XV Peer Assistance and Review (PAR) Program
8. Article XVIII Rights for Unit Employees
9. Article XIX Substitute Employees
10. Article XXIII Savings

2012-2013 CHILD DEVELOPMENT CALENDAR

The parties agree to the attached 2012-2013 Child Development Calendar.

7/1/12  
6/25/12  
B.7(12)  
11/12



# 2012-2013 CHILD DEVELOPMENT CALENDAR

Revised 6/29/12

	JULY 2012															AUGUST 2012															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
PDHS	[Calendar grid for July 2012]															[Calendar grid for August 2012]															16																																
PDPS	[Calendar grid for July 2012]															[Calendar grid for August 2012]															18																																
Full-day	[Calendar grid for July 2012]															[Calendar grid for August 2012]															40																																
	SEPTEMBER 2012															OCTOBER 2012															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
PDHS	[Calendar grid for September 2012]															[Calendar grid for October 2012]															40																																
PDPS	[Calendar grid for September 2012]															[Calendar grid for October 2012]															41																																
Full-day	[Calendar grid for September 2012]															[Calendar grid for October 2012]															42																																
	NOVEMBER 2012															DECEMBER 2012															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
PDHS	[Calendar grid for November 2012]															[Calendar grid for December 2012]															29																																
PDPS	[Calendar grid for November 2012]															[Calendar grid for December 2012]															29																																
Full-day	[Calendar grid for November 2012]															[Calendar grid for December 2012]															34																																
	JANUARY 2013															FEBRUARY 2013															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
PDHS	[Calendar grid for January 2013]															[Calendar grid for February 2013]															33																																
PDPS	[Calendar grid for January 2013]															[Calendar grid for February 2013]															35																																
Full-day	[Calendar grid for January 2013]															[Calendar grid for February 2013]															38																																
	MARCH 2013															APRIL 2013															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
PDHS	[Calendar grid for March 2013]															[Calendar grid for April 2013]															33																																
PDPS	[Calendar grid for March 2013]															[Calendar grid for April 2013]															35																																
Full-day	[Calendar grid for March 2013]															[Calendar grid for April 2013]															41																																
	MAY 2013															JUNE 2013															STU DAYS																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
PDHS	[Calendar grid for May 2013]															[Calendar grid for June 2013]															17																																
PDPS	[Calendar grid for May 2013]															[Calendar grid for June 2013]															17																																
Full-day	[Calendar grid for May 2013]															[Calendar grid for June 2013]															41																																

D = STAFF DEVELOPMENT    W = STAFF WORK DAY

		TENTATIVE				
		First Day of Class	Last Day of Class	Student Days	Teacher Days	Para Days
<b>PART-DAY HEAD START</b>						
Bret Harte, Burbank, El Vista, Fairview, Franklin, Garrison, Kirschen, Marshall, Muir, Pearson, Robertson Rd. Shackelford, Tuolumne, Wilson, Wright		August 8, 2012	May 23, 2013	168	179 8/1/12	176 8/3/12
Staff Work days: 8/1, 8/2, 8/6, 8/7, 10/31, 1/31, 4/24, 5/24 - Staff Development Days: 8/3, 8/23, 8/24						
<b>PART-DAY PRESCHOOL</b>						
Bret Harte, Burbank, El Vista, Everett, Fairview, Franklin, Garrison, Johansen, Kirschen, Marshall, Muir, Pearson, Robertson Rd, Shackelford, Tuolumne, Wilson, Wright		August 8, 2012	May 23, 2013	175	179 8/3/12	176 8/3/12
Staff Work days: 8/6, 8/7, 5/24 - Staff Development Day: 8/3						
<b>FULL-DAY HEAD START</b>						
Everett, Martone, Tuolumne		July 5, 2012	June 27, 2013	236	226	218
Staff Work days: 7/1, 7/2, 8/1, 8/2, 9/26, 12/12, 3/28, 6/28 (Subs needed: 8/1, 8/2, 8/3, 9/26, 12/12, 3/28)						
Staff Development Days: 8/3, 8/23, 8/24						

B.7(13)  
12/

*Handwritten signature/initials*

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Report – Update on Public Meeting on Potential Swimming Pool Funding and Construction at Enochs High School July 30, 2012

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BACKGROUND

At the May 29, 2012 Board of Education meeting, a discussion was held on the process to take additional public input on whether funding should continue to be reserved from the Schools Infrastructure Financing Agency (SIFA), for the potential future construction of a standard competitive swimming pool at Enochs High School.

REPORT

The Board of Education took action at its May 29, 2012 meeting to set a date for a public meeting in late August (2012), after school has resumed, to take input on the potential future pool, financing, construction and timing from all stakeholders in the community.

The Board of Education directed that an update on the scheduling of this meeting be brought back at their July meeting.

A meeting date has been set for Wednesday, August 29, 2012 at 6:00 p.m. at Enochs High School, 3201 Sylvan Avenue, Modesto. The meeting will be held in the Enochs High School multi-purpose room, also known as the Eagles Nest.

Now that the date and location have been determined a notice will be prepared for publication in the Modesto Bee, posting on the District's website and email and mail distribution to interested parties. Using the special tax data base, notices will be sent to homeowners in all the Mello-Roos Community Facilities Districts that pay for a portion of the Enochs High School construction. Notices will also be sent to the City of Modesto, staff and City Council and the Building Industry Association of Central California.

The affected Modesto City Schools K-8 feeder districts, Sylvan Union School District and Stanislaus Union School District will be noticed. The meeting notice will also be posted at Enochs High School.

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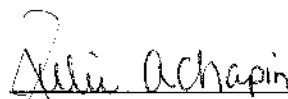
Report – Update on Public Meeting on Potential Swimming Pool Funding and Construction at Enochs High School

The meeting will be noticed as a special meeting of the Modesto City Schools Board of Education and comply with Government Code Sections §54950-54960.5., the Brown Act.

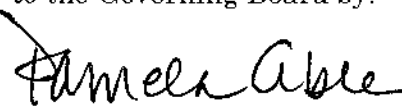
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Originating Department: Planning and Facilities Support

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Submission  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Report on Transitional Kindergarten

July 30, 2012

---

BACKGROUND

In past years, students had to be five years old by December first to be eligible for kindergarten. SB 1381 changed the birthdate for kindergarten eligibility by moving the date back one month for each of the next three school years. Education trailer bill AB 1476 and SB 1016 provides funding and mandates transitional kindergarten for students who were previously eligible to begin kindergarten but are now required to wait an additional year due to their birthdate.

REPORT

A transitional kindergarten is the first year of a two-year program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law (EC 4800(c)), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

- For the 2012-2013 school year: November 2 and December 2
- For the 2013-2014 school year: October 2 and December 2
- For the 2014-2015 school year and each year after: September 2 and December 2

Parents are not required to enroll their student in a transitional kindergarten or kindergarten class (EC Section 48200). If they choose to enroll their student in transitional kindergarten, the child will enroll in kindergarten the following year. A child may not enroll in a transitional kindergarten and then move directly to first grade.

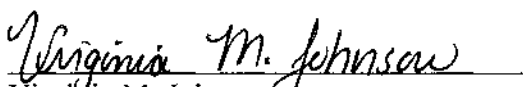
Transitional kindergarten will follow the same set of guidelines as kindergarten; i.e., credentialing, instructional minutes, class size, etc. will all be the same. The exception to this will be the curriculum used. Our District will be using McMillian McGraw Hill *Little Treasures* which is the Pre-K English Language Arts level that is the precursor for kindergarten. Instruction in a transitional kindergarten class will focus on academic readiness skills from a developmental approach.

SUMMARY

Modesto City Schools will be offering transitional kindergarten at both Burbank and Sonoma Elementary Schools, and transportation will be provided from the student's home school. On July 19, 2012, the District held a registration day for transitional kindergarten. Information was provided in both the *Modesto Bee* and *Vida en el Valle*. There are approximately 24 students currently enrolled. We anticipate more students will enroll once the school year starts.

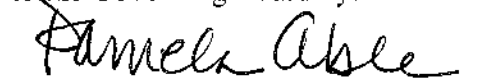
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Prepared by:

  
Virginia M. Johnson

Associate Superintendent, Educational Services

Approved for Submission  
to the Governing Board by:



Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting

SUBJECT: Consideration and Selection of Process to Respond to Civil Grand Jury Report and Possible Approval of Response to Final Report of the Civil Grand Jury Case No. 12-13-C July 30, 2012

---

### BACKGROUND

The 2011-12 Stanislaus County Civil Grand Jury received a complaint alleging procedural noncompliance in the Modesto City School District Special Education Program. The complainant alleges that proper assessment procedures were not followed, and required special education timelines were not met.

### ISSUE

The investigation for this complaint occurred between mid-December 2011 and the end of March 2012. An investigation report initiated and provided by the complainant from the California Department of Education confirmed that Modesto City Schools Special Education Local Plan Area (SELPA) did not comply with various Education Code sections.

The Grand Jury has requested a response from the Modesto City Schools Superintendent and the Governing Board. The Superintendent and staff have prepared a response to the final report of the Civil Grand Jury (attached). One response may be submitted on behalf of the Superintendent and the Board and it will be signed by the Superintendent and the Board president. The Grand Jury's Final Report directs the Superintendent and Governing Board to prepare responses within 90 days, which is September 27, 2012.

If the Board elects to submit its own response, they have a couple of options in preparing its response to the Final Report. The Board may elect to have the full Board prepare the response in open session. The Board may also appoint up to three Board members (less than a quorum) to work with staff to draft a response to the Final Report. This draft response is then presented to the Board in open session for possible revision and final approval. A copy of the Civil Grand Jury Final Report is available for viewing in the Superintendent's Office.

---

Consideration and Selection of Process to Respond to Civil Grand Jury Report  
and Possible Approval of Response to Final Report of the Civil Grand Jury  
Case No. 12-13-C

RECOMMENDATION

It is recommended that the Board of Education consider and select a process to respond to the Civil Grand Jury report and possibly approve the response to the Final Report of the Civil Grand Jury Case No. 12-13-C.

---

Prepared and Recommended to the  
Governing Board by:



---

Pamela Able  
Superintendent

July 9, 2012

Judge Ricardo Cordova  
Superior Court – Stanislaus County  
PO Box 3488  
Modesto, California 95353

Re: Civil Grand Jury Report Case 12-13C

To the Honorable Judge Ricardo Cordova,

Modesto City Schools is in receipt of the Civil Grand Jury Report Case 12-13C that investigated the District Special Education Department's evaluation practices required for students during the eligibility and reevaluation periods for Special Education eligibility.

The District was originally investigated by the California Department of Education (CDE) and adhered to their findings and recommendations. The findings and recommendations of the Grand Jury report echo the CDE report; that is, the Grand Jury report duplicated CDE's report. Immediately following the CDE report, systems were implemented to mitigate areas of noncompliance. While the District questions the need for the Grand Jury to duplicate CDE findings, it takes these seriously and has already implemented the recommendations.

**Reponses to Findings:**

**Finding F1:** The District agreed with CDE and the Grand Jury report that eight students did not receive a written psycho-educational report at their Individualized Education Plan (IEP) meeting as required by EC 65327. One student's report did not contain the required verbiage of using appropriate assessments for second language students. *The District agrees with the finding of noncompliance.*

**Finding F2:** The District agreed with CDE and the Grand Jury report that three students did not have an IEP meeting within the required timeline of 60 days when an assessment form has been signed as required by EC EC 56381 (a) (2). *The District agrees with the finding of noncompliance.*

**Finding F3:** The District agreed with CDE and the Grand Jury report that multiple psychological assessments are used, as well as, academic assessments for determining whether a pupil is an individual with exceptional needs. *The District agrees with the finding of compliance.*

**Finding F4:** The District agreed with CDE and the Grand Jury report that the District failed to properly offer an assessment through an assessment plan when the IEP team recommended further evaluation. *The District agrees with the finding of noncompliance.*

**Finding F5:** The District agreed with CDE and the Grand Jury report that there was insufficient evidence to support the compliant allegation of the District failed to prevent the use of official authority by an employee to intimidate, coerce or threaten another employee to keep them from assisting a parent of a pupil with exceptional needs to obtain services or accommodations (EC 56046). *The District agrees with the finding of compliance.*

**Finding F6:** The District agreed with CDE and the Grand Jury report the unsubstantiated allegation of discrimination in the population of special education students that actually receive completed tests and testing results. *The District agrees with the findings that the allegation is unsubstantiated.*

*The following findings were only included in the Grand Jury report:*

**Finding F7:** The District disagrees with the Grand Jury report that there were lapses of SELPA management in regards to the oversight of one of the high schools special education department. The SELPA provides training and assistance to District personnel on legal compliance and required documentation for IEP paperwork. It is the specific site administration that is responsible for the evaluation and monitoring Special Education site personnel. This is because the site principal and assistant principal actively participate in the IEP meetings, not the District management personnel. *The District agrees there were lapses on the part of the assistant principal to monitor the Special Education program. The District agrees with the Grand Jury that personnel issues and disagreements between staff at the school may have contributed to problems.* The District followed appropriate progressive discipline procedures with the assistant principal in regards to the monitoring of Special Education program.

*The District disagrees with the statement, "the problems at a district high school program may be systemic."* The District has randomly pulled and reviewed in detail 50 files from our 7 high schools in the month of May 2012 and did not find one file without appropriate assessment documentation.

**Finding #F8:** *The District agrees with the Grand Jury that the District was not financially reimbursed for testing upon receiving IEP reports.*

### **Responses to Recommendations:**

**Recommendation #R1:** The SELPA Director and responsible staff continue to monitor student education reports to insure they meet CDE standards in the future. The District will continue to monitor student education reports in the following manner:

- Direct program managers to randomly check files on a monthly basis to ensure paperwork standards are met.



- Continue to pull monthly data reports to ensure IEP meetings are held within specified timelines.
- Direct all administrators to follow up using progressive discipline when assessment reports are not provided to parents at IEP meetings.

**2. Recommendation #R2:** It is difficult to interpret the recommendation of “SELPA management randomly monitor student interviews from psychologist and Site Administrators to determine the special education program criteria are being met.” Until the age of 18, students are invited but not required to attend IEP meetings. Both evaluation instruments and procedures require expertise of a highly qualified individual (usually with a masters degree) so a student is unlikely to be able to judge if criteria has been met. Additionally, student assessments take place over several weeks so it would be very difficult to monitor each conversation of the entire evaluation period.

However, the District currently seeks and will continue to seek parent input on the evaluation process. This input is received by the following methods:

- Parents are told at each IEP meeting of the Community Advisory Committee (CAC) monthly meeting dates and their purpose. This provides parents a forum to get questions answered or get more information. Additionally, CAC provides training on the IEP process including evaluation procedures.
- Parents and adult students are provided every year a document that outlines their rights and procedural safeguards. This document is provided in their home language.
- Every four years the District completes a thorough self-evaluation to determine systemic problems and implements and monitors an action plan to address deficiencies. This includes sending a letter to the home of every special education student inviting them to a meeting to seek their input. The District also randomly pulls IEPs files from all sites representing all disability groups and ethnicities to review documentation for legal compliance and educational benefit. This spring the District pulled a total of 124 files from the sites for review. All non-compliant findings are reported to the state and are corrected. The District office keeps documentation verifying corrections. This report will be provided to the school board at the suggestion of the Grand Jury.

**Recommendation #R3:** CDE required and the Grand Jury recommends additional training for Site Administrators and Psychologists emphasizing timelines and guidelines for providing psycho-educational evaluation reports with the required content. This training has been completed as well as expanded to include other staff that assesses students (i.e., speech therapists, occupational therapists, adapted physical education, and board certified behavior analysts).

The trainings for the site administrators were provided on February 1 and 7, 2012. The District has training documentation that consists of the presented power point and sign in sheets. This training will be repeated on July 26, 2012 as part of the beginning of school year in-services required of all administrators.

The psychologists were trained on January 19, 2012 and documented with sign in sheets and the presented power point. This training will be reviewed and discussed at the bi-monthly psychologist meetings for the 2012-2013 school year.

The District hopes the above response addresses the issues investigated by the Grand Jury. As always, if I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

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Pamela Able  
Superintendent  
Modesto City Schools

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Rubén Villalobos  
Board President  
Modesto City Schools

cc: Ginger Johnson, Associate Superintendent  
Modesto City Schools Board of Trustees

MODESTO CITY SCHOOLS

TO: Board of Education Regular Meeting  
SUBJECT: Approval of Board Governance Protocols July 30, 2012  
Dated March 2012

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BACKGROUND

The members of the Modesto City Schools Board of Education are elected as individuals to serve on the board; once elected they must work together with the superintendent in order to govern the district.

At a March 5, 2012 Special Board Meeting, Christopher Maricle of CSBA conducted a Board Study Session with the Board to develop Board Governance protocols as a guide to help the Board better communicate with the superintendent and each other, and will assist in their efforts to govern as effectively as possible. Protocols specify how a particular governance function or activity will be accomplished.

ISSUE

The Board should be in agreement to follow these protocols. These protocols should be approved by the Board.

RECOMMENDATION

It is recommended that the Board of Education approve the Board Governance Protocols dated March 2012.

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Prepared and Recommended to the  
Governing Board by:



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Pamela Able  
Superintendent

**To:** Modesto City School District  
**From:** Christopher Maricle, CSBA  
**Subject:** March 5, 2012 Board Study Session  
**Date:** March 8, 2012

It was a pleasure to work with the governance team of Modesto City School District. This memorandum and attachment reflect the governance team conversation during the study session on March 5, 2012.

### **Governance subcommittee**

The board discussed four different topics: 1) Role of the board president; 2) how the board works with its attorney 3) board / superintendent communication between meetings; 4) visiting schools. To address these, the board created a Governance Subcommittee of two board members to work on these issues and bring recommendations to the full board.

- 1) Role of the board president and
- 2) How the board works with its attorney

Board ideas and consultant resources for these topics are detailed in appendix A.

### *3) Board superintendent communication between meetings*

The consultant recommended the board consider sample protocols. These are provided in a separate document, *Sample Protocols for Modesto*, which accompanies this report. The consultant recommends that governance subcommittee use these protocols as a starting point, edit and revise them to fit local circumstance and practice, and bring their recommendations to the full board.

### *4) Visiting schools*

Former governing boards for Modesto City Schools had developed a detailed protocol for visiting schools. Board president indicated that he would make this protocol available to your governance subcommittee for their work.

In reviewing and revising governance agreements regarding visiting schools, the consultant recommends that the governance committee and the full board clarify the *purpose* of visiting schools and the *principles* guide how visits are conducted. Consultant *suggests* a few key ideas:

- 1) The purpose of visiting schools is to:
  - a) *observe the results of the boards governance decisions* - to see how the goals it sets for the district, the policies it creates to provide the structure for operations, the allocation of resources it sets through its budget process are implemented throughout the system and their affect on students and adults.

- b) provide support and encouragement the efforts of staff in the achievement of students
- 2) The protocols should ensure that:
- a) Board members, the superintendent, principles and all site staff have clear understanding regarding expectations for board member visits to schools.
  - b) Board members demonstrate professional courtesy and respect to district leadership and staff in conducting visits.
  - c) Board members are cautious in making evaluative statements.

