Regular Meeting of the Board of Trustees

January 22, 2015
6:15 p.m.

MVWSD Mission:
Demonstrate, daily, a relentless commitment to the success of every child.

Strategic Goal 1
Every child meets or exceeds academic standards

Strategic Goal 2
Operate with integrity, efficiency, effectiveness and transparency

Strategic Goal 3
Attract and retain a diverse, talented and caring workforce

Strategic Goal 4
Everyone in our district values and feels connected to our diverse community

Strategic Goal 5
Engage students, parents, and the community, including businesses and our city, as partners in our mission

Strategic Goal 6
Operate as a Continuous Improvement District
Demonstrate, daily, a relentless commitment to the success of every child.

Academic Excellence ★ Strong Community ★ Broad Worldview

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER
   A. Roll Call
   B. Approval of Agenda

II. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

III. CLOSED SESSION
   A. Conference with Labor Negotiators
      Agency Designated Representatives: Kevin Skelly, Terese McNamee, and Karen Robinson
      Employee Organization: Mountain View Educators Association
   B. Public Employee/Discipline/Dismissal/Release

IV. RECONVENE OPEN SESSION
   A. Closed Session Report

V. CONSENT AGENDA
   The following items will be handled with one action; however, any item may be removed from consideration by individual Board Members or the Superintendent. Copies of the applicable documents have been sent to the Board and will be available at the meeting.
   A. Personnel Report
      Certificated: two requests for leave of absence
      Classified: two requests for leave of absence, two new hires, three resignation
   B. Contracts
C. **Authorize the Filing of the District’s Federal Impact Aid Claim (Section 800) and Adopt Resolution No. 1555.1/15**

The Board will consider approval of a resolution authorizing filing of the District’s annual federal impact aid claim.

D. **Quarterly Report on Williams Uniform Complaints**

**VI. COMMUNICATIONS**

A. **Employee Organizations**

1. Mountain View Educators Association
2. California School Employees Association

B. **District Committees**

C. **Superintendent**

**VII. COMMUNITY COMMENTS**

This is the time reserved for community members to address the Board on items that are not on the agenda. The Board and Administration welcome this opportunity to listen; however, in compliance with the Brown Act, the Board is not permitted to take action on non-agenda items.

Speakers are requested to complete a speaker card and state their name for the record.

If there are additional comments after 10 minutes have elapsed, this item may be continued after all the action and discussion items are completed.

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**Notes on Community Comments on Agendized Items**

The staff presentation to the Board will occur first for each item. The Board will then ask clarifying questions. Afterwards, the community will be invited to comment. Any person wishing to speak will be granted up to three (3) minutes at the time the item appears on the agenda. Comments will be taken for up to 10 minutes, with extra time allowed for translation, as needed. Prior to addressing the Board, each speaker is requested to complete a speaker card (located on the counter near the door), give it to the Superintendent’s Executive Assistant, and state his/her name for the record. We ask that you speak from the podium so that we may better hear you. At the conclusion of remarks or after 10 minutes has elapsed, the public comment portion is closed for that item and the Board will return to their own deliberations and comments. Please see the Board’s “Welcome” brochure for more specifics on how Board meetings are run. The Board is grateful to have district personnel in the audience. These personnel may be consulted during the Board’s discussion on any item.

**VIII. REVIEW AND ACTION**

A. **Board Policy and Administrative Regulation No. 6163.4, Student Use of Technology**

The Board will consider approval of Board Policy and Administrative Regulation No. 6163.4, Student Use of Technology at first reading.

**RECOMMENDED ACTION:** That the Board approve Board Policy No. 6163.4, Student Use of Technology and review Administrative Regulation No. 6163.4, Student Use of Technology at first reading as presented and waive second reading.

B. **Revision to Increase Hourly Wage for Unrepresented Hourly Employees (5)**

The Board will consider approval of a revised hourly wage salary schedule.

**RECOMMENDED ACTION:** That the Board approve the revision to the hourly wages for the unrepresented employees, as presented.
IX. REVIEW AND DISCUSSION
A. Castro School Planning Update
The Board will hear an update on the implementation of the decision to establish
two schools on the Castro campus beginning with the 2015-16 school year.

X. REVIEW AND ACTION (continued)
A. Board Policy and Administrative Regulation No. 6164.6, Section 504 of the
Rehabilitation Act of 1972, Referral, Identification and Education Procedures
The Board will consider approval of Board Policy No. 6164.6, Section 504 of the
Rehabilitation Act of 1972, Referral, Identification and Education Procedures and
review Administrative Regulation No. 6164.6, Section 504 of the Rehabilitation
Act of 1972, Referral, Identification and Education Procedures at first reading.

RECOMMENDED ACTION: That the Board approve Board Policy No. 6164.6,
Section 504 of the Rehabilitation Act of 1972, Referral, Identification and Education
Procedures and review Administrative Regulation No. 6164.6, Section 504 of the
Rehabilitation Act of 1972, Referral, Identification and Education Procedures at first
reading, as presented

B. Board Bylaw No. 9322, Agenda/Meeting Materials
The Board will consider a revision to Board Bylaw No. 9322, Agenda/Meeting
Materials at first reading.

RECOMMENDED ACTION: That the Board approve Board Bylaw No. 9322,
Agenda/Meeting Materials at first reading, as presented.

C. Contract with PROACT Search for Superintendent Search
The Board will consider approval of a contract with a superintendent search firm.

RECOMMENDED ACTION: That the Board approve the contract with
PROACT Search to perform a search for a new superintendent.

XI. REVIEW AND DISCUSSION (continued)
A. Local Control Accountability Plan Status and Process for 2015-16
The Board will hear an update on the Local Control Accountability Plan.

B. Transportation Update
The Board will hear an update on the services provided by the Transportation
Department.

C. Potential Increase in Monthly Stipend for Members of the Board of Trustees
The Board will have the opportunity to discuss a potential increase in the monthly
stipend for members of the Board of Trustees.

D. California School Boards Association Conference Reflections
Trustees will share information from the recent annual California School Boards
Association conference.

XII. BOARD UPDATES/LEGISLATIVE REPORTS

XIII. ITEMS FOR FUTURE AGENDAS
XIV. FUTURE BOARD MEETING DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Anticipated Topics (subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5, 2015</td>
<td>Facility Use Fees, English Learner Annual Report, Assessment Report, 2015-16 School Year Calendar, Boundary Task Force Update</td>
</tr>
<tr>
<td>March 5, 2015</td>
<td>Special Education Annual Report, Second Interim Report</td>
</tr>
<tr>
<td>March 19, 2015</td>
<td>Citizens Oversight Committee Annual Report</td>
</tr>
<tr>
<td>April 2, 2015</td>
<td>Site Capacity, Enrollment Update</td>
</tr>
</tbody>
</table>

XV. ADJOURNMENT

10:00

NOTICES FOR AUDIENCE MEMBERS

1. RECORDING OF MEETINGS:
The open session will be video recorded and live streamed on the District’s website (www.mvwsd.org).

2. CELL PHONES:
As a courtesy to others, please turn off your cell phone upon entering.

3. FRAGRANCE SENSITIVITY:
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent’s Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman está dedicado a proveer acceso y comunicación a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunión y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipación del horario y fecha de esta reunión, para así poder coordinar los arreglos especiales.

5. DOCUMENT AVAILABILITY:
Documents 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 750-A San Pierre Way during normal business hours.

Los documentos que se les proveen a la mayoría de los miembros de la Mesa Directiva sobre los temas en la sesión abierta de éste orden del día estarán disponibles para la inspección pública en la Oficina del Distrito, localizada en el 750-A San Pierre Way durante las horas de oficinas regulares.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Status</th>
<th>Site</th>
<th>FTE</th>
<th>Action</th>
<th>Details of Action</th>
<th>From</th>
<th>To</th>
<th>Admin. Rec.</th>
<th>Date of Action</th>
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<tr>
<td>Kerri</td>
<td>Katsuyama</td>
<td>Teacher</td>
<td></td>
<td>Theuerkauf</td>
<td></td>
<td>Leave of Absence</td>
<td>Pregnancy Related Disability Leave of Absence followed by FMLA and CFRA Leave of Absence</td>
<td>1/19/15</td>
<td>6/5/15</td>
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<td>Kerrigan</td>
<td>Teacher</td>
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<td>Monta Loma</td>
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<td>Extension of Medical Leave of Absence</td>
<td>1/2/15</td>
<td>5/18/15</td>
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<td>1/2/15</td>
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<td>Lottha</td>
<td>Lindqvist</td>
<td>Sp Ed Instructional Assistant</td>
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<td></td>
<td>Leave of Absence</td>
<td>Extension of Medical Leave of Absence</td>
<td>12/19/14</td>
<td>1/18/15</td>
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<td>Ana</td>
<td>Magana de O'Campo</td>
<td>Sp Ed Instructional Assistant</td>
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<td>Graham</td>
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<td>Leave of Absence</td>
<td>Medical Leave of Absence</td>
<td>12/10/14</td>
<td>2/13/15</td>
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<td>Anaya</td>
<td>Groundkeeper</td>
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<td>Maintenance</td>
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<td>New Hire</td>
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<td>1/7/15</td>
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<td>Veena</td>
<td>Kumari</td>
<td>Sp Ed Instructional Assistant</td>
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<td>Slater Autism</td>
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<td>1/15/15</td>
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<td>Karen</td>
<td>Dixon</td>
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<td>Stevenson</td>
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<td>Resignation</td>
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<td>1/16/15</td>
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<td>Flavia</td>
<td>Sheldja</td>
<td>Child Nutrition</td>
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<td>Huff</td>
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<td>1/23/15</td>
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<td>Lorenzano</td>
<td>Child Nutrition</td>
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<td>Date to Board</td>
<td>Person Submitting</td>
<td>Name</td>
<td>Purpose of Contract</td>
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<td>Term of Agreement</td>
<td>Coding</td>
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<td>1/22/2015</td>
<td>Cynthia Loleng-Perez</td>
<td>All Source Recruiting Group dba Ardor Health Solutions</td>
<td>Master contract for OT @ District Wide</td>
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<td>Special Ed</td>
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<td>Terese McNamee</td>
<td>Community School of Music and Arts (CSMA)</td>
<td>MOU addendum in-school art and music program for grades K-5</td>
<td>$284,831.00</td>
<td>MVEF</td>
<td>8/18/14 - 6/05/15</td>
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<td>Karen Robinson</td>
<td>Frontline Technologies</td>
<td>ApptTrack software for recruiting purposes w/ set-up fee</td>
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<td>Human Resources</td>
<td>2014-16</td>
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<td>Jim McCloskey</td>
<td>Hussey Bros., Inc.</td>
<td>A/C, heat, refrigeration work @ SL</td>
<td>$8,760.05</td>
<td>Routine Maintenance</td>
<td>Winter 2015</td>
<td>Fund 050 Object 6510</td>
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<td>1/22/2015</td>
<td>Geoffrey Chang</td>
<td>Just READ</td>
<td>MOU for JustREAD &amp; JustMATH tutoring services</td>
<td>$5,750.00</td>
<td>LCFF</td>
<td>2014-2015 academic year</td>
<td>Fund 010 Object 5830</td>
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<td>1/22/2015</td>
<td>Terese McNamee</td>
<td>Mountain View Voice</td>
<td>District Facilities Committee (DFC) application initial public notice</td>
<td>$370 x 2 (2x5 ad)</td>
<td>Measure G</td>
<td>Jan 16 &amp; 23, 2015</td>
<td>Fund 211 Object 5830</td>
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<td>1/22/2015</td>
<td>Cynthia Loleng-Perez</td>
<td>WestEd</td>
<td>Training for Special Ed staff member's</td>
<td>$2,000.00</td>
<td>Special Ed</td>
<td>1/05/15 - 1/09/15</td>
<td>Fund 080 Object 5830</td>
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</table>
Consent Agenda

Authorize the Filing of the District’s Annual Federal Impact Aid Claim (Section 8003) and Adopt Resolution No. 1555.1/15

Terese McNamee, Chief Business Officer

The Board of Trustees must annually approve the filing of Section 8003 Claims for Federal Impact Aid and authorize the Superintendent, or designee, to file the Applicant’s Report under Title 8 for determining final payment to the District. By adopting Resolution No. 1555.1/15, this requirement would be fulfilled.

By submitting this information to the Federal Government, the District may be eligible for Federal Impact Aid Revenue for students living on Federal land on which property tax dollars are not received. In order to qualify, a minimum of 3% of District students must live on Federal property, or have a parent that is on active military duty, or have a parent that works for a Federal agency within the District. The “survey date” we are using for the District Federal Impact Aid application is December 1, 2014. Any date between August 21st (the 4th day of school) and January 31st can be used.

Funding is subject to Federal approval.

That the Board adopt Resolution No. 1555.1/15 authorizing the Superintendent or designee to file the Section 8003 Claims for Determining Final Payment to the Mountain View Whisman School District.
Mountain View Whisman School District

Resolution No. 1555.1/15

Authorization to File Annual Federal Impact Aid Claim (Section 8003)

WHEREAS, Section 8003, as amended in connection with Title 8, requires that the Board of Trustees authorize the Superintendent, or designee, to file the Applicant’s Report for determining the final payment of the Mountain View Whisman School District’s annual Federal Impact Aid Claim; and

WHEREAS, it is required that the Superintendent, or designee, act on the Mountain View Whisman School District’s behalf and otherwise act as authorized representative of the applicant in connection with this report.

NOW, THEREFORE, BE IT RESOLVED, that the Chief Business Officer of the Mountain View Whisman School District, Terese McNamee, be herewith authorized to file the Section 8003 Claim for Federal Impact Aid for the 2014-2015 school year.

PASSED AND ADOPTED BY the Governing Board of the Mountain View Whisman School District this 22nd day of January 2015, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

[Signature]
Clerk of the Board of Trustees
Mountain View Whisman School District
Santa Clara County, California
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Consent Agenda

Agenda Item/Title: Quarterly Report on Williams Uniform Complaints

Estimated Time: ---

Person Responsible: Cathy Baur, Assistant Superintendent

Background:

In accordance with Education Code 335186(c), the District must report summarized data on the nature and resolution of all Williams Uniform Complaints to the Board of Trustees of the school district and the county superintendent on a quarterly basis.

Fiscal Implication:

None.

Recommended Action:

That the Board of Trustees accept the Quarterly Report as presented.
Quarterly Report on Williams Uniform Complaints
[As required by Education Code § 35186]

District: Mountain View Whisman School District

Date Submitted to SCCOE: __________________________ Date Reported to District Governing Board at a public meeting: __________________________

January 22, 2015

Reporting on the Quarter (check one)
☐ October 1 through December 31

Please check the box that applies:
☒ No complaints were filed with any school in the district during the quarter indicated above.
☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total Number of Complaints Received</th>
<th>Total Number of Complaints Resolved</th>
<th>Number Unresolved</th>
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<tr>
<td>Textbooks and Instructional Materials</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Vacancy or Misassignment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td>0</td>
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<td>0</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td><strong>0</strong></td>
<td><strong>0</strong></td>
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</tbody>
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Submitted by _______ Cathy Baur _______

Title Assistant Superintendent

Signature __________________________

Fax to: (408) 453-6525 SCCOE
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Board Policy No 6163.4 and Administrative Regulation No. 6163.4, Student Use of Technology

Estimated Time: 5 minutes

Person Responsible: Jon Aker, Director of Technology

Background:

Board Policy No. 6163.4, Student Use of Technology governs student use of technology. This policy was last reviewed by the Board in 2010 and has been updated to reflect current best practices. New additions are shown in italicized text and deletions are shown in strikethrough text.

Fiscal Implication:

None.

Recommended Action:

That the Board approve Board Policy No. 6163.4, Student Use of Technology and review Administrative Regulation No. 6163.4, Student Use of Technology at first reading and waive second reading.
STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the District be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations, and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district’s Acceptable Use Agreement.

Before a student is authorized to use the district’s technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulations, and other relevant procedures to enhance the safety and security of student’s using the district’s technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of district computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, and how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited limited and under the direction of classroom teachers as it applies to the educational program. To the extent possible, the Superintendent or designee shall block access to such sites on the district computers with Internet access.

