

PIEDMONT UNIFIED SCHOOL DISTRICT

Council Chambers, City Hall

120 Vista Avenue

Piedmont, California 94611

MINUTES OF

Regular Meeting of the Governing Board

February 12, 2014

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CALL TO ORDER	Board President Richard Raushenbush called the meeting of the Board of Education to order at 6:00 p.m.
ESTABLISHMENT OF QUORUM	President Richard Raushenbush, Vice President Andrea Swenson, and Board Members Sarah Pearson, Ray Gadbois and Roy Tolles were present.
Adjourn to Closed Session	The Board adjourned to Closed Session at 6:01 p.m. to discuss: Conference with District Labor Negotiator Constance Hubbard Regarding Negotiations with Association of Piedmont Teachers (APT) (Government Code Section 54956.6)
Others Present in Closed Session	Superintendent Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Reconvene to Regular Session	President Raushenbush called the Regular Session of the Board of Education to order at 7:10 p.m. and led the Board and audience in the Pledge of Allegiance.
Others Present at Regular Session	Superintendent Constance Hubbard Michael Brady, Assistant Superintendent, Business Services Randall Booker, Assistant Superintendent, Educational Services
Report of Action Taken in Closed Session	The Board met in closed session and no action was taken.
Agenda Adjustments	None
COMMUNICATIONS/ANNOUNCEMENTS	
Association of Piedmont Teachers (APT)	Gabrielle Kashani, APT President, was unable to attend and asked Superintendent Hubbard to extend her regrets that she cannot be present to wish Roy Gadbois and Roy Tolles well.
CSEA	None
Parent Clubs	
Student Representative to Board	MHS representative Peri Zangwill presented her report on academics and student activities. Second semester has just started and students seem to be adjusting to their schedule changes and happy that they get a fresh start. MHS is halfway done with the fourth marking period and progress reports will be distributed later this week  On February 1st many Juniors and Seniors got dressed up and went to Winter Ball. People had a great time and it was a successful night! This past week the PHS drama program put on the play <i>Anything Goes</i> . Many community members came out to see it. The Girls' Basketball team is currently second in the league. The Seniors play their last home game Tuesday and they are aiming to get to the NCS playoffs on February 25th. Although everyone is working hard, people are very excited that February Break starts Friday.

## Superintendent Announcements

There is an error in today's *Piedmont Post*. The headline for the announcement of elementary enrollment states that enrollment begins on Wednesday, March 5. The correct date of elementary enrollment is Thursday, March 6.

## President Announcements

President Raushenbush thanked outgoing Board members Ray Gadbois and Roy Tolles for their eight years of service to the community through some difficult and exciting times - the years of the seismic bond program and the severe budget crisis. They contributed their expertise and leadership and stayed focused on their purpose: to provide a high quality education for the young people of Piedmont. They reflect what a Board member should be. They asked a lot of questions, listened thoughtfully and carefully to public comment and the recommendations of experts and education professionals, and made up their own minds. Roy's architectural and engineering expertise supported the District's construction projects and Ray's financial acumen resulted in a thorough analysis of budget matters.

Board Member Pearson said that she chose to run for the Board so that she could serve during their terms and she learned a lot from both of them.

Vice President Swenson thanked them for their warm welcome to her and Sarah. She came onto a high functioning board and knows that their shoes will be difficult to fill.

Mary Ireland, Piedmont Educational Foundation President, and Kathy Geddeis, PEF Vice President and Treasurer, expressed their appreciation to Mr. Tolles and Mr. Gadbois on behalf of the foundation and the community members and families in Piedmont. Ms. Ireland recognized them for their amazing dedication, smarts, hard work, long hours and the ability to make people feel heard. They made it cool to be on the School Board. She presented them with two small tokens of appreciation. Ms. Geddeis remembers when Ray moved to Piedmont and called her to volunteer to work on the parcel tax election; then in 2005 he became chair of the parcel tax campaign and in 2006 was elected to the School Board. She has been impressed with the skills Roy brought to seismic projects and those projects happened in large part because of what he contributed.

Superintendent Hubbard presented them with some tokens of esteem to remind them of the District, Piedmont athletic programs, the bird calling contest and the world beyond PUSD.