### **The culture of meetings**

Board members proposed seven specific norms for the board to consider. The norms were proposed by individuals, and while there seem to be general agreement with and support for them, there was no official vote adopting them. The specific language, for the boards review and future adoption, is included in *Sample Protocols for Modesto City Schools Board*, which accompanies this report.

Next Step: The board should review the norms for the culture of meetings developed on March 5 and adopt them in open session.

### **Collective bargaining**

There was a brief discussion regarding how individual board member relationships and conversations with district and or bargaining personnel might impact the collective bargaining process. A few simple parameters were proposed:

- listen
- avoid agreement or disagreement with the stated positions
- avoid stating a district position

*The consultant recommends:* The board should meet with the superintendent and the district's appointed bargaining representative to clarify: the board's role in collective bargaining, the approach to bargaining, the role of the negotiator in bargaining, and how individual board member activity can impact the negotiation process.

### **Superintendent Evaluation Process**

A majority the board agreed that they needed to plan for how they will conduct a superintendent evaluation in spring 2012, and also plan for a more thorough process for fiscal year 2012-13.

The consultant presented to the board two different format styles for the superintendent evaluation instrument. The board requested options for process and for their consideration. The simple instruments as well as options for process are in provided in a separate document, *Superintendent evaluation resources*, that accompanies this report.

The board agreed to meet on April 16 to work on the superintendent evaluation issues. The board also indicated that it would attempt to identify a facilitator for that meeting.

### **Governance /district dashboard**

Board members were given an opportunity to review a list of 32 possible indicators for measuring district performance. Each trustee was asked to select five indicators, and these were quickly tallied. The responses are organized by the number of votes for each indicator. Indicators receiving no votes have been removed. The full list (with some modifications for ease of reading) is in the appendix D.

#### Non-academic achievement factors

3- Student attendance

2- Readiness for kindergarten

1- Student attitude, motivation, & satisfaction

1- Student acquisition of positive life-skills through co-curricular and extracurricular activities

1- Student 'voice' (re: participation; adoption; health & safety; responsibility; citizenship; personal & social adjustment; satisfaction; etc.)

#### Core Academic Achievement

4- English Language Arts proficiency

1- Student performance in Reading, Language Arts, Mathematics, & Algebra, as measured by state/national assessments

1- Mathematics proficiency

1- Student performance in core content areas, as measured by local/state assessments

#### Advanced

1- Student access to & success in GATE programs

#### Equitable achievement for all students

4 - Closing the 'achievement gap' & accelerating learning among student sub-groups (by race/ethnicity; English language proficiency; socioeconomic status; special-needs designation) 3  
Student success as measured by state or district academic performance indices for schools (e.g., AYP, API, PVAAS)

1- English fluency for non-mainstream speakers of English

#### Successful transitions to post-high school experiences

5 - Graduation rates for 9th grade cohort

3- Successful transition from grade-to-grade or elementary → middle school → high school → post-secondary

- 1- Student meeting requirements for college entry without remediation
- 1 - Successful post-high school transition
- 1- Student proficiency for participation in a digital-/media-rich global society 1
- 1- Students authentic demonstration of learning experiences (“digital portfolio”) 1

The consultant presented a sample dashboard developed by another district and the board discussed the general layout and purpose of the dashboard.

The consultant suggested that identifying these key performance indicators for the district and populating the board’s governance dashboard would be a highly useful and productive activity to support the board’s role in oversight of the district, as well as to inform the board’s thinking regarding setting long-range priorities for the district improvement.

## Appendix A: Governance subcommittee

### Charge #1: Clarify the role the board president - resources

#### 1. Existing protocol language

The board president will perform the following specific tasks

##### *Assist with agenda preparation*

- Meet with the superintendent to set the agenda for all board meetings determine the way information will come before the board for consideration and action.
- Facilitate the identification and inclusion of agenda items requested by other board members and the public; help ensure effective communication of board agendas
- work with the superintendent to ensure board members receive necessary materials and information to assess and make informed decisions

##### *Preside at the meeting*

- Open the meeting and announce each agenda item in a fashion consistent with accepted parliamentary procedure
- Oversee the exercise of parliamentary procedure necessary to ensure the professional decorum and fairness in the conduct of board meeting business.
- Set a positive tone for all discussions and deliberations
- Maintain order
- Recognize all persons who seek to speak at board meetings
- Keep discussions focused and bring discussions to conclusion
- Thoughtfully consider differing perspectives but serve as the final arbiter of the appropriate and necessary parliamentary decision and actions.
- Report of board decisions.
- Represent the board in communication with the superintendent related the board's direction of the superintendent

#### 2 CSBA Sample Board Bylaw 9121 - President

\*\*\*Note: Education Code 35022 requires any Board with five or more members to elect a president from among its members. The election of the Board president at the annual organizational meeting is addressed at BB 9100 - Organization.\*\*\*

\*\*\*Note: The law does not specify the duties of a Board president. The following optional bylaw details some typical duties of a Board president, as outlined in CSBA's publication Board Presidents' Handbook, and should be modified to reflect district practice. \*\*\*

The Governing Board shall elect a president from among its members to provide leadership on behalf of the Board and the educational community it serves.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9100 - Organization)



The president shall preside at all Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Board in its proper order
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the Board
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote
9. Be responsible for the orderly conduct of all Board meetings

(cf. 9323 - Meeting Conduct)

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board
2. Consulting with the Superintendent or designee on the preparation of the Board's agendas  
(cf. 9322 - Agenda/Meeting Materials)

3. Working with the Superintendent to ensure that Board members have necessary materials and information
4. Subject to Board approval, appointing and dissolving all committees  
(cf. 9130 - Board Committees)

5. Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

6. Representing the district as governance spokesperson, in conjunction with the Superintendent  
(cf. 1112 - Media Relations)

The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.

\*\*\*Note: Districts should select the appropriate option below.\*\*\*

OPTION 1: When the president resigns or is absent or disabled, the clerk shall perform the

president's duties. When both the president and clerk are absent or disabled, the Board shall choose a president pro tempore to perform the president's duties.

(cf. 9123 - Clerk)

OPTION 2: When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the clerk shall perform the president's duties.

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notice

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

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

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## **Charge #2: Clarify how the board works with its attorney - Resources**

Board member thoughts for the governance subcommittee to consider:

- the president needs able to contact the attorney
- the presence for contacting the attorney should be aligned to the board protocol or policy regarding the role of the board president
- the attorneys relationship is with the full board is a governing body
- the role of the superintendent in working with the district's legal counsel should be clarified

### **CSBA Sample Board Bylaw 9124 - Attorney**

\*\*\*Note: Education Code 35041.5, 35204, and 35205 authorize the Governing Board to enter into a contract to hire an attorney as a district employee or independent contractor or to contract with a private firm to provide legal services for purposes deemed appropriate by the Board. According to the Rules of Professional Conduct of the State Bar of California, when an attorney is hired by an organization such as a school district, the attorney's client is the district as a whole, and not an individual Board member or employee. However, at certain times an attorney may owe a duty of defense to a Board member or employee pursuant to the Tort Claims Act (Government Code 814-895.8). See BP/AR 3320 - Claims and Actions Against the District and BB 9260 - Legal Protection.\*\*\*

\*\*\*Note: The California Council of School Attorneys, which provides professional opportunities for school attorneys, is a component of CSBA. CSBA has also established the Education Legal Alliance to initiate and support litigation in cases of statewide significance to school districts.\*\*\*

The Governing Board recognizes the complex legal environment in which districts operate and desires reliable, high-quality legal advice at reasonable rates. In order to meet the district's legal needs, the Board may contract with county counsel, attorneys in private practice, or appoint legal counsel as a district employee or independent contractor. The Board also supports pursuing collaborative legal efforts with other agencies and districts as appropriate.

(cf. 3320 - Claims and Actions Against the District)  
(cf. 3400 - Management of District Assets/Accounts)  
(cf. 4312.1 - Contracts)  
(cf. 9000 - Role of the Board)  
(cf. 9260 - Legal Protection)

### **Duties of Legal Counsel**

The district's legal counsel may: (Education Code 35041.5)

1. Render legal advice to the Board and the Superintendent or designee
2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings

3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures
4. Perform other administrative duties as assigned by the Board and Superintendent or designee

#### Retaining Legal Counsel

\*\*\*Note: Government Code 53060 exempts contracts for legal services from the bidding requirements of the Public Contract Code; see AR 3311 - Bids. However, when entering into a new contract for legal services, it is recommended that the Board use a Request for Proposal (RFP) procedure in order to solicit a range of proposals for services. The following optional section is for use by districts that contract with outside firms to provide legal services and should be modified to reflect district practice.\*\*\*

When the district is seeking legal advice or representation, the Superintendent or designee shall initiate a Request for Proposals (RFP) to advertise and solicit proposals for legal services. In evaluating the proposals, the Board and Superintendent shall consider the firm's or attorney's background, experience, and reputation in education law; experience advising or representing school districts in California; fees; and experience of attorneys at the firm who will provide legal services.

The Board and Superintendent shall annually evaluate the performance of the firm and/or attorneys providing legal services in such areas as efficiency and adequacy of advice; results obtained for the district; reasonableness of fees; and responsiveness to and interactions with the Board, administration, and community. Upon a successful evaluation, the Board may renew the agreement with legal counsel without initiating an RFP.

The Board may also contract for temporary, specialized legal services without initiating an RFP when a majority of the Board determines that the unique demands of a particular issue or emergency situation so requires.

(cf. 2121 - Superintendent's Contract)

#### Contacting Legal Counsel

\*\*\*Note: The following section should be modified to reflect district practice.\*\*\*

At his/her discretion, the Board president or Superintendent may confer with district legal counsel subject to any limits or parameters established by the Board. In addition, the Superintendent or Board president may contact district legal counsel to provide the Board with legal information or advice when so directed by a majority of the Board.

Individual Board members other than the Board president may not seek advice from district legal counsel on matters of district business unless so authorized by a majority of the Board.

(cf. 9200 - Limits of Board Member Authority)

(cf. 9321 - Closed Session Purposes and Agendas)

Legal Reference:

EDUCATION CODE

35041 Administrative adviser

35041.5 Legal counsel

35161 Powers and duties of governing board

35200-35214 Liabilities, especially:

35204 Contract with attorney in private practice

35205 Contract for legal services

GOVERNMENT CODE

814-895.8 Liability of public entities and public employees

995-996.6 Defense of public employees

26520 Legal services to school districts

53060 Special services and advice

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2007

Maximizing School Board Leadership: Boardsmanship, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Selecting and Working with a School Attorney: A Guide for School Boards, 1997

WEB SITES

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

California Council of School Attorneys:

<http://www.csba.org/LegislationAndLegal/Legal/CaliforniaCouncilOfSchoolAttorneys.aspx>

National School Boards Association: <http://www.nsba.org>

State Bar of California: <http://www.calbar.ca.gov>

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## **Appendix D: Data points and dashboards**

### ENABLERS OF STUDENT ACHIEVEMENT

1. Readiness for kindergarten **2**
2. Student attitude, motivation, & satisfaction **1**
3. Student suspension & expulsion
4. Student attendance **3**
5. Student acquisition of positive life-skills through co-curricular and extracurricular activities **1**
6. Student ‘voice’ (*re: participation; adoption; health & safety; responsibility; citizenship; personal & social adjustment; satisfaction; etc.*) **1**

### CORE ACADEMIC ACHIEVEMENT

7. English Language Arts proficiency **3**
8. Mathematics proficiency **1**
9. Student performance in Reading, Language Arts, Mathematics, & Algebra, as measured by state/national assessments **1**
10. Writing Proficiency
11. English language proficiency as measured by state assessments **1**
12. Student performance in core content areas, as measured by local/state assessments **1**
13. Student appreciation of the arts (and other aspects of a fully-prepared person)
14. Student meeting requirements for college entry without remediation **1**
15. Student access to & success in GATE programs **1**
16. Student access to and success in higher-level coursework \*e.g.; AP, IB, Honors)

### EQUAL OUTCOMES FOR ALL STUDENTS (“LEAVING NO STUDENT BEHIND”)

17. English fluency for non-mainstream speakers of English **1**
18. Closing the ‘achievement gap’ & accelerating learning among student sub-groups (by race/ethnicity; English language proficiency; socioeconomic status; special-needs designation) **3**
19. Student success as measured by state or district academic performance indices for schools (e.g., AYP, API, PVAAS) **4**

### SUCCESSFUL TRANSITION / “SUCCESS AT THE NEXT LEVEL.”

20. Successful transition from grade-to-grade or elementary → middle school → high school → post-secondary **3**
21. Graduation rates for 9th grade cohort **5**
22. Successful post-high school transition **1**
23. Students performing in the “Advanced” (i.e., exceeds proficiency standards) category on state assessments
24. Students taking and passing ACT exams

25. Students proficient in a world language other than English (i.e., bilingual)
26. Students performing in the “Top 10%” on state-wide assessments
27. Student possessing high-level technology ‘savvy’ (technology literacy)
28. Students meeting internationally benchmarked assessments (e.g., New Standards Reference Exams)
29. High school graduates maintaining GPA in their college program (i.e., GPA equivalent to their GPA in high school)
30. Student performance in higher-level Math and Science courses
31. Student proficiency for participation in a digital-/media-rich global society 1
32. Students authentic demonstration of learning experiences (“digital portfolio”) 1

*Modesto City Schools*  
*Board of Education Protocols*

**Board of Trustees**

Nancy Cline  
Amy Elliott  
Steven Grenbeaux  
Cathy Flores Hallinan  
Cindy Marks  
Rubén Villalobos  
Sue Zwahlen

**Superintendent**

Pam Able



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## **I. Culture of Meetings**

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

1. Assume good intent and think the best about each other's motives.
2. Brevity.
3. Avoid interrupting others.
  - a. In open session, use the button system. The trustee sitting to the right of the board president will assist the board president in monitoring the order in which board members indicate their desire to speak.
  - b. In closed session, board members will raise hands to indicate their desire to speak.
4. Minimize side conversations.
5. Clear the air soon as possible after the meeting if necessary.
6. No surprises - ask questions in advance. (See protocol #)
7. Any board member can call for a break at any time.

*Rev March, 2012*

## IV. Board Protocols

Efficient boards discuss and agree on the formal structures used by the board and superintendent in their functioning as a team and how they do business. Protocols specify how a particular governance function or activity will be accomplished. Protocols should not reiterate policy; rather they should provide a level detail absent in policy but helpful to individual members of the governance team in fulfilling policy, or clarifying matters not addressed in policy.

<b>Communication between meetings</b>	
<b>What is our process?</b>	
<p><b>1 Board – Superintendent Communication</b></p> <p>Purpose: Specify how board members generally ask for information from the district, and how the district responds.</p>	<p><i>Principles:</i></p> <ul style="list-style-type: none"> <li>• The superintendent wishes to provide the board with efficient, accurate information.</li> <li>• Board members have access to the same information.</li> </ul> <p><i>Agreements:</i></p> <ol style="list-style-type: none"> <li>1. For easily available information, board members can contact district staff directly.</li> <li>2. Superintendent will direct district staff to inform the superintendent of all communication from board members.</li> <li>3. The superintendent uses his judgment to determine which information is shared with all board members, but will err on the side of over-informing. When in doubt, the superintendent will share questions and answers with all trustees.</li> </ol>
<p><b>2 Email Communication From Superintendent to Trustees/Board</b></p> <p>Purpose: Specify how the board and superintendent will use email appropriately.</p>	<p><i>Principles:</i></p> <ul style="list-style-type: none"> <li>• Trustees wish to avoid unintentional violations of the Brown Act</li> <li>• Governance team members wish to be courteous and responsive to each other.</li> </ul> <p><i>Agreements:</i></p> <ol style="list-style-type: none"> <li>1. If the superintendent sends an email to all board members and needs no response, he/she may indicate this by placing the words “Do Not Reply” in the subject header of the email.</li> <li>2. If the superintendent sends an email to all board members and seeks a response, he/she may indicate this by placing the text “Reply Requested” in the subject header of the email.               <ol style="list-style-type: none"> <li>a. Board members will use the “reply” function so that only the superintendent receives the response. Members will not use “reply to all.”</li> <li>b. Governance team members will make every reasonable effort to respond to emails (and calls) within 24 hours.</li> </ol> </li> </ol>

<p><b>3 Information re: board packet information</b></p> <p>Purpose: Specify how board members ask for information regarding board meeting agenda materials.</p>	<p><i>Principles:</i></p> <ul style="list-style-type: none"> <li>• Trustees read materials for board meetings in advance.</li> <li>• Trustees have equal access to board information.</li> <li>• The governance team demonstrates respect for staff.</li> </ul> <p><i>Agreements:</i></p> <ol style="list-style-type: none"> <li>1. Board members may email the superintendent anytime with questions regarding board meeting materials.</li> <li>2. To ensure question can be answered prior to the board meeting, question will be submitted as early as possible.</li> <li>3. The staff may not be able to address questions submitted after 12:00 noon the day of the meeting.</li> <li>4. The superintendent may direct a trustee to the appropriate staff member for answers to questions.</li> <li>5. The Superintendent will, if appropriate, share any question and answer with all board members by email.</li> </ol>
<p><b>4 Questions in Advance – No Surprises</b></p> <p>Purpose: Specify how board members and the superintendent will attempt to avoid surprises.</p>	<p><i>Principle:</i></p> <ul style="list-style-type: none"> <li>• The governance team demonstrates respect for staff.</li> <li>• The board has the information it needs to make decisions.</li> </ul> <p><i>Agreements:</i></p> <ol style="list-style-type: none"> <li>1. Trustees will, if possible, inform the Superintendent if there is additional information on an agenda item that they feel should come forward during the board meeting.</li> <li>2. Trustees may not always anticipate questions in advance. If so, trustees will let the board and community know before asking. <ol style="list-style-type: none"> <li>a. For example: “I did not ask this in advance, so you may not have the answer here, but here...”</li> </ol> </li> </ol>
<p><b>5 Keeping informed</b></p> <p>Purpose: Specify how board members and superintendent keep each other informed of important developments.</p>	<p><i>Principle:</i> Trustees have access to sufficient and equal information.</p> <p><i>Agreement:</i></p> <ol style="list-style-type: none"> <li>1. The superintendent and board members will inform each other as soon as possible regarding serious issues that include but are not limited to: liability exposure, media exposure, serious injury, unexpected / dramatic staff issues. <ol style="list-style-type: none"> <li>a. The superintendent exercises discretion and independent judgment on what to report to the board.</li> <li>b. All governance team members will err on the side of over-communicating.</li> </ol> </li> </ol>

<p><b>6 How do Board Members Propose New Agenda Items?</b></p> <p>Purpose: Specify the process for adding new items to the board's agenda.</p>	<p><i>Principles:</i></p> <ul style="list-style-type: none"> <li>• Any board member has the right to request that an item be placed on the agenda.</li> <li>• Members need to understand the process for making these requests.</li> <li>• The agenda belongs to the full board.</li> </ul> <p><i>Agreements:</i></p> <p><i>Between Meetings</i></p> <ol style="list-style-type: none"> <li>1. Any board member may submit requests for agenda items in writing to the superintendent.</li> <li>2. The superintendent or board president will respond to the request prior to the Tuesday morning meeting at which the board president and superintendent determine the agenda.</li> </ol> <p><i>During Board Meetings</i></p> <ol style="list-style-type: none"> <li>3. During Future Agenda Items, the board will discuss the requests, and determine whether any of the items will be added to future agenda.</li> <li>4. Sufficient interest would be three (3) or more board members.</li> <li>5. The board president and superintendent shall determine the appropriate timing for the board to address the item.</li> </ol>
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**Conduct of meetings**