Policy
Adopted: (August 19, 2010)
STUDENT USE OF TECHNOLOGY

Legal Reference:

EDUCATION CODE
51006 Computer education and resources
51007 Programs to strengthen technological skills
60044 Prohibited instructional materials

PENAL CODE
313 Harmful matter
502 Computer crimes, remedies
632 Eavesdropping on or recording confidential communications
653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15
6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20
6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:
6777 Internet safety

UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47
54.520 Internet safety policy and technology protection measures, E-rate discounts

Policy
Adopted: (August 19, 2010)
Instruction AR 6163.4 (a)

Student Use of Technology

The principal or designee shall oversee the maintenance of each school’s technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district’s Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use. He/she shall ensure that all students using these resources receive training in their proper and appropriate use.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure they are appropriate for the intended purpose and the age of the students.

Online/Internet Services: User Obligations and Responsibilities

Internet Safety Plan

The school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene, child pornography and harmful to minors as defined in the Children’s Internet Protection Act. The school district will certify that schools in the district including media centers and libraries are in compliance with the Children’s Internet Protection Act.

Cyberbullying is the willful and repeated use of electronic resources to inflict harm. This can include sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad; and intentionally excluding someone from an online group. This type of activity is prohibited on all District technology resources.

Compliance measures contained within this plan address the following:

Access by Minors to Inappropriate Matter on the Internet and World Wide Web

1. Users will not use the district system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). For students, special exception may be made for hate literature if the purpose of such access is to conduct research AND both the teacher and the parent approve access. District employees may access the above material only in the context of legitimate research.

2. If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. Students should immediately notify teachers. Teachers and staff should immediately notify building administration. Building administration should immediately notify Director of Technology. This will protect users against an allegation that they have intentionally violated the acceptable use policy.
Student Use of Technology

3. The fact that the filtering technology has not protected against access to certain material shall not create the presumption that such material is appropriate for users to access. The fact that the filtering software has protected access to certain material shall not create the presumption that the material is inappropriate for users to access.

The board will provide student access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain.

<table>
<thead>
<tr>
<th>Safety and Security of Minors when using Electronic Mail, Chat Rooms, and other Forms of Direct Electronic Communications and Unauthorized Disclosures</th>
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<tbody>
<tr>
<td>1. Student users will not post or share contact information about themselves or other people. Personal contact information includes the student's name together with other information that would allow an individual to locate the student, including, but not limited to, parent(s) name(s), home address/location, work address/location, or phone number.</td>
</tr>
<tr>
<td>2. Students will not disclose their full name or any other personal contact information for any purpose.</td>
</tr>
<tr>
<td>3. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances. Students will not forward a message that was sent to them privately without permission of the person who sent them the message.</td>
</tr>
<tr>
<td>4. Students will not agree to meet someone they have met online.</td>
</tr>
<tr>
<td>5. Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unauthorized Access, Including &quot;Hacking&quot; and other Unlawful Activities by Minors Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Security on any computer network is a high priority, especially when the network involves many users. If a user feels he/she can identify a security problem on the computer network, the user must notify a network administrator or building level administrator. The user should not inform individuals other than network or building administrators of a security problem.</td>
</tr>
<tr>
<td>2. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.</td>
</tr>
<tr>
<td>3. Passwords to the network should not be easily guessed by others, nor should they be words that could be found in a dictionary.</td>
</tr>
</tbody>
</table>
Instruction

Student Use of Technology

4. Attempts to log in to the network using either another user’s account or as a network administrator could result in termination of the account. Users should immediately notify a network administrator if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any user identified as a security risk will have limitations placed on usage of the network or may be terminated as a user and be subject to other disciplinary action.

5. Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person’s account or accessing another person’s files. These actions are illegal, even if only for the purpose of “browsing”.

6. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

7. Users will not use the district system to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

8. Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.

9. Students will not attempt to access non-instructional district systems, such as student information systems or business systems.

10. Users will not use sniffing or remote access technology to monitor the network or other user’s activity.

11. Users will not use any wired or wireless network (including third-party Internet service providers) with equipment brought from home. Example: The use of a home computer on the network or accessing the Internet from any device not owned by the district.

12. Users will not use district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.

13. Users will not possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety, using the Internet or Web sites at school to encourage illegal behavior, or threatening school safety.

14. Users will not use the district equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.

15. Students will not connect district equipment to any third-party wired or wireless network.
**Student Use of Technology**

**Technology Protection Measure (Internet Filtering)**

The district has selected a technology protection measure (Internet filtering) for use with the district Internet system. The filtering technology will always be configured to protect against access to material that is obscene, illegal (i.e., child pornography) and material that is harmful to minors, as defined by the Children's Internet Protection Act. The district or individual schools may, from time to time, reconfigure the filtering software to best meet the educational needs of the district or schools and address the safety needs of the students.

The district technology department will conduct an annual analysis of the effectiveness of the selected filter and will make recommendations to the Superintendent regarding the selection and configuration of the filter.

The filter may not be disabled at any time that students may be using the district Internet system, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. The filter may be disabled during non-student use time for system administrative purposes.

Filtering technology has been found to inappropriately block access to appropriate material. To ensure that the implementation of the technology protection measure is accomplished in a manner that retains district control over decision making regarding the appropriateness of material for students, does not unduly restrict the educational use of the district Internet system by teachers and students, and ensures the protection of students' constitutional right to access to information and ideas, authority will be granted to selected educators to temporarily or permanently unblock access to sites blocked by the filter.

Authority to temporarily unblock access will be granted to building administrators and or his/her designees, and any media specialists or teacher who regularly uses the Internet for instructional purposes who request permission to have such authority. Individuals granted authority to temporarily unblock sites must meet standards for technical proficiency that are deemed necessary to ensure the security of the system. The technology department shall determine such standards.

To temporarily unblock a site, the authorized individual must review the content of the site, outside of the presence of any student, prior to allowing access to the site by a student.

Reports of all instances of temporary unblocking will automatically be forwarded to the Director of Technology.

If an unauthorized individual believes that the blocked site should be permanently unblocked, a recommendation will be forward to the Director of Technology. The Director of Technology will make a decision to permanently unblock access to the site or may delegate the decision. A list of all sites that have been permanently unblocked, together with the rationale for making the decision to unblock the site will be forwarded on a monthly basis to the superintendent and the district technology office.

A request to unblock process will be established in secondary libraries to allow students to anonymously request that a blocked site be temporarily or permanently unblocked.
Student Use of Technology

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.

2. Students shall use the district’s system safely, responsibly, and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 - Conduct)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student’s full name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131.6 - Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
Student Use of Technology

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall immediately report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

(cf. 5145.12 - Search and Seizure)

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
Mountain View Whisman School District
Student Technology Acceptable Use Policy

Mountain View Whisman School District provides student access to the district’s network. This network includes Internet access, computer or online services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing students for success in life and work in the 21st century by providing them with access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for students’ acceptable use of the district network.

- The Mountain View Whisman School District electronic network has been established for a limited educational purpose.
- The Mountain View Whisman School District electronic network has not been established as a public access service or a public forum. Mountain View Whisman School District has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all students. Access is a privilege — not a right.
- The district reserves the right to monitor all activity on this electronic network. Students will indemnify the district for any damage that is caused by students’ inappropriate use of the network.
- Students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Mountain View Whisman School District electronic network.

General Unacceptable Behavior

While utilizing any portion of the Mountain View Whisman School District electronic network, unacceptable behaviors include, but are not limited to, the following:

- Posting information that, if acted upon, could cause damage or danger of disruption.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Harassing another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop.
- Knowingly or recklessly posting false or defamatory information about a person or organization.
- Using criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Using speech that is inappropriate in an educational setting or violates district rules.
- Abusing network resources such as sending chain letters or “spamming”.
- Displaying, accessing or sending offensive messages or pictures.
- Using the Mountain View Whisman School District electronic network for commercial purposes.
- Using the Mountain View Whisman School District electronic network for political lobbying. Students may use the system to communicate with elected representatives and to express their opinions on political issues.
- Using district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.
- Using the district equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.
Mountain View Whisman School District
Student Technology Acceptable Use Policy

E-Mail
- Students may be provided with e-mail for specific educational projects or activities.

Web Sites
- Material placed on student Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the student may not be used on Web sites unless formal permission has been obtained.
- All student Web pages should have a link back to the home page of the classroom, school or district, as appropriate.

Personal Safety
- Students will not share personal contact information about themselves or other people. Personal contact information includes full name, address, telephone, school address.
- Students will not agree to meet with someone they have met online.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable.

System Security
- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should students provide their password to another person.
- Students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of the Mountain View Whisman School District electronic network that they have not been granted access to. This includes attempting to log in through another person's account or accessing another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.
- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Software and Files
- Software is available to students to be used as an educational resource. No student may install, upload or download software.
- A student's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Routine maintenance and monitoring of the Mountain View Whisman School District electronic network may lead to discovery that a student has violated this policy or the law. Students should not expect that files stored on district servers are private.
Technology Hardware

• Hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.
• Students are not permitted to connect district equipment to third party wired or wireless networks.

Use of Personal Electronic Devices on School Property

The term “personal electronic device” means any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces or displays voice and/or text communication or data. These include, but are not limited to cellular phones, pagers, smart phones, music and media players, gaming devices, tablets, laptop computers and personal digital assistants.

• The student who possesses a personal electronic device shall be solely responsible for its care. The District is not responsible for loss or damage to any personal electronic device that is used on school property.
• Students shall not use personal electronic devices on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.
• Student use of personal electronic devices that disrupt the instructional day may result in disciplinary action and/or confiscation of the personal electronic device.
• Students may not use personal electronic devices to take photos or capture video of other students or staff members without their knowledge and consent.

Plagiarism and Copyright Infringement

• Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the students’.
• Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

Videoconference

• Videoconferencing is a way that students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, students can see, hear, and speak with other students, speakers, museum personnel, etc. in real-time.
• Videoconference sessions may be recorded by district personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district.
• Students’ voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by students apply during all videoconference sessions.

Student Rights

• Students’ right to free speech applies to communication on the Internet. The Mountain View
Whisman School District electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.

- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

**Due Process**

- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.
- In the event there is an allegation that a student has violated the district acceptable use regulation and policy, the student will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

**Limitation of Liability**

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

**Violations of this Acceptable Use Policy**

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Students' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes, but is not limited to use of district network only under direct supervision, suspension or revocation of network privileges, suspension or expulsion from school, and/or legal action and prosecution by the authorities.

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee and the board shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Revision to Increase Hourly Wage for Unrepresented Hourly Employees

Estimated Time: 5 minutes

Person Responsible: Karen Robinson, Assistant Superintendent

Background:

On November 20, 2014, the Board approved updated wages for unrepresented hourly employees as recommended. One additional category of those employees needs to be added to the salary schedule. CELDT Coordinators should be separated from CELDT Testers with a wage of $25.00 an hour. In addition, one category of employee should be added: Academic Liaisons. The hourly wage for Academic Liaisons was not changed because it was at a competitive rate.

Fiscal Impact:

$3,090

Recommended Action:

That the Mountain View Whisman Board of Trustees approve the revision to updated hourly wages for the unrepresented hourly employees, as presented.
<table>
<thead>
<tr>
<th>Hourly Position Title</th>
<th>Positions Supported</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional Support (Substitute)</td>
<td>Child Nutrition Assistant (I, III)</td>
<td>$15</td>
</tr>
<tr>
<td>Instructional Support (Substitute)</td>
<td>Instructional Assistant</td>
<td>$16</td>
</tr>
<tr>
<td></td>
<td>Health Support</td>
<td></td>
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<td></td>
<td>Instructional Assistant - General</td>
<td></td>
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<td></td>
<td>Instructional Assistant - Special Education</td>
<td></td>
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<tr>
<td></td>
<td>Instructional Assistant - Lead AIS (TBD)</td>
<td></td>
</tr>
<tr>
<td>Instructional Support (Hourly Employee)</td>
<td>Tutor</td>
<td>$17</td>
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<td></td>
<td>Yard Duty</td>
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<tr>
<td></td>
<td>Child Care</td>
<td></td>
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<tr>
<td>Instructional Support (BTBLiaison)</td>
<td>Academic Liaison</td>
<td>$25</td>
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<tr>
<td>Clerical Support (Substitute)</td>
<td>Clerical Assistant (I, II, III)</td>
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<tr>
<td></td>
<td>Receptionist</td>
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<td>Student Services Clerk</td>
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<td>Department Secretary</td>
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<td>School Secretary</td>
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<td></td>
<td>Health Assistant</td>
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<td></td>
<td>Executive Assistant</td>
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<tr>
<td>Facilities Support I (Substitute)</td>
<td>Custodian</td>
<td>$17</td>
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<td></td>
<td>Child Nutrition Courier/Warehouse Worker</td>
<td></td>
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<tr>
<td>CELDT Tester</td>
<td>Tester</td>
<td>$17</td>
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<tr>
<td>CELDT Coordinator</td>
<td>Coordinator</td>
<td>$25</td>
</tr>
<tr>
<td>Technical Support I (Substitute)</td>
<td>Account Technician (I, II)</td>
<td>$18</td>
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<td></td>
<td>Child Nutrition Storekeeper</td>
<td></td>
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<td></td>
<td>Site Computer Lab Technician</td>
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<td></td>
<td>Interpreter</td>
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<tr>
<td>Bus Driver (Substitute)</td>
<td>Bus Driver</td>
<td>$20</td>
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<tr>
<td>Maintenance Support (Substitute)</td>
<td>Groundskeeper</td>
<td>$21</td>
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<td></td>
<td>Painter</td>
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<td></td>
<td>General Maintenance Worker</td>
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<td></td>
<td>Mechanic</td>
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<td></td>
<td>Utility Person</td>
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<tr>
<td>Student Engagement Support (Substitute)</td>
<td>At-Risk Intervention Supervisor</td>
<td>$22</td>
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<td></td>
<td>School &amp; Community Engagement Facilitator</td>
<td></td>
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<tr>
<td>Technical Support II (Substitute)</td>
<td>Account Technician (III, IV)</td>
<td>$23</td>
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<td></td>
<td>Technology Trainer &amp; Desktop Technician</td>
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<td></td>
<td>Human Resources Technician</td>
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<td></td>
<td>Payroll/Benefits Technician</td>
<td></td>
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<td></td>
<td>Student Services Coordinator</td>
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<tr>
<td>Foreign Language Support - Special Ed (Hourly Employee)</td>
<td>Translator</td>
<td>$25</td>
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<tr>
<td></td>
<td>Interpreter</td>
<td></td>
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<tr>
<td>Technical Support III (Substitute)</td>
<td>Assessment/Instructional Materials Coordinator</td>
<td>$25</td>
</tr>
</tbody>
</table>
Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Discussion
Agenda Item Title: Castro School Planning Update
Estimated Time: 30 minutes
Person Responsible: Dr. Kevin Skelly, Interim Superintendent

Background:

On November 20, 2014, the Board determined to establish two schools on the Castro campus, effective July 1, 2015. This item provides the Board an opportunity to hear an update on implementation of this decision.

Fiscal Implication:

None.

Recommended Action:

No action required.
NEW SCHOOLS PLANNING UPDATE

Terri Lambert, Principal
Marcela Simões de Carvalho, Asst. Principal
(Principal of DI School July 2015)
January 22, 2015
THE JOURNEY BEGINS

▷ On November 20, 2014 The MVWSD Board of Trustees voted unanimously to create 2 schools on the current Castro land.

▷ Traditional Program School:
  current enrollment 282 (330 when TK is included)
  projected enrollment for next year 307 (355 when TK is included)
  Principal Theresa Lambert

▷ Dual Immersion School:
  current enrollment: 387
  projected enrollment for next year 390
  Principal Marcela Simoes de Carvalho
Two New Schools
Major Tasks

Instructional Programs

Logistics for Sharing Facilities

New Facilities
Citizen Advisory Committee for naming of each school. (per Board Policy 7310)
Apply for new school codes with the California Department of Education.
This will be part of the School Naming and Building Project Committee.
Both staffs plan instructional program, Phases 1 & 2
District begins design work and builds construction timeline.
Gather parent input and feedback on program changes and facilities design.
Ongoing communication with Board of Trustees and stakeholders.

Aug. 2015 to June 2016 Operate as two school
Both staffs continue to plan instructional program, Phases 1 & 2
Gather parent input and feedback on program changes and facilities design.
District continues design and construction process.
Ongoing communication with Board of Trustees and stakeholders.

New Buildings Open — Timeline TBD
New buildings
Both staffs continue planning and implementing instructional program
Ongoing communication with Board of Trustees and stakeholders.
*Parent communication and input: ELAC, SSC, Open Meetings by program periodically from January to June as staff work progresses.