## EDUCATIONAL SERVICES REPORT: SPOTLIGHT ON STUDENT LEARNING

### Piedmont Robotics Team - *Scotbotics*

Assistant Superintendent Booker introduced PHS students Maria Rogers, Matthew Turney, and Parker Phillips, members of *Scotbotics*, a high-school robotics team. They participate in FIRST (For Inspiration and Recognition of Science and Technology), a program that introduces students to science and technology and offers programs for all grade levels. Their goals are to expand to include younger levels and get more students involved; to integrate technology, robotics, and hands on learning into school curriculum; and to further interest in STEM subjects and prepare students for rapidly growing jobs in Computer Science and Engineering.

*Scotbotics* was founded in 2009 as a school club and then became independent. The students brought with them an 18" robot they built and programmed to perform various tasks. They have advanced to the FIRST Tech Challenge (FTC) Annual Robotics World Champion-

ships twice, during the 2009-2010 and 2012-2013 seasons.

#### Local Control Accountability Plan (LCAP)

Assistant Superintendent Booker explained that the Local Control Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula (LCFF). In June of 2013, the Legislature approved the Local Control Funding Formula, a historic shift in how California funds public schools. LCFF's focus is on local decision-making, equity, accountability and transparency. The new system has an eight-year implementation plan, with 2013-14 as the transition year.

As part of the LCAP each school district must engage parents, educators, employees and the community to establish their plan. The plan will tell our story, describing the school district's overall vision for students, annual goals and specific actions the District will take to achieve the vision and goals. The LCAP must demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

The LCAP will include information about our goals, services and spending plans and must include the needs of all students and reflect specific goals for school sites. It must look specifically at student subgroups with 30 or more members, particularly those groups targeted for extra money: low-income children, students learning English and foster youth.

This first year District staff will gather the information we have and create a draft, and get input from school site councils. In future years there will be more opportunities for additional input.

#### PRESENTATION

##### "Protection of Local School Revenues" Initiative

Jennifer Bestor, who spoke representing the citizens' group "Educate Our State," asked for Board support for their ballot initiative, which would provide more reliable funding for California's schools. They are in the process of seeking signatures to qualify for the ballot. Their initiative would restore the schools' rights to their allocated share of property tax revenue and prevent the State Legislature from redirecting those funds in the future. In 2004 when the Legislature redirected property tax revenue away from the schools, it left California schools more dependent on personal income tax revenue, a more volatile and variable source of revenue. Then in 2008, the State deferred payment of revenue due to schools. For many districts this resulted in layoffs, reductions in instructional days and programs, and wage and benefit freezes. This initiative will provide more stable and timely funding for schools by ensuring that schools receive at least their allocated property tax revenue. She asked that people help get the initiative on the ballot by signing and collecting signatures.

#### REVIEW AND ACTION ITEMS

##### Approve 2015-16 Instructional Calendar

At the December 11, 2013 Board meeting, the Board tabled the vote on the 2015-16 Instructional Calendar in order to provide additional time to disseminate information about the connection to an earlier (mid-August) start of school and its effect on student stress. It was thought by many that the earlier start would allow the first semester to end prior to winter break and would result in students and teachers at the secondary level having a true break.

Information was shared with staff and parents to help them understand the intent of piloting the early start to see if indeed it did allow teachers and students a less stressful winter break. After much discussion, it was agreed that secondary teachers and support groups (e.g., Site Council, School Advisory Council) would explore alternative ways to address student stress at the secondary level that

do not involve changing the 2015-16 Instructional Calendar as presented and approved by APT. The calendar presented tonight reflects the traditional start and end of the school year that mirrors the current year and the calendar approved for 2014.

Kiera Sullivan, PHS senior, heard the scheduling change was denied because elementary schools did not want to change. Having finals right after break wrecks the break because students either don't enjoy the break because they're studying or they're not studying and don't do well on their finals. She believes PHS should have more of a say in the decision because it makes more of a difference for high school students and puts them under so much stress.

Vanessa Li, PHS senior, said many colleges process their applications during the winter break. Because mid-year grades come in late from Piedmont, many colleges won't process the application until it has first semester grades and Piedmont students have to wait longer to hear from schools.

Sophia Gougoumis, PHS senior, said that before break teachers give tons of homework. Many students say it is difficult to have finals right after break. She would like to know if the Board will be voting on this again.

Superintendent Hubbard responded that calendar adoption is a negotiated item between APT and the District. APT puts out three to five calendars for consideration and APT members vote on their choice. Once APT agrees on a calendar, it is presented to the Board for their approval. The next calendar for consideration will be for the 2016-17 academic year. A district goal is to reduce unnecessary student stress; next year the Board will review efforts to reduce student stress.