<b>Issue:</b>	<b>What is our process?</b>
<p><b>7 Staff Reports</b></p> <p>Purpose: Provide guidance to the superintendent in helping district staff prepare materials and presentations for the board.</p>	<p><i>Principles - The board:</i></p> <ul style="list-style-type: none"> <li>• receives sufficient information to do its work.</li> <li>• values the contributions of district staff.</li> <li>• keeps meetings focused and efficient.</li> </ul> <p><i>Agreements</i></p> <ol style="list-style-type: none"> <li>1. Staff reports will provided in advance whenever possible.</li> <li>2. Staff reports should address as applicable: <ul style="list-style-type: none"> <li>• Impact on students</li> <li>• District priorities</li> <li>• Policy</li> <li>• Cost</li> <li>• Options &amp; alternatives</li> <li>• Rationale for proposed action</li> </ul> </li> <li>3. Guidelines for Staff <ul style="list-style-type: none"> <li>• Think 'executive summary'</li> <li>• Assume the board has the read the report.</li> <li>• Focus on the most important aspects of the issue.</li> <li>• Avoid jargon; define acronyms.</li> <li>• Limit the number key points per slide</li> <li>• Don't read slides or reports to the board.</li> </ul> </li> </ol>

<p><b>8 Deliberations</b></p> <p>Purpose: Set broad guidelines to help board members use a common framework for deliberations.</p>	<p><i>Principles:</i></p> <ul style="list-style-type: none"> <li>• Trustees are prepared for deliberation by advance study of board materials.</li> <li>• Deliberations are informed by public comment.</li> <li>• All trustees have an opportunity to participate.</li> <li>• All trustees work to demonstrate understanding of the views of all trustees.</li> </ul> <p><i>Agreements:</i></p> <p>Order</p> <ul style="list-style-type: none"> <li>• The president introduces item</li> <li>• Staff report on item</li> <li>• Public comment on item</li> <li>• Clarifications by the board</li> <li>• Board deliberation</li> </ul> <p>In deliberations, and for responding to staff recommendations, the board will reflect on:</p> <ul style="list-style-type: none"> <li>• District mission, values and priorities.</li> <li>• Policy</li> <li>• Budget</li> <li>• Impact on students</li> <li>• The perspectives of the community</li> <li>• Impact on other systems: Staff, Facilities</li> <li>• Reasonableness</li> </ul>
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MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Second Reading of Revisions to July 30, 2012  
Board Policy 2231, Superintendent's  
Committee Organization

---

BACKGROUND

Board Policy 2231 establishes the members of the Superintendent's Executive Committee. The Executive Committee is a key component of the District's leadership team.

ISSUE

Revisions are being proposed to align the Superintendent's Committee Organization to match the District Reorganization Plan as approved by the board on May 29, 2012.

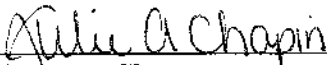
RECOMMENDATION

It is recommended that the Board of Education approve the second reading of revisions to Board Policy 2231, Superintendent's Committee Organization.


---

Originating Department: Superintendent's Office

Recommended by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
To the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

# MODESTO CITY SCHOOLS Board Policy

BP 2231

## ADMINISTRATION

### → Superintendent's Committee Organization

→ The members of the Executive Committee shall be the Superintendent;  
→ ~~Assistant Superintendent, Curriculum and Instruction; Assistant Superintendent, Business Services, Director, Educational Services; Director, Personnel~~ Associate Superintendent, Business Services; Associate Superintendent, Educational Services; Associate Superintendent, Human Resources; and others upon special invitation.

→ The Committee shall meet on the call of the Superintendent. ~~(to be scheduled for at least one hour weekly).~~ The functions of the Committee are:

1. To consider cooperatively the major problems of the school system and make proposals or recommendations for action thereon.
2. To give unified and cooperative leadership to the school system.
3. To act as a directing medium in the study and formulation of proposed policy, rules and regulations to be presented by the Superintendent to the Board of Education for consideration and adoption.

---

REVISED:



# MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Purchase Orders and VISA  
Payments For the Month of June 2012

July 30, 2012

---

## BACKGROUND:

Purchase orders and VISA payments are tracked each month.

## ISSUE:

Board Policy 3300 requires Board review of all individual purchase orders issued in excess of \$1,000 and all purchase orders less than \$1,000 by fund total. All purchases are done in accordance with Board Policy, Education Code, Public Contract Code, and/or other applicable regulatory requirements.

## PROPOSAL:

Board of Education approval will allow the District to meet Board Policy 3300 requirements. A copy of the report is available for review in the Purchasing Department.

## FISCAL IMPACT:

Funds have been budgeted to cover all expenses for the month of June.

## RECOMMENDATION:

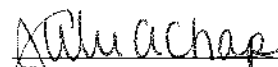
It is recommended that the Board of Education ratify the purchase orders and VISA payments for the month of June 2012.

---

Originating Department: Purchasing

Reviewed and Recommended by:

Approved for Recommendation

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

  
\_\_\_\_\_  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent  
SUBJECT: Ratification of Warrants Drawn  
for the Month of June 2012

Regular Meeting  
July 30, 2012

---

BACKGROUND

The Business Services Division draws warrants on a weekly basis to pay the bills of the District. Payroll warrants are drawn on the 15th of the month for claims, and on the last working day of the month for monthly employees.

ISSUE

The California Education Code section 42631 requires the Board of Education to approve all expenditures of the District.

PROPOSAL

Board of Education approval will allow the District to meet Education Code and Annual Audit requirements.

FISCAL IMPACT

The expenditures are included in the District's budget for fiscal year 2011/12.

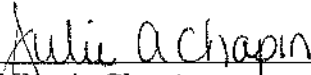
RECOMMENDATION

It is recommended that the Board of Education ratify warrants drawn for the month of June 2012.

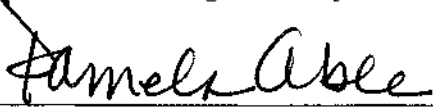
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Originating Department: Accounting

Reviewed and Recommended by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

**CHECK RUN REPORT FOR  
JUNE 2012**

DATE	CHECK RANGE	GENERAL FUNDS	MDO VIRTUAL ACADEMY	ADULT ED	CHILD DEVELOPE	FOOD SERVICE	DERFFERED MAINT.	PUPIL TRANS.	BONDS FUND	CAPITOL FACILITES	LEASE PURCHASE	COUNTY FAC	SPECIAL RESERVE REDEV.	INSURANCE RESERVE	TOTAL
<b>FUND NUMBER (S)</b>		<b>01</b>	<b>09</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>21</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>40</b>	<b>67</b>	
<b>PAYROLL</b>															
Reissue/Correction	320110995-320110997														
6/1/2012	20357203-20357241	39,980													39,980
6/5/2012	20357167-20357202	538,926			21,000										559,926
6/15/2012	20357584-20358190	955,308		5,595	31,048	34,854								397	1,027,202
6/28/2012	20358191-20358444	10,395,958		1,813	165,342	233,324									10,796,438
6/29/2012	20358445-20358575	3,037,851		8,319	264,405	141,384								18,636	3,470,595
	<b>TOTAL PAYROLL</b>	<b>14,968,024</b>	<b>0</b>	<b>15,727</b>	<b>481,794</b>	<b>409,563</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19,033</b>	<b>15,894,141</b>
<b>ACCOUNTS PAYABLE</b>															
		<b>01</b>	<b>09</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>21</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>40</b>	<b>67</b>	
6/7/2012	148300-148504	761,770		1,961	71,996	1,963						690		216,403	1,054,783
6/7/2012	148505-148520					2,507									2,507
6/7/2012	148521	69,759													69,759
6/14/2012	148522-148788	1,148,113		2,486	3,238	9	88,693		8,239			3,557		191,701	1,446,037
6/14/2012	148789-148807	3,484				61,605									65,090
6/21/2012	148808-149042	1,239,854		1,907	19,759	11,141	1,162		2,648	6,240		21,974	4,378	22,996	1,332,059
6/21/2012	149043-149067	3,281				152,610									155,891
6/29/2012	149068-149655	1,141,630		7,104	5,660	168	79,930		24,296			25,666		39,959	1,324,413
6/29/2012	149656-149680	4,978				66,423									71,402
															0
															0
	<b>TOTAL ACCOUNTS PAYABLE</b>	<b>4,372,870</b>	<b>0</b>	<b>13,458</b>	<b>100,654</b>	<b>296,427</b>	<b>169,785</b>	<b>0</b>	<b>35,183</b>	<b>6,240</b>	<b>0</b>	<b>51,888</b>	<b>4,378</b>	<b>471,058</b>	<b>5,521,941</b>
	<b>TOTAL WARRANTS PAID</b>	<b>19,340,893</b>	<b>0</b>	<b>29,185</b>	<b>582,448</b>	<b>705,990</b>	<b>169,785</b>	<b>0</b>	<b>35,183</b>	<b>6,240</b>	<b>0</b>	<b>51,888</b>	<b>4,378</b>	<b>490,091</b>	<b>21,416,082</b>

C3(1)

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Rejection of Claim of Aashna Chand, an Adult July 30, 2012

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BACKGROUND

Ms. Aashna Chand, a graduate of Beyer High School, has presented her claim for damages to Modesto City Schools. Ms. Chand alleges that she sustained injury on April 30, 2012, at Beyer High School, when she was hit in the head by an apple thrown by an unknown student. Further, Ms. Chand alleges that her injury has caused her "constant headaches, dizziness...[and] nausea."

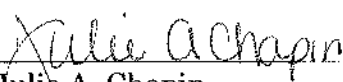
RECOMMENDATION

It is recommended that the Board of Education approve the rejection of claim of Aashna Chand, an adult.

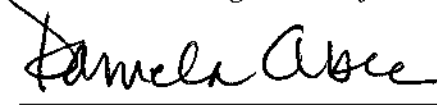
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Originating Department: Risk Management

Reviewed and Recommended by:

  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of Master Contract for July 30, 2012  
Non-Public School/Non-Public Agency Services  
for the 2012-2013 School Year for North Valley  
School-Redding

---

### BACKGROUND

The Federal Individuals with Disabilities Education Act (IDEA) and state law provide that special education students may be served by a state-approved Non-Public School (NPS) or Non-Public Agency (NPA) only when appropriate public placement or service is not available within the Special Education Local Plan Area (SELPA).

Modesto City Schools contracts with NPS/NPAs to provide specialized educational services not available in District or County programs. A master contract is developed with the NPS/NPA which specifies the types of services authorized and the rates the District will pay for each service. When a student's Individualized Education Program (IEP) team determines that NPS or NPA services are required, an Individual Services Agreement is then executed which specifies the services to be provided for that student pursuant to the IEP.

### ISSUE

While the Modesto City Schools SELPA provides a wide range of special education services or contracts with the Stanislaus County Office of Education for such services, there are students with severe educational needs who require placement with an NPS or NPA. Master contracts with these providers are required.

### PROPOSAL

Modesto City Schools proposes to contract with NPA provider, North Valley School-Redding, for 2012-2013. The contract is available for review in the Special Education Office.

### FISCAL IMPACT

Special Education has budgeted \$3,301,000.00 for NPA/NPS services for the 2012-2013 school year.

Ratification of Master Contract for Non-Public School/Non-Public Agency Services  
for the 2012-2013 School Year for North Valley School-Redding

RECOMMENDATION

It is recommended that the Modesto City Schools Board of Education ratify the master contract for Non-Public School/Non-Public Agency services for the 2012-2013 school year for North Valley School-Redding.

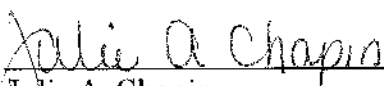
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Originating Department: Special Education


Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent  
Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of Service Agreement with Paradigm HealthCare Services to Provide Local Education Agency (LEA) Medi-Cal Third Party Billing Services for 2012-2013 July 30, 2012

---

### BACKGROUND

Modesto City Schools receives reimbursement from the State of California for specific services provided to Medi-Cal eligible students by speech therapists, school psychologist and school nurses. In 1995, Modesto City Schools began contracting with Paradigm HealthCare Services, a California corporation, to provide LEA Medi-Cal health care billing services. LEA Medi-Cal funds are used to support Healthy Start Programs and other support services.

### ISSUE

It is important that the District continue to contract with Paradigm HealthCare Services to maximize the LEA Medi-Cal draw down.

### PROPOSAL

It is proposed that the District enter into an agreement with Paradigm HealthCare Services to provide third party LEA Medi-Cal billing services for the 2012-2013 school year. Services will include determination of Medi-Cal eligibility, submission of Medi-Cal claims, staff training, and provision of management reports. Paradigm will make reasonable efforts to submit Medi-Cal claims within 30 days of receipt from Modesto City Schools and bill retroactive claims to minimize lost revenue due to Medi-Cal's one year billing limit. A copy of the proposal is available for review in the Special Education Department.

### FISCAL IMPACT

The contract is funded by reimbursements from Medi-Cal. The 2012-2013 contract fee will equal 11% of the amount paid by Medi-Cal to Modesto City Schools. Additionally, there will be a service fee of \$8,500 or \$100 per employee or contractor (whichever is less) for all services as determined in the mandated Cost and Reimbursement Comparison Schedule (CRCS).

Ratification of Service Agreement with Paradigm HealthCare Services to Provide  
Local Education Agency (LEA) Medi-Cal Third Party Billing Services for 2012-2013

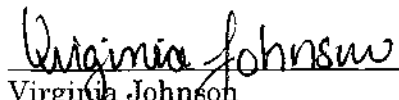
RECOMMENDATION

It is recommended that the Board of Education ratify the Service Agreement with  
Paradigm HealthCare Services to provide Local Education Agency (LEA) Medi-Cal third  
party billing services for 2012-2013.

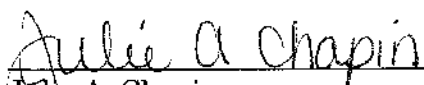
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Originating Department: Special Education


Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent  
Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent



MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Services Agreement with School Translations July 30, 2012

---

BACKGROUND

California State Education Code 48985 requires that "If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language."

ISSUE

In order to meet this requirement Modesto City Schools has been contracting with School Translations to provide this service since 2004-2005.

PROPOSAL

School Translations will provide written translations from English to Spanish or Spanish to English as needed during the 2012-2013 school year. A copy of the agreement is available for review in the Office of State and Federal Programs.

FISCAL IMPACT

The total cost of the agreement is \$15,000 and will be paid using EIA Bilingual funds.

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Approval of Services Agreement with School Translations

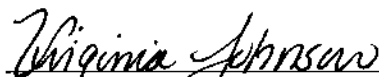
RECOMMENDATION

It is recommended that the Board of Education approve the Services Agreement with School Translations.

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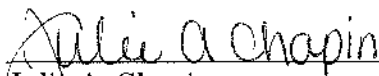
Originating Department: State & Federal Programs

Reviewed and Recommended by:



Virginia Johnson  
Associate Superintendent,  
Educational Services

Reviewed by:



Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:



Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Services Agreement with Stanislaus County Police Activities League (PAL) for the After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools July 30, 2012

---

BACKGROUND

The District operates After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools. For the past several years, the District has contracted with the Stanislaus County Police Activities League for staff to implement educational and enrichment programs.

ISSUE

As part of the After School Education and Safety grant requirement, the District must partner with community-based organizations to provide After School Education and Safety Programs components.

PROPOSAL

The Stanislaus County Police Activities League will provide educational and enrichment activities for the students participating in the After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools.

A copy of the Services Agreement between Modesto City Schools District and the Stanislaus County Police Activities League is available in the Modesto City Schools' District Office, Intervention Programs Department, for review.

FISCAL IMPACT

The compensation amount per school is provided in the attachments. The estimated total cost of \$484,621.85 will be paid from the After School Education and Safety grant.

Approval of Services Agreement with Stanislaus County Police Activities League (PAL) for the After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools

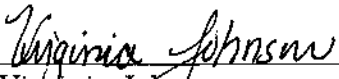
RECOMMENDATION

It is recommended that the Board of Education approve the Services Agreement with Stanislaus County Police Activities League (PAL) for the After School Education and Safety Programs at Bret Harte, Burbank, Fremont, El Vista, Everett, Kirschen, Martone, Muir, Rose Avenue, Shackelford, and Tuolumne Schools.

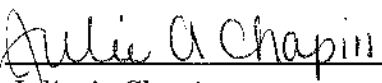
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Originating Department: Intervention Programs


Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent, Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation to  
the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Services Agreement with City of Modesto for the After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools July 30, 2012

---

### BACKGROUND

The District operates After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools. For the past several years, the District has contracted with the City of Modesto for staff to implement educational and enrichment programs.

### ISSUE

As part of the After School Education and Safety grant requirement, the District must partner with community-based organizations to provide After School Education and Safety Programs components.

### PROPOSAL

The City of Modesto will provide educational and enrichment activities to the students participating in the After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools. The total cost to operate these programs is approximately \$515,557.58. As partners in the After School Education and Safety grant, the City of Modesto is proposing to provide \$50,000.00 of the services. Modesto City Schools will accept the proposed amount of \$50,000.00 in services from the City of Modesto, and contract with the City of Modesto for the balance of the services in the amount of \$465,557.58.

A copy of the Services Agreement between Modesto City Schools District and the City of Modesto is available in the Modesto City Schools' District Office, Intervention Programs Department, for review.

Approval of Services Agreement with City of Modesto for the After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools

FISCAL IMPACT

Modesto City Schools benefits from the provision of \$50,000 in services from the City of Modesto. The estimated balance of \$465,557.58 will be paid from the After School Education and Safety grant.


RECOMMENDATION

It is recommended that the Board of Education approve the Services Agreement with the City of Modesto for the After School Education and Safety Programs at Beard, Fairview, Franklin, Garrison, Marshall, Orville Wright, Robertson Road, Wilson, Hanshaw, La Loma, Mark Twain and Roosevelt Schools.

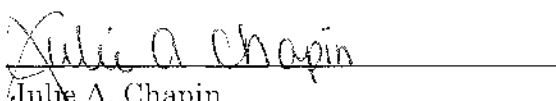
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Originating Department: Intervention Programs

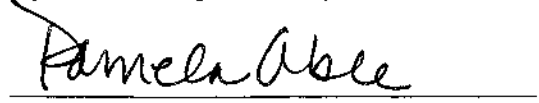
Reviewed and Recommended by:

  
Virginia Johnson  
Associate Superintendent, Educational Services

Reviewed by:

  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation to the Governing Board by:

  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of Services Agreement July 30, 2012  
between Modesto City Schools and  
Stanislaus County Behavioral Health and  
Recovery Services for the 2012-2013 School Year

---

### BACKGROUND

The Special Education Department contracts with outside providers to serve our Special Education population. Service Agreements for these providers are submitted throughout the year.