*Each school will form new ELAC, SSC, School Leadership Teams, District Committee representations. PTA is exploring their options and determining their next steps.

*Budget and support personnel for each school
INSTRUCTION PHASE I & II

Traditional Program School

**Turn Around Principles**
- Researched-based Instructional Strategies
- Extended learning
- Effective Teachers – Professional Learning
- Data-driven Instruction
- Leadership
- School Environment
- Family Engagement

Dual Immersion School

**Guiding Principles**
- Assessment & Accountability
- Curriculum
- Instruction
- Staff Recruitment & Professional Learning
- Program Structure
- Family & Community Support & Resources
Staff is currently discussing options to address various considerations (e.g., office space, daily schedules, materials, equipment, coordinated activities, extracurricular schedules).

Shared areas and coordinated events

Parent communication and input: ELAC, SSC, Open Meetings by program periodically from January to June as staff work progresses.
Site Planning Committee:
School Naming & Building Design review and input
Comprised of representation from parents, staff, teachers and site admin.

Application for New School Codes when naming process is complete – target is March 2015

School Committee reviews and provides input on facilities design as architect plans proceed

*Parent communication and input: ELAC, SSC, Open Meetings by program periodically from January to June as staff work progresses.
NEXT STEPS

Report back to the Board in March with progress of the Site Facilities Planning Committee naming the facilities and other progress.
Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Board Policy and Administrative Regulation No. 6164.6, Section 504 of the Rehabilitation Act of 1972, Referral, Identification and Education Procedures

Estimated Time: 5 minutes

Person Responsible: Cynthia Loleng-Perez, Director of Special Education

Background:

The District reviewed current 504 Plan documents and has developed a Board Policy and Administrative Regulation for 504 Plan with input from the Leadership Team. The District’s plan is to fully implement the 504 Plan Board Policy, Administrative Regulation, and forms. This policy and regulation are new to the District.

Fiscal Implication:

None.

Recommended Action:

That the Board approve Board Policy No. 6164.6, Section 504 of the Rehabilitation Act of 1972, Referral, Identification and Education Procedures and review Administrative Regulation No. 6164.6, Section 504 of the Rehabilitation Act of 1972, Referral, Identification and Education Procedures at first reading, as presented.
Instruction

Section 504 of the Rehabilitation Act of 1973
Referral, Identification, and Education Procedures

The Governing Board believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. The district shall work to identify children with disabilities who reside within its jurisdiction in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide identified students with disabilities with a free appropriate public education, as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the “Procedural Safeguards” section of the accompanying administrative regulation.

Legal Reference:
EDUCATION CODE
49423.5 Specialized physical health care services
CODE OF REGULATIONS, TITLE 5
3051.12 Health and Nursing Services
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
705 Definitions; Vocational Rehabilitation Act
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.61 Nondiscrimination on the basis of handicap, especially:
104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973
104.3 Definitions
104.32 Location and notification
104.33 Free appropriate public education
104.34 Educational setting
104.35 Evaluation and placement
104.36 Procedural safeguards
Section 504 of the Rehabilitation Act of 1973
Referral, Identification, and Education Procedures

COURT DECISIONS

Management Resources:
CSBA PUBLICATIONS
Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, November 2007
CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES
Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter; January 2013
Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr
Identification and Education Under Section 504

The Governing Board recognizes the need to identify and evaluate children with disabilities in order to provide them with the services required by law.

Students who, because of a Section 504 disability, need or are believed to need regular or special education and services are addressed under this policy. Students who are identified as eligible for special education and related services under the criteria set forth in the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") are not addressed under this policy, as the needs of such students are provided for elsewhere under district Board Policies and Regulations, state and federal law, and Special Education Local Plan Area ("SELP A") procedures.

Definitions and Eligibility

A student with a disability is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
2. Has a record of such an impairment; or
3. Is regarded as having such impairment.

All students qualifying under this definition are entitled to protections from discrimination, including but not limited to protection from retaliation and harassment on the basis of disability. However, only students qualifying under subdivision (1) (i.e., those with an actual physical or mental impairment that substantially limits one or more major life activities) are eligible to receive a FAPE under Section 504. (34 CFR 104.33)

Free appropriate public education (FAPE) under Section 504 of the Rehabilitation Act of 1973 means the provision of either regular or special education and related aids and services, designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

A physical or mental impairment means: any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional, and specific learning disabilities. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. The law does not limit eligibility to specific diseases or categories of medical conditions.
Instruction

Section 504 of the Rehabilitation Act of 1973

Referral, Identification, and Education Procedures

The term substantially limits shall be interpreted consistently with the findings and purpose of the Amendments to the Americans with Disabilities Act ("ADA") that went into effect on January 1, 2009. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

Whether an impairment substantially limits a major life activity shall be determined without regard to the ameliorative effects of mitigating measures such as: medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavioral or adaptive neurological modifications. Thus, the ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether impairment substantially limits a major life activity.

Major life activities include, but are not limited to, caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, function of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Learning, reading, concentration, thinking, and communication are typically, but not always, the major life activities utilized to determine Section 504 eligibility in a school setting.

Referral, Identification, and Evaluation

Any student may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made in writing to either a site-level or district-level Section 504 Coordinator. The principal at each school site (or designee) is designated as the site-level Section 504 Coordinator. The Director of Special Education (or designee) is designated as the district-level Section 504 Coordinator. For information or questions concerning this policy, please contact the applicable Section 504 Coordinator or the Mountain View Whisman School District Office at 750 A San Pierre Way, Mountain View, CA 94042.

Upon receipt of a referral for eligibility, the site-level or district-level 504 Coordinator shall within a reasonable time consider the referral. To determine whether an evaluation is appropriate, this consideration may include a review of the student’s school records, including academic and nonacademic areas of the school program; consultation with the student’s teacher(s), other professionals, and the student’s parent/guardian, as appropriate; and analysis of the student’s need and any other relevant information.
School district may always use regular education intervention strategies to assist students with difficulties in school. Section 504 only requires school districts to refer a student for an evaluation for possible special education or related aids and services or modification to regular education if the student, because of disability, needs or is believed to need such services.

If it is determined that, because of disability, an evaluation is unnecessary, the site-level or district-level 504 Coordinator shall inform the parent/guardian in writing of this decision and of the parent’s/guardian’s procedural safeguards, as describe in the “Procedural Safeguards” section below.

If it is determined that a student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to initial placement and before any significant change in placement, unless agreed otherwise. (34 CFR 104.35)

Prior to conducting an evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district’s evaluation procedures shall ensure tests and other evaluation materials, if any: (34 CFR 104.35)

1. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers;

2. Are tailored to assess specific areas of educational need and are not based solely on a single IQ score; and

3. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student’s impaired sensory, manual, or speaking skills unless the test is designed to measure these particular deficits.

Section 504 Plan and Placement

A multi-disciplinary 504 team shall be convened to review the evaluation data and to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including such sources as aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34 [See paragraph below regarding placement in the regular educational environment]. (34 CFR 104.35)
Section 504 of the Rehabilitation Act of 1973
Referral, Identification, and Education Procedures

If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE. The parent/guardian shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

If the 504 team determines that no 504 plan is necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.

An eligible student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)

The district shall complete the identification, evaluation, and placement process within a reasonable time frame.

A copy of the student's Section 504 plan shall be maintained as a pupil record. Any district staff member providing services to the student under his/her Section 504 plan shall be informed of the student's Section 504 plan's requirements.

Review and Reevaluation

The 504 team shall periodically monitor the progress of the student and the effectiveness of the student's Section 504 plan to determine whether the services are appropriate and necessary, and whether the student's needs are being met as adequately as the needs of nondisabled students. In addition, the 504 team shall periodically reevaluate the student's Section 504 eligibility. In determining the need for periodic review and evaluation, the 504 team shall be guided by the IDEA provisions requiring annual review and triennial reevaluation. The need for periodic review and reevaluation shall also be considered on a case-by-case basis (e.g. prior to a significant change in placement or upon parental request).

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)
Procedural Safeguards

Parent/guardian shall be notified in writing of all district decisions regarding the identification, evaluation, or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their right to: (34 CFR 104.36)

1. Examine relevant records;
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel; and
3. Have a review procedure.

Notification shall also set forth the procedure for requesting an impartial hearing.

If a parent/guardian disagrees with actions or decisions regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing in accordance with the following procedures:

(Note: If a parent/guardian wishes to file a complaint alleging that a student with a disability has been subjected to discriminatory treatment (e.g., harassment or accessibility issues), he/she may file a complaint in accordance with the district’s Uniform Complaint Procedures.)

Within 30 days of the district’s action or decision with which the parent/guardian disagrees, the parent/guardian may request an administrative review of the action or decision. This request shall be made in writing to the district-level Section 504 Coordinator and shall include:

1. The specific nature of the decision with which the parent/guardian disagrees;
2. The specific relief the parent/guardian seeks; and
3. Any other information the parent/guardian believes pertinent.

The 504 Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue. This review shall be held within 14 days of receiving the parent’s/guardian’s written request.

If the parent/guardian chooses not to participate in an administrative review, or if the review does not resolve the issue, the parent/guardian may seek a Section 504 due process hearing. The parent’s/guardian’s request for a hearing shall be made within 30 days of the district’s action or decision with which the parent/guardian disagrees, or, if an administrative review is held, within 14 days of completion of the administrative review process. This request shall be made in writing to the district-level Section 504 Coordinator and shall include:
Instruction

Section 504 of the Rehabilitation Act of 1973
Referral, Identification, and Education Procedures

1. The specific nature of the decision with which the parent/guardian disagrees;
2. The specific relief the parent/guardian seeks; and
3. Any other information the parent/guardian believes pertinent.

Within 30 days of receiving the parent/guardian's request, the Superintendent (or designee) shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

To ensure impartiality, such officers shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504;
2. Present written and oral evidence;
3. Question and cross-examine witnesses; and
4. Receive written findings by the hearing officer.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent (or designee) shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Board Bylaw No. 9322, Agenda/Meeting Materials

Estimated Time: 5 minutes

Person Responsible: Kevin Skelly, Interim Superintendent

Background:

Board Bylaw No. 9322, Agenda/Meeting Materials has been updated to reflect a change in how Board members request items to be agendized for future meetings. New additions are shown in italicized text and deletions are shown in strikethrough text.

Fiscal Implication:

None.

Recommended Action:

That the Board approve Board Bylaw No. 9322, Agenda/Meeting Materials at first reading, as presented.
AGENDA/MEETING MATERIALS

Governing Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board’s consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5, Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspections of agenda documents that have been distributed to the Board less than 72 hours before the meeting.

The agenda shall specify that an individual should contact the Superintendent or designee if her/she requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district’s vision and goals and the Board’s focus on student learning.

A member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to Superintendent or Board president with supporting documents and information, if any, at least ten days before the scheduled meeting date. Items submitted less than a week before the meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.
AGENDA/MEETING MATERIALS

A Board member may agendize an item for a future meeting by proposing such during the “Items for Future Agendas/Board Meetings” section of a meeting and receiving a supporting majority vote. The support of a second Board member.

Any Board action that involves borrowing $100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5144.1 - Suspension and Expulsion/ Due Process)
(cf. 9323.2 - Actions by the Board)

Consent Agenda/Calendar

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items are items of a routine nature or items for which Board discussion is not anticipated and for which the Superintendent recommends approval.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

Agenda Dissemination to Board Members

At least three days before each regular meeting each Board member shall be provided with a copy of the agenda and agenda packet including the Superintendent or designee’s report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to distribute the agenda and support materials to Board members as soon as possible before the meeting.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items, or express any related concerns. However, a majority of Board members shall not directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda Dissemination to Members of the Public

The Superintendent or designee shall mail or email a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed or emailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)
AGENDA/MEETING MATERIALS

If a document is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at the time the document is distributed to a majority of the Board provided that the document is a public record under the Public Records Act and relates to an agenda item for an open session of a regular Board meeting. The Superintendent or designee may also post the document on the district’s web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee.

Legal Reference:
EDUCATION CODE
35144 Special meetings
35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Public records
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Approval of Contract with PROACT Search for Superintendent Search

Estimated Time: 10 minutes

Person Responsible: Karen Robinson, Assistant Superintendent

Background:

At their meeting on January 12, 2015, the Board interviewed six superintendent search firms and selected PROACT Search to conduct a search for a new superintendent.

Fiscal Implication:

$20,000 plus normal expenses

Recommended Action:

That the Board approve the contract with PROACT Search to conduct a search for a new superintendent.
EXECUTIVE SEARCH AGREEMENT

This Agreement is entered into and effective as of the _st day __________, 201_, and is by and between MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT ("CLIENT") and PROACT SEARCH, LLC ("PROACT").

CLIENT is seeking to retain the services of an experienced and reputable search organization to assist it in executive search services for a Superintendent. PROACT has the requisite qualifications and experience to assist CLIENT and is willing to provide such assistance. Accordingly, the parties desire to reduce their agreement to engage in writing.

Therefore, the parties agree as follows:

1. Term: The term of this Agreement shall begin on date and shall continue until the earlier of Client's hiring of a candidate.

2. Duties: PROACT's duties, shall be as set forth in Exhibit A (PROACT Search Proposal), attached hereto and incorporated herein by reference, and which may be amended upon the mutual agreement of the parties from time to time. Such duties shall be listed specifically in Exhibit A (attached document).

3. Written Reports: CLIENT may periodically request and PROACT shall provide upon such request project plans, progress reports and a final results report.

4. Confidentiality: As provided and permitted by law, PROACT shall maintain in strictest confidence any information obtained in the course of the transaction set forth in this Agreement. Any breach of this provision shall enable CLIENT to terminate this Agreement for cause as set forth in Section 18.

5. Independent Consultant: This Agreement shall not render PROACT an employee, partner, agent of, or joint venture with CLIENT for any purpose. PROACT is and shall remain an independent consultant in his/her relationship to CLIENT. CLIENT shall not be responsible for withholding taxes with respect to PROACT's compensation hereunder. PROACT shall have no claim against CLIENT hereunder or otherwise for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits, or employee benefits of any kind.

6. Insurance: PROACT shall carry general liability and auto insurance relative to any service that it performs for CLIENT, and shall add the CLIENT as an additional insured. As well, PROACT shall carry workers compensation insurance covering the activities of its officers, managers and employees during its performance of this Agreement.

7. Successors and Assigns: All of the provisions of this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, if any, successors, and assigns. PROACT shall not assign any of his/her rights under this Agreement, or delegate the performance of any of his/her duties hereunder, without the prior written consent of CLIENT.

8. Choice of Law; Right to Injunction; Arbitration. The laws of the state of CALIFORNIA and in the county of SANTA CLARA shall govern the validity of this Agreement, the construction of its terms, and the interpretation of the rights and duties of the parties hereto. The parties further acknowledge that the services to be rendered by PROACT under this Agreement and the rights and privileges granted to CLIENT under the Agreement are of a special, unique, unusual, and extraordinary character which gives them a peculiar value, the loss of which cannot be reasonably or adequately compensated by damages in any action at law, and the breach by PROACT of any of the provisions of this Agreement shall cause CLIENT irreparable injury and damage. PROACT expressly agrees that CLIENT shall be entitled to injunctive and other equitable relief in the event of, or to prevent, a breach of any provision of this Agreement by PROACT. Resort to such equitable relief, however, shall not be construed to be a waiver of any other rights or remedies that CLIENT may have for damages or otherwise. The various rights and remedies of CLIENT under this Agreement or otherwise shall be construed to be cumulative, and no one of
them shall be exclusive of any other or of any right or remedy allowed by law. Any controversies arising out of the terms of this Agreement or its interpretation shall be settled in MOUNTAIN VIEW, CALIFORNIA in accordance with the rules of the American Arbitration Association, and the judgment upon award may be entered in any court having jurisdiction thereof.

9. **Waiver:** Waiver by one party hereto of breach of any provision of this Agreement by the other shall not operate or be construed as a continuing waiver.

10. **Compliance with Laws.** Both parties agree to comply with all Federal and CALIFORNIA laws governing their relationship or the transaction contemplated under this Agreement.