It was moved by Ms. Pearson, seconded by Mr. Tolles and voted by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Mr. Gadbois and Mr. Tolles to approve the Instructional Calendar for 2015-16.

Authorization to Pursue the Lease-Leaseback Delivery Method for Proposed Accessibility, Fire/Life Safety Construction Project at Alan Harvey Theater (Education Code Section 17406, et. seq.)

It is recommended that the District utilize the Lease-Leaseback method for the proposed Alan Harvey Theater project. The Lease-Leaseback method was used during the Seismic Safety Bond Program, and was found to be an effective method of bringing a construction contractor into the process early to allow value engineering and consultation on practical solutions to design issues.

The purpose of utilizing the lease-leaseback method is to make as much use as possible of the time between now and the bond election. The Alan Harvey Theater project is on fast timeline and it is important keep the project moving along. This is particularly important because some materials for the theater have long lead times. The Board has authorized the use of this method. It is a competitive process: we ask companies to provide their qualifications, their experience and why they want to be involved in this project. Once a company is chosen we enter into a preconstruction services agreement with them.

This evening the District is asking approval to move forward to complete the process. The RFQ process takes approximately six weeks to complete. Developers will be chosen by a committee that includes District personnel, Board representatives and community members who have technical expertise in construction and theater operations. More than one developer is usually identified to provide flexibility to the District in negotiating for services. The finalists will be presented to the Board for approval.

Competitive bidding is part of this process. With a developer on board sooner, the Guaranteed Maximum Price (GMP) is more accurate. We have found that the contractor's method of establishing pricing is indicative of how they work. Once construction documents have been completed, the construction company will be able to present a GMP. At that point if we don't like the GMP proposed by the construction company, we will have a pool of other contractors to contact.

The Board has committed \$500,000 from the Modernization Program toward the AHT project if the bond is approved, and) if the bond is not approved to use the money to perform limited essential work (not including accessibility). Private donors, PEF and the Parent Clubs have committed \$535,000 in funds to be used by the District on the AHT project. The Board is committed to keeping the project moving forward to meet the timeline for occupancy in the Fall of 2015. It is anticipated that no more than the amount provided by private donations will be spent prior to the election in June 2014 in order to guarantee availability of funds to perform the minimum work approved as part of the District's Modernization Program if the bond is not approved. Any additional work related to the preconstruction services agreement and/or to be authorized toward the next phase of work for QKA will not exceed the total private funds on hand committed to the AHT project.

It was moved by Ms. Swenson, seconded by Mr. Gadbois and approved by Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Mr. Gadbois and Mr. Tolles to Authorize Pursuing the Lease-Leaseback Delivery Method for Proposed Accessibility, Fire/Life Safety Construction Project at Alan Harvey Theater.

Review Report and Recommendations of the School Support Tax Advisory Subcommittee for Levying for Fiscal Year 2014-15 and Review of Fiscal Year 2013-14

Measure A, the parcel tax measure passed by Piedmont voters in March, 2013, provided for the creation of the School Support Tax Advisory Subcommittee. The subcommittee, whose members are Piedmont property owners, serves in an advisory capacity to the School Board to review and project the financial needs of the District with respect to the levy of the School Support Tax and to recommend a levy amount for the subsequent year's tax.

Jon Elliott, a member of the School Support Tax Advisory Subcommittee, presented the report from the subcommittee, which is included in the packet and is also posted on the website. This is the first report of the parcel tax advisory subcommittee for Measure A. Subcommittee members participated in Budget Advisory Committee meetings as well as meeting to review district expenditures and revenues.

The Subcommittee recommends that the District levy the Measure A School Support Tax (Parcel Tax) at its maximum level in 2014-15, a two percent (2%) increase above the rate in 2013-14. They recommend that the \$188,160 raised by the 2% increase be directed to a parcel tax reserve account to be available for use of the general fund during subsequent years of the term of Measure A.

The Subcommittee would like to note that the District is continuing to run a deficit, although the amount of deficit spending is diminishing. Because of the eight-year term of the parcel tax, the committee is thinking and looking ahead. Although the news out of Sacramento is the best it has been in years, Proposition 30 income will end in five to seven years. The Subcommittee took a hedging approach to minimize the risk of budget crashes in the future. This decision was a consensus among committee members Peter Freeman, Amal Smith

and Jon Elliott.

