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TO: Board of Education

FROM: Constance Hubbard, Superintendent
Randall Booker, Assistant Superintendent, Educational Services

SUBJECT: Connected Learning Initiative Program

I. **SUPPORT INFORMATION**

The Piedmont community has committed to the acquisition, development and support of effective educational technology to improve student learning by providing teachers and students real world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply knowledge in collaborative and creative ways.

With the adoption of the State of California's Common Core Standards, the importance of technology for learning and assessment is brought more clearly into the skill set of the modern learner. One significant difference between current state standard and the Common Core is the Common Core's emphasis on the use of technology in demonstrating knowledge and in problem solving. The Connected Learning pilot intends to promote facility with academic use of technology and keyboarding which will lead to increased success and confidence with the new assessment measures, and more importantly, in modern life. Piedmont's Connected Learning Initiative is one response to preparing our students for college and career readiness in the 21st century.

For 2014-15 all 6th, 9th, 11th and MHS Students were provided a mobile learning device for use at school and from home. Every student in grades 4 and 5 had access to the computing device in their classroom with cloud access to their work from home.

The initiative name "Connected Learning" was developed with the teachers to focus on the learning goals of the program, rather than the technology.

- Connect to rich, real world content.
- Connect through collaboration.
- Connect school and home with anytime anywhere learning.

The pilot provided opportunity to develop policies, procedures and work with teachers, students and parents to support learning. Survey of teachers on academic goals in January revealed very positive results.

- 83% of Connected Learning teachers say their students benefitted "a lot" to "a great deal" from the initiative.
- 75% of Connected Learning teachers say their students seemed more engaged.
- Increased number of teachers reported using more differentiation techniques.
- Teachers reported Increased implementation of Common Core standards.

Based on responses from teachers, students and parents we recommend expanding the initiative to include all students in 6th-12th grades for 2015-2016.

Why a 1:1?

The current district [Instructional Technology Plan](#), adopted in May 2013, identified pursuing a 1:1 or BYOD (Bring Your Own Device) initiative as next steps in accord with national and state recommendation. The following list reasons why we pursued a 1:1 implementation in Piedmont:

- 1) Align with recommended practices in 2010 [National Technology Plan](#) and more recently 2014 [California Education Technology Blueprint](#)
- 2) Address California Common Core Standards with increased [technology](#) standards and assessment needs.
- 3) Increase student engagement with real world tools.
- 4) Provide additional tools for differentiation and personalization of learning.
- 5) Increase opportunities for the 4 C's and 21st century learning: Collaboration, Communication, Creativity and Critical- Computational Thinking.
- 6) Ensure equity of access to content and tools for all students.
- 7) Address WASC suggestions for increased technology at PHS.
- 8) Keep up with competition- many schools in region have a 1:1 implementation: O'Dowd, Head Royce, New Haven (chromebooks).
- 9) Subvert subversion.... Students/adults already have and use devices subversively and a district-directed implementation would provide guidance and support instead of encourage subversion.
- 10) Prepare for 21st century - future is already here, it's just not distributed equally.

Research Supporting 1:1 Pilot

The use of technology in schools increases engagement in the learning process and allows teachers the opportunity to personalize instruction. An evolution of mobile technologies and an expanding global digital infrastructure have changed daily life and work. The [National Technology Plan](#) and the [California Ed Tech Taskforce](#) both advocate for students to have 1:1 access to mobile devices both at home and at school to increase and support student learning. The current district Instructional Technology plan, adopted in May 2013, identified pursuing a 1:1 or BYOD (Bring Your Own Device) initiative as next steps in accord with these national and state recommendations.

The district relies on research identifying best practices in using technology to support student learning and organizational efficiencies from the [Project Red Report: The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness](#).

Project Red determined that 1:1 schools employing key implementation factors **outperform all schools** and all **1:1 technology schools**. The research showed a stronger positive impact if the top four of those factors were in place:

- Intervention classes that use technology in every class period
- Principal leading change
- Online collaboration of students daily
- Core subjects using technology daily
 - When used daily, technology is a top-five indicator of better discipline, attendance, and increased college attendance. (Greaves, Wilson,

Gielniak, & Peterson, 2010). Positive school impact extends beyond student achievement to decreased disciplinary actions and even to copy/paper costs.

Why Chromebooks?

Chromebooks represent a new space in technology. This space is between mobile options such as the iPad and the portable space anchored by laptops. The Chromebook needs little, if any maintenance. It is a completely web-based device so there is no need for downloading or installing. The way a Chromebook operates reduces the need for technical support, making it ideal for a district to take on without adding large amounts of tech support. Student work on the Chromebook automatically saves to the cloud and utilizes the collaborative feature set provided by Google Apps.

Chromebooks can't do everything. The value-added by the device- web access, easy productivity tools, and amazing collaborative services- results in an extremely high return on investment for student learning. The core of our instructional needs in most classes, be it writing, reading, researching, reflection, and/or collaboration, is wonderfully enhanced by one to one access to a Chromebook.

Chromebooks have a low Total Cost of Ownership, cloud based manageability, and easily scale with a small support staff. Use of the Chrome browser and ChromeOS permit device agnostic flow to/from Chromebooks. Keyboards are a plus too!

What outcomes are we expecting?

- Increased engagement (attendance, participation, achievement).
- More instructional minutes for research and writing due to less transition to labs, carts, etc, leading to increased student learning.
- Improved writing skills with more instruction and practice in class, and access at home.
- Further implementation of Common Core standards.
- Increase in differentiation with additional tools and access to new formative measures.
- Better citizenship in ALL of our communities, digital and physical.