11. **Notices:** Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if personally served or if deposited in the United States mail. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand, or other communication is given by mail, such notice shall be conclusively deemed given five days after deposit thereof in the United States mail addressed to the party to whom such notice, demand, or other communication is to be given as follows:

**If to PROACT:**

Thomas Vranas  
PROACT SEARCH, LLC  
1215 Washington Avenue  
Suite 300  
Wilmette, IL 60091

**If to CLIENT:**

Mountain View Whisman School District  
750-A San Pierre Way  
Mountain View, CA 94043

Either party hereto may change its address for purposes of this paragraph by written notice given in the manner provided above.

12. **Modification or Amendment:** No amendment, change, or modification of this Agreement shall be valid unless in writing signed by the parties hereto.

13. **Entire Understanding:** This Agreement and any exhibit attached constitute the entire understanding and agreement of the parties, and any and all prior agreements, understandings, and representations are hereby terminated and canceled in their entirety and are of no further force and effect.

14. **Unenforceability of Provisions:** If any provision of this Agreement, or any portion thereof, is held to be invalid and unenforceable, then the remainder of this Agreement shall nevertheless remain in full force and effect.

15. **Termination:**

a. **Without Cause.** PROACT or CLIENT may terminate this contract at any time for any reason by giving at least fourteen (14) days notice in writing. If the contract is terminated by CLIENT as provided herein, PROACT shall be paid a fair payment as negotiated with CLIENT for the work completed as of the date of termination.

b. **For Cause.** Either party may terminate this Agreement immediately upon the occurrence of any of the following:
   i. Material breach of this Agreement.
ii. Prospective inability of either party to complete its responsibilities as set forth in this Agreement. If this Agreement is terminated for cause, CLIENT shall not be obligated to compensate PROACT for any fees or expenses payable after such termination.

16. Fee Structure: CLIENT shall pay PROACT a total service fee of $20,000 for the search (not including advertisements costs to outside publications specifically requested by the District and all travel fees) and an organizational review by the following schedule for services:
   a. Upon Execution of Contract – $6,666.66
   b. Upon Delivery of Candidates – $6,666.66
   c. Upon Successful Hire of Candidate or 30 days after candidate delivery – $6,666.66

   All additional expenses, including consultant travel and candidate travel shall be subject to prior approval by CLIENT. Fees and approved expenses shall be paid within 30 days of CLIENT’s receipt of an invoice from PROACT.

   Within 6 months of the formal presentation of candidates, should CLIENT hire a candidate presented by PROACT for a position other than the position listed in paragraph two above, CLIENT shall pay PROACT 50% of the search fee.

IN WITNESS WHEREOF the undersigned have executed this Agreement as of the day and year first written above. The parties hereto agree that facsimile signatures shall be as effective as if originals.

PROACT

By: ____________________________
    Thomas Vranas, PRESIDENT

CLIENT

By: ____________________________
    Terese McNamee, Chief Business Officer
Request for Proposals for a Professional Services Search Firm
for Superintendent of the Mountain View Whisman School District
PROACT Search is excited to respond to the Request for Information for the Mountain View Whisman School District. We understand that your district will soon begin the process of hiring a new Superintendent and we are excited about the opportunity to work with you. We are based in Chicago and have extensive experience helping School Districts find Superintendents across the nation.

The search process should be an exciting and unifying opportunity for everyone connected with the school district. You are not, as we know you understand, just hiring to fill a position. The identification, recruitment, and selection of the type of educational leader you desire for your school district requires a high level of initial confidentiality in the search process, and high level of confidence in your search firm.

We believe that our full range of educational and business expertise and consulting capabilities provides you with contacts not available through many usual approaches to search. We assure you we do not have a “stable” of ready candidates who want a new job. For each search that our firm does, we assemble a team that we believe is best suited to meet the needs of the particular school district we are serving, and we recruit individuals who meet the needs of your district at this time.

We are pleased to provide the attached brief and believe strongly that we possess the ideal experience and commitment necessary to execute the requirements with the highest degree of success. We would be happy to meet with you in person to discuss our process in more detail. For questions or clarifications, please contact me by email at GarySo@PROACTSearch.com or by phone at 800.944.6129. I look forward to further discussion and PROACT would be honored to serve in a search capacity for your Board.

Sincerely,

Gary Solomon, CEO
PROACT Search, LLC
1215 Washington Avenue, Suite 300
Wilmette, IL 60091
garyso@proactsearch.com
Mobile Phone: 312.446.8917
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</tr>
<tr>
<td>6. WORK PLAN: SCOPE OF WORK</td>
<td>15</td>
</tr>
<tr>
<td>6. WORK PLAN: DETAILED OUTLINE</td>
<td>18</td>
</tr>
<tr>
<td>7. COST</td>
<td>22</td>
</tr>
<tr>
<td>8. CLIENT SATISFACTION</td>
<td>24</td>
</tr>
<tr>
<td>9. CONTRACT FORM</td>
<td>25</td>
</tr>
<tr>
<td>10. ADDITIONAL INFORMATION</td>
<td>26</td>
</tr>
</tbody>
</table>
Thomas Vranas, President, PROACT Search
1817 Church Street, Floor 2
Evanston, IL 60201
Email: tom@k12leader.com
Phone: 800.944.6129
2. EXECUTIVE SUMMARY

PROACT Search has grown since our founding in 1997 by maintaining company ideals of best-in-class operations, personal attention from all members of the ownership and management team and only engaging in a select number of engagements concurrently.

The professionals at PROACT Search understand the pressures that today’s school boards and district executives face. More importantly, we know how to help schools, districts, and the people who run them. We have worked with hundreds of organizations in a variety of industries and helped them with all types of executive search and management issues. In addition, our founder and many consultants have firsthand experience working in public education.

While you will have the opportunity to view a variety of similar services and processes, PROACT Search would like to highlight the following benefits, qualifications, and experience that are strictly unique to PROACT Search:

- PROACT Search is all about people and relationships.
  - Our team and their unique and deep relationships within the educational community and the boards we assist. We continue to grow and develop new relationships with each new search, which only adds to our success and network within public education.
  - Unlike other firms, PROACT ensures that both the Board as well as all candidates are constantly updated to ensure a smooth and successful search process. We you to contact not just the hired executive, but any of the candidates in our searches or the board members that we worked for.

- PROACT Search has more access to higher-level candidates.
  - We perform over 100 administrative searches, annually, for cabinet level positions, so we are connected to up and coming talent in districts across the country.
  - We have developed a powerful technology that gives us targeted access to over 1.6 million educators, allowing us to quickly and effectively recruit candidates with specific experience and skill sets, while saving the district the unnecessary expense of costly advertising.
  - PROACT Search is a founding member of The SUPES Academy, a leadership development program that prepares over 250 current and aspiring leaders in K-12 education every year. Our familiarity with the specific and practical demands of the superintendency, and high performing up and coming talent provides a more holistic perspective on the qualifications of each candidate.

- PROACT Search understands the value of thorough vetting and due diligence early on in the search process.
  - We are committed to presenting your district with top quality, full vetted candidates.
  - From the start of recruitment, we dive deep into each candidate’s through thorough public domain checks to be sure we are presenting you top caliber candidates.
  - PROACT conducts deeper background checks earlier on in the process. All credentials are validated and verified, as well as employment history and references; additionally we conduct consumer credit and criminal background investigations.

- PROACT Search is committed to using the best in class technology platforms to perfect a balance of efficiency and user-friendliness.
  - We use significant amounts of user friendly technology to ensure a swift and efficient search process.
  - The technology platforms we have invested in allow the process to move quicker and makes it easier for all parties involved.

- PROACT Search always finds the best fit executives...and will NEVER recruit them away.
  - We will never recruit from past superintendent placements and will never recruit internally from our team. Never.

- PROACT Search will provide valuable national perspective to you search.
  - We work with schools, school districts and school leaders every day. We complement our relationships with K12 leaders across the country with a deep commitment to following best practices in school reform.
3. OVERVIEW OF COMPANY

Overview of Company: Provide address, telephone, fax, and email. Designate whether firm is local, regional, or national. Describe areas of expertise and types of searches performed by the firm.

Address: PROACT Search is located at 1215 Washington Ave, Suite 300, Wilmette, IL, 60091.

Phone: 800.944.6129

Fax: 866.929.0374

Email: Gary@kl2leader.com

PROACT Search is a national search firm that specializes in K12 education administration. In the past, we have worked with school districts and charter organizations across the country to recruit best-fit principals, administrators, and superintendents. Below is an outline of our past experience placing Superintendents in districts across the country in the last 3 years.

**Superintendents are still in this position.**

<table>
<thead>
<tr>
<th>District</th>
<th>Year of Placement</th>
<th>Dates of Search</th>
<th>State</th>
<th>Students</th>
<th>Placement</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canutillo ISD</td>
<td>2013</td>
<td>February to April</td>
<td>TX</td>
<td>6,000</td>
<td><strong>Pedro Galaviz</strong></td>
<td>1</td>
</tr>
<tr>
<td>Charlotte-Mecklenburg Schools</td>
<td>2012</td>
<td>September 2011-April 2012</td>
<td>NC 136,000</td>
<td>Heath E. Morrison</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Community HSD 218</td>
<td>2014</td>
<td>October to Present</td>
<td>IL</td>
<td>5,200</td>
<td>In Process</td>
<td>NA</td>
</tr>
<tr>
<td>ConVal SD</td>
<td>2013</td>
<td>January to March</td>
<td>NH</td>
<td>2,500</td>
<td><strong>Brendan Minnihan</strong></td>
<td>1</td>
</tr>
<tr>
<td>Dallas ISD</td>
<td>2012</td>
<td>September 2011-April 2012</td>
<td>TX 157,000</td>
<td><strong>Mike Miles</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>East Baton Rouge School System</td>
<td>2012</td>
<td>September 2011-March 2012</td>
<td>LA 43,000</td>
<td><strong>Bernard Taylor, Jr.</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>El Paso ISD</td>
<td>2013</td>
<td>December 2012-August 2013*</td>
<td>TX 64,000</td>
<td><strong>Juan Cabrera</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ferguson-Floissant School District</td>
<td>2014</td>
<td>August to Present</td>
<td>MO</td>
<td>12,000</td>
<td>In Process</td>
<td>NA</td>
</tr>
<tr>
<td>Hays CISD</td>
<td>2013</td>
<td>February to May</td>
<td>TX</td>
<td>15,000</td>
<td><strong>Michael McKie</strong></td>
<td>1</td>
</tr>
<tr>
<td>Jennings School District</td>
<td>2012</td>
<td>November 2011-April 2012</td>
<td>MO 3,000</td>
<td><strong>Tiffany Anderson</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Manchester Public Schools</td>
<td>2013</td>
<td>January to May</td>
<td>NH</td>
<td>15,500</td>
<td><strong>Debra Livingston</strong></td>
<td>1</td>
</tr>
<tr>
<td>Millard Public Schools</td>
<td>2014</td>
<td>November 2013-March 2014</td>
<td>NE 22,000</td>
<td><strong>Ilm Sutfin</strong> Just Placed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Nebraska Dept. of Education</td>
<td>2013</td>
<td>May to December</td>
<td>NE</td>
<td>303,000</td>
<td><strong>Matt Blomstedt</strong></td>
<td>1</td>
</tr>
<tr>
<td>New Haven Public Schools</td>
<td>2013</td>
<td>March to July</td>
<td>CT</td>
<td>22,000</td>
<td><strong>Garth Harries</strong></td>
<td>1</td>
</tr>
<tr>
<td>Norwalk Public Schools</td>
<td>2013</td>
<td>March to July</td>
<td>CT</td>
<td>11,000</td>
<td><strong>Manny Rivera</strong></td>
<td>1</td>
</tr>
<tr>
<td>Oklahoma City Public Schools</td>
<td>2014</td>
<td>September 2013-March 2014</td>
<td>OK 43,000</td>
<td><strong>Rob Neu Just Placed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omaha Public Schools</td>
<td>2012</td>
<td>October to December</td>
<td>NE</td>
<td>49,000</td>
<td><strong>Mark Evans</strong></td>
<td>1</td>
</tr>
<tr>
<td>Portland Public Schools</td>
<td>2012</td>
<td>January to May</td>
<td>ME</td>
<td>7,000</td>
<td><strong>Emmanuel Caulk</strong></td>
<td>2</td>
</tr>
<tr>
<td>School District</td>
<td>Year</td>
<td>Period</td>
<td>State</td>
<td>Amount</td>
<td><strong>Name</strong></td>
<td>Code</td>
</tr>
<tr>
<td>------------------------</td>
<td>------</td>
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<td>------</td>
</tr>
<tr>
<td>Richmond Public Schools</td>
<td>2013</td>
<td>July to December</td>
<td>VA</td>
<td>23,400</td>
<td>Dana Bedden</td>
<td>1</td>
</tr>
<tr>
<td>Socorro ISD</td>
<td>2012</td>
<td>April to July</td>
<td>TX</td>
<td>42,569</td>
<td>Jose Espinoza</td>
<td>2</td>
</tr>
<tr>
<td>Tucson USD</td>
<td>2013</td>
<td>April to June</td>
<td>AZ</td>
<td>53,000</td>
<td>HT Sanchez</td>
<td>1</td>
</tr>
</tbody>
</table>
4. EXPERIENCE AND QUALIFICATIONS

a. Describe past searches and the strategy and methodology used to find, recruit, and successfully match candidates with past clients.

Below is a visual outline of the various phases of the search process that PROACT has used to recruit best-fit candidates in the past, and plans to implement for the MVWSD Superintendent Search. A detailed search plan will follow in the Work Plan Section.

**Phase I**
- **1 Week**
- **Kick Off and Preparation**
  - Kick Off Meeting and Initial Documentation, Clarify Roles and Responsibilities
  - Discuss Search Process in Detail
  - Prepare Job Description, Customized Application, and Marketing Materials
  - Research potential candidates, recruiting targets, organization, etc to reach out to throughout the recruitment process

**Phase II**
- **4-8 Weeks**
- **Community Engagement**
  - Arrange for a variety of community engagement activities to identify desired characteristics, including but not limited to: interviews, Focus Groups, Public Hearings, Town Hall Meetings, and an Online Survey
  - PROACT to compile a Community Engagement Report and Position Profile to be used in the recruitment and evaluation process

**Phase III**
- **5-7 Weeks**
- **Recruitment and Screening**
  - Reach out to high-fit, potential targets through email, calls, and face-to-face visits
  - Local/state regional/national newspapers
  - Other education publications and websites
  - PROACT conducts interviews with high-potential applicants

**Phase IV**
- **1 Week**
- **Presentation and Selection**
  - Present top 8-12 candidates to district
  - Applicant materials to include: Candidate Summary, Resume/Bio, Interview Rubric and Notes, Application Responses, Public Domain Search, Reference Checks
  - Select semi-finalist candidates for interview process

**Phase V**
- **1-2 Weeks**
- **District Interviews**
  - Coordination of interviews between selected semi-finalist candidates and district (phone, skype, or in-person)
  - PROACT completed full background checks in advance of final round interviews with district
  - District selection, offer, and hire of a final candidate
Most importantly, PROACT Search is unique in its ability to recruit a deep and diverse pool of candidates. PROACT achieves this feat by utilizing direct, research-based recruitment in combination with wide networks and strategic advertising. In direct recruitment, the PROACT research team utilizes the public domain and school district websites to determine potential high-fit candidates. Then, the PROACT recruitment team contacts these individuals. In this way, PROACT can reach a wider candidate base and even recruit talented educators not necessarily looking for another job. PROACT consultants in the field also reach out to their networks. All of these efforts, when combined with strategic advertising, rapidly disseminate information about the position and attract the strongest candidates.

In addition to the targeted marketing and recruitment, we also typically post positions to State Job Boards, local newspapers; National Association of State Boards of Education; Association of Latino Administrators and Superintendents; National Alliance of Black School Educations; Hispanic Outlook in Higher Education; Women in High Education; Education American Network Website; National Association of School Superintendents; and others depending on the desire of the Board.

**b. Explain whether or not candidates were successful after placement, and what was learned from those experiences.**

PROACT prides itself on recruiting best-fit candidates. Please allow us to present the following data to validate our claim.

- Of the 49 Superintendents hired since 2003, over 50% are still in place.
- In the last 5 years, 88% of PROACT’s placements lasted longer than 3 years.
- None of PROACT’s placements have lasted less than 1 year.

Additionally, many of PROACT’s placements in the Western and Southwestern United States have performed admirably, demonstrating best-fit and increase student achievement.