### ISSUE

Modesto City Schools receives state money that is solely used for services that remediate mental health issues to allow a student to remain in a least restrictive setting. The District has been successful providing intervention prior to requiring a student to need more intensive services.

### PROPOSAL

The District will hire a Mental Health clinician who will provide up to 40 hours per week at Rose Avenue School to address the behavioral needs of both special and general education students. The contracts are available for review in the Special Education Office.

### FISCAL IMPACT

The fiscal impact for services with Stanislaus County Behavioral Health and Recovery Services will not exceed \$80,000.00 paid from SB87, Special Education Mental Health funding of \$1,181,806.00.

Ratification of Services Agreement between Modesto City Schools and Stanislaus County Behavioral Health and Recovery Services for the 2012-2013 School Year

RECOMMENDATION

It is recommended that the Board of Education ratify the Services Agreement between Modesto City Schools and Stanislaus County Behavioral Health and Recovery Services for the 2012-2013 school year.

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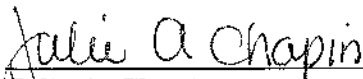
Originating Department: Special Education

Reviewed and Recommended by:



Virginia Johnson  
Associate Superintendent  
Educational Services

Reviewed by:



Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:



Pamela Able  
Superintendent



MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Ratification of Services Agreement with  
Victor Treatment Centers, Inc. for 2012-2013

July 30, 2012

---

BACKGROUND

AB 3632 services for the Fiscal Year 2010-2011 was eliminated by the Governor's line item veto. At the same time, the mandate for county mental health departments to provide services was suspended by the Governor. Suspension of the mandate effectively ended county mental health departments' required role in providing Special Education mental health and residential services, with the federal requirement remaining in place for schools to provide those services.

ISSUE

Modesto City Schools currently has students with residential placement that require reimbursement for any and all treatment, room and board costs. These costs will be incurred for the 2012-2013 school year.

FISCAL IMPACT

The fiscal impact will not exceed \$157,000.00, paid from SB87, Special Education Mental Health funding of \$1,181,806.00.

A copy of the Services Agreement is available in the Modesto City Schools Special Education Department for review.

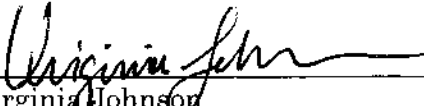
RECOMMENDATION

It is recommended that the Modesto City Schools Board of Education ratify the Services Agreement with Victor Treatment Centers, Inc. for 2012-2013.

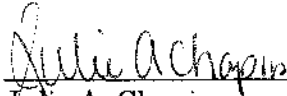
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Originating Department: Special Education


Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent  
Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of 2012-13 Agreement with Modesto Police Department to Provide the Services of Four School Police Officers Who Will Provide Direct Law Enforcement Services to 7-12 Campuses and for Officers to Provide Security at Modesto City Schools Board of Education Meetings July 30,2012

---

### BACKGROUND

In 1990, Modesto City Schools formed a partnership with Modesto Police Department to implement the School Police Officer program. School Police Officers provide direct law enforcement services to school administrators and help maintain safe and secure campuses. Likewise, with increased safety concerns at public meetings the Board of Education has requested the presence of a police officer to provide security for their meetings.

### ISSUE

Campuses must be safe and orderly in order for students to achieve at their maximum potential. The School Police Officer program has proved to be successful at Modesto City Schools. School Police Officers make arrests, issue citations, and make student and parent contacts. Officers address gang-related issues, refer student to diversion programs and participate in school meetings. Each School Police Officer has a black and white unit as well as a private office at his/her assigned school for enforcement activities and confidential counseling.

The presence of a police officer at Modesto City School Board meetings will increase security for board members, staff and the public who attend these public meetings.

### PROPOSAL

#### School Police Officer Program

Modesto Police Department will provide four (4) full-time Police Officers according to the following schedule:

Three 9.5 month officers	@ \$112,000	each
One 12 month officer	@ \$112,000	
Total	\$448,000	

Ratification of 2012-13 Agreement with Modesto Police Department to Provide the Services of Four School Police Officers Who Will Provide Direct Law Enforcement Services to 7-12 Campuses and for Officers to Provide Security at Modesto City Schools Board of Education Meetings

One Police Officer provided for all Board of Education Meetings @ \$52 per hour not to exceed \$4,000.

A copy of the proposal is available for review in the Child Welfare and Attendance Office.

FISCAL IMPACT

Funding will be provided from the general fund. School Police Officer program not to exceed \$448,000 and Security at Board of Education Meeting not to exceed \$4,000.


RECOMMENDATION

It is recommended that the Board of Education ratify the 2012-13 agreement with the Modesto Police Department to provide the services of four School Police Officers who will provide direct law enforcement services to 7-12 campuses and for officers to provide security at Modesto City Schools Board of Education meetings.

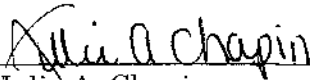
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Originating Department: Child Welfare and Attendance


Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent, Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
To the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of the Agreement to Provide Vocational Training Services to the County of Stanislaus Work Release, Inmate, and Jail Alternatives Participants July 30, 2012

---

### BACKGROUND

As a consortium member of the Yosemite Regional Occupational Program, Modesto City Schools' ROP provides occupational training to district students, non-MCS students, and adults. Through cooperative agreements with local agencies, MCS provides such training to adult populations, chiefly through several programs in the areas of Certified Nursing Assistant and welding. Since 2000, through a cooperative agreement between the Stanislaus County Sheriff's Department and Modesto City Schools, the District ROP has provided vocational rehabilitation opportunities to work release, inmate, and jail alternative participants at the Stanislaus County Detention Facility located on Hackett Road.

Program objectives include providing education and training in welding principles and applications; certify participants in the vocational Agricultural welding field in an effort to provide them with skills in a trade that is desirable in the work force as well as job placement skills and assistance; and through acquiring such skills, facilitate participants' rehabilitation by increasing their ability to secure employment upon release and become productive members of the community.

Participants are taught MIG and TIG welding and must complete 500 hours and pass 32 tests for eligibility to receive a certificate of program completion. Classes are taught by an instructor who holds a California Designated Subjects Vocational Education Teaching Credential and the instructor works closely with facility staff, including a Landscape Custodial Deputy.

In addition to providing participants vocational training, many of the projects that were completed directly benefited not only county departments and neighboring agencies, but schools and the community, such as the building of gates, panels, and hog feeders for the Davis High School hog farm; panels and feeders for the Johansen High School hog farm; and feeders for the Beyer High School hog farm. Additionally, Modesto City Schools' students have access/use of the existing county agricultural farm located on the Safety Center property.

### ISSUE

The County of Stanislaus, through approval of the Board of Supervisors, has updated the agreement to provide vocational training services to work release, inmate, and jail alternatives participants.

Ratification of the Agreement to Provide Vocational  
Training Services to the County of Stanislaus Work  
Release, Inmate, and Jail Alternatives Participants

PROPOSAL

It is proposed that the Board of Education ratify the agreement to provide vocational training services to the County of Stanislaus work release, inmate, and jail alternatives participants. Copies of the agreement are available upon request in the School-to-Career Education office.

FISCAL IMPACT

Modesto City Schools provides an instructor position, fully funded by the Regional Occupational Program (ROP) Tier III Categorical Flexibility funds.


RECOMMENDATION

It is recommended that the Board of Education ratify the agreement to provide vocational training services to the County of Stanislaus work release, inmate and jail alternatives participants.

---

Originating Department: 7-12/CTE/ROP

Reviewed and Recommended by:

  
\_\_\_\_\_

Virginia Johnson  
Associate Superintendent, Educational Services

Reviewed by:

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_

Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

  
\_\_\_\_\_

Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Ratification of Resolution 12/13-04 Authorizing the July 30, 2012  
Prekindergarten and Family Literacy Support  
Contract with the California Department of  
Education for 2012/13

---

BACKGROUND

Modesto City Schools has been awarded a Prekindergarten and Family Literacy Support Contract by the California Department of Education to provide support and promote interactive literacy activities for children and families enrolled in the Prekindergarten and Family Literacy Program.

ISSUE

The California Department of Education requires a Board Resolution ratifying the Prekindergarten and Family Literacy Support Contract.

PROPOSAL

The Board of Education will approve Resolution 12/13-04 ratifying the Prekindergarten and Family Literacy Support Contract, CPKS-2112, in the amount of \$ 25,000, with the California Department of Education. A copy of the contract is available in the Business Services Office.

FISCAL IMPACT

This program is funded through the Child Development Program Fund.

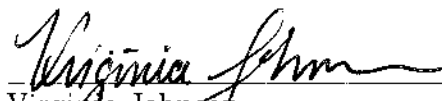
RECOMMENDATION

It is recommended that the Modesto City Schools Board of Education ratify Resolution 12/13-04 authorizing the Prekindergarten and Family Literacy Support Contract with the California Department of Education for 2012/2013.

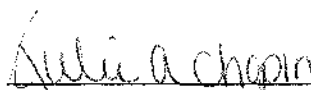
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Originating Department: Child Development Programs


Reviewed and Recommended by:

  
\_\_\_\_\_  
Virginia Johnson  
Associate Superintendent,  
Educational Services

Reviewed by:

  
\_\_\_\_\_  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
\_\_\_\_\_  
Pamela Able  
Superintendent

**RESOLUTION  
12/13-04**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing prekindergarten and family literacy support services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2012/2013.**

---

RESOLUTION

BE IT RESOLVED that the Governing Board of Modesto City Schools, authorizes entering into local agreement number CPKS-2112 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Pamela Able	Superintendent	_____
Julie A. Chapin	Associate Superintendent Business Services	_____

PASSED AND ADOPTED THIS thirtieth day of July, 2012, by the Governing Board of Modesto City Schools of Stanislaus County, California, by the following vote:

Member \_\_\_\_\_, who made the motion, which motion being duly seconded by \_\_\_\_\_, was, upon roll call, carried into Resolution passed by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

I, Pamela Able, Clerk of the Governing Board of Modesto City Schools of Stanislaus County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_  
(Clerk's Signature)

\_\_\_\_\_  
(Date)

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Ratification of Resolution 12/13-03 July 30, 2012  
Authorizing the State Preschool Program  
Contract with the California Department  
of Education for Fiscal Year 2012/2013

---

BACKGROUND

The State Preschool Program is funded by the California Department of Education, Child Development Division, providing preschool services for subsidized eligible children.

ISSUE

The California Department of Education requires a Board Resolution authorizing the State Preschool Program Contract for 2012/2013.

PROPOSAL

The Board of Education will approve Resolution 12/13-03, ratifying the Preschool Program Contract, CSPP-2620 in the amount of \$3,420,717 with the California Department of Education. Copies of the contracts are available in the Business Services Office.

FISCAL IMPACT

This program is funded through the Child Development Program Fund.

RECOMMENDATION

It is recommended that the Modesto City Schools Board of Education ratify Resolution 12/13-03 authorizing the State Preschool Program Contract with the California Department of Education for fiscal year 2012/2013.

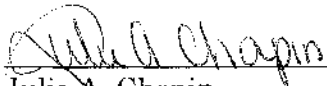
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Originating Department: Child Development Programs


Reviewed and Recommended by:

  
Virginia M. Johnson  
Associate Superintendent,  
Educational Services

Reviewed by:

  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent



**RESOLUTION**

12/13-03

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing preschool services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2012/2013.**

---

RESOLUTION

BE IT RESOLVED that the Governing Board of Modesto City Schools, authorizes entering into local agreement number CSPP-2620 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Pamela Able	Superintendent	_____
Julie A. Chapin	Associate Superintendent Business Services	_____

PASSED AND ADOPTED THIS thirtieth day of July, 2012, by the Governing Board of Modesto City Schools of Stanislaus County, California, by the following vote:

Member \_\_\_\_\_, who made the motion, which motion being duly seconded by \_\_\_\_\_, was, upon roll call, carried into Resolution passed by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

I, Pamela Able, Clerk of the Governing Board of Modesto City Schools of Stanislaus County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_  
(Clerk's Signature)

\_\_\_\_\_  
(Date)

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Ratification of Amendment 02 to the California State Preschool Contract with the California Department of Education for 2011/2012 July 30, 2012

---

BACKGROUND

On July 11, 2011, the Board of Education approved Resolution 11/12-2 authorizing the California State Preschool Contract with the California Department of Education (CDE) for 2011/2012 in the amount of \$3,919,537. On September 12, 2011, the Board approved Amendment 01 to increase the contract to \$4,034,301.

ISSUE

Amendment 02 to the California State Preschool Contract increases the amount of the 2011/12 contract to \$4,072,925. Modesto City Schools voluntarily accepted a temporary transfer of funds from the California Department of Education in the amount of \$38,624. Amendment 02 reflects the increase to Resolution 11/12-2 and Amendment 01.

FISCAL IMPACT

This program is funded through the Child Development Program Fund.

RECOMMENDATION

It is recommended that the Modesto City Schools Board of Education ratify Amendment 02 to the California State Preschool Contract with the California Department of Education for 2011/2012.

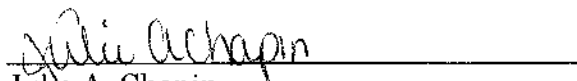
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Originating Department: Child Development Programs

Reviewed and Recommended by:

  
Virginia M. Johnson  
Associate Superintendent,  
Educational Services

Reviewed by:

  
Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Designated Personnel Action Items July 30, 2012

---

The following designated personnel action items are attached for approval by the Board of Education:

CERTIFICATED

- .1 Approval of certificated personnel terminations 7 items
- .2 Approval of certificated personnel leaves of absence 7 items
- .3 Approval of certificated personnel employment 56 items
- .4 Approval of certificated personnel other appointments 11 items
- .5 Approval of certificated personnel stipend appointments 24 items

CLASSIFIED

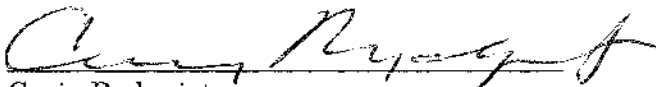
- .6 Approval of classified personnel terminations 59 items
- .7 Approval of classified personnel leaves of absence 19 items
- .8 Approval of classified personnel employment 10 items
- .9 Approval of classified personnel other appointments 3 items
- .10 Approval of classified personnel substitute appointments 7 items


It is recommended that the Board of Education approve the attached designated personnel action items.

---

Recommended by:

Approved for Recommendation  
to the Governing Board by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

  
Pamela Able  
Superintendent

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012****Action: Approval of certificated personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Beyer, Patricia	Classroom Teacher, 9-12	H.S. Dist.	Retirement	05/25/12
2. Chilles, Linda	Special Day Teacher	Elem. Dist.	Retirement	05/25/12
3. Heinzinger, Mark	Administrator of Intervention Programs	Admin.	Resignation - From Management Position Only	06/30/12
4. Holanda, John	Child Development Specialist	Admin.	Resignation	06/30/12
5. Jaramillo, Phillip	Classroom Teacher, 9-12	H.S. Dist.	Resignation - From Certificated Position Only	06/30/12
6. Martinez, Beate	Assistant Principal, Pupil Services	H.S. Dist.	Resignation - From Management Position Only	06/30/12
7. Wood, Tami	CDP State Preschool Tchr Part Day	Elem. Dist.	Resignation	05/31/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012****Action: Approval of certificated personnel leaves of absence:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Cardoza, Kathryn	Classroom Teacher, 9-12	H.S. Dist.	20% Unpaid Leave of Absence	08/06/12	05/23/13
2. Garcia, Laura	Classroom Teacher, 9-12	H.S. Dist.	Unpaid Leave of Absence	08/06/12	05/23/13
3. Jaffuel, Kristina	Classroom Teacher, K-6	Elem. Dist.	Unpaid Leave of Absence	08/06/12	05/23/13
4. McDonald-Turley, Marie	Associate Principal Curriculum & Instruction	H.S. Dist.	Paid Leave of Absence	05/30/12	06/14/12
5. Rubalcava, Christina	Classroom Teacher, 9-12	H.S. Dist.	Paid Leave of Absence	08/06/12	08/10/12
6. Ruminer, Tonya	Classroom Teacher, K-6	Elem. Dist.	Revised - Paid Leave of Absence	03/27/12	05/23/12
7. Sanchez-Perez, Josefina	Classroom Teacher, K-6	Elem. Dist.	50% Unpaid Leave of Absence	08/06/12	12/14/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of certificated personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Acosta-Duarte, Liliana	Classroom Teacher, 9-12	H.S. Dist.	New Hire - Probationary	08/06/12
2. Adams, Mark	Classroom Teacher, 7-8 - La Loma	Elem. Dist.	From: Classroom Teacher, 7-8 - Roosevelt	08/06/12
3. Albarran, Nancy	100% Classroom Teacher, K-6	Elem. Dist.	From: 50% Instructional Coach, K-6, Site	08/06/12
4. Aldrich, Amanda	School Psychologist	Admin.	New Hire - Probationary	07/01/12
5. Antinetti, David	Assistant Principal, Pupil Services	H.S. Dist.	From: Director, Business Services-Fiscal	07/01/12
6. Barkus, Rachelle	80% Classroom Teacher, 9-12 / 20% ROP Teacher	H.S. Dist.	From: Classroom Teacher, 9-12	08/06/12
7. Barr-Reddick, Constance	Library Media Teacher, K-6 - 50% Wright/50% Shackelford	Elem. Dist.	From: Library Media Teacher, K-6 - 60% Kirschen/40% Shackelford	08/06/12
8. Blanc, Kelley	Coordinator, BTSA	Admin.	From: Instructional Coach, K-6, Site	07/01/12
9. Bledsoe, Seth	Classroom Teacher, K-6	Elem. Dist.	From: Instructional Coach, K-6, Site	08/06/12
10. Bowlin, Belinda	Resource Specialist, Pref-12 - Franklin	Elem. Dist.	From: Resource Specialist, Pref-12 - Admin/Special Ed	08/06/12
11. Bray, Melissa	Instructional Coach, K-6, Site	Elem. Dist.	From: District Resource Teacher, K-6	08/06/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012**

**Action: Approval of certificated personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
12. Brownlee, Denise	Classroom Teacher, K-6 - Marshall	Elem. Dist.	From: Classroom Teacher, K-6 - Tuolumne	08/06/12
13. Butler, Melissa	Library Media Teacher, K-6 - 60% Tuolumne/40% El Vista	Elem. Dist.	From: Library Media Teacher, K-6 - 60% Tuolumne/40% Wright	08/06/12
14. Chiavetta, Jana	Instructional Coach, K-6, Site	Elem. Dist.	From: Classroom Teacher, K-6	08/06/12
15. Coats, J. Michael	Director, Educational Services	Admin.	From: Principal High School, 9-12	07/01/12
16. Coughlin-Rojas, Jane	Library Media Teacher, K-6 - 60% Martone/40% Enslin	Elem. Dist.	From: Library Media Teacher, K-6 - 60% Martone/40% Franklin	08/06/12
17. De La Rosa, Sam	Administrator of Pupil and Staff Services, 7-8	Elem. Dist.	From: Assistant Principal, Student Supervision and Attendance	07/01/12
18. Deatherage, Melicety	District Intern Resource Specialist, Pref-12	Elem. Dist.	Reappointment	08/06/12
19. Demoura, Amy	Classroom Teacher, K-6	Elem. Dist.	From: Instructional Coach, K-6, Site	08/06/12
20. Dimas, Christina	Principal, K-6 - Robertson Road	Elem. Dist.	From: Principal, K-6 - Muir	07/01/12
21. Doyle, Matthew	Resource Specialist, Pref-12	H.S. Dist.	From: Special Day Teacher	08/06/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**July 30, 2012**