Superintendent Hubbard explained that the 2% maximum increase amount came about because program spending naturally grows by 1-2% per year. In the past, the District has set aside 1-2% in the early years of a parcel tax to be used later in the cycle of the tax.

Guidelines for Budget Preparation  
Incorporating Local Control Funding  
Formula (LCFF) and Local Control  
Accountability Plan (LCAP) Require-  
ments to Support "Categorical" Programs  
for 2014-15 and Beyond

With the advent of the Local Control Funding Formula, the Board will review staff recommendations and provide direction on the use of General Fund resources to support categorical and other programs for 2014-15 and beyond. The LCFF, in effect, eliminates the vast majority of categorical spending restrictions under the old Revenue Limit formula. In their place, the LCFF establishes a more limited set of spending restrictions, some of which apply over the long term and some of which are applicable only during the initial transition period.

In addition to creating a new funding formula, LCFF establishes new rules relating to school district transparency and accountability. Specifically, districts are required to adopt Local Control Accountability Plans (LCAPs), which include annual goals intended to encompass the "key ingredients of high-quality educational programs." The LCAP must include both district-wide goals and goals for each numerically significant student subgroup in the District. The LCAP goals as identified must be supported by and aligned with the District's spending plan (the 2014-15 PUSD Adopted Budget). Fortunately, the process required for the development of the LCAP is consistent with current practices in PUSD. The LCAP provides a clear and concise method of articulating what is already in place.

Under LCFF, school boards have full latitude to use General Fund resources to support categorical programs for 2014-15 and beyond. In the past, any categorical funds not expended from prior years were restricted for use in subsequent years, and could not be accessed for General Fund purposes. Now, with the vast majority of State restrictions removed, the Board has the opportunity to designate how funds are used (as well as restricted) locally over time. Some Categorical programs (such as Special Education, Mental Health Services, Class-Size Reduction, Mandates Block Grant, State Preschool, and Child Nutrition) remain fully restricted. Nevertheless, virtually all PUSD categorical programs (including non-restricted programs) historically received some level of General Fund support in the past because State funding was inadequate. What follows are recommended funding levels for the near future.

- **Reserve for Economic Uncertainty (\$1.3 Million)**

PUSD is required to maintain a 3% unrestricted General Fund reserve for economic uncertainty. Given the uncertainty of the past five years, and an eight-year LCFF implementation phase that anticipates no State-wide economic downturn, the Board believes it would be prudent to maintaining near-term reserves at the rate of 4%.

- **Supplemental/Concentration Grant Funding (\$80,000)**

Under LCFF, a supplemental grant equal to 35% of the District's base grant is provided for each English learner, economically disadvantaged or foster youth student. The supplemental grant is intended to provide additional resources to help address the unique needs, challenges and additional costs that these students bring to school. As the District develops its 2014-15 Adopted Budget, identifying and directing the use of these funds is essential for both the LCAP and to demonstrate the District's commitment to all students. PUSD's supplemental grant is projected to be \$80,000, and we

anticipate spending more than the allotment. Therefore, Board members agreed to include an additional \$40k that could not be allocated elsewhere.

- **Parcel Tax Reserve (\$188,160)**

The Parcel Tax Reserve Fund was established for funds from the first year of the current Parcel Tax approved by voters to support programs as necessary in later years of the term of the tax; and the Parcel Tax reserve fund is required to be fully expended as mandated by the parcel tax measure. In the event of an economic downturn, the Parcel Tax Reserve Fund could be used in conjunction with the Reserve for Economic Uncertainty.

- **Instructional Materials (\$250,000-\$400,000)**

Under the old funding model, the District received approximately \$57 per pupil for instructional materials funding (IMF). In years where there were no textbook adoptions, leftover IMF funds were held for use in future years. Given the implementation of Common Core standards (a categorical program funded only for two years), new science and math standards, and future textbook adoptions on the horizon, the Adopted Budget should include an additional \$110,000 up to \$260,000 over the amount spent in 2012-13. Board members were concerned about instructional material and equipment costs and made allowances to increase the recommendation to \$250,000 up to \$400,000.

- **Adult Education (\$285,463)**

PUSD has received \$285,463 annually to support State-sponsored instructional programs. During the State's economic crisis, the Adult Education program eliminated most State-sponsored classes, reduced diploma teaching staff by 80%, and transferred \$120k per year to the District's General Fund in support of K-12 programs. Adult Education funding is guaranteed only through 2014-15 under the current model, and there is much uncertainty regarding future Adult Education funding levels. Until the new funding model is established, it is recommended that the entire Adult Education apportionment as part of LCFF be transferred to the Adult Ed program for use in 2014-15. The Board agreed with this recommendation.