- Under Mr. Mike Miles’ leadership, the Dallas Independent School District has had the highest graduation rates in 31 years. Additionally, African-American students narrowed the achievement gap with their white peers by 1.5 percentage points. Hispanic students also narrowed the achievement gap by 0.9 percentage points. In each case, DISD outstripped the state of TX in making these gains. As a result of his successful leadership, Mr. Miles received a two-year contract extension.
- Dr. Jose Espinoza, Superintendent of Socorro ISD, placed in 2012, has received a two-year contract extension from his Board unanimously due to his great success in the district.
- After bringing stability to the tumultuous El Paso Independent School District, Mr. Juan Cabrera received high marks on his one-year evaluation, resulting in a contract extension in September.
- In Hays CISD, Superintendent Michael McKie hit the ground running, overseeing the passage of a much-needed bond package to increase funding and rolling out an innovative district-wide technology initiative. He too received a contract extension for his superior work.

**c. Provide at least three references.**

<table>
<thead>
<tr>
<th>District:</th>
<th>Oklahoma City Public Schools (OK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment:</td>
<td>45,000</td>
</tr>
<tr>
<td>Date of Service:</td>
<td>September 2013-March 2014</td>
</tr>
<tr>
<td>Superintendent Hired:</td>
<td>Rob Neu</td>
</tr>
<tr>
<td>Contact:</td>
<td>Lynne Hardin, Board President, <a href="mailto:lhardin@okcps.org">lhardin@okcps.org</a>, (405) 361-4491</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District:</th>
<th>Tucson Unified School District (AZ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment:</td>
<td>53,000</td>
</tr>
</tbody>
</table>
d. List searches from the last year, current searches, and pending searches for 2015.

Below, please see a table of the searches that PROACT conducted in 2013-2014.

<table>
<thead>
<tr>
<th>District</th>
<th>Year of Placement</th>
<th>Dates of Search</th>
<th>State</th>
<th>Students</th>
<th>Placement</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canutillo ISD</td>
<td>2013</td>
<td>February to April</td>
<td>TX</td>
<td>6,000</td>
<td>**Pedro Galaviz</td>
<td>1</td>
</tr>
<tr>
<td>ConVal SD</td>
<td>2013</td>
<td>January to March</td>
<td>NH</td>
<td>2,500</td>
<td>**Brendan Minihan</td>
<td>1</td>
</tr>
<tr>
<td>El Paso ISD</td>
<td>2013</td>
<td>December 2012-August 2013*</td>
<td>TX</td>
<td>64,000</td>
<td>**Juan Cabrera</td>
<td>1</td>
</tr>
<tr>
<td>Hays CISD</td>
<td>2013</td>
<td>February to May</td>
<td>TX</td>
<td>15,000</td>
<td>**Michael McKie</td>
<td>1</td>
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<tr>
<td>Manchester Public Schools</td>
<td>2013</td>
<td>January to May</td>
<td>NH</td>
<td>15,500</td>
<td>**Debra Livingston</td>
<td>1</td>
</tr>
<tr>
<td>Millard Public Schools</td>
<td>2014</td>
<td>November 2013-March 2014</td>
<td>NE</td>
<td>22,000</td>
<td>**Jim Sutfin</td>
<td>Just Placed</td>
</tr>
<tr>
<td>State of Nebraska Dept. of Education</td>
<td>2013</td>
<td>May to December</td>
<td>NE</td>
<td>303,000</td>
<td>**Matt Blomstedt</td>
<td>1</td>
</tr>
<tr>
<td>New Haven Public Schools</td>
<td>2013</td>
<td>March to July</td>
<td>CT</td>
<td>22,000</td>
<td>**Garth Harries</td>
<td>1</td>
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<td>Manny Rivera</td>
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<td>Oklahoma City Public Schools</td>
<td>2014</td>
<td>September 2013-March 2014</td>
<td>OK</td>
<td>43,000</td>
<td>**Rob Neu</td>
<td>Just Placed</td>
</tr>
<tr>
<td>Richmond Public Schools</td>
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<td>VA</td>
<td>23,400</td>
<td>**Dana Bedden</td>
<td>1</td>
</tr>
<tr>
<td>Tucson USD</td>
<td>2013</td>
<td>April to June</td>
<td>AZ</td>
<td>53,000</td>
<td>**HT Sanchez</td>
<td>1</td>
</tr>
</tbody>
</table>

Below, please see a table of the searches that PROACT is currently engaged in.

<table>
<thead>
<tr>
<th>District</th>
<th>Year of Placement</th>
<th>Dates of Search</th>
<th>State</th>
<th>Students</th>
<th>Placement</th>
<th>Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community HSD 218</td>
<td>2014</td>
<td>October to Present</td>
<td>IL</td>
<td>5,200</td>
<td>In Process</td>
<td>NA</td>
</tr>
<tr>
<td>DeKalb County School District</td>
<td>2015</td>
<td>December to Present</td>
<td>GA</td>
<td>98,000</td>
<td>In Process</td>
<td>NA</td>
</tr>
</tbody>
</table>
Currently, PROACT does not have any pending searches for 2015, and anticipates completion of the two in-process searches by late January, 2015.

e. Describe and litigation, pending or filed against the firm during the past three years.

No litigation is pending or has been filed against PROACT Search during the past three years.

f. Describe the firm’s financial stability.

PROACT Search is financially stable. Balance sheets will be provided if they are requested.
5. PROJECT TEAM

a. Provide names, titles, addresses, telephone numbers, and emails of the person(s) who will be authorized to represent the company.

Name and Title: Gary Solomon, CEO and Thomas Vranas, President
Address: 1215 Washington Avenue, Suite 300. Wilmette, IL 60091
Phone: 800.944.6129
Email Addresses: Gary Solomon – garvso@proactsearch.com and Thomas Vranas – thomasmv@proactsearch.com

b. Specify the names, titles, addresses, telephone numbers and emails of the person(s) who will be directly working on our search. Provide a description of their experience, education and time with the company.

Gary Solomon • CEO • garvso@proactsearch.com • 800.944.6129

Mr. Solomon is the current CEO of PROACT Search and of Synesi Associates, a group of successful, urban school reformers that joined together to define a framework for district and school level support services that are built to further the efforts of thoughtful school district and building level leaders. Under his leadership, Synesi Associates has done work in the Recovery School District of New Orleans, the Louisiana State Board of Education, The East Baton Rouge Public School System, Kansas City, Missouri School District, and finally, Los Angeles Unified School District.

Before breaking out on his own, Gary Solomon served as Vice President of Sales and Marketing for The Princeton Review, and was responsible for rebuilding the sales organization into a senior consultative team focused on creating custom solutions in the areas of assessment, professional development and academic intervention. During his 6 years with The Princeton Review, where annual revenue goals were exceeded by an average 150%, Solomon was fortunate to do significant business in many of the top 50 urban districts in the country and work with some of the best and brightest reformers in K12 education, in locations such as Chicago, Philadelphia, Baltimore City, Prince Georges County, Baltimore County, Charleston, Anne Arundel County, New York, Los Angeles, and Denver.

A graduate of the University of Illinois, Solomon holds a Master’s in Education Arts from Northeastern University, and resides with his wife, Pam, and three kids in north suburbs of Chicago. For the past several years, Mr. and Mrs. Solomon have been involved in a variety of different charitable activities and co-founded the DaVinci Foundation, an educational non-profit based upon renaissance ideals that was established to provide equitable high school opportunities for inner city students.

Michael Hinojosa • Senior Associate • michaelh@proactsearch.com • 800.944.6129

Since June 2011, Dr. Michael Hinojosa has served as superintendent of the Cobb County School District, the nation’s 25th largest school district with a student population of approximately 107,000. His career in public education, from teacher and coach to superintendent of six school systems, spans more than three decades. Prior to joining Cobb, Dr. Hinojosa served as a superintendent/CEO for the Dallas Independent School District in Texas.

With a firm belief that education and not environment is the key to a student’s success, he has led several school districts to improved student achievement. Dr. Hinojosa’s recognitions include being named 2002 Superintendent of the Year by the Texas Association of School Boards and 2005 Superintendent of the Year by the University of Texas at Austin. He was honored as Distinguished Alumnus by the College of Education at Texas Tech University and is past president of the Texas Association of School Administrators.

Dr. Hinojosa holds a doctorate in education from the University of Texas at Austin. He and wife Kitty have two sons, one attending Princeton University and another who recently graduated from Harvard University. He has a
son from a previous marriage who graduated from Texas Tech University.

Dale Robbins · Senior Consultant · daler@proactsearch.com · 800.944.6129

Dale Robbins recently completed a thirty-six year career in the Georgia Public Schools having served twenty years as a teacher and administrator for the Clayton County School District of 50,000 students, followed by sixteen years in the Gwinnett County School District with 164,000 students. In Gwinnett County, he served in several executive level leadership positions including social studies curriculum coordinator, high school principal, area superintendent and associate superintendent.

Having served on the Superintendent’s Cabinet and Executive Cabinet, he was closely involved in the planning and execution of strategic priorities and Initiatives for the district that ultimately led to the awarding of the 2010 Broad Prize for Urban Education. This district award represented the tireless efforts of over 22,000 employees including 11,500 certified staff members. Accountability for student achievement was the foundation of a collaborative culture of continuous improvement in which student engagement and differentiation of instruction were cornerstones for successful learning strategies.

Robbins earned his bachelor’s degree and a master’s degree in social studies education at the University of North Carolina at Chapel Hill, specialist degrees in secondary social studies at West Georgia College and administration and supervision from the University of Georgia. He was a member of the first cohort with the Georgia Leadership Institute for School Improvement (GLISI) and also participated in the Governor’s School Leadership institute. In July, 2011, he participated in the Public Education Leadership Project at the Harvard University School of Business.

Mr. Robbins has been published in the Clearing House Journal for Education Leaders. He serves on the Board of Advisors for Gwinnett Clean and Beautiful and the Board of Directors for the Gwinnett Student Leadership Team program. During his career as an educator, he received honors for excellence from the Daughters of the American Revolution, Phi Delta Kappa, and the Georgia Council for Social Studies.

Thomas Vranas · President · thomasv@proactsearch.com · 800.944.6129

Thomas brings an extensive background in educational management in the private sector, as well as numerous start-ups across various industries. He recently served as Vice President at one of the largest publicly traded test preparation companies where he was directly responsible for their sales teams as well as online learning division. Previously Thomas built an urban tutoring program in Chicago to service over 8,000 students with recognition for a quality program from the local and national government. Thomas has also started-up a wireless internet company, a sales and marketing company as well as a boutique Venture Capital firm.

Thomas has been published by the Northwestern Press for his work in political economics and has published a guide book on the executive search process for school districts. Thomas is an active Hospital Magician at Open Heart Magic, a non-profit that provides bedside magic for children in hospitals, Habitat for Humanity, Northwestern University and Steppenwolf Theatre. He’s been a guest lecturer at Northwestern University, where he earned his B.A. in Economics and Slavic Languages.

Krissi Osborn · Executive Director of Operations and Recruitment · krissio@proactsearch.com · 800.944.6129

Krissi runs all Operations and Recruitment for PROACT Search. In her role with the company, she has additionally established an award winning Internship program exclusively with Northwestern University. Krissi is an active member in her Chicago community, volunteering as an ESL Tutor in Albany Park, as well as on the executive board for a community outreach group. Krissi graduated from Northwestern with a Bachelor’s degree in Psychology and History from the Weinberg College of Arts and Sciences.

c. Identify the main employee who will be handling the MVWSD search.
PROACT proposes Gary Solomon as the lead contact, while he, Michael Hinojosa, Dale Robbins, Thomas Vranas and Krissi Osborn will act as the search team. In addition, we have over 90 consultants in the field who are used to recruit and screen candidates, allowing our team to expand to accommodate a large candidate pool.

**d. Describe the firm’s policy for revealing existing ties it has with any candidates it recommends to the Board.**

PROACT search does not maintain representative agreements with any candidates, nor do we recruit internally from our team. In the event that an unforeseen conflict of interest occurs surrounding the presentation of candidates, PROACT will be transparent in explaining ties that any candidate has with PROACT.
6. WORK PLAN: SCOPE OF WORK

Below, please allow PROACT to respond to each point in the Scope of Services in a point-by-point manner, demonstrating how we can best meet the needs of the MVWSD Board and community.

1. Meet with the Board to ensure a high-quality search.

PROACT begins each search with kick-off meeting, in which a rough timeline, advertising plan, and roles and responsibilities are determined. Additionally, PROACT will be onsite for all critical points in the search, including community engagement, the presentation of candidates, and semifinalist/finalist activities.

2. Engage the Board in a methodical and synergistic process that assists the Board in reaching a common and clear set of goals and priorities for the search.

Unlike many other firms, PROACT Search is entirely process-driven, ensuring a synergistic process that runs smoothly and results in the hiring of a best-fit candidate. Because of the methodology of PROACT’s process, if unanticipated complications arise, PROACT will always have redundant systems in place to maintain the service to the MVWSD Board. The entire detailed process is shown below on pages 18-21.

3. Obtain and analyze staff and community input, with special focus on reaching out to non-English speakers.

Following the Kick-off meeting, PROACT will work with the MVWSD Board to plan numerous community engagement activities to obtain stakeholder input. During this critical process, on-site PROACT consultants will utilize a myriad of strategies to reach all stakeholders in the community. These include One-on-one interviews with community leaders, focus groups, town hall meetings, public hearings, and an online survey. The results of these community engagement activities will be distilled into a single, concise document, the Community Engagement Report. Based on this report, PROACT consultants will work with the Board to develop a position profile for the next superintendent of MVWSD.

The scope of community engagement is entirely determined by the Board. If emphasis on outreach to non-English speakers is a focus of the MVWSD Board, then community engagement activities will include dual-language open forums and online surveys, ensuring that all stakeholders will have the opportunity to provide input on the district’s next leader.

4. Meet with the Board to:
   a. Refine a candidate profile and job description for the superintendent.
   b. Develop a recruitment plan and timeline.
   c. Develop a rubric to evaluate candidates.

Following extensive community engagement, PROACT will meet with the Board to finalize a position profile that will be used a basis for PROACT’s aggressive, direct recruitment. While a rough timeline for the recruitment process and ad plan, will have been developed at the outset of the search, PROACT will work with the Board to finalize all recruitment milestones. Finally, PROACT will work with the Board throughout the recruitment process to develop a custom rubric to evaluate candidates internally, ensuring that by the time PROACT sees candidates, they will all be fully vetted and evaluated in accordance with criteria determined by the MVWSD Board and community.

5. Develop a strategic, nationwide marketing campaign including considering ads in traditional places such as ACSA and EdWeek, and non-traditional places, such as Edsurge and Edutopia.

PROACT Search is unique in its ability to recruit a deep and diverse pool of candidates from across the nation. As discussed earlier, PROACT achieves this feat by utilizing direct, research-based recruitment in combination with
wide networks and strategic advertising. In direct recruitment, the PROACT research team utilizes the public
domain and school district websites to determine potential high-fit candidates. Then, the PROACT recruitment
team contacts these individuals. In this way, PROACT can reach a wider candidate base and even recruit talented
educators not necessarily looking for another job. PROACT consultants in the field also reach out to their networks.
All of these efforts, when combined with strategic advertising, rapidly disseminate information about the position
across the nation and attract the strongest candidates.

In addition to the targeted marketing and recruitment, we also typically post positions to State Job Boards, local
newspapers; National Association of State Boards of Education; Association of Latino Administrators and
Superintendents; National Alliance of Black School Educations; Hispanic Outlook in Higher Education; Women in
High Education; Education American Network Website; National Association of School Superintendents; and others
depending on the desire of the Board. Depending on the Board’s budget and priorities, non-traditional advertising
will also be considered in the development of a final ad plan.

6. Leveraging existing relationships as well as leveraging professional online social career networks to actively
recruit candidates that match the Board’s candidate profile and vision.

PROACT consultants across the country will utilize their networks and make recommendations for outreach.
Additionally, PROACT initiates thousands of conversations once recruitment begins, generating new relationships
and an influx of professional recommendations from educators across the country. PROACT has also taken
advantage of social media such as LinkedIn to recruit talented administrators who match the position profiles of
our past clients.

7. If the Firm does not have strong non-traditional networks, the Board may elect to add a finder’s fee, in which
the firm will receive possible referrals from other professional service firms.

While PROACT will work with other professional service firms as requested by the Board, PROACT does possess
robust ties to non-traditional networks such as the Broad Academy for superintendents. Additionally, PROACT has
a history of placing highly successful non-traditional leaders, such as Juan Cabrera in El Paso ISD (El Paso, TX) or
Andres Alonso in Baltimore City School District (Baltimore, MD).