**Action: Approval of certificated personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
22. Finley, Theresa	Principal, K-6 - Garrison	Elem. Dist.	From: Principal, K-6 - Marshall	07/01/12
23. Flores, Cristina	Classroom Teacher, K-6 - Sonoma	Elem. Dist.	From: Classroom Teacher, K-6 - Lakewood	08/06/12
24. Garcia-Ashabraner, Abigail	Instuctional Coach, K-6, Site	Elem. Dist.	From: Classroom Teacher, K-6	08/06/12
25. Genzmer, Scott	Principal, K-6	Elem. Dist.	From: Associate Principal, Curriculum and Instruction	07/01/12
26. Gil, Sara	Associate Principal, Curriculum and Instruction	H.S. Dist.	From: Assistant Principal, Supervision and Attendance	07/01/12
27. Glenn, Kerrie	Classroom Teacher, 9-12	H.S. Dist.	New Hire - Probationary	08/06/12
28. Gomes, Emily	Classroom Teacher, K-6 - Marshall	Elem. Dist.	From: Classroom Teacher, K-6 - Beard	08/06/12
29. Guzzi, Daniel	Classroom Teacher, K-6	Elem. Dist.	From: Instructional Coach - District	08/06/12
30. Heinzinger, Mark	Classroom Teacher, K-6	Elem. Dist.	Rehire	08/06/12
31. Hunt, Jonathan	Library Media Teacher, K-6	Elem. Dist.	From: Library Media Teacher, 7-12	08/06/12
32. Irizarry, Kathleen	Classroom Teacher, K-6	Elem. Dist.	From: Instructional Coach, K-6, Site	08/06/12
33. Isernhagen, Samantha	Instructional Coach, K-6, Site	Elem. Dist.	From: Classroom Teacher, K-6	08/06/12



**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012**

**Action: Approval of certificated personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
34. James, Shannda	Resource Specialist, Pref-12	Elem. Dist.	Reappointment - Probationary	08/06/12
35. Jaramillo, Phillip	Assistant Principal, Pupil Services	H.S. Dist.	Appointment - Probationary	07/01/12
36. Konner, Linda	Classroom Teacher, 9-12 - Modesto	H.S. Dist.	From: Classroom Teacher, 9-12 - Enochs	08/06/12
37. Lawry, Melodie	CDP, Head Start Teacher, Full Day	Elem. Dist.	From: CDP, State Preschool Teacher, Part Day	07/01/12
38. Mack, Marla	Director, Educational Services	Admin.	New Hire - Probationary	07/01/12
39. Manley, Jane	Administrator of Intervention Programs	Admin.	From: Principal, K-6	07/01/12
40. Martinez, Araceli	Instructional Coach, K-6, Site	Elem. Dist.	From: Classroom Teacher, K-6	08/06/12
41. Martinez, Beate	Classroom Teacher, 9-12	H.S. Dist.	Rehire	08/06/12
42. Mendonca, James	Vice Principal, K-6	Elem. Dist.	New Hire - Probationary	07/01/12
43. Miller, Valerie	Library Media Teacher, K-6 - 60% Burbank/40% Sonoma	Elem. Dist.	From: Library Media Teacher, K-6 - 60% Marshall/40% Sonoma	08/06/12
44. Moreno, Pamela	Special Day Teacher	H.S. Dist.	Rehire	08/06/12
45. Murphy, Jill	Resource Specialist, Pref-12	Elem. Dist.	From: Special Day Teacher	08/06/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**July 30, 2012**

**Action: Approval of certificated personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
46. Newton, Kimberly	Director, Educational Services	Admin.	New Hire - Probationary	07/01/12
47. Oliveira, Dane	Classroom Teacher, K-6	Elem. Dist.	From: Library Media Teacher, K-6	08/06/12
48. Phelan, Stacy	Special Day Teacher	Admin.	New Hire - Probationary	08/06/12
49. Phillips, Carrie	Special Day Teacher	H.S. Dist.	From: Resource Specialist, Pref-12	08/06/12
50. Quinn, Julia	Classroom Teacher, 9-12 - Modesto	H.S. Dist.	From: Classroom Teacher, 9-12 - Beyer	08/06/12
51. Rowe, Deborah	Principal, 9-12	H.S. Dist.	From: Assistant Principal, Pupil Services	07/01/12
52. Rubio, Sylvia	Classroom Teacher, 9-12 - Modesto	H.S. Dist.	From: Classroom Teacher, 9-12 - Davis	08/06/12
53. Sharp, Heather	Director, Human Resources	Admin.	From: Assistant Director, Human Resources	07/01/12
54. Varni-Patton, Vivian	Classroom Teacher, K-6	Elem. Dist.	From: Instructional Coach, K-6, Site	08/06/12
55. Weltner, Katherine	100% Classroom Teacher, K-6	Elem. Dist.	From: 80% Instructional Coach, K-6, Site	08/06/12
56. Williams, Denise	Library Media Teacher, K-6 - Franklin/Fairview	Elem. Dist.	From: Library Media Teacher, K-6 - Lakewood/Rob Rd/ Wilson	08/06/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012****Action: Approval of certificated personnel other appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Byrd, Denise	Daily	Admin.	Extended/Extra Service Days - 1.5 Days	06/01/12	06/30/12
2. Christensen, Mary	Daily	Elem. Dist.	Summer School Teacher, Special Education	06/01/12	06/29/12
3. Fountain, Stephanie	Hourly	Elem. Dist.	Summer School Teacher, Special Education	06/01/12	06/29/12
4. Fromm, Brandon	Hourly	H.S. Dist.	Summer School Teacher, Special Education	06/01/12	06/28/12
5. Hunter, Linda	Hourly	Admin.	Special Education Home & Hospital Teacher	05/25/12	06/30/12
6. Licudine, Aurora	Daily	Admin.	Extended/Extra Service Days - 1 Day	06/01/12	06/30/12
7. Marcelino, Rebecca	Daily	Elem. Dist.	Extended/Extra Service Days - 3 Days	06/11/12	06/29/12
8. Mitchell, Terri	Hourly	H.S. Dist.	Summer School Teacher	06/04/12	06/28/12
9. Nay, Mary	Hourly	H.S. Dist.	Summer School Teacher	06/04/12	06/28/12
10. Sensney, Penny	Daily	Admin.	Extended/Extra Service Days - 1 Day	06/01/12	06/30/12
11. Woodward, Thomas	Hourly	H.S. Dist.	Summer School Teacher	06/04/12	06/28/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of certificated personnel stipend appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Arreygue, Alma	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
2. Banuelos, Martha	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
3. Becerra, Gerardo	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
4. Bray, Melissa	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
5. Castellanos, Amy	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
6. Castner, Craig	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
7. David, Carol	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
8. Dickerson, Robbie	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
9. Fox, Donna	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
10. Gallegos-Solis, Elida	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
11. Guzzi, Daniel	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
12. Lao, Molly	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
13. Larsen, Shari	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
14. Nejat, Shelly	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
15. Pimentel, Paulo	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
16. Sanachay, Ouray	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
17. Schmidt, Janette	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**July 30, 2012**

**Action: Approval of certificated personnel stipend appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
18. Silva, Yelena	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
19. Sotomayor, Lisa	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
20. Thai-Tang, Chandy	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
21. Walker, Lori	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
22. Webb, Carol	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13
23. Wend, Dennis	Stipend	H.S. Dist.	Eighth Period Assignment	01/09/12	05/25/12
24. Wolf, Daniela	Stipend	Elem. Dist.	School Improvement Grant	08/06/12	05/23/13

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of classified personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Aguilar, Noel	Head Custodian III	Elem. Dist.	Resignation (from bargaining unit only)	07/06/12
2. Alvarez, Rosa	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
3. Arenas-Torres, Alexandra	Typist Clerk II - Translator	H.S. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
4. Barajas, Cesar	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
5. Barragan, Elizabeth	Typist Clerk II - Translator	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
6. Benally, Carolyne	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
7. Berber, Irma	Typist Clerk II - Translator	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
8. Betz, Allison	Instr. Para., Preformal	H.S. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
9. Brown, Elizabeth (Betty)	Staff Secretary III	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
10. Carleton, Rachel	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
11. Coalson-Grandaw, Sandra	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
12. Colton, Cheryl	Principal's Secretary III	H.S. Dist.	Retirement	09/17/12
13. Contreras, Colleen	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
14. Corralejo, Michael	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of classified personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
15. Cota, Mary	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
16. Creekmore, Genevieve	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
17. Dindral, Avtar	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
18. Divaris Gianopoulos, Matina	Typist Clerk II	H.S. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
19. Ervin, John	Director, Community Affairs	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
20. Flores, Veronica	Typist Clerk III	H.S. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
21. Garcia, Candy	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
22. Gardner, Jane	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
23. Gianoli, Elda	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
24. Gonsalez, Claudia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
25. Gonzales, Diana	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
26. Gonzalez, Marisol	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
27. Hernandez, Mayra	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
28. Hummer, Myriam	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
29. Irons, Connie	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
30. Jacobo, Mercedes	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of classified personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
31. Jones, Catherine	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
32. Lares, Cynthia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
33. Lopez, Patricia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
34. Lopez, Victoria A.	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
35. Martin, Sabrina	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
36. Martinez, Mercedes	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
37. Martinez, Sylvia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
38. McCormick, Joan	Staff Secretary II - Library Services	Admin.	Retirement	08/31/12
39. Mendez, Celeste	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
40. Morales, Maria	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
41. Moreno, Serafina	Bil. Family Srvcs. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
42. Morrison, Sue	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
43. Munoz, La Dona	In-School Suspension Monitor	H.S. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
44. Nesslage, Amy	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
45. Ontiveros, Minerva	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12



**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

**Action: Approval of classified personnel terminations:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
46. Ortega, Emma	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
47. Ortloff, Joan	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
48. Paz, Erica	Bil. Family Srvc. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
49. Plascencia, Christina	Bil. Family Srvc. Specialist	Admin.	Laid Off (Lack of Work/Funds)	06/30/12
50. Prahser, Erin	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
51. Rabbiosi, Jason	Quality Assurance Technician	Admin.	Resignation (from bargaining unit only)	06/29/12
52. Ramirez, Claudia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
53. Reynoso, Juanita	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
54. Showen, Rosemary	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
55. Solis, Luz	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
56. Ueda, Takako	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
57. Villegas, Angela	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
58. Williams, Kira	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12
59. Zavala, Ofilia	Instr. Para., Preformal	Elem. Dist.	Laid Off (Lack of Work/Funds)	06/30/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

Action: Approval of classified personnel leaves of absence:

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Adams, Megan	Instr. Para., Sp. Ed., Intrap. Hrg. Imp./Deaf II	Admin.	Unpaid Leave of Absence	08/07/12	12/14/12
2. Anshutz, Sieglinde	Instr. Para., Sp. Ed., PH/SH	H.S. Dist.	Paid Leave of Absence	06/15/12	06/29/12
3. Barron, Oracia	Healthy Start Project Coordinator	Elem. Dist.	Paid Leave of Absence	06/18/12	06/29/12
4. Barron, Oracia	Healthy Start Project Coordinator	Elem. Dist.	Paid Leave of Absence	07/02/12	07/31/12
5. Estacio, John	Bus Maintenance Assistant/Operator	Admin.	Paid Leave of Absence	05/21/12	06/29/12
6. Estacio, John	Bus Maintenance Assistant/Operator	Admin.	Paid Leave of Absence	07/02/12	07/31/12
7. Juarez, Kimberly	Computer Project Technician	Admin.	Paid Leave of Absence	06/20/12	06/29/12
8. Juarez, Kimberly	Computer Project Technician	Admin.	Paid Leave of Absence	07/02/12	08/01/12
9. Martin, Graciela	Bil. Family Srvcs. Specialist	Admin.	Revised Paid Leave of Absence	05/29/12	06/29/12
10. Martin, Graciela	Bil. Family Srvcs. Specialist	Admin.	Revised Paid Leave of Absence	07/02/12	07/15/12
11. Maxwell, Sequoyah	Custodian	Elem. Dist.	Paid Leave of Absence	06/07/12	06/29/12
12. Maxwell, Sequoyah	Custodian	Elem. Dist.	Paid Leave of Absence	07/02/12	07/28/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

July 30, 2012

Action: Approval of classified personnel leaves of absence:

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
13. Morrison, Sue	Instr. Para., Preformal	Elem. Dist.	Revised Paid Leave of Absence	05/15/12	05/29/12
14. Narayan, Salochna	Instr. Para., Sp. Ed., SH/Autism	Elem. Dist.	Unpaid Leave of Absence	08/23/12	12/13/12
15. Owens, Russell	Painter	Admin.	Paid Leave of Absence	07/12/12	07/12/12
16. Owens, Russell	Painter	Admin.	Paid Leave of Absence	07/19/12	07/19/12
17. Pope, Catherine	Staff Secretary IV	Admin.	Unpaid Leave of Absence	06/01/12	06/15/12
18. Porras, Leticia	Data Entry Clerk	H.S. Dist.	Revised Unpaid Leave of Absence	07/01/12	07/31/12
19. Stanton, James	High School Head Custodian	H.S. Dist.	Unpaid Leave of Absence	05/10/12	05/11/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

Date of Board Meeting:

**July 30, 2012****Action: Approval of classified personnel employment:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>
1. Aguilar, Noel	Supervising Custodian IV - Mark Twain	Elem. Dist.	Rehire - Replacement	07/09/12
2. Burns, Tiffani	Community Outreach Coordinator - District Office	Admin.	New Hire	07/02/12
3. Byrd, Alex	Custodian/Theater Technician	H.S. Dist.	From: Custodian	07/09/12
4. Perez, Jorge	Director of Parent and Community Involvement - School to Career	Admin.	From: Outreach and Intervention Team Coordinator - Educational Services	07/02/12
5. Rabbiosi, Jason	Installation and Support Manager	Admin.	Rehire	07/02/12
6. Ramirez, Noel	Heating/Ventilating/Air Conditioning (HVAC) Repairer - Maintenance	Admin.	New Hire - Replacement	07/02/12
7. Reif, Claudia	Data Entry Clerk	H.S. Dist.	From: School Secretary	07/23/12
8. Rodabaugh, Marcus	Instr. Para., Sp. Ed., P-6, SH/Autism - Garrison	Elem. Dist.	From: Media Center Assistant - Fairview	08/07/12
9. Schimelpfening, Grant	Director, Finance - Business Services	Admin.	New Hire	07/23/12
10. Vasquez, Rodney	Custodian/Theater Technician - Modesto	H.S. Dist.	From: Custodian - Enochs	07/09/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**July 30, 2012**

**Action: Approval of classified personnel other appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Alvarez, Jamie	Principal's Secretary II	Elem. Dist.	Extended/Extra Service	07/02/12	07/10/12
2. Blount, Audra	Student Helper	H.S. Dist.	Part-Time	06/11/12	06/29/12
3. Ornelas, Myrinda	Student Helper	Admin.	Part-Time	07/09/12	07/23/12

**MODESTO CITY SCHOOLS PERSONNEL ACTION ITEMS**

**Date of Board Meeting:**

**July 30, 2012**

**Action: Approval of classified personnel substitute appointments:**

<b>NAME</b>	<b>CLASSIFICATION</b>	<b>LOCATION</b>	<b>DESCRIPTION/ACTION</b>	<b>EFFECTIVE DATES</b>	
1. Freitas, Lisa	Classified		Substitute	07/01/12	06/30/13
2. Klemm, Jacob	Classified		Substitute	07/01/12	06/30/13
3. Martinez, Eva	Classified		Substitute	07/01/12	06/30/13
4. Merlo, Justin	Classified		Substitute	07/01/12	06/30/13
5. Simon, Yvette	Classified		Substitute	07/01/12	06/30/13
6. Wilson, Laura	Classified		Substitute	07/01/12	06/30/13
7. Wilson, Linda	Classified		Substitute	07/01/12	06/30/13

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Proposed Job Description:  
JC# 0017 Director, Finance

July 30, 2012

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BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The proposed job description was approved by the Superintendent's Cabinet.

ISSUE

The Director, Finance represents a new title with new responsibilities and will replace the Director, Business Services – Fiscal. This position is being proposed in order to address the need to have an individual who is responsible for the oversight of assigned areas of finance, internal performance, and financial audits.

PROPOSAL

The attached job description is proposed for the Board's consideration.

FISCAL IMPACT

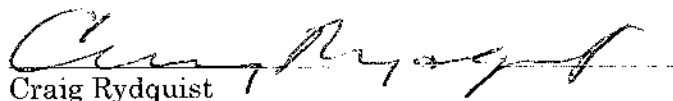
The Director, Finance will be paid from the Management Salary Schedule.

RECOMMENDATION


It is recommended that the Board of Education approve the proposed job description: JC# 0017 Director, Finance.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

**MODESTO CITY SCHOOLS**

*PROPOSED*

Job Description

JC# 0017

**DIRECTOR, FINANCE**

OVERALL RESPONSIBILITY

Under general direction, responsible for the oversight of assigned areas of finance, internal performance and financial audits.

SPECIFIC RESPONSIBILITIES

1. Supervise the departmental administrative team and their functions.
2. Provide and present fiscal data to the Board of Education, Cabinet, Budget Advisory Committee, Superintendent's staff, District administrators and the public. Prepare fiscal information for the Board of Education, parent, student and employee organizations as well as the public.
3. Act as a member in negotiations on fiscal matters with employee groups.
4. Prepare intermediate and long-range financial projections and estimates of financial resources.
5. Prepare and submit required fiscal reports to County, State and Federal offices.
6. Assist assigned departments in the preparation and monitoring of budgets.
7. Ensure that all financial functions of the District are performed effectively and efficiently, and conform to all applicable accounting standards.
8. Coordinate fiscal and program audits, internal and external.
9. Participate as part of the District's budget development and management team.
10. Assure compliance with all laws related to the fiscal operations of the District. Interpret the California School Accounting Manual, California Education Code and other law on business related matters.
11. Maintain contacts with County, State, and Federal officials and the general business community regarding fiscal and business matters.
12. Prepare Board Agenda items relative to areas of assignment.
13. Develop specifications for data processing for improvement and changes in the area of finance.
14. Monitor the District's cash flow position.
15. Prepare and conduct in-service sessions for District administrators regarding fiscal requirements and procedures.
16. Assist in the selection, supervision, and evaluation of assigned personnel. Prepare and conduct employee evaluations.
17. Attend and participate in school business conferences and seminars.
18. Establish and maintain cooperative relationships with those contacted during the course of work.
19. Perform other related duties as assigned by the Superintendent of Schools or the Chief Business Official.



**DIRECTOR, FINANCE (continued)**

WORK YEAR

Approved days as specific on the Management Salary Schedule (222)

SALARY

Management Salary Schedule (Range 144)

QUALIFICATIONS

Knowledge/Ability

Minimum Requirements:

Knowledge of and ability to apply accounting, budgeting and fiscal accountability methods, principles and practices.