- **Deferred Maintenance (\$190,000)**

Historically, the District received Deferred Maintenance funds as part of a 50/50 matching grant from the State. In total, Deferred Maintenance revenues were approximately \$190k per year, with \$95k contributed from the General Fund. Given the need for ongoing maintenance projects, base funding of Deferred Maintenance at a \$190,000 per year is recommended.

Board members agreed with this recommendation. They discussed the need to set aside money for replacement and refurbishment of facilities, and recommended that the District set aside money "earmarked" for specific expenses.

- **Capital Facilities (\$80,000)**

Currently, the District sets aside \$50k per year for repairs, refurbishment, and replacement of athletic facilities in the future, and receives approximately \$30k per year in local donations. Continuing this practice will help reduce and perhaps eliminate the need to finance major replacement costs (specifically the synthetic turf and track at Witter Field and synthetic turf at Becker Field) in the future. The District set \$800k as a goal to reach by June of 2015, when the current warranty on Witter Field expires. It is anticipated the District

will have close to \$700k reserved by that time.

- **Remaining Categorical Programs**

As part of the District's LCAP process, determination of support for programs no longer funded by the State will be open to community discussion and public input. The Board may choose to continue base funding levels for categorical programs based on 2012-13 apportionments, or modify, combine, or eliminate tracking some program budgets altogether. No longer tracking program expenditures does not mean that the District is absolved of its responsibility or accountability for students served by that program.

Moving forward, the District must maintain K-3 class sizes of no more than 24 students to preserve continued CSR funding as part of the District's base grant. In addition, the District must also preserve programs formerly funded under the Pupil Retention Block Grant (a Tier III categorical grant that combined funding for programs assisting pupils who require additional help to succeed in school). Specifically, funds for Continuation High Schools, High Risk Youth Education, Tenth Grade Counseling, Dropout Prevention, and Early Intervention for School Success received by PUSD to support Continuation and Alternative Education programs are critical to the District's mission to serve all students. As part of the LCAP, ongoing support will need to be identified for continuing these educational programs. In 2012-13, support for Alternative Education was approximately \$320,000, including General Fund contributions. Maintaining funding in support of Alternative Education opportunities, perhaps in conjunction with efforts through Piedmont Adult Education, is strongly advised.

- **At-Large General Fund Commitments**

Finally, there are a number of programs not connected to the old State Categorical Funding model that are supported through the General Fund. Contributions to athletics via coaching salary supplements, the PUSD Wellness Center, BTSA/Peer Assistance and Review, professional development opportunities, and others are supplemented by District contributions. Funding for these commitments will be open to discussion and input from the community.

During upcoming months, discussions about District commitments and budget will be discussed at LCAP meetings.

Review Schedule of Regular Board of Education Meetings for 2014-15

The proposed schedule of 2014-15 Regular Board Meetings was presented this evening and will return for adoption at the March 12, 2014 meeting.

**INFORMATION**

Common Core Planning – Mathematics

The Piedmont Unified School District will host a series of engagement meetings with the community on mathematics (K-12). With the shift to Common Core, school districts across the state are reviewing the impact of these new standards on math curriculum (K-12). Parents are invited to the various Parent Education Nights and Curriculum Forums to learn about the shifts from the 1997 California State Standards to the new Common Core Standards, Performance Tasks, and course progression options.

Assistant Booker said that at the Feb. 11<sup>th</sup> Parent Education Night on Common Core – Mathematics, approximately 40 parents attended. Parents who are interested can attend the Curriculum Forum Meeting on Feb. 13<sup>th</sup> from 3:30 p.m. to 5:00 p.m., in the PHS Student Center. A math expert from the Alameda County Office of Education will explain the new standards, which include a list of skills and facts all students need to acquire. Standards are the destination, Common



Core specifies the content and curriculum is the map.

The changes in math are a focus on greater depth and learning with an eraser – that is learning from mistakes. Common Core standards emphasize coherence in how a topic is elaborated over the years, an understanding of the connections between math concepts, and an emphasis on problem solving and reasoning skills.