8. Screen and vet candidates.

PROACT’s screening process is both rigorous and thorough. Additional details are provided in the summary of the
search process and the detailed work plan, but please allow us to provide an outline below.

PROACT understands the necessity of early due diligence and vetting. As a result, by the time the Board is
presented with candidates, files will include candidate summaries, resumes/bios, long-form question responses,
internal interview rubrics and notes, public domain search results, and reference checks. Comprehensive
background checks will be conducted in advance of finalist interviews, including a verification of employment
history and credentials, criminal background checks, and consumer credit reports.

9. Maintain an online document process that allows the Board to view any applicant.

If desired, PROACT will maintain and continuously update an online document that allows the Board to view any
and all applicants. In order to facilitate this, while maintaining strict candidate confidentiality, PROACT would work
the MVWSD IT department to ensure a secure portal to protect the interests of all candidates while ensuring a rich
and diverse candidate pool from which MVWSD would select its next superintendent.

10. Bring recommendations and updates to the Board on a regular interval.
If desired, PROACT will provide updates to the Board at regular intervals to be established at the outset of the search. Additionally, PROACT will be able to provide recommendations to the Board at all stages of the process, ensuring a smooth and successful search.

11. Coordinate selection activities for the finalists.

PROACT consultants will be on site as needed to facilitate and implement selection activities for finalists. PROACT's central office will arrange for candidate travel, and be available to the candidates and the Board 24/7 throughout the final stages of the selection process.

12. Assist the Board with the final interviews and negotiations with the new superintendent.

For interview activities, PROACT consultants are available at the Board’s discretion to assist in whichever way possible. In the past, activities have included working with Boards to develop questions, on-site facilitation, and even participation in interviews. Regardless of the extent of PROACT’s involvement, the entire team will facilitate communication to guarantee a smooth process and ensure the strictest confidentiality, to the extent of the law.

At the outset of the search, through the kick-off meeting and in our one-on-one interviews with the Board, we will work to develop a competitive compensation package/contract. Oftentimes, the Board of Education will have a general salary range and basic contract to use in developing the new Superintendent’s compensation package. However, should the Board need additional information, the PROACT Search team will research and present information on salary ranges, compensation packages, and contract provisions in district in and around the Atlanta area, as well as across the country in districts of similar size to Roseville Area Schools. Once we have gathered the information, we will work with the Board of Education to finalize and develop a competitive compensation package and contract. By having a rough idea of the contract from the beginning, PROACT and the School Board can be as transparent with candidates as possible during the recruitment process.

Once an offer has been made to the best-fit candidate, PROACT will assist with contract negotiation to the extent that the Board desires. PROACT has never failed to assist the candidate and the Board in signing a mutually beneficial contract, and will do so in an efficient manner.

13. Work with a Steering Committee.

Similar to the MVWSD Board, PROACT understands the value of community engagement, and as such will maximize stakeholder engagement by working with the Steering Committee and incorporating its valuable input into the position profile, interview questions and rubric, and selection process. Additionally, PROACT will work hand-in-hand with the Steering Committee to determine key stakeholder groups for the community engagement process.


PROACT also looks forward to working with the Blue Ribbon Advisory Panel. At the outset of the search, PROACT will incorporate the committee’s input into determining key individuals and groups for community engagement. At the completion of the search, PROACT will look forward to introducing the newly hired superintendent to the community through the committee, ensuring a smooth transition process.
6. WORK PLAN: DETAILED OUTLINE

Below, please find a detailed outline of our proposed program to execute the search services.

PHASE I: Kick-off and Preparation

1. Kick-Off Meeting
   - Develop activities and a detailed time line (work plan) for the search, including reviewing qualifications, competencies, selection criteria, legal requirements, newspaper and educational publications, announcements, search calendar, compensation package, industry salary analysis, and community engagement activities
   - Identify issues and expectations for the position
   - Assist the Board/stakeholders in developing and implementing strategies to involve internal and external stakeholders in the search process
   - Clarify Roles and Responsibilities of PROACT and the Board/Search Committee
   - Create Internal Communications Plan
   - Discuss Stakeholder Engagement and Firm’s Role
   - Determine Search and Selection Procedures
   - Discuss the Recruiting for Candidates
   - Discuss the Screening Process and Preliminary Evaluation
   - Discuss the Interviewing Process by the Board/Stakeholders
   - Discuss the Selection and Search Closing Activities

PHASE II: Community Engagement and Profile Development

2. Stakeholder Engagement Activities
   - Engagement activities include working with advisory groups and search committees to reach desired outcomes
   - Arranging for and conducting a variety of engagement activities to identify characteristics that will serve as the recruiting and evaluation criteria:
     - Interviews of stakeholders, both internal and external, in-person and over the phone
     - Focus groups for Students, Employees, Parents and other groups
     - Planning and conducting public hearings
     - Virtual town hall meetings
     - Preparing survey to distribute to internal and external stakeholder groups
   - The Board must ultimately determine the nature and amount of stakeholder engagement in the search and selection process based upon state law, stakeholder expectations or past involvement, and upon the amount of time the Board wishes to devote to stakeholder engagement. We will advise the Board in determining options for consideration.
   - We strongly believe that through these activities we can better understand what the Board, District, and state need in their new executive, which ultimately helps us find the “best fit” candidates. Above all, stakeholders need to support the search process and the final selection. As smart and effective

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executives know, with all the challenges and opportunities facing public education, they cannot do the job alone. They need support from the Board, administrators, school districts, higher education, community and advocacy groups, business and political leaders, and others.

3. Community Engagement Report and Finalization of the Position Profile
   Following completion of community engagement, we will compile a comprehensive Community Engagement Report that reviews the feedback and input received from the Board, Stakeholders, District and Community.
   Using this feedback, PROACT will put together a position profile to be used in the recruitment and screening process as a guide to find the best-fit candidate. The PROACT team will compile and present the Community Engagement Report and Position Profile to the Board prior to the start of the recruitment period.

PHASE III: Recruitment and Screening

4. Recruitment, Advertisement and Communication Efforts
   Advertisement Plan
   • We will work on developing an ad plan and ad copy for Board approval.
   • We complete all marketing materials in house with our design and marketing team.
   • We suggest a modest advertising plan and budget to place ads statewide and nationally in newspapers, educational publications, and website postings through the state, national and professional associations. Typically, when using a search firm, 60-70% of the candidates come from the recruiting efforts.
   Direct Recruitment and Communication
   • PROACT Search’s approach is to design a search strategy based on the unique needs of the district. Rather than only reviewing and screening applications or self-nominations, we proactively seek out candidates through our research and state/national networks in the private, non-profit, and education sectors.
   • In any given search, we send out hundreds of letters or e-mails with a position profile and make hundreds of phone calls to potential candidates and sources. To seek out qualified candidates, we will contact:
     a. Community/public leaders
     b. Business executives
     c. Successfully employed principals/superintendents/administrators
   • We ensure a gender and ethnic balance in the group of qualified candidates we present, and we seek out traditional and non-traditional candidates with proven leadership records from school districts, the private and non-profit sectors, as well as from universities/colleges and governmental agencies.
   • Our national networks allow our clients to tap into the synergy of our vital connections across the country in the following communities:
     a. For-profit, business communities
     b. Not-for-profit organizations
     c. Traditional, K12 education districts and communities
     d. Political leaders
     e. Various state and national organizations in education
     f. The Broad Academy for Superintendents, and other organizations that give rise to non-traditional educational leaders
   • We do NOT have a pool of candidates. PROACT Search is NOT a group of retired school executives, with a stable of friends and colleagues ready to take new jobs.

5. Screening of Applications/Respondents
We will perform an initial screening of applications and resumes utilizing an approved criteria and profile checklist that is based on the finalized Position Profile initially developed with the Board.

We will conduct telephone and/or in-person interviews with all preliminary qualified candidates.

Based on those interviews, we will prepare comprehensive written summaries of the best qualified (or designated number of) candidates whom we recommend for interviews.

PHASE IV: Presentation and Selection of Candidates

6. Presentation of Candidates
   - Following interviews, PROACT will determine the top candidates for presentation to the district.
   - For each of the candidates we select (typically 8-12) we will prepare a complete candidate file. A standard candidate file will include the following:
     - Candidate Summary
     - Resume/Bio
     - Interview Rubric/Notes
     - Applicant Long-Form Responses
     - Public Domain Search
     - Reference Checks

7. Selection of Candidates
   - Following the presentation of candidates, we will then assist the Board members in determining which of these candidates should be interviewed by the Board.

PHASE V: District Interviews, Selection, and Search Closing Activities

8. Interviewing of Candidates
   - For the interviews, we will provide a number of materials to the Board to help in the evaluation and ranking of candidates, including:
     - Interview guides
     - A selection of interview questions
     - Rating forms
   - A weighted rating system, using the Board's priorities, can be utilized to evaluate, rank, and narrow the field of candidates. We will also brief and prepare the Board for the interviewing process.
   - We will discuss options and recommend procedures for all interviews/site visits

9. Verification of Credentials/Background Checks
   - All credentials are validated, including academic credentials that are verified with registrars and/or college deans; employment history with former employers; we also conduct literature searches, consumer credit and criminal background investigations, as well as driver's license checks and social security traces.

10. Coordinate/schedule the interviews of the candidates

11. Recommend or assist the Board in determining candidates for final consideration.

12. Assist the Board with the final interviewing process, arrange for on-site visits for each final candidate, and participate in the process, if desired
   - Provide the Board with interview questions, comment cards, and any additional samples and materials for interviews and on-site community forums
   - Arrange all logistics for community forums with the finalists
   - On-site to facilitate community and on-site forums
13. Search Closing Activities
   As part of the search closing activities, we would call or send letters to all respondents/candidates or prepare letters for the Board Chair’s signature, if desired. We would also prepare any final reports or summary of expenses and assist in the announcement of appointment, if desired.
   If requested, we are available to support and advise the Board during contract negotiations with the selected candidate.
   Post-appointment debrief is scheduled at the Board’s request to review the process and lessons learned.

14. Transition Services
   No single transition plan accounts for the uniqueness of your District, your new Superintendent, and your Board. We customize recommendations based on our findings so you receive as much or as little consultation as you require. Following a successful Superintendent Search, we continue to support your District through several avenues, some of which may include:
   • Post-placement needs assessment review with the new Superintendent
   • Recommendations on 30, 60, or 90 day planning areas
   • Outlines of internal and external resources available, based on your needs assessment
   • Ongoing informal communication with your consultant to support sustained success
7. COST

We propose to conduct a fully executed search for a cost of $20,000, with a one-year guarantee.

This includes all consultant and search services as presented in this proposal. Each of our search team members will be dedicated to this search from start to finish, and as full-time employees, our work is not limited to number of hours, but provides the search an unlimited time commitment of our team. We will never charge additional fees for work in this search, nor will PROACT ever charge additional fees for other services such as a customized website, telephone, fax, mailings, delivery services, and postage costs in recruiting, screening, qualifying, interviewing, and presenting of candidates.

This fee (not including advertisement costs and travel fees) will be paid in three equal installments according to the following plan.

   a. First installment upon execution of contract.
   b. Second installment upon delivery of candidates.
   c. Final installment upon successful hire of a candidate.

Additional Expenses:

Additional expenses will result from the consultant and candidate travel to the district and marketing and advertising fees

- In a search of this size and complexity, we would assume that consultant and candidate travel would range between $1,000 and $3,000, depending on the number of candidates selected and visits requested of the consultant.

Marketing and advertising typically ranges between $1,000 and $3,000, however, it is ultimately based on what the Board’s final determination is on their advertising plan. We will work with you to come up with an effective marketing plan for your search.

The following table demonstrates the cost of each phase of a search through PROACT, arriving at the $16,000 fee mentioned above. These are PROACT’s “Fixed Costs.” Additional expenses that might occur during each phase, located in the “Variable Expenses” column, are expenses not included in the cost of the search and are entirely customizable to meet the needs of your district. For purposes of demonstration, we have estimated $5,000 of variable expenses.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Service</th>
<th>Fixed Costs</th>
<th>Variable Expenses**</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Kick-off and Preparation</td>
<td>$2,000</td>
<td>$500</td>
<td>Expenses include an estimated cost for consultant travel to the district.</td>
</tr>
<tr>
<td></td>
<td>• Initial meeting with Board</td>
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<td></td>
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<tr>
<td></td>
<td>• Drafts of marketing materials and Application</td>
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</tr>
<tr>
<td>II</td>
<td>Community Engagement</td>
<td>$6,000</td>
<td>$1,000</td>
<td>Estimated travel expenses for a team of two consultants conducting engagement for two days.</td>
</tr>
<tr>
<td></td>
<td>• Conduct Community Engagement</td>
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<tr>
<td></td>
<td>• Develop Community Engagement</td>
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<tr>
<td></td>
<td>• Report and Position Profile.</td>
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<tr>
<td>III</td>
<td>Recruitment and Screening</td>
<td>$6,000</td>
<td>$1,000</td>
<td>Expenses include an estimated advertising cost. Advertising will ultimately be decided upon by the Board and this cost may be higher or lower.</td>
</tr>
<tr>
<td></td>
<td>• Post all advertisements and reach out to targeted candidates</td>
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<tr>
<td></td>
<td>• Review credentials, Interview high-fit candidates, and select candidates for presentation</td>
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<tr>
<td>IV</td>
<td>Presentation and Selection</td>
<td>$3,000</td>
<td>$500</td>
<td>Expenses include an estimated</td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>District Interviews</td>
<td>$3,000</td>
<td>$2,000</td>
<td>Expenses include an estimated cost for candidate travel to the district.</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
<td>• Full background, criminal and financial checks</td>
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<td></td>
<td>• Provide guidance and arrange logistics through entire interview process</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>$20,000</td>
<td>$5,000</td>
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<td></td>
<td><strong>Total fee is based on expenses listed above and is subject to change.</strong></td>
</tr>
</tbody>
</table>
8. CLIENT SATISFACTION

PROACT always guarantees that a best-fit executive will be hired by each of our client districts. If a group of candidates is found not viable, or the appointed superintendent leaves the district for any reason within two years, PROACT will conduct the search again for free. The only costs to the district will be advertising and consultant and candidate travel.
9. CONTRACT FORM

PROACT SEARCH

EXECUTIVE SEARCH AGREEMENT

This Agreement is entered into and effective as of the _ day _ , 20__, and is by and between DISTRICT ("CLIENT") and PROACT SEARCH, LLC ("PROACT").

CLIENT is seeking to retain the services of an experienced and reputable search organization to assist it in executive search services for a Superintendent. PROACT has the requisite qualifications and experience to assist CLIENT and is willing to provide such assistance. Accordingly, the parties desire to reduce their agreement to engage in writing.

Therefore, the parties agree as follows:

1. Term: The term of this Agreement shall begin on date and shall continue until the earlier of Client’s hiring of a candidate.

2. Duties: PROACT’s duties shall be as set forth in Exhibit A, attached hereto and incorporated herein by reference, and which may be amended upon the mutual agreement of the parties from time to time. Such duties shall be listed specifically in Exhibit A (attached document).

3. Written Reports: CLIENT may periodically request and PROACT shall provide upon such request project plans, progress reports and a final results report.

4. Confidentiality: As provided and permitted by law, PROACT shall maintain in strictest confidence any information obtained in the course of the transaction set forth in this Agreement. Any breach of this provision shall enable CLIENT to terminate this Agreement for cause as set forth in Section 18.

5. Independent Consultant: This Agreement shall not render PROACT an employee, partner, agent of, or joint venture with CLIENT for any purpose. PROACT is and shall remain an independent consultant in his/her relationship to CLIENT. CLIENT shall not be responsible for withholding taxes with respect to PROACT’s compensation hereunder. PROACT shall have no claim against CLIENT hereunder or otherwise for vacation pay, sick leave, retirement benefits, social security, worker’s compensation, health or disability benefits, unemployment insurance benefits, or employee benefits of any kind.

6. Insurance: PROACT shall carry general liability and auto insurance relative to any service that it performs for CLIENT, and shall add the CLIENT as an additional insured. As well, PROACT shall carry workers compensation insurance covering the activities of its officers, managers and employees during its performance of this Agreement.

7. Successors and Assigns: All of the provisions of this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, if any, successors, and assigns. PROACT shall not assign any of his/her rights under this Agreement, or delegate the performance of any of his/her duties hereunder, without the prior written consent of CLIENT.