Knowledge of and ability to apply management and contract administration principles and practices.

Ability to interpret and apply laws and regulations.

Knowledge of and ability to analyze financial data and prepare financial statements.

Knowledge of and ability to apply accounting concepts to computer applications and terminology.

Ability to activate and operate a personal computer and printer.

Knowledge of and ability to apply effective supervision techniques.

Knowledge of and ability to apply problem solving processes and techniques.

Ability to understand and implement complex oral and written directions given in English.

Ability to compose clear, complete and concise correspondence and reports using correct grammar, syntax, punctuation and spelling.

Experience

Minimum Requirement:

Two years successful experience performing full-time administrative accounting work, including professional level work with clerical and professional staff engaged in accounting, budgeting and other business functions.

Desirable Qualification:

Five years successful experience performing full-time administrative accounting work, including professional level work supervising clerical and professional staff engaged in school/government accounting and budgeting.

Education/Credentials

Minimum Requirement:

Any combination of education and related experience equivalent to completion of four (4) years of college, including coursework related to Business Administration.

Desirable Qualification:

Four year degree from an accredited college/university in areas related to the position.

License

Valid California Driver's License

Physical Characteristics

With or without the use of aids:

Sufficient vision to read small print.

Sufficient depth perception to file documents and relate the spatial distances between objects.

Sufficient hearing to hear normal and telephone conversations.

**DIRECTOR, FINANCE (continued)**

QUALIFICATIONS (continued)

Physical Characteristics (continued)

With or without the use of aids:

Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.

Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.

Sufficient physical ability to reach horizontally and vertically with arms.

Sufficient physical ability, strength, balance, mobility, and stamina to climb stairs, sit for extended periods of time, and stand for extended periods of time.

Sufficient lower body strength, stamina and mobility to walk, stoop, and bend.

REPORTS TO

Associate Superintendent, Chief Business Official, Business Services

Cabinet Approved: 5/1/12

Board Approved:

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Proposed Job Description: July 30, 2012  
JC# 0074 Program Manager – Special Education  
Mental Health Coordinator

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BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The proposed job description was approved by the Superintendent's Cabinet.

ISSUE

The Program Manager – Special Education Mental Health Coordinator represents a new title with new responsibilities. The position is being created in order to address the need for a Program Manager who will provide services to special education students and those that receive mental health services.

PROPOSAL

The attached job description is proposed for the Board's consideration.

FISCAL IMPACT

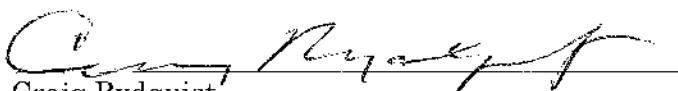
The Program Manager – Special Education Mental Health Coordinator will be paid from the Management Salary Schedule.

RECOMMENDATION


It is recommended that the Board of Education approve the proposed job description: JC# 0074 Program Manager – Special Education Mental Health Coordinator.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

**MODESTO CITY SCHOOLS**

*PROPOSED*

Job Description

JC # 0074

**PROGRAM MANAGER - SPECIAL EDUCATION MENTAL HEALTH COORDINATOR**

OVERALL RESPONSIBILITY

Under the supervision of the Special Education Local Plan Area Director, the Program Manager will supervise and provide services to special education students and those that receive mental health services. Program Managers will administer a variety of programs for disabled students and assist in planning and supervising the work performed by teachers, instructional paraprofessionals and department clerical staff.

SPECIFIC RESPONSIBILITIES

1. Assist special education staff, administrators and parents in meeting the needs of individuals with exceptional needs, including those students requiring mental health services.
2. Plan and develop programs, coordinate curricular resources and evaluate effectiveness of programs for individuals with exceptional needs.
3. Facilitate the development of programs to assure that pupils are afforded a full range of educational opportunities as determined by the Individualized Educational Plan (IEP).
4. Coordinate, schedule and chair IEP meetings and ensure that reviews and reassessments are completed.
5. Assist in recruiting personnel for special education teaching positions.
6. Assist site administrators in supervising teachers of concern.
7. Provide consultation on effective teaching strategies and techniques for instruction of individuals with exceptional needs, including those students with mental health needs.
8. Evaluate assessment data and assist in placement recommendations for individuals with exceptional needs.
9. Assure compliance with federal and state laws pertaining to special education and mental health services.
10. Provide in-service training in the area of department policies and procedures, and in the area(s) of expertise.
11. Plan, organize and prioritize work activities, collect data, and prepare required District/SELPA reports.
12. Attend staff and District meetings as required.
13. Review and approve requests made by subordinate staff.
14. Establish and administer curricula priorities.
15. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
16. Perform related job functions as assigned.
17. Other duties as assigned.

WORK YEAR

Approved days as specified on the Management Salary Schedule (200)

## **PROGRAM MANAGER - SPECIAL EDUCATION MENTAL HEALTH COORDINATOR (continued)**

### SALARY

Management Salary Schedule (Range 131)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of and ability to apply curriculum development, implementation, evaluation and procedures.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to apply District policies, State and Federal laws.
- Ability to understand and implement complex oral and written directions.
- Ability to compose clear, complete and concise reports independently using correct grammar and spelling.
- Ability to communicate and maintain cooperative relationships with those contacted in the course of work.
- Ability to work independently with little direction.
- Ability to plan, organize, and prioritize work.
- Ability to maintain accurate records.
- Ability to analyze situations accurately and adopt a course of action.
- Ability to meet timelines.
- Ability to maintain confidentiality.

#### Experience

##### Minimum Requirement:

- Three (3) years successful teaching experience in Special Education.

##### Desirable Qualification:

- Administrative experience is desirable.

#### Education

##### Minimum Requirement:

- Special Education Credential or Pupil Personnel Services Credential in Psychology
- Valid California Administrative Credential

##### Desirable Qualifications:

- Elementary and/or Secondary Teaching Credential
- Master's Degree

#### Physical Characteristics

##### With or Without the Use of Aids:

- Sufficient physical ability to sit at a desk, conference table or in meeting rooms of various configurations for extended amounts of time.
- Sufficient vision to see and read a computer screen, instructional materials, rules and policies and other printed matter.
- Sufficient color perception to distinguish colors.
- Sufficient hearing to hear and understand speech at normal room levels, and to hear and understand speech on the telephone.
- Sufficient physical ability to reach horizontally and vertically with arms.
- Sufficient dexterity to manipulate small objects, print or write legibly, operate a telephone, and use computer keyboard to enter data into a computer.
- Ability to speak in audible tones that can be clearly heard on the telephone and in face-to-face conversations.
- Sufficient lower body strength, stamina and mobility to sit, stand, kneel, walk, stoop, bend, and extend legs for prolonged periods of time.
- Sufficient vision, acuity, depth and color perception to drive a vehicle.
- Sufficient physical ability to push/pull, squat, twist, and turn.
- Sufficient physical ability to lift and carry up to 20 pounds.

**PROGRAM MANAGER – SPECIAL EDUCATION MENTAL HEALTH COORDINATOR (continued)**

REPORTS TO

Director, Special Education Local Plan Area (SELPA)

Cabinet Approved: 6/12/12

Board Approved:

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Proposed Job Description: July 30, 2012  
JC# 15000 Child Development Specialist – Family  
Child Care Homes

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BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The proposed job description was approved by the Superintendent's Cabinet and the California School Employees Association.

ISSUE

This position represents a new title with new responsibilities and addresses the need for an individual who can assist in the development of comprehensive early childhood curriculum and provide educational resources, training and technical assistance to Family Child Care Home Providers and families, as appropriate. This employee will also serve as a facilitator and lead for program requirements related to various curriculum areas.

PROPOSAL

The attached job description is proposed for the Board's consideration.

FISCAL IMPACT

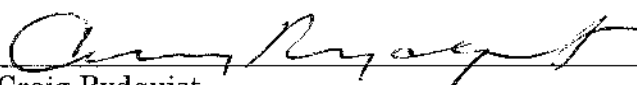
The Child Development Specialist – Family Child Care Homes will be paid at range 35 of the Classified Unit Salary Schedule.

RECOMMENDATION


It is recommended that the Board of Education approve the proposed job description: JC# 15000 Child Development Specialist – Family Child Care Homes.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

**MODESTO CITY SCHOOLS**

*PROPOSED*

Job Description

JC# 15000

**CHILD DEVELOPMENT SPECIALIST – FAMILY CHILD CARE HOMES**

OVERALL RESPONSIBILITY

Under the supervision of the Coordinator of Curriculum, Child Development Programs, assist in the development of comprehensive early childhood curriculum and provide educational resources, training and technical assistance to Family Child Care Home (FCCH) Providers and families, as appropriate; serve as a facilitator and lead for program requirements related to various curriculum areas, including, but not limited to, health, safety, nutrition, language and literacy, special needs and mental health.

SPECIFIC RESPONSIBILITIES

1. Assist in the updating of the District and site level written education plan, and coordinating program self-assessments.
2. Provide coordination and support for key curriculum areas, such as nutrition, special needs, health, etc.
3. Assist in the development, implementation, and assessment of professional development opportunities for FCCH Providers.
4. Support the development and implementation of a curriculum that is developmentally and culturally appropriate and based on scientific research.
5. Establish and maintain the CDP resource library with information related to FCCH programs.
6. Represent CDP at designated meetings as assigned by the coordinator.
7. Assist with the development, implementation and evaluation of FCCH providers and homes.
8. Conduct regular visits for the purpose of observing activities and providing on-site consultations and resources to FCCH Providers.
9. Participate as a member of Student Study Teams (SST's/CST's) regarding the placement, progress and transition of specific children including those with special needs and high-risk behaviors.
10. Recruit and enroll children in the Child Development Programs that have met eligibility and need as defined in Local, State and Federal Regulations.
11. Prepare attendance and other reports for submission to State agencies or the District as directed.
12. Report and maintain data bases on information related to areas of responsibility.
13. Participate in professional development opportunities, including workshops, conferences, webinars, literature review, etc., and share according to a predetermined plan.
14. Maintain participation in CA DMV Assessment System/Automatic Pull Program.
15. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
16. Perform other related duties as assigned.

WORK YEAR

226 days



**CHILD DEVELOPMENT SPECIALIST – FAMILY CHILD CARE HOMES (continued)**

SALARY

Classified Child Development Salary Schedule (Range 35)

QUALIFICATIONS

Knowledge/Ability

Minimum Requirements:

- Ability to speak, read and write in English using correct grammar and syntax.
- Ability to understand and implement oral and written directions in English.
- Ability to work effectively and efficiently without close supervision.
- Knowledge of community social services agencies.
- Knowledge of licensing and state and federal regulations regarding FCCH programs and contracts.

Desirable Qualifications:

- Knowledge of child development, health, nutrition and social services resources within the Modesto Metropolitan Area.
- Ability to understand and implement complex oral and written instructions.

Experience

Minimum Requirement:

- Experience performing instructional duties and responsibilities in an educational or social services environment.
- Experience working with Family Child Care homes including eligibility, enrollment and attendance.

Desirable Qualification:

- Three years experience working in a child development program or a health or social services agency.

License/Certificate

Minimum Requirements:

- Valid California Driver's License.
- Must provide a DMV printout within five (5) workdays of offer of employment.

Vehicle

- Employee may be required to use personal vehicle during the course of work

Physical Characteristics

With or Without the Use of Aids:

- Sufficient vision to read small print.
- Sufficient depth perception to file documents.
- Sufficient hearing to hear normal conversational speech on and off the telephone.
- Ability to speak in a voice that can be clearly heard on the telephone and in face-to-face conversations.
- Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.
- Sufficient physical ability to sit or stand for prolonged periods of time.

REPORTS TO

Director of Child Development Programs

Cabinet Approved: 8/16/11

Unit Approved: 1/17/12

Board Approved:

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Revised Job Descriptions: July 30, 2012  
JC# 0072 Software Development Manager; JC# 0161  
Systems and Operations Manager; JC#0162 Supervisor,  
Information Systems; JC# 0172 Installation and  
Support Manager; JC# 0174 Network Manager

BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The revised job descriptions were approved by the Superintendent's Cabinet.

ISSUE

These job descriptions have been revised in order to align with a reorganization within the Information Technology Services Department. The responsibilities have been revised in order to better identify the duties currently required of each of these positions.

PROPOSAL

The attached job descriptions are proposed for the Board's consideration.

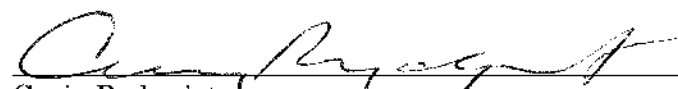
FISCAL IMPACT

All of the positions are to be paid from the Management Salary Schedule. The Software Development Manager is being increased from range 121 to range 124. The Systems and Operations Manager is being decreased from range 127 to range 121. The Supervisor, Information Systems is being increased from range 130 to range 131. The Installation and Support Manager will remain at range 121. The Network Manager is being increased from range 121 to range 124.

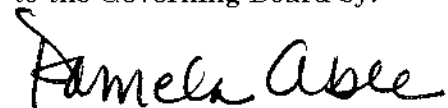
RECOMMENDATION

It is recommended that the Board of Education approve the revised job descriptions: JC#0072 Software Development Manager; JC#0161 Systems and Operations Manager; JC# 0162 Supervisor, Information Systems; JC# 0172 Installation and Support Manager; JC# 0174 Network Manager.

Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

REVISED

Job Description

JC# 0072

### SOFTWARE DEVELOPMENT MANAGER

#### OVERALL RESPONSIBILITY

Under general direction, responsible for the coordination of all software development activities including the design, coding, testing, implementation, integration and support of all software development projects. Responsible for the provisioning of all District web and intranet sites. Responsible for maintaining efficient operations and timely software upgrades for the District's student system (SIS).

#### SPECIFIC RESPONSIBILITIES

1. Provide leadership and assume management responsibilities for the development of software applications to enhance business processes and educational services.
2. Evaluate, assess, and prioritize project requests in terms of feasibility, overall benefit, and development and support requirements.
3. Coordinate software development activities including the assignment of programmers to project related tasks.
4. Create department software development standards and train programmers based on these standards.
5. Administer all aspects of application databases including design, security, data integrity, integration, migration, optimization, and test data population.
6. Provide development, test, and production environments for application development.
7. Develop and coordinate support plans for District-wide application users- including the student system, custom applications and the internet/intranet.
8. Manage the integration between in-house applications and third party student, business, and other systems.
9. Administration of source control system- for the student system and custom applications.
10. Provide design specifications for the development of software applications, processes and reports.
11. Review, prioritize, and assign application support tasks from call logging and defect tracking systems to development staff.
12. Develop application test plans and coordinate application testing.
13. Provide end-user documentation for in-house software applications and processes.
14. Research, recommend, and implement new development, database, testing, and project management solutions to improve the overall software development process.
15. Coordinate and supervise telephone and email support to end-users for problems that cannot be resolved by the application support staff.
16. Administration of the District's web site and the District intranet.
17. Facilitate the creation and maintenance of all school, department, and program websites.
18. Create District web standards and train and support all department and school site web authors based on these standards.

## **SOFTWARE DEVELOPMENT MANAGER (continued)**

### SPECIFIC RESPONSIBILITIES (continued)

19. Coordinate student system installations, upgrades and system modifications with programming, operations and District staff.
20. Assist in the selection, orientation, supervision and evaluation of the software development team.
21. Maintain consistent and regular attendance.
22. Effectively communicate and maintain cooperative relationships with those contacted during the course of work.
23. Perform other related duties as assigned.

### WORK YEAR

Approved days as specified on the Management Salary Schedule (222 days)

### SALARY

Management Salary Schedule (Range 124)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of the principles and methods of programming and software development.
- Knowledge of high-level programming languages.
- Ability to identify and correct system and programming problems.
- Ability to lead in a team environment.
- Knowledge of web design, graphic design and interface design.
- Knowledge of and ability to apply problem solving processes and techniques.
- Knowledge of and ability to apply effective supervision techniques.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.

#### Experience

##### Minimum Requirements:

- Three years of project management in a software development related field.
- Five years of experience in software development.
- Object-oriented programming experience with one or more of the following languages: C#, JAVA, C++, VB.NET, or comparable language.
- Database administration experience including any of the following: SQL Server, Oracle, Access, or other relational database system.
- Web-related programming experience using ASP.NET or similar platform.
- Two years experience writing SQL queries.

##### Desirable Qualifications:

- Experience in training of programming and software development staff.
- Web-related programming experience with one or more of the following technologies: ASP, JSP, Java Servlets, AJAX, VBScript, JavaScript, XML, XHTML, CSS, DHTML, XSL.
- Experience in the development of on-demand and automated end-user data reporting.
- Experience administering or using a defect tracking system.
- Experience administering or using a source control system.
- Knowledge of the PowerSchool Student Information System (SIS).

**SOFTWARE DEVELOPMENT MANAGER (continued)**

QUALIFICATIONS (continued)

Education/Credential

Minimum Requirement:

Bachelor's Degree or any combination of education and experience equivalent to graduation from a college or university with a major in Computer Science or related field.

License

Valid California Drivers License

Physical Characteristics

With or without the use of aids:

Sufficient vision to read small print.

Sufficient depth perception to file documents.

Sufficient hearing to hear work area noise and normal conversation in person and on the telephone.

Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.

Ability to reach horizontally and vertically with arms.

Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.

Sufficient physical ability to sit or stand for prolonged periods of time.

REPORTS TO

Supervisor, Information Systems

Board Approved: 12/17/07

Cabinet Approved: 3/13/12

Board Approved:

# MODESTO CITY SCHOOLS

REVISED

Job Description

JC # 0161

## SYSTEMS AND OPERATIONS MANAGER

### OVERALL RESPONSIBILITY

Under general direction, provide leadership and assume management responsibilities for the operations and user support staff dedicated to the of the District's business system and student information systems (SIS). Maintain effective operations, maintenance and upgrades of critical business and student system hardware, and software, and peripheral devices. Provide application support for business system users.

### SPECIFIC RESPONSIBILITIES

1. Maintenance of operating systems, utilities and application software. Coordinate installations, upgrades and system modifications with ~~programming, operations and SIS~~ Information Technology and District staff.
2. Liaison between Information Systems and Computer Systems for evaluation, testing, deployment and troubleshooting of workstation clients for the business and SIS systems.
3. Research feasibility and deployment of new technologies for greater efficiencies and cost reduction for ~~both~~ the business and SIS systems (thin client, terminal services and remote access).
4. Manage the migration of the business and SIS systems to new platforms as the District network topology changes and vendors migrate their applications to new operating systems and multiple server platforms.
5. Monitor the District database systems related to the business systems and SIS for data integrity and proper operations.
6. Manage and assist with cross-application issues including enabling enterprise application integration and data warehouse file-based integration with related systems.
7. Work with computer operator, programming staff and application specialists to troubleshoot application support problems related to the business system.
8. Consult with administration, supervisors, and other users in developing system enhancements, procedures, and problem resolution, and training for support staff and business system users.
9. Analyze operational, hardware and software problems and coordinate resolutions with staff and vendor technical support.
10. Coordinate the activities of classified staff.
11. Select, supervise, train, and evaluate classified staff.
12. Develop and maintain emergency operations recovery plan, coordinating emergency procedures testing with users, Information Systems staff, vendors and service providers.
13. Build working relationships with vendors in support of District systems. Keep up-to-date on future direction and plans from vendors for upgrades and migration paths.
14. Manage maintenance agreements for mission critical hardware and licensing agreements for related software.
15. Maintain consistent and regular attendance.
16. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
17. Perform other related duties as assigned.