Application Opening for 2013 Arthur Hecht Volunteer of the Year Award

Arthur Hecht was a community member who was a volunteer extraordinaire; he was one of the founders and originators of Millennium High School. In his memory each year an award is given to the volunteer of the year. The honoree receives a work of art from a high school AP art student. If the student chooses to part with their work of art they are given an honorarium and recognized at a Board meeting. Applications are available on the website and the deadline for submission of nominees is the close of business on March 10. An application and information are also on the District web site: [www.piedmont.k12.ca.us](http://www.piedmont.k12.ca.us) under "Latest Announcements."

### ANNOUNCEMENTS

Announcement of Elementary Enrollment (K-5th Grade) Day to be held on March 6

Elementary Enrollment Day will be held on Thursday, March 6. Details can be found on the PUSD website. If at all possible, please do not bring children to the enrollment day and please bring all necessary documents.

Announcement of Special Board Meeting, February 26, 2014

The Board will conduct a Special Board Meeting on Wednesday, February 26, 2014, from 4:00-5:00 p.m. in the District Administration Office Conference Room. New Board Members will be sworn in by the City Clerk, at which time the Board will also reorganize to select a President, Vice President and Secretary. Following the meeting, there will be a reception to welcome new members and honor outgoing members Ray Gadbois and Roy Tolles.

### CORRESPONDENCE

Ms. Swenson reported that correspondence was light. There was one email regarding the election, one about robotics and an additional question but whether the Board was going to review the policy of allowing grandchildren to attend Piedmont schools.

### BOARD REPORTS

Mr. Tolles had nothing to report.

Mr. Gadbois said he enjoyed working with Board members and staff.

Ms. Pearson attended the ALPS (Advanced Learner Program Support) meeting, the PHS Site Council, the Speaker's Series on Neurodiversity, the Wildwood Dads' Crab Feed, the Advanced Learner Support Program meeting, the Wildwood Open House, the PHS production of *Anything Goes*, the Diversity Education Advisory Committee meeting, and the PMS Site Council, where it was announced that the principals have set up a forum for student voice called "See Something, Do Something."

Ms. Swenson attended several City events, an excellent APCP meeting that included information on the LCAP, a follow-up on the technology meeting, and an AHT campaign meeting. She and Mr. Raushenbush attended the CTA Board Breakfast where the Mayor of Dublin, who is also a teacher, spoke.

Mr. Raushenbush also attended the APCP meeting, an AHT design meeting, and a meeting with organizers of the Turkey Trot.

### CONSENT CALENDAR

Mr. Tolles moved, Ms. Pearson seconded, and Mr. Raushenbush, Ms. Swenson, Ms. Pearson, Mr. Gadbois and Mr. Tolles voted to adopt the Consent Calendar.

- A. \*Adopt Regular Board Meeting Minutes of January 8, 2014 Board Meeting
- B. \*Adopt Regular Board meeting Minutes of January 22, 2014 Board Meeting
- C. \*Approve Monthly Financial Report of the District for January, 2014
- D. \*Approve Warrant List Dated for Goods and Services Rendered for November 1, 2013 through December 31, 2013
- E. \*Approve Personnel Action Report
- F. \*Approve Proposal for ROP Culinary Arts Course (Second Reading)
- A. \*Approve donation to the sports program of a Game Ready device and additional accessories from an anonymous donor. The cost of these items is \$1996.
- G. Approve one Master Contract and one Individual Service Agreement with ABC (A Better Chance School) to provide nonpublic school services for one student, effective February 24, 2014 through June 13, 2014, at a total cost not to exceed \$21,445.50. Funding: Special Education
- B. Approve one reimbursement to parents of one student, for expenses related to residential placement, effective December 26, 2013 through December 29, 2013 at a total cost not to exceed \$832.99. Funding: Special Education

FUTURE BOARD AGENDA ITEMS

—→ **SUBJECT TO CHANGE** ←—

- Review Facilities Standards/ Green Policy (TBD)
- Facilities Use – Fee Structure (TBD)
- Discuss items for contract reopeners between the District and California State Employees Association (CSEA), Chapter 60 (TBD)
- Student Accountability Report Cards (SARC) (TBD)
- Approve 2012-13 Consolidated Applications, Part II (TBD)
- Special Board Workshop: New Member Orientation (TBD)
- Updates to Comprehensive Safety Plan – School Site Plans (TBD)
- Midyear Assessment of District Goals for 2013-14

ADJOURNMENT

The meeting was adjourned at 10:35 p.m.



RICHARD RAUSHENBUSH  
Board President, Piedmont Unified School District  
Board of Education



CONSTANCE HUBBARD  
Secretary, Piedmont Unified School District  
Board of Education