8. Choice of Law; Right to Injunction; Arbitration: The laws of the state of STATE and in the county of COUNTY shall govern the validity of this Agreement, the construction of its terms, and the interpretation of the rights and duties of the parties hereto. The parties further acknowledge that the services to be rendered by PROACT under this Agreement and the rights and privileges granted to CLIENT under this Agreement are of a special, unique, unusual, and extraordinary character which give them a peculiar value, the loss of which cannot be reasonably or adequately compensated by damages in any action at law, and the breach by PROACT of any of the provisions of this Agreement shall cause CLIENT’s irreparable injury and damage. PROACT expressly agrees that CLIENT shall be entitled to injunctive and other equitable relief in the event of, or to prevent, a breach of any provision of this Agreement by PROACT. Resort to such equitable relief, however, shall not be construed to be a waiver of any other rights or remedies that CLIENT may have for damages or otherwise. The various rights and remedies of CLIENT under this Agreement or otherwise shall be construed to be cumulative, and no one of them shall be

DISTRICT PROACT CONTRACT • 1
9. **Waiver:** Waiver by one party hereto of breach of any provision of this Agreement by the other shall not operate or be construed as a continuing waiver.

10. **Compliance with Laws:** Both parties agree to comply with all Federal and State laws governing their relationship or the transaction contemplated under this Agreement.

11. **Notices:** Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if personally served or if deposited in the United States mail. If such notice or demand is served personally, notice shall be deemed conclusively given at the time of such personal service. If such notice, demand, or other communication is given by mail, such notice shall be conclusively deemed given five days after deposit thereof in the United States mail addressed to the party to whom such notice, demand, or other communication is to be given as follows:

**If to PROACT:**

Thomas Vranas  
PROACT SEARCH, LLC  
1215 Washington Avenue  
Suite 300  
Wilmette, IL 60091

**If to CLIENT:**

CLIENT

ADDRESS

Either party hereto may change its address for purposes of this paragraph by written notice given in the manner provided above.

12. **Modification or Amendment:** No amendment, change, or modification of this Agreement shall be valid unless in writing signed by the parties hereto.

13. **Entire Understanding:** This Agreement and any exhibit attached constitute the entire understanding and agreement of the parties, and any and all prior agreements, understandings, and representations are hereby terminated and canceled in their entirety and are of no further force and effect.

14. **Unenforceability of Provisions:** If any provision of this Agreement, or any portion thereof, is held to be invalid and unenforceable, then the remainder of this Agreement shall nevertheless remain in full force and effect.

15. **Termination:**

a. **Without Cause.** PROACT or CLIENT may terminate this contract at any time for any reason by giving at least fourteen (14) days notice in writing. If the contract is terminated by CLIENT as provided herein, PROACT shall be paid a fair payment as negotiated with CLIENT for the work completed as of the date of termination.

b. **For Cause.** Either party may terminate this Agreement immediately upon the occurrence of any of the following:

i. Material breach of this Agreement.

ii. Prospective inability of either party to complete its responsibilities as set forth in this Agreement.
If this Agreement is terminated for cause, CLIENT shall not be obligated to compensate PROACT for any fees or expenses payable after such termination.

16. Fee Structure: CLIENT shall pay PROACT a total service fee of $PRICE for the search (not including advertisements costs to outside publications specifically requested by the District and all travel fees) and an organizational review by the following schedule for services:
   a. Upon Execution of Contract – $1/3
   b. Upon Delivery of Candidates – $1/3
   c. Upon Successful Hire of Candidate or 30 days after candidate delivery – $1/3

All additional expenses, including consultant travel and candidate travel shall be subject to prior approval by CLIENT. Fees and approved expenses shall be paid within 30 days of CLIENT's receipt of an invoice from PROACT.

Within 6 months of the formal presentation of candidates, should CLIENT hire a candidate presented by PROACT for a position other than the position listed in paragraph two above, CLIENT shall pay PROACT 50% of the search fee.

IN WITNESS WHEREOF the undersigned have executed this Agreement as of the day and year first written above. The parties hereto agree that facsimile signatures shall be as effective as if originals.

PROACT

By: _____________________
    Thomas Vranst, PRESIDENT

CLIENT

By: _____________________
10. ADDITIONAL INFORMATION

PROACT specializes in placing top talent in education in diverse, urban districts, as shown in our table of past experience. PROACT’s recruitment strategy is unique in its combination of vast networks of educators and systems-driven, research-based outreach. As a result, only PROACT will provide the MVWSD Board with the deepest and most diverse pool of traditional and non-traditional candidates. Once a position profile is developed, PROACT will utilize the public domain and district websites to located thousands of possible high-fit candidates, and initiate conversations with each of them. PROACT’s vast networks of consultants also contact their networks, which, when combined with strategic advertisement, ensure that word of the superintendent vacancy is distributed locally, regionally, and nationally.

PROACT also ensures a gender and ethnic balance in its candidates, a product of extensive outreach throughout the recruitment process.

Below is a breakdown of data compiled based on 1,461 applications for all Superintendent Searches of the past approximate two years.

| GENDER | Male | 967 | 72.9% |
|        | Female | 357 | 26.9% |
|        | Did Not Disclose | 2 | 0.2% |

| RACE | White/Caucasian | 623 | 47% |
|      | Black/African American | 387 | 29.2% |
|      | Hispanic | 143 | 10.8% |
|      | American Indian | 110 | 8.3% |
|      | Multi-Racial | 32 | 2.4% |
|      | Do not wish to disclose | 22 | 1.7% |
|      | Asian | 9 | 0.7% |

| YEARS OF EXPERIENCE | 0-5 | 209 | 15.7% |
|                     | 5-10 | 158 | 11.9% |
|                     | 10-20 | 401 | 30.2% |
|                     | 20-30 | 376 | 28.3% |
|                     | 30+ | 184 | 13.9% |

| LOCATION | West/Southwest | 398 | 30% |
|          | Midwest | 376 | 28% |
|          | East Coast | 318 | 24% |
|          | South | 227 | 17% |
|          | Outside USA | 9 | 1% |
Mountain View Whisman School District

Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Action

Agenda Item Title: Local Control Accountability Plan Status and Process for 2015-16

Estimated Time: 30 minutes

Person Responsible: Terese McNamee, Chief Business Officer
Karen Robinson, Assistant Superintendent on Administrative Services
Cathy Baur, Assistant Superintendent of Educational Services
Phyllis Rodgers, Assistant Superintendent of English Learner Programs and Parent Engagement
Tara Vikjord, Educational Services Coordinator

Background:

District administration will provide the Board of Trustees with an update on the Local Control Accountability Plan (LCAP) including a review of changes to the LCAP template for 2015-16, an update of progress on 2014-15 goals, an update on LCAP expenditures, and a review of the LCAP input and revision process for spring 2015.

The 2013-14 budget package replaced the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

As part of the LCFF, school districts, County Offices of Education, and charter schools are required to develop, adopt, and annually update a three-year LCAP, using a template adopted by the California State Board of Education (SBE). The LCAP template has been revised for 2014-15 into the following:

Three year LCAP, which includes three sections:
- Stakeholder engagement
- Goals, actions, expenditures and progress indicators
- Use of supplemental and concentration grant funds and proportionality

Annual Update, which includes
- A review of progress for each goal for school year coming to a close
- Assessment of effectiveness of actions/services
- Description of changes to LCAP

Use of the state approved template is still required for approval by the Santa Clara County Office of Education.

In addition, the SBE is required to adopt evaluation rubrics to assist Districts and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015. Subsequent revisions to the template
or evaluation rubrics are required to be approved by the SBE by January 31 before the fiscal year in which the template or rubric would be used.

The LCAP must continue to address the following state priorities and must include opportunities for stakeholder engagement and input:

- Comply with the Williams Criteria – instructional materials, teacher assignments/credentials, facilities
- Implement SBE-adopted academic content standards including programs and services for ELs to access the Common Core State Standards (CCSS) and English Language Development (ELD) standards
- Involve parents both at a District level and at all schools
- Continued Pupil Achievement – statewide assessments, Academic Performance Indicator (API), and English Learner (EL) progress toward proficiency
- Focus on pupil engagement – attendance, dropout and graduation rates
- Focus on school climate – suspension and expulsion rates
- Provide access to a broad course of study in specified subject areas for all students and including subgroups and students with special needs
- Focus on pupil outcomes in specified subject areas

The MVWSD LCAP Annual Update for 2014-15 and a new revised three-year LCAP for 2015-16, 2016-17, and 2017-18 will be developed over the course of six months between January 2015 and June 2015. Input will again be solicited in a variety of ways including District and site meetings and surveys. An initial timeline is included below:

**January – February**
- Attend LCAP and Annual Update Trainings at the SCCOE
- Conduct information and initial input sessions
  - District leadership team - 1/20
  - Meeting of the Board of Trustees - 1/22
  - District Advisory Committee - 1/20
  - DELAC - 1/26
  - Designated school staff meetings - Beginning 1/21
  - Principals to deliver presentation to SSC, PTA, ELAC
  - Community Meeting - TBD
- Begin writing annual update based on new template
- Update District website
- Participate in Technical Assistance meetings at the Santa Clara County Office of Education (SCCOE)

**March**
- Review initial input and develop and administer surveys for parents and students
- Continue writing annual update
- Begin modification of LCAP and alignment of budget expenditures in new template
- Participate in Technical Assistance meetings at the SCCOE

**April**
- Review data from surveys
- Continue writing annual update
- Continue modification of LCAP and alignment of budget expenditures in new template
- Gather additional input from Advisory groups and respond
- Provide Board update
- Participate in Technical Assistance meetings at the SCCOE
May
- Continue writing annual update
- Continue modification of LCAP and budget expenditures in new template
- Gather additional input from Advisory groups and respond
- Participate in Technical Assistance meetings at the SCCOE

June
- Finalize LCAP and budget
- Board adoption and submission to the Santa Clara County Office of Education

All community meetings will have interpreters and all materials will be translated into Spanish.

District administration will continue to update the Board in March and in May with approval in June.

**Fiscal Implication:**

None

**Recommended Action:**

No action required.
Update of the Local Control Accountability Plan for
The MVWSD Board of Trustees
January 20, 2015

Terese McNamee: Chief Business Officer
Cathy Baur: Assistant Superintendent, Educational Services
Karen Robinson: Assistant Superintendent, Admin. Services
Phyllis Rodgers: Assistant Superintendent, English Learner Programs and Parent Engagement
Outcomes

- Review the Local Control Accountability Plan (LCAP)
- Review changes to the LCAP for 2015-16
- Update progress on 2014-15 goals
- Update LCAP expenditures
- Review LCAP input and revision process for spring 2015
Local Control Accountability Plan - LCAP

- The way California school districts plan for student achievement

- Creates a structure and focus for District planning
  - 8 State priorities
  - Numerically significant (30 or more students) racial/ethnic subgroups for each District
  - English Language Learners
  - Socio-Economically Disadvantaged Students
  - Foster Youth
  - Students with Disabilities

- Aligns District goals and actions with the budget and expenditures

- Aligns the other federal and state required plans

- The LCAP is a living document modified as appropriate
LCAP - State Priority Clarifications

- COE only: Expelled Youth (9)
- Basic Services (1)
- Implementation of State Standards (2)
- Course Access (7)
- COE only: Foster Youth (10)
- Pupil Achievement (4)
- Other Pupil Outcomes (8)

Areas of State Priorities
LCAP Template

The LCAP template has been revised into the following sections:

- **Three-year LCAP**, which includes three sections:
  - Stakeholder engagement
  - Goals, actions, expenditures and progress indicators
  - Use of supplemental and concentration grant funds and proportionality

- **Annual Update**, which includes
  - A review of progress for each goal for school year coming to a close
  - Assessment of effectiveness of actions/services
  - Description of changes to LCAP

- **Use of the template is still required for approval by the Santa Clara County Office of Education**
Local Control Accountability Plan Limitations

- No evaluation tool to assess the strengths, weaknesses or areas needing improvement until October 1, 2015
- No state achievement data until Summer 2015 which cannot be compared to previous data
- District assessments are currently being aligned to new CCSS and previous data does not thoroughly measure new standards
- Lack of quality curriculum for mathematics and English Language Arts
Goals and Metrics

• The 2014-15 LCAP contains 5 broad goals aligned to the eight state priorities

• Each goal has sub-goals and defined metrics

• The District is creating a metrics reporting tool to facilitate monitoring of our progress toward meeting our goals

• A snapshot of the metrics tool and progress for each goal based on identified metrics is highlighted on the following slides
# Metrics Reporting Tool

<table>
<thead>
<tr>
<th>Condition of Learning</th>
<th>Statewide</th>
<th>District Goal 13-14</th>
<th>District Goal 14-15</th>
<th>District Goal 15-16</th>
<th>District Goal 16-17</th>
<th>District Actual</th>
<th>Cratsenden</th>
<th>Graham</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Basic Services</strong></td>
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<tr>
<td>Ensure All Students Have Access to Equitable</td>
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<td></td>
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<tr>
<td>Highly Qualified Teachers and Staff</td>
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<td></td>
<td></td>
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<tr>
<td>School Facilities are well maintained and inspiring</td>
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<td></td>
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<tr>
<td>Middle School Phase 1 Projects will be completed</td>
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<tr>
<td><strong>2. Implementation of State Standards</strong></td>
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<tr>
<td>Ensure All Students Achieve Common Core State Standards</td>
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<tr>
<td>Instructional Materials that meet needs of all subgroups</td>
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<tr>
<td>100% of students materials will be standards aligned to most recently State adopted or LEA adopted material</td>
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|                |          |                     |                     |                     |                     |                |            |        |
|                |          |                     |                     |                     |                     |                |            |        |
## Progress to Date-Goals

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENSURE ALL STUDENTS HAVE ACCESS TO EQUITABLE CONDITIONS OF LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>Highly Qualified Teachers and Staff</td>
<td>• The data for this goal will be presented at the March Board Meeting.</td>
</tr>
<tr>
<td>100% of Teachers will be highly qualified</td>
<td></td>
</tr>
<tr>
<td>School Facilities are well maintained and inspiring</td>
<td>• SARC's with facilities data approved by Board 1/8/15</td>
</tr>
<tr>
<td>100% of Schools will be in good repair based on SARC Middle School Phase I projects will be completed on time and on budget</td>
<td>• Measure G Budget to Actual Update</td>
</tr>
</tbody>
</table>
## Progress to Date-Goals

### Goal 2

**ENSURE ALL STUDENTS ACHIEVE COMMON CORE STATE STANDARDS**

| Standards aligned Instructional Materials that meet needs of all subgroups 100% of students materials will be standards aligned to most recently State adopted or LEA adopted materials | Teachers have access to all LEA adopted materials aligned to previous standards  
Teachers have access to Ed-Caliber and the SBAC Digital Library, which houses a variety of open source materials including Engage NY and standards aligned lessons and units  
Sites were give discretionary budgets to purchase supplemental materials  
Math Task Force working to determine Mathematics curriculum for 2015-16 |
|---|---|
| Standards aligned instructional practices that address the needs of all subgroups 100% of teachers will participate in PLC and professional development on CCSS Baseline data from new district benchmarks and CAASPP | All sites have dedicated instructional coach  
All content teachers given 3 full release days for planning with grade level colleagues and instructional coaches  
Dedicated time during staff meetings, collaboration time, and staff development days for professional learning around the CCSS  
Ongoing summer sessions - district and outside agencies |
# Progress to Date - Goals

## Goal 2

<table>
<thead>
<tr>
<th>ENSURE ALL STUDENTS ACHIEVE COMMON CORE STATE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implement CCSS ELD Standards in tandem with</strong>&lt;br&gt;Common Core ELA and Math Standards&lt;br&gt;<em>Baseline Data from new District Benchmarks and CAASPP&lt;br&gt;68% of ELLs will increase one proficiency level (CELDT)</em>&lt;br&gt;<em>Maintain or increase percentage of ELs meeting English proficiency (CELDT)</em>&lt;br&gt;<em>Develop Observational Tool</em></td>
</tr>
<tr>
<td><strong>Progress to Date</strong></td>
</tr>
<tr>
<td>All teachers have been provided access to the CCSS ELD standards through the use of online resources: Ed-Caliber, and district intranet&lt;br&gt;Professional learning will provided in January through March on the CCSS ELD Standards to administration, coaches and staff&lt;br&gt;Instructional coaches have been provided: one per site for teacher support in the implementation of CCSS ELA/ELD and Math</td>
</tr>
</tbody>
</table>

| Implementation of Research-Based Instruction for ELD and Academic Content Language<br>*Baseline Data from new District Benchmarks, and CAASPP* |
| All secondary content area teachers have received a three-day training in Constructing Meaning<br>TK-5 grade teachers have received a three-day training on Systematic ELD instruction<br>All teachers have received professional learning on the use of strategies for encouraging collaborative academic talk<br>Instructional coaches have been provided: one per site for teacher support in the implementation of Research Based Instruction for ELD and Academic Content Language |
### Progress to Date-Goals