Support Mechanisms- Teachers

Originally planned as a smaller pilot, the 2014-15 pilot year ended up encompassing five grade levels! We know there would be failures, and embrace those as part of our learning process in the pilot. So in order to support a successful initiative launch and develop agile feedback loops, the district invested in the following support systems:

1. Ongoing and adaptive on-site PD
 - a) access to bi-weekly drop-in PD afterschool sessions from September-February.
 - b) use of 3 Professional Development days throughout the year to address the technological pedagogical knowledge to enhance student learning with digital tools.
 - c) creation of email group list 1to1@piedmont.k12.ca.us.

2. Teachers on special assignment
 - a) new coach positions to support the pilot with push in to classrooms, individual teacher support, development/delivery of onsite PD, feedback mechanisms.
 - b) Jana Branisa- 1/day/week PHS/MHS.
 - c) Carolyn White- 1/day/week PMS.
 - d) Laura Remer, Ellen Reed, Robin Ludmer- .4 FTE Elementary.
3. Access to off-site PD at conferences
 - a) registration and sub costs for staff to attend GAFE Summit in October 35 PUSD staff attended.
 - b) registration for staff to attend Cool Tools CUE conference in February and March.

Support Mechanisms- Students and Parents

As a pilot year communication and feedback loops are extremely important in order to meet needs and adapt policies as needed.

- Letters to incoming families emailed May 2014.
- [FAQs](#) added to district website May 2014.
- [“Digital Discussion” emails](#) to families in August 2014.
- Helpdesk system chromebookhelp@piedmont.k12.ca.us setup Summer 2014.
- 12 hours of Digital Citizenship and training for 6th graders at Scot's Camp August 2014.
- Acceptable use video and training content developed for 9th and 11th grade student [“test”](#) October 2014.
- DTAC meetings
 - [October](#) 2014: content filtering and policy discussion.
 - action taken - additional limits placed on Chromebooks to reinforce tool vs. toy concept. Netflix and Hulu blocked, along with obviously non-educational games.
 - [February](#) 2015: student, parent, teacher survey result reviewed and analyzed.
 - action taken - planned Brightbyte survey to compare with previous baseline survey.
 - [May](#): brainstorm parent ed night topics
- PPN meetings in November/December
- Parent surveys in November

Measuring Outcomes

Survey of teachers in January on academic goals revealed very positive results.

- 83% of Connected Learning teachers say their students benefitted “a lot” to “a great deal” from the initiative.
- 75% of Connected Learning teachers say their students seemed more engaged.
- Increased number of teachers reported using more differentiation techniques.
- teachers reported Increased implementation of Common Core standards.

Based on responses from teachers, students and parents we plan expanding the initiative to include all students in 6th-12th grades for 2015-2016.

Plans for Next Year

- Issue devices to all students 6th-12th
 - reissue device in fall for 7th, 10th and 12th graders
 - purchase new devices for 6th, 8th, 9th, and 11th gradesWhole school to explore backpack weight
- Infrastructure
 - adding printing system
 - increase bandwidth - June
 - support personnel
 - teacher training
 - 4 C's and Common Core, focus on value-added by formative assessments, differentiation, personalization tools
 - supporting home use
 - parent ed nights
 - website and handbook
 - reporting or control at home

Timeline

- **2010-2011**
 - District hosted email server crashes and PUSD moves to Google Apps
- **2011-12**
 - December 2011 Technology Visioning goals
 - confident staff
 - robust infrastructure
 - 21st century curriculum
 - increased access technology
 - Student google account pilot at PMS declared successful, as a limited focus group of a few classrooms is expanded to cover nearly the entire school because of user demand (teachers and students)
 - Chromebooks released, district buys 5 for exploration
- **2012-13**
 - New District Instructional Technology Coordinator part-time position
 - PMS purchases 30 Chromebooks in Fall 2012 to immediate success with students and teachers. Buys 150 more before end of the school year.
 - New [Acceptable Use Policy](#) developed in DTAC over the year
 - [Instructional Technology Plan](#) approved making case for a 1:1 program is approved in DTAC and by school board
- **2013-14**
 - Infrastructure work
 - Elementaries each receive a cart of Chromebooks in the Fall, funded by 2012-13 Spring Fling fundraiser.
 - Announcement of 1:1 pilot in Nov/December to staff at PHS, PMS and MHS
 - MHS and PMS staff attend GAFE 1:1 conference in January 2014 (no PHS attendance)
 - Tech Implementation Plan for K-12 developed to support a 1:1 roll-out, adoption of CC and SBAC, and new Computer Science standard adoption that includes hardware and personnel needs.
 - SBAC testing uses Chromebooks and tests wifi and network.

- Paid training focused on 1:1 classroom practice delivered in late spring by Sati Shah
- Expansion on Chromebook use at all schools over course of year
 - PMS ~205, PHS ~100, HAV ~80, BCH ~35, MHS ~28, WWD ~26
 - google accounts in use by 4th-12th grade students
- 2 Web-content filtering systems tested out for school/home 1:1 need
- Raise the Paddle at elementary level Spring Fling brings in funding to underwrite some of the hardware needs of the Tech Implementation Plan **a two year acceleration of district-parent plan**
 - *4th-5th 1:1 ratio (at school, no take home)*
 - *2nd-3rd 3