## SYSTEMS AND OPERATIONS MANAGER (continued)

### WORK YEAR

Approved days as specified on the Management Salary Schedule (222)

### SALARY

Management Salary Schedule (Range 121)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Ability to perform system manager functions on midrange systems (e.g., HP3000 or Linux based host, Windows Server and virtualized environments).
- Ability to effectively allocate available human and computer resources in support of critical business ~~and SIS~~ functions.
- Knowledge of and ability to apply problem solving processes and techniques.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to learn the principles and methods of programming in major industry standard languages ~~in online database oriented environment~~.
- Knowledge of and ability to administer database systems including the use of SQL syntax and database processes.
- Knowledge of computer hardware, software, and ~~peripheral devices procedural analysis and development~~.
- Knowledge of procedural analysis and development.
- ~~Ability to manage database systems.~~
- Ability to maintain data communications network and troubleshoot connectivity issues.
- Working knowledge of accounting principles and practices.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to understand, implement, and write complex technical instructions.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation, and spelling.

##### Desirable Qualifications:

- ~~Knowledge of the SASI Student Information system.~~
- Knowledge of the QSS/QCC Oasis Suite of Business Applications.
- Knowledge of server and midrange operating platforms.
- Knowledge of Linux operating system.
- Knowledge of virtualized and Windows Server environments.

#### Experience

##### Minimum Requirement:

- Successful experience in computer systems operations, computer programming and systems analysis.

##### Desirable Qualification:

- Successful experience in support of school administration and student records administration.

#### Education

##### Minimum Requirements:

- Bachelor's Degree from an accredited college or university with a major in Computer Science, Business Administration or a closely related field.

#### License

- Valid California Drivers License

**SYSTEMS AND OPERATIONS MANAGER (continued)**

QUALIFICATIONS (continued)

Physical Characteristics

With or Without the Use of Aids:

Sufficient vision to read small print.

Sufficient depth perception, color perception and acuity to file documents and operate equipment.

Sufficient hearing to hear normal conversational speech on and off the telephone.

Ability to speak in voice that can be clearly heard on the telephone and in face-to-face conversations.

Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.

Sufficient lower body strength, stamina and mobility to sit, stand, kneel, walk, stoop, bend, and extend legs for prolonged periods of time.

Sufficient physical ability to reach horizontally and vertically with arms.

REPORTS TO

Supervisor, Information Systems

Board Approved: 8/9/04

Cabinet Approved: 3/13/12

Board Approved:



# MODESTO CITY SCHOOLS

REVISED

## Job Description

JC# 0162

### SUPERVISOR, INFORMATION SYSTEMS

#### OVERALL RESPONSIBILITY

Under general supervision, provide leadership and assume management responsibility for District information management systems for including the business system, personnel, student system, notification system, and administrative services to efficiently collect data, manage procedures, conduct operations and produce reports—custom applications developed for Modesto City Schools. Coordinate data collection, submission, verification and certification of various state reports. Oversee administration of the District’s website and the District intranet.

#### SPECIFIC RESPONSIBILITIES

1. Implement, monitor, and evaluate the operation of information management systems: including systems analysis, programming, documentation and training.
2. Communicate with other departments and school sites to ensure that the data systems are efficient provide efficient procedures and appropriate reports, and provide for integration of district information: the necessary information online or via reports, and integrate with other District information systems.
3. Evaluate end user support procedures and training for District information systems. Develop, and implement, and evaluate information system user in-service training and support: new procedures and/or training to increase end user productivity.
4. Serve as the District’s liaison with the California Department of Education (CDE) to ensure state and federal data mandates are met, including the requirement to track individual student enrollment and achievement data over time. Evaluate new technological advances and make recommendations on the selection and acquisition of information management systems software.
5. Coordinate data collection, submission, verification and certification of various state reports. Communicate results with stakeholders. Maintain and evaluate continued programming support as transitions are made from older information systems to current systems.
6. Oversee the integration between in-house applications and third party student, business and other systems. Implement, monitor and evaluate the delivery of information systems services consistent with District Technology Plan timelines and funding.
7. Oversee the administration of the District’s website and the District intranet. Develop and implement information reporting and analysis in support of District goals regarding student performance and programs.
8. Participate in the evaluation of information systems and make recommendations on the selection and acquisition of software applications. Conduct or assist in the development of research projects, program evaluations, and grant development for District programs integrating board data sources (e.g. demographic, achievement, sociological, medical, student progress and attendance).
9. Maintain support for existing information systems as those systems are upgraded to newer technologies. Develop and implement plans for the eventual transition from legacy systems. Assist in planning new technology projects, provide analysis and recommend relative priorities.
10. Implement, monitor and evaluate the delivery of information systems services consistent with the District Technology Plan timelines and funding.
11. Develop and deploy student reports to facilitate the analysis of data in support of District goals related to student performance and achievement.
12. Review and evaluate requests for custom applications, new projects, and reports. Recommend relative priorities.

## **SUPERVISOR, INFORMATION SYSTEMS (continued)**

### SPECIFIC RESPONSIBILITIES (continued)

13. Communicate with outside agencies to coordinate information needs.
14. Direct, monitor, and evaluate security and safety of information systems software and data.
15. Establish, implement and evaluate guidelines, set standards, and provide documentation for information system use.
16. Assist in formulating District technology policies.
17. Develop and monitor the department budget for Information Systems ~~departmental budgets~~.
18. Assist in the selection, orientation, supervision, and evaluation of ~~subordinate~~ personnel.
19. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
20. Perform other related duties as assigned.

### WORK YEAR

Approved days as specified on the Management Salary Schedule (222)

### SALARY

Management Salary Schedule (Range 131)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of information management software systems including systems analysis, programming, documentation and training.
- Knowledge of ~~data state reporting data collection systems and an ability to analyze, interpret and communicate complex data. and analysis, research techniques, program evaluation and grant development.~~
- Ability to define problems, collect information, establish facts, evaluate alternative solutions and then draw valid conclusions to solve a wide range of problems.
- Knowledge of and ability to apply budgeting and accounting principles and practices.
- ~~Knowledge of application of computer systems in a multiple site environment and central integration processes.~~
- Knowledge of and ability to apply principles and techniques of planning and scheduling, ~~budgeting, cost analysis, forecasting, and related control requirements.~~
- Knowledge of and ability to apply management, budgeting and contract administration principles and practices.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to apply problem solving processes and techniques.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.

#### Experience

##### Minimum Requirements:

- Successful experience in positions of increasing responsibility in ~~computer~~ information systems management.
- Successful experience with an enterprise-wide data management system.
- Two (2) years of successful experience in a supervisory or managerial capacity.

## **SUPERVISOR, INFORMATION SYSTEMS (continued)**

### QUALIFICATIONS (continued)

#### Experience (continued)

##### Desirable Qualifications:

Five (5) years of successful experience in positions of increasing responsibility in computer information systems management in a school district data systems environment.

Three (3) years of project management in a software development related field.

Knowledge of the CALPADS state reporting data system and experience using CALPADS to submit and verify local education agency data.

Competency in the use of Microsoft applications including Outlook, Word, Excel and Access.

#### Education

##### Minimum Requirement:

Bachelor's Degree or any combination of education and experience equivalent to graduation from a college or university with a major in Computer Science/Business Administration or a closely related field.

#### Physical Characteristics

##### With or without the use of aids:

Sufficient vision to read small print.

Sufficient depth perception to file documents.

Sufficient hearing to hear work area noise and normal conversation in person and on the telephone.

Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.

Ability to reach horizontally and vertically with arms.

Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.

Sufficient physical ability to sit or stand for prolonged periods of time.

### REPORTS TO

Director, Information and Technology Services

Board Approved: 8/25/97

Cabinet Approved: 3/13/12

Board Approved:

**MODESTO CITY SCHOOLS**

*REVISED*

Job Description

JC # 0172

**INSTALLATION AND SUPPORT MANAGER**

OVERALL RESPONSIBILITY

Under general direction, provide leadership and assume management responsibility for computer hardware and software installation, repair, and user support, the administration of electronic mail and the security of shared network resources.

SPECIFIC RESPONSIBILITIES

1. Supervise, monitor and evaluate the installation, servicing and repair of computer hardware and software.
2. Establish, implement and evaluate help desk support for computer users. Oversee the maintenance and operation of the CRM software in support of the Help Desk.
3. Review and prioritize requests for hardware and software support.
4. Monitor and evaluate installation and support for standard office and District communications software.
5. Monitor and report on hardware and software support requests.
6. Maintain a sufficient stock of hardware components.
7. Assist in the selection, orientation, supervision and evaluation of personnel.
8. Design, implement, and monitor network security policies for shared network resources and workstation security.
9. Supervise and monitor the setup, creation and administration of end user network accounts, Active Directory and electronic mail.
10. Supervise and evaluate the setup, installation and configuration of all file and print services.
11. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
12. Perform other related duties as assigned.

WORK YEAR

Approved days as specified on the Management Salary Schedule (222)

SALARY

Management Salary Schedule (Range 121)

QUALIFICATIONS

Knowledge/Ability

Minimum Requirements:

- Knowledge of the operation and limitations of computer systems and related equipment.
- Knowledge of operating systems, applications software packages and their use.
- Knowledge of and ability to apply problem solving processes and techniques.

## **INSTALLATION AND SUPPORT MANAGER (continued)**

### QUALIFICATIONS (continued)

#### Knowledge/Ability (continued)

##### Minimum Requirements:

- Knowledge of and ability to apply effective supervision techniques.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.

#### Experience

##### Minimum Requirement:

- Three (3) or more years of microcomputer and related equipment repair and support.

##### Desirable Qualifications:

- Five (5) or more years successful experience in managing computer hardware repair and support department/services.
- A current Windows Microsoft Certified Systems Engineer (MCSE) certification.

#### Education/Credential

##### Minimum Requirement:

- Bachelor's Degree or extensive college or university coursework in Computer Science or Business Administration.

#### License

- Valid California Driver's License

#### Physical Characteristics

##### With or without the use of aids:

- Sufficient vision to read small print.
- Sufficient depth perception to file documents.
- Sufficient hearing to hear work area noise and normal conversation in person and on the telephone.
- Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.
- Ability to reach horizontally and vertically with arms.
- Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.
- Sufficient physical ability to sit or stand for prolonged periods of time.

### REPORTS TO

Supervisor, Computer Systems Director, Information and Technology Services

Board Approved: 5/31/05

Cabinet Approved: 3/13/12

Board Approved:

## MODESTO CITY SCHOOLS

Job Description

### NETWORK MANAGER

REVISED

JC # 0174

#### OVERALL RESPONSIBILITY

Under general direction, coordinate and monitor the daily activities of the network staff of the Computer Systems Department. Design and implement network technologies in a distributed network environment. Support and maintain the District network and all associated services.

#### SPECIFIC RESPONSIBILITIES

1. Design, implement, evaluate and administer the Modesto City Schools District network infrastructure.
2. Review network technology needs of the District and recommend appropriate hardware and software design solutions and recommendations for their purchase and installation.
3. Coordinate the installation and maintenance of all servers, both physical and virtual, client stations and peripherals as required.
4. Design, test, and maintain client and server network configurations.
5. Monitor and troubleshoot the performance of the District's wired and wireless networks.
6. Recommend, implement and administer network protective technology measures for the District network. These include, but are not limited to; Enterprise backup systems, Antivirus, Antispyware, SPAM protection, Intrusion Detection Systems, bandwidth utilization devices and monitoring systems.
7. Keep accurate network documentation for the District network. Update documentation as necessary as technologies and the network change.
8. Maintain documentation on leased and billed network services.
9. Maintain working relationships with vendors, outside consultants and service providers.
10. Participate and coordinate assigned duties in the design, structure and maintenance of the District's Enterprise Content Management System.
11. Coordinate the network and server related aspects of the Disaster Recovery Plan.
12. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
13. Perform other related duties as assigned.

#### WORK YEAR

Approved days as specified on the Management Salary Schedule (222)

#### SALARY

Management Salary Schedule (Range 124)

## NETWORK MANAGER (continued)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of wide area networks interrelating to local area networks.
- Knowledge of TCP/IP protocol.
- Knowledge of the principles of data transmission through data networks.
- Knowledge of Windows server operating systems and networking.
- Knowledge of network management tools.
- Knowledge of LAN operating systems.
- Knowledge of and ability to apply management, budgeting and contract administration principles and practices.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to apply problem solving processes and techniques.
- Knowledge of enterprise content management systems.
- Knowledge of server virtualization strategies and applications.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.
- Ability to work with other technical personnel on highly sophisticated networked projects.
- Ability to read, interpret and apply complex technical publications, manuals, and other documentation.
- Ability to analyze complex administrative and data systems, identify problems and develop logical conclusions and effective solutions.
- Ability to establish and maintain effective working relationships with staff of user departments and data processing employees.
- Ability to clearly document procedures and provide training for staff and users on implementation and operation requirements of the system.
- Ability to communicate effectively to both technical and non-technical users.

#### Experience

##### Minimum Requirements:

- Three (3) years of experience working with enterprise wide networking environments.
- Experience installing and administering microcomputer local and wide area networks, installing and administering Ethernet, and TCP/IP based networks.
- Experience with network management software such as HP Open View, What's Up Gold, MRTG and network protocol analyzers.

##### Desirable Qualification:

- Five (5) years of increasing responsibility in successful implementation of WAN/LAN networks.

#### Education/Credential

##### Minimum Requirement:

- Bachelor's Degree or any combination of education and experience equivalent to graduation from a college or university with a major in Computer Science/Business Administration or a closely related field.

#### License

- Valid California Driver's License

#### Physical Characteristics

##### With or without the use of aids:

- Sufficient vision to read small print.
- Sufficient depth perception to file documents.
- Sufficient hearing to hear work area noise and normal conversation in person and on the telephone.

**NETWORK MANAGER (continued)**

QUALIFICATIONS (continued)

Physical Characteristics (continued)

With or without the use of aids:

Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.

Ability to reach horizontally and vertically with arms.

Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.

Sufficient physical ability to sit or stand for prolonged periods of time.

REPORTS TO

Supervisor, Computer Systems Director, Information and Technology Services

Board Approved: 5/31/05

Cabinet Approved: 3/13/12

Board Approved:



MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Approval of Revised Job Descriptions: July 30, 2012  
JC# 0164 Director, Risk Management; JC# 0179  
Supervisor, Payroll & Benefits

---

BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The revised job descriptions were approved by the Superintendent's Cabinet.

ISSUE

These job descriptions have been revised in order to reflect the current duties required of each of these positions. Both of the job descriptions have been updated in order to show the shift of responsibility for insurance services from the Supervisor of Payroll and Benefits to the Director of Risk Management.

PROPOSAL

The attached job descriptions are proposed for the Board's consideration.

FISCAL IMPACT

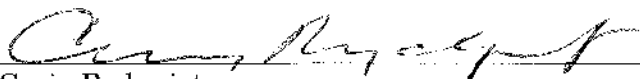
These positions will remain at their current ranges on the Management Salary Schedule.

RECOMMENDATION


It is recommended that the Board of Education approve the revised job descriptions: JC# 0164 Director, Risk Management; JC# 0179 Supervisor, Payroll & Benefits.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

MODESTO CITY SCHOOLS

REVISED

Job Description

JC# 0164

**DIRECTOR, RISK MANAGEMENT**

OVERALL RESPONSIBILITY

Under general direction, provide leadership and assume management responsibility for planning, implementing, and evaluating the District insurance, benefit, and risk management program.

SPECIFIC RESPONSIBILITIES

1. Administer self-funded programs of workers' compensation, property, liability, and dental coverage.
2. Evaluate, interpret, and recommend placement of insurances including liability, automobile, property, student accident and employee health and welfare benefits.
3. Evaluate effect of proposed legislation on District's insurance and related programs.
4. Maintain files on claims and losses.
5. Represent District's interest with insurance, legal, and investigative personnel.
6. Coordinate loss control and safety activities.
7. Analyze insurance market trends, loss statistics and accidents.
8. Provide advice to administrative staff on insurance and claim matters.
9. Arrange for reimbursement when District equipment and property is damaged.
10. Coordinate and supervise the annual health fringe benefit "open enrollment" periods.
11. Meet all insurance and retirement deadlines, including related reports.
12. Chair District Insurance Committee.
13. Assist in the selection, orientation, supervision, and evaluation of subordinate personnel.
14. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
15. Perform other related duties as assigned.

WORK YEAR

Approved days as specified on the Management Salary Schedule

SALARY

Management Salary Schedule (Range 133)

## **DIRECTOR, RISK MANAGEMENT (continued)**

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of insurance placement and claim practices.
- Knowledge of California labor laws, codes, safety orders, and workers' compensation laws and regulations and insurance codes.
- Knowledge of and ability to apply management, budgeting, and contract administration principles and practices.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to apply problem solving processes and techniques.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete, and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.

#### Experience

##### Minimum Requirements:

- Successful experience managing safety and risk management programs.
- Successful experience purchasing large volume insurance coverage and administering high retention levels.
- Successful work experience which demonstrates increasing responsibility.

#### Education

##### Minimum Requirement:

- Bachelor's Degree from an accredited college or university with a specialization in business administration or equivalent combination of education and work experience related to the position.

##### Desirable Qualification:

- Master's Degree from an accredited college or university with a specialization in business administration.

#### Physical Characteristics

##### With or without the use of aids:

- Sufficient vision to read small print.
- Sufficient depth perception to file documents and relate the spatial distances between objects.
- Sufficient hearing to hear normal and telephone conversations.
- Ability to speak in a voice that can be clearly heard and understood on the telephone and in face-to-face conversations.
- Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.
- Sufficient physical ability to reach horizontally and vertically with arms.
- Sufficient physical ability, strength, balance, mobility, and stamina to climb stairs, sit for extended periods of time, and stand for extended periods of time.
- Sufficient lower body strength, stamina and mobility to walk, stoop, and bend.

#### REPORTS TO:

Deputy Superintendent, Chief Business Official, Associate Superintendent, Business Services or designee

Board Approved: 6/11/91

Cabinet Approved: 11/16/04

Cabinet Approved: 6/12/12

Board Approved:

**MODESTO CITY SCHOOLS**

*REVISED*

Job Description

JC# 0179

**SUPERVISOR, PAYROLL & BENEFITS**

OVERALL RESPONSIBILITY

Under general direction, provide leadership and assume management responsibility for the timely and accurate payment and reporting of all payrolls, related fringe benefits and mandated costs.