#### Goal 3: ENSURE ALL STUDENTS DEVELOP 21st CENTURY LEARNING SKILLS AND ARE ACADEMICALLY PREPARED FOR HIGH SCHOOL

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Progress to Date</th>
</tr>
</thead>
</table>
| Increasing student achievement  
*Baseline data from new district benchmarks and CAASPP* | - District Assessment Task Force working to revise District assessment system to align with CCSS.  
- Pilot assessments in ELA and Math will be given in March and will include Smarter Balanced item types  
- Writing assessments revised to align to CCSS text types and given in March and May 2014  
- Data from new assessments will not be available until early summer 2015 |
| ELs attaining proficiency in English acquisition and academics  
*Baseline data from CAASP and new district benchmarks*  
65% of ELs will increase one proficiency level (CELDT)  
Maintain or increase percentage of ELs meeting English proficiency (CELDT) | - **AMAO1** 68.7% of ELs met target (9% over target)  
- **AMAO2** <5 yrs. 31.2% of ELs met target (3% over target)  
- **AMAO2>5yrs.** 64.5% of ELs met target (15% over target)  
- **AMAO3** ELA 48.9% of ELs met target (51% lower than target)  
- **AMAO3** Math 58.9% of ELs met target (41% lower than target) |
### Progress to Date-Goals

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 3: ENSURE ALL STUDENTS DEVELOP 21st CENTURY LEARNING SKILLS AND ARE ACADEMICALLY PREPARED FOR HIGH SCHOOL</strong></td>
<td></td>
</tr>
<tr>
<td>Increasing English learner reclassification rates</td>
<td>• Round one of reclassification will be completed by February 1</td>
</tr>
<tr>
<td>2% increase in EL Reclassification Rate</td>
<td>• Total reclassification rate will not be determined until May 2015</td>
</tr>
<tr>
<td>decreasing the number of students who are classified as Long-Term English Learners (LTELs)</td>
<td>• Number of LTELs for 2013-14: 385</td>
</tr>
<tr>
<td>Baseline data from district benchmarks and CAASPP CELDT</td>
<td>• The data for this goal will be available in May of 2015</td>
</tr>
</tbody>
</table>
## Progress to Date-Goals

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 3: ENSURE ALL STUDENTS DEVELOP 21st CENTURY LEARNING SKILLS AND ARE ACADEMICALLY PREPARED FOR HIGH SCHOOL</strong></td>
<td></td>
</tr>
<tr>
<td>Access and achievement in a broad course of study</td>
<td>• Beginning process for collecting data on course offerings at all schools</td>
</tr>
<tr>
<td><em>Baseline data of course offerings</em></td>
<td>• Piloting an environmental education program for 90 eighth grade students.</td>
</tr>
<tr>
<td><em>Results from teacher and parent surveys</em></td>
<td></td>
</tr>
<tr>
<td><strong>Acquisition and application of 21st century learning skills</strong></td>
<td>• All teachers at Monta Loma and the 4th/5th grade teachers from Landels had initial training in PBL by the Buck Institute in September</td>
</tr>
<tr>
<td><em>Increase in Teachers trained in PBL</em></td>
<td>• Writing assessments were revised to mirror performance tasks. Assessments will be given in March and May</td>
</tr>
<tr>
<td><em>Baseline data from performance assessments</em></td>
<td>• Expanded technology devices in grade 6-8 to 1:1. Expected to continue to expand number of devices for grades 4-5 throughout the year.</td>
</tr>
<tr>
<td><em>Baseline data on technology usage</em></td>
<td></td>
</tr>
</tbody>
</table>
# Progress to Date-Goals

## Goal 4

**Ensure a Safe, Healthy, and Respectful School Environment for Students, Staff, Parents and Community Members**

### Develop and implement a comprehensive Response to Intervention and Instruction Plan

**Progress on RTI plan**
- 5% decrease in suspension rate
- 15% decrease in suspensions of Hispanic/Latino Students

**Process for reporting data on SSTs, and referrals to special education and set targets for based on initial data**

**Maintain 0% expulsion rate**

**Collect baseline data for middle school dropout rate**

**Progress to Date**

- Data gathered on current status of RTI implementation at sites.
- 2013-14 baseline suspension data has been collected. 2014-15 suspension data is in the process of being collected.
- Current expulsion and dropout rates = 0%

### Development and Implementation of District and School Safety Plans and Positive Climate Plans

**100% implementation of safety plans**

**Progress on processes for collecting and reporting truancy data and set targets for 15/16 (attendance, truancy, chronic absenteeism, and discipline) based on initial data**

**Maintain 0% expulsion rate**

**Collect baseline data for middle school dropout rate**

**Progress to Date**

- School Climate goals listed in 2014-15 Site Plans
- P1 attendance data reported 1/5/15
- Updated SARB process - updated January 2015
- Current expulsion rate and middle school drop out rate = 0%
## Progress to Date

### Goal 5

**Ensure that students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students**

#### Providing Parent Education
- Expand number of parent education events
- Baseline data for Parent attendance at District and site events
- Baseline academic data for students of participants from District benchmarks, CAASPP, and CELDT

#### Progress to Date
- Four District parent education events in English and Spanish have been held to date
- All sites have conducted at least one parent education event
- Collecting baseline attendance data at trainings
- Data from new assessments will not be available until early summer 2015
- Community School Engagement Facilitators provide support for parent education events (with a focus on EL parents)

#### Fostering Staff and Parent Leadership
- Increase in attendance and input at meetings

#### Progress to Date
- Collecting baseline attendance data for all input meetings
- 12 members from DELAC attended an 8-week Parents As Leaders Class
- Community School Engagement Facilitators promote communication and leadership between school and home

#### Developing a two-way communication plan for District
- Develop District communication plan
- Baseline data from surveys

#### Progress to Date
- Brief updates about the CCSS are sent in school newsletters 2 times per month. Updates include answers to questions generated by parents at education events
- District webpages for CCSS are being continuously updated
- Community School Engagement Facilitators promote communication between school and home
LCAP Alignment to the Budget

INCOME

LCFF Base Grant

$ 730,228

LCFF Supplemental Grant

1,788,308

Common Core State Funding

$ 559,763

Parcel Tax

$ 406,385

Title II & Title III

$ 308,264

MVEF

$ 387,695

Google

$ 534,645

Shoreline

$ 1,166,482

GENERAL FUND
# LCAP Alignment to the Budget

## EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable Conditions of Learning</td>
<td>$15,484,087</td>
</tr>
<tr>
<td>(New Teacher Coaches, Middle School Construction Projects)</td>
<td></td>
</tr>
<tr>
<td>Implement Standards</td>
<td>$ 2,156,262</td>
</tr>
<tr>
<td>(Coaches, Instructional Materials, Professional Development, Software, Technology Devices)</td>
<td></td>
</tr>
<tr>
<td>Develop 21st Century Learning Skills</td>
<td>$ 2,092,714</td>
</tr>
<tr>
<td>(Art, Music, PE, Enrichment, Environmental Science, Summer School, Assessments, Technology Devices)</td>
<td></td>
</tr>
<tr>
<td>Ensure a Safe, Healthy and Respectful Environment</td>
<td>$ 1,011,000</td>
</tr>
<tr>
<td>(Safety Plans, SARB, RTI)</td>
<td></td>
</tr>
<tr>
<td>Student, Staff, Parent and Community Engagement</td>
<td>$ 494,695</td>
</tr>
<tr>
<td>(Parent Education, Community Engagement Facilitators, Communication Training)</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$21,238,758</strong></td>
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## LCAP Alignment to the Budget

### YEAR TO DATE EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable Conditions of Learning (Coaches, Middle School Construction Projects)</td>
<td>$12,942,049</td>
</tr>
<tr>
<td>Implement Standards (Coaches, Instructional Materials, Professional Development, Software, Technology Devices)</td>
<td>$786,259</td>
</tr>
<tr>
<td>Develop 21st Century Learning Skills (Art, Music, PE, Enrichment, Environmental Science, Summer School, Assessments, Technology Devices)</td>
<td>$724,286</td>
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<tr>
<td>Ensure a Safe, Healthy and Respectful Environment (Safety Plans, SARB, RTI)</td>
<td>$539,760</td>
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<tr>
<td>Student, Staff, Parent and Community Engagement (Parent Education, Community Engagement Facilitators, Communication Training)</td>
<td>$188,715</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$15,181,069</strong></td>
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</table>
LCAP Alignment to the Budget

No Significant Budget Changes to LCAP

Year-to-Date Highlights

Many goals are ongoing from prior years. The District is actively using resources to meet the goals and is seeing progress.

New goals include Community Engagement Facilitators, Professional Development on CCSS, and parent engagement have begun and are expanding.
LCAP Process Spring 2015

January – February
- Conduct Information and initial input sessions
  ■ District leadership team - 1/20
  ■ Meeting of the Board of Trustees - 1/22
  ■ District Advisory Council - 1/20
  ■ DELAC - 1/26
  ■ Designated school staff meetings - TBD
  ■ Principals to deliver presentation to site SSC, PTA, ELAC
- Begin writing annual update based on new template
- Update District website

March
- Review initial input and develop and administer surveys for parents and students
- Continue writing annual update
- Begin modification of LCAP and alignment of budget expenditures in new template
LCAP Process Spring 2015

April
- Review data from surveys
- Continue writing annual update
- Continue modification of LCAP and alignment of budget expenditures in new template
- Gather additional input from Advisory groups and respond
- Provide Board update

May
- Continue writing annual update
- Continue modification of LCAP and budget expenditures in new template
- Gather additional input from Advisory groups and respond

June
- Finalize LCAP and budget
- Board adoption and submission to the Santa Clara County Office of Education
Questions about the LCAP
Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Discussion

Agenda Item Title: Transportation Update

Estimated Time: 10 minutes

Person Responsible: Terese McNamee, Chief Business Officer

Background:

The Transportation Department is responsible for both home-to-school transportation and Special Education transportation. Staff will report to the Board on the department’s services and activities for the 2014-15 school year.

Fiscal Implication:

None.

Recommended Action:

No action required.
Transportation Department - Report to Board of Trustees

January 22, 2015

Presented by Terese McNamee, Chief Business Officer

Transportation Department
Mission Statement

To support the academic, social, and emotional success of every child by providing transportation in a safe, reliable, and caring manner.
Transportation Department – Staff

• Director of MOT – Jim McCloskey
• Dispatcher/Bus Driver – Liz Reeves
• Bus Drivers:
  • Albert Alameda (New)
  • Felicia Ames (New)
  • Oscar Cortez (New)
  • Micaela Espinoza Cortez
  • Christine Funk
  • Teresa Ochoa
  • Brian Perron (Sub as needed from MOT)
• Department Secretary – Sara Vella

Transportation Department – Services

• Home-to-School Transportation
• Special Education Transportation
• Field Trips
• After-School Sports and Extracurricular Transportation
• Services for Other Districts and Organizations, including City of Mountain View Parks & Recreation and Police Activities League
## Home-to-School Transportation – Students Served by School Attended

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<td>0</td>
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<tr>
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<td>44</td>
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<tr>
<td>Landels</td>
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<td>TOTAL</td>
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<td>398</td>
<td>371</td>
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## Home-to-School Transportation – Students Served by Morning Bus Stop

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<tr>
<td>TOTAL</td>
<td>448</td>
<td>397</td>
<td>371</td>
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</table>
# Home-to-School Transportation – Finance

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
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<tr>
<td>State Revenue $271,770</td>
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<td>$205,310</td>
<td>$210,414</td>
<td>$195,461</td>
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<td>Fees $10,696</td>
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<td>Other Local Revenue (non-District) $145,052</td>
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<td>$21,129</td>
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<tr>
<td>Grant Revenue (Vehicle Purchase) $163,311</td>
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<td>$329,205</td>
<td>$413,336</td>
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<tr>
<td>Unrestricted Contribution (Encroachment) $13,672</td>
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<tr>
<td><strong>Total Revenue</strong> $441,190</td>
<td>$327,998</td>
<td>$382,628</td>
<td>$421,856</td>
<td>$241,761</td>
<td>$612,510</td>
<td>$704,603</td>
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<tr>
<td><strong>Expenses</strong></td>
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<tr>
<td>Salary $235,572</td>
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<td>Benefits $123,488</td>
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<td>Supplies $24,802</td>
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<td>Contracted Services net transfers $57,365</td>
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<td>$43,940</td>
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<tr>
<td>Vehicle Purchase $163,311</td>
<td>$163,311</td>
<td>$329,205</td>
<td>$413,336</td>
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<tr>
<td><strong>Total Expenses</strong> $441,190</td>
<td>$327,998</td>
<td>$382,628</td>
<td>$421,856</td>
<td>$241,761</td>
<td>$612,510</td>
<td>$704,603</td>
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</table>

# Special Education Transportation – Finance

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<tbody>
<tr>
<td># Students by JPA 30</td>
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<td>9</td>
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<tr>
<td># Students by MVWSD 36</td>
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<td>61</td>
<td>61</td>
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<tr>
<td><strong>Total Students</strong> 66</td>
<td>70</td>
<td>64</td>
<td>70</td>
<td>72</td>
<td>69</td>
<td>56</td>
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<tr>
<td><strong>Revenue</strong></td>
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<tr>
<td>State Revenue $380,353</td>
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<tr>
<td>Unrestricted Contribution $228,300</td>
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<tr>
<td><strong>Total Revenue</strong> $608,853</td>
<td>$478,462</td>
<td>$519,281</td>
<td>$479,276</td>
<td>$541,167</td>
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<tr>
<td><strong>Expenses</strong></td>
<td></td>
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<tr>
<td>Salary $64,576</td>
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<td>Benefits $42,493</td>
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<td>Supplies $5,663</td>
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<td>Contracted Services, etc. $427,116</td>
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<td>Vehicle Purchase $69,003</td>
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<tr>
<td><strong>Total Expenses</strong> $608,853</td>
<td>$478,462</td>
<td>$519,281</td>
<td>$479,276</td>
<td>$541,167</td>
<td>$436,044</td>
<td>$466,501</td>
</tr>
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</table>
Key Points

- State Revenue is no longer restricted for transportation and is now considered base grant revenue. Transportation services requires a general fund contribution.
- MVWSD currently runs 2 home-to-school routes and 4 special education routes.
- Projected subsidy for home-to-school transportation is approximately $589 per child. This is an increase of $112 from last year. Due to the increase, the District recommends raising fees approximately 7% to offset the deficiency for the 2015-16 school year. The reduced fares will not be affected.
- Ridership in home-to-school transportation has continued to decrease due to reduction of needy Monta Loma and Theuerkauf students requiring transportation services. Additionally, approximately 170 Castro neighborhood students are unable to attend their closest neighborhood school due to capacity issues.
Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Discussion
Agenda Item Title: Potential Increase in Monthly Stipend for Members of the Board of Trustees
Estimated Time: 10 minutes
Person Responsible: Dr. Kevin Skelly, Interim Superintendent

Background:

Education Code Section 35120 allows the Board of Trustees to increase their monthly stipend by up to 5% each year. The current stipend for each member of the Board is $273 per month. The monthly stipend was last increased in April 2014. This item will provide an opportunity for the Board to consider an increase in the monthly stipend. To the extent an increase is proposed, action would be taken at a future Board meeting.

Fiscal Implication:

To be determined.

Recommended Action:

No action required.
Agenda Item for Board Meeting of January 22, 2015

Agenda Category: Review and Discussion
Agenda Item Title: California School Boards Association Conference Reflections
Estimated Time: 10 minutes
Person Responsible: Dr. Kevin Skelly, Interim Superintendent

Background:

Trustees recently participated in the California School Boards Association Annual Conference in San Francisco. Trustees will share information from workshops attended at the conference.

Fiscal Implication:

None.

Recommended Action:

No action required.