SPECIFIC RESPONSIBILITIES

1. Assume the responsibility for personnel, equipment and supplies of the Payroll and Benefits Office.
2. Perform or direct the performance of tasks necessary for the preparation of both classified and certificated payrolls.
3. Maintain Payroll and Benefits Office procedures and controls. Analyze and recommend payroll and benefits software modifications.
4. Adopt and apply sound accounting methods to a variety of financial transactions and problems.
5. Provide information to District employees regarding payroll ~~and insurance services and~~ policies.
6. Maintain and apply knowledge of laws, regulations and procedures that govern payroll and payroll benefits processing, promulgated by federal and/or state government, the State Teachers Retirement System (STRS), and the Public Employees Retirement System (PERS). Ensure accurate reporting of federal, state and special payroll taxes and fund contributions. Distribute rate changes to all interested parties.
7. Meet all ~~insurance~~, tax-shelter, retirement and withholding payment deadlines, including related reports.
8. Balance, control, secure, store and distribute all payrolls and payroll-related reports.
9. Assist in preparation of required analysis of payroll information for negotiations.
10. Coordinate and participate in activities connected with the development and maintenance of automated payroll and benefit systems.
11. Interpret and apply provisions of negotiated contracts between Modesto City Schools and bargaining units with regard to payroll and related benefits.
12. ~~Coordinate and direct the annual health benefits open-enrollment for District employees.~~
13. ~~Serve as a chair of the District's Insurance Committee.~~
14. Select, train, supervise, and evaluate subordinate personnel.
15. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
16. Perform other related duties as assigned.

WORK YEAR

Approved days as specified on the Management Salary Schedule

**SUPERVISOR, PAYROLL & BENEFITS (continued)**

SALARY

Management Salary Schedule (Range 124)

QUALIFICATIONS

Knowledge/Ability

Minimum Requirements:

- Knowledge of and ability to apply accounting principles and procedures.
- Knowledge of and ability to apply budget and fiscal procedures and methods.
- Knowledge of and ability to apply payroll, fringe benefit, and retirement regulations and procedures.
- Knowledge of and ability to apply management and contract administration principles and practices.
- Knowledge of and ability to apply effective supervision techniques.
- Knowledge of and ability to apply problem solving processes and techniques.
- Ability to understand and implement complex oral and written directions given in English.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.

Desirable Qualification:

- Knowledge of and ability to apply laws and regulations applying to school district accounting operations.

Experience

Minimum Requirement:

- Three years (3) increasing responsibility performing accounting, auditing, and payroll work.

Desirable Qualification:

- Three years (3) increasing responsibility performing school accounting, auditing, and payroll work.

Education/Credential

Minimum Requirement:

- Completion of two (2) years of course work at an accredited college or university or equivalent combination of education and work experience related to the duties of the position.

Physical Characteristics

With or Without the Use of Aids:

- Sufficient vision to read small print.
- Sufficient depth perception to file documents.
- Sufficient hearing to hear normal and telephone conversations.
- Ability to speak in an understandable voice and with sufficient volume to be heard at a normal conversation distance and on the telephone.
- Sufficient dexterity to manipulate small objects, print or write legibly, operate telephone, use computer keyboard, typewriter and other business machines.
- Sufficient physical ability to sit or stand for prolonged periods of time.

REPORTS TO

District Management as assigned Associate Superintendent, Business Services or designee

Board Approved: 2/7/11

Cabinet Approved: 6/12/12

Board Approved:

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent

Regular Meeting

SUBJECT: Approval of Revised Job Description:  
JC# 1206 Language, Speech and Hearing Specialist

July 30, 2012

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BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The revised job description was approved by the Superintendent's Cabinet and the Modesto Teachers' Association.

ISSUE

On March 15, 2007, the District and Modesto Teachers' Association signed a Letter of Agreement establishing the Language, Speech and Hearing Specialist salary schedule in addition to approving a job description for the position. One of the main specific responsibilities (Specific Responsibility #13) was inadvertently left off of the job description that was sent to the Board for approval. Since MTA agreed to the addition of that responsibility at the time the LOA was signed, it is now necessary to revise the job description to accurately reflect the responsibilities of the position.

PROPOSAL

The attached job description is proposed for the Board's consideration.

FISCAL IMPACT

The Language, Speech, and Hearing Specialist will be paid from the Certificated Language, Speech and Hearing Specialist Salary Schedule.

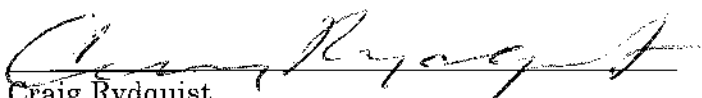
RECOMMENDATION


It is recommended that the Board of Education approve the revised job description:  
JC# 1206 Language, Speech and Hearing Specialist.

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Recommended by:

Approved for Recommendation  
to the Governing Board by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

  
Pamela Able  
Superintendent

## MODESTO CITY SCHOOLS

REVISED

Job Description

JC# 1206

### LANGUAGE, SPEECH AND HEARING SPECIALIST

#### OVERALL RESPONSIBILITY

Under general direction, reduce or remediate language, speech and hearing impairments that interferes with the individual student's ability to benefit from the District's educational program.

#### SPECIFIC RESPONSIBILITIES

1. Conference and consult with parents, school site personnel, Student Study Team and support staff.
2. Participate in identification, screening, evaluation, and prepare reports and other required paperwork. Facilitate enrollment and placement of students in speech and other appropriate Special Education Programs.
3. Diagnose and assess students through the use of appropriate tests and informal measurements.
4. Develop and ~~provide for implementation~~ implement of an Individual Education Plan (IEP) for pupils with speech and language deficits that meet state criteria.
5. Refer students, when indicated, to Health Specialist, Psychologist, Resource Specialist, and outside agencies, etc., for further evaluations related to a student's speech, language, and hearing needs.
6. Maintain records as mandated by State and District guidelines for all IEP students. Records must be available for review by appropriate personnel.
7. Schedule identified students to receive individual or group therapy and/or classroom consultation.
8. Serve as a consulting member of the School Assessment Team as appropriate.
9. Attend Language, Speech and Hearing staff and in-service meetings as required.
10. Maintain professional competence through participation in in-service education activities provided by the District and/or self-selected professional growth activities.
11. Provide direct services for identified students ~~with procedures being~~ aimed toward correction or improvement of the disability through implementation of the IEP.
12. Provide ~~and~~ appropriate ~~accommodate~~ diagnostic and treatment services to students from diverse cultural backgrounds.
13. Maintain Local Educational Agency (LEA) Medi-Cal Billing.
14. Effectively communicate and maintain cooperative relationships with those contacted during the course of work.
15. Perform other related duties as assigned.

#### WORK YEAR

Basic teacher work-year

#### SALARY

Language, Speech and Hearing Specialist Salary Schedule

## LANGUAGE, SPEECH AND HEARING SPECIALIST (continued)

### QUALIFICATIONS

#### Knowledge/Ability

##### Minimum Requirements:

- Knowledge of laws and regulations related to Special Education programs.
- Knowledge of and ability to apply District policies, State and Federal laws.
- Ability to work independently with little direction.
- Ability to plan, organize, and prioritize work.
- Ability to maintain accurate records.
- Ability to compose clear, complete, and concise correspondence and reports independently using correct grammar, syntax, punctuation, and spelling.
- Ability to understand and implement oral and written directions given in English.
- Ability to function as a member of an educational team.

#### Experience

##### Minimum Requirements:

None.

##### Desirable Qualifications:

- Successful experience working with severely handicapped; behaviorally challenged; and/or autistic students.
- Successful experience with or interest in assistive technology, alternative communication systems.

#### Education/Credentials

##### Minimum Requirement:

- Bachelor's Degree from an accredited college or university with an emphasis in appropriate field.
- Valid California Teaching Credential
- Possession of or qualification for a California Specialist Credential authorizing service in language, speech, and hearing.

##### Desirable Qualifications:

- Master's Degree from an accredited college or university in special education or related field.
- Spanish Bilingual or sign language skills.

#### Physical Characteristics

##### With or without the use of aids:

- Sufficient vision to read small print.
- Sufficient hearing to hear and understand speech at normal classroom levels, outdoors, and on the telephone.
- Ability to speak in a voice that can be clearly heard and understood at normal classroom levels, outdoors, and on the telephone.
- Sufficient dexterity to use hands and fingers to operate a telephone, to enter data into a computer, and to perform classroom tasks using both hands.
- Sufficient physical ability, strength, balance, mobility, and stamina to sit or stand for extended periods of time.
- Sufficient lower body strength, stamina, and mobility to kneel, walk, stoop, bend, and extend legs for prolonged periods of time.
- Sufficient physical ability to reach overhead, grasp, push, pull and lift and/or carry up to 25 pounds to waist height.

### REPORTS TO:

Site Principal and/or Director of Special Education, or Special Education Supervisor or SELPA Director.

Board Approved: 6/25/07

Cabinet Approved: 6/12/12

Unit Approved: 6/29/12

Board Approved:



MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting

SUBJECT: Approval of Revised Job Description: July 30, 2012  
JC# 1344 Instructional Paraprofessional, Special  
Education, P-12, Physically and Severely Handicapped

---

BACKGROUND

The Human Resources Department is responsible for proposing new job descriptions and maintaining up-to-date job descriptions through revisions, and placing employees appropriately on the respective salary schedules. The revised job description was approved by the Superintendent's Cabinet and the California School Employees Association.

ISSUE

This job description does not reflect a new position to the District. This job description has been revised to reflect the need for those working in the position to possess and maintain a District-approved Restraint Certificate.

PROPOSAL

The attached job description is proposed for the Board's consideration.

FISCAL IMPACT

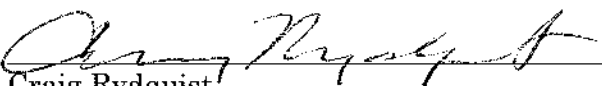
The Instructional Paraprofessional, Special Education, P-12, Physically and Severely Handicapped will remain at its current range on the Classified Unit Salary Schedule.

RECOMMENDATION


It is recommended that the Board of Education approve the revised job description: JC# 1344 Instructional Paraprofessional, Special Education, P-12, Physically and Severely Handicapped.

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Recommended by:

  
Craig Rydquist  
Associate Superintendent, Human Resources

Approved for Recommendation  
to the Governing Board by:

  
Pamela Able  
Superintendent

**MODESTO CITY SCHOOLS**

*REVISED*

Job Description

JC# 1344

**INSTRUCTIONAL PARAPROFESSIONAL,  
SPECIAL EDUCATION, P-12, PHYSICALLY AND SEVERELY HANDICAPPED**

OVERALL RESPONSIBILITY

Under general supervision, assist teacher(s) in the instruction of students to accomplish objectives of the instructional program of a school district and assist teachers with routine clerical and instructional duties.

SPECIFIC RESPONSIBILITIES

1. Assist classroom teachers in the establishment of seating charts, rules and guideline standards and record keeping systems to be used.
2. Become familiar with appropriate texts and classroom instructional materials.
3. Conduct individual and/or small group instructional activities when directed to do so by the teacher.
4. Assist in the preparation of instructional materials and make copies of materials needed by the teacher.
5. Disseminate and collect student assignment work sheets and materials as directed.
6. Supervise students in class and at school activities during the student attendance day along with the teacher or in the teacher's absence for brief periods of time, but not on a regular basis.
7. Assist in clerical duties such as roll taking, grade assignments or recording, reports on student achievement, attendance and/or behavior.
8. Support and assist in the enforcement of classroom, school and district rules.
9. Assist pupils with physical needs (i.e. feeding techniques, toileting, placement and removal of braces where appropriate).
10. Assist in supervision of play and lunch activities, bus loading and unloading when needed.
11. Assist in implementing individual educational plan goals.
12. Communicate with students in other than by the spoken word (i.e. Blissymbols, Braille).
13. Maintain a high degree of student supervision.
14. Prepare lunches and do dishes for severely handicapped students where appropriate.
15. Effectively communicate and maintain cooperative relationships with those contacted in the course of work.
16. Perform other related duties as assigned.

**INSTRUCTIONAL PARAPROFESSIONAL, SPECIAL EDUCATION, P-12, PHYSICALLY AND SEVERELY HANDICAPPED (continued)**

SALARY

Classified Unit Salary Schedule

QUALIFICATIONS

Knowledge/Ability

Minimum Requirements:

- Knowledge of subject areas taught in specific assignment or ability to learn quickly.
- Ability to get along well with students and staff.
- Ability to understand and implement oral directions and directions written in English.
- Ability to communicate and maintain cooperative relationships with those contacted in the course of work.

Desirable Qualifications:

- Knowledge of direct instruction techniques PARTS (Passive Assault Response Training).
- Knowledge of and ability to operate a computer and other equipment (i.e. communication devices, lifts, standing frames).
- Knowledge of handicapping conditions prevalent in students.
- Ability to operate duplicating equipment.

Experience

Minimum Requirement:

- Two years experience working with school age students.

Education

Minimum Requirement:

- High School Diploma or General Education Development (GED) Certificate or California High School Proficiency Examination (CHSPE).

Licenses/Certificates/Permits

Minimum Requirements:

- Instructional Paraprofessional Proficiency Certificate
- Valid CPR Certificate
- District-approved Restraint Certificate must be obtained within six (6) months of employment and renewed as required.

Physical Characteristics

With or without the use of aids:

- Sufficient vision to read small print.
- Sufficient hearing to hear normal and telephone conversations.
- Ability to speak in an understandable voice and with sufficient volume to be heard at a normal conversational distance and on the telephone.
- Sufficient dexterity to print or write legibly, operate telephone, use computer keyboard, peripheral computer hardware and testing devices.
- Sufficient lower body strength, stamina and mobility to stand, kneel, walk, stoop and bend legs for intermittent periods of time.
- Sufficient physical ability to drive a vehicle and sit for extended periods of time.
- Sufficient physical ability to reach horizontally and vertically with arms.
- Ability to lift 40 pounds in a series of functional tests which closely simulate the work environment.

**INSTRUCTIONAL PARAPROFESSIONAL, SPECIAL EDUCATION, P-12, PHYSICALLY and SEVERELY HANDICAPPED (continued)**

REPORTS TO:

Teacher of Physically and Severely Handicapped and site administrator.

**SPECIAL NOTE:** Employees moving to this job category, as a result of the job description rewrite process in May, 1988, will gain hours in the new job description. Any prior seniority hours accrued as an Instructional Aide, Special Education, K-12 will be retained. If in the instance of a layoff or elimination of positions, all seniority hours served in the new classification shall be added to the prior seniority hours earned as Instructional Aide, Special Education, K-12.

Board Approved: 10/23/95

Cabinet Approved: 7/26/11

Unit Approved: 7/18/12

Board Approved:

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Report on Construction Projects Progress July 30, 2012  
Payments

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BACKGROUND

Board Policy requires a report on progress payments be submitted monthly.

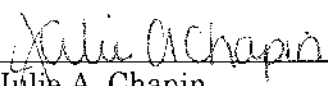
REPORT

	Previously Paid	Current Payment	Balance Due
Harris Builders Inc. Downey Culinary Arts Renovation Contract Price: \$528,000 Certificate No. 3	\$37,590.75	\$61,026.03	\$429,383.22
Harris Builders Inc. Hanshaw HVAC Replace/Re-Roof Contract Price: \$432,315 Certificate No. 2	\$10,485.00	\$45,504.00	\$376,326.00

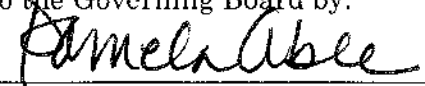
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Originating Department: Maintenance and Construction

Reviewed and Submitted by:

  
Julie A. Chapin  
Associate Superintendent, Business  
Chief Business Official

Approved for Submission  
to the Governing Board by:

  
Pamela Able  
Superintendent

**PROGRESS PAYMENT**

**SITE:** Downey High School  
**PROJECT:** Culinary Arts Renovation

**CERT NO.** 3  
**BID NO.** 4507  
**PROJECT NO.** 9599  
**PURCHASE ORDER** 122819

**Harris Builders Inc**  
**18736 Bloss Ave**  
**Hilmar CA 95324**

- |                                     |           |
|-------------------------------------|-----------|
| 1. RECEIVED FROM: Timothy Huff      | 6/28/2012 |
| 2. DATE APPROVED BY: John Liukkonen | 6/28/2012 |
| 3. PROCESSED BY BUSINESS OFFICE     | 7/5/2012  |
| 4. PROCESSED FOR BOARD AGENDA       | 7/30/2012 |

**ACCOUNT NUMBER:**  
 01-0511-0-6210-7125-8500-3442-9599-000

CONTRACT PRICE	CHANGE ORDERS	ADJ. CONTRACT PRICE	LINE NO.	CURRENT PAYMENT	PREVIOUSLY PAID	TOTAL PAID TO DATE	BALANCE DUE
\$ 528,000.00	\$ -	\$ 528,000.00	1	\$ 61,026.03	\$ 37,590.75	\$ 98,616.78	\$ 429,383.22

**PROGRESS PAYMENT**

**SITE:** Hanshaw Middle School  
**PROJECT:** Gymnasium/Locker Room HVAC Replacement and ReRoof

**CERT NO.** 2  
**BID NO.** 4494  
**PROJECT NO.** 9595  
**PURCHASE ORDER** 122817

Harris Builders Inc  
 18736 Bloss Ave  
 Hilmar CA 95324

- 1. RECEIVED FROM: Timothy Huff 7/2/2012
- 2. DATE APPROVED BY: John Liukkonen 7/3/2012
- 3. PROCESSED BY BUSINESS OFFICE 7/5/2012
- 4. PROCESSED FOR BOARD AGENDA 7/30/2012

**ACCOUNT NUMBER:**  
 40-9011-0-6210-0000-8500-1334-9595-000

CONTRACT PRICE	CHANGE ORDERS	ADJ. CONTRACT PRICE	LINE NO.	CURRENT PAYMENT	PREVIOUSLY PAID	TOTAL PAID TO DATE	BALANCE DUE
\$ 432,315.00	\$ -	\$ 432,315.00	1	\$ 45,504.00	\$ 10,485.00	\$ 55,989.00	\$ 376,326.00

MODESTO CITY SCHOOLS

TO: Pamela Able, Superintendent Regular Meeting  
SUBJECT: Report: Quarterly Report on July 30, 2012  
*Williams* Complaints, Subject Area  
of Complaint And Resolution

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BACKGROUND

Effective January 1, 2005, pursuant to the *Williams vs. State of California* litigation settlement and as defined in Education Code 35186, Modesto City Schools posted in every classroom a statement that students have the right to a qualified teacher, adequate and current instructional materials, and a facility that is free from conditions that pose a threat to the health and safety of students or staff. On February 7, 2005, the Board of Education approved Administrative Regulation 1312.4, which addresses procedures for the complaint process.

ISSUE

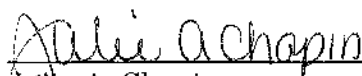
Summaries of complaints must be publicly reported to the Board on a quarterly basis at a regularly scheduled meeting and forwarded to the county Superintendent of Schools.

REPORT

There were no complaints received for the second quarter of 2012.

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Submitted by:



Julie A. Chapin  
Associate Superintendent, Business Services  
Chief Business Official

Approved for Submission to  
the Governing Board by:



Pamela Able  
Superintendent



**REPORT: WILLIAMS ACT QUARTERLY REPORT  
ON COMPLAINTS, SUBJECT AREA OF COMPLAINT AND RESOLUTION**

Date of Complaint	School	Complaint	Resolution

**Instructional**

**Materials:** No complaints for the second quarter

**Staffing:** No complaints for the second quarter

**Facilities:** No complaints for the second quarter

**Total**

**Complaints:** No complaints to date for 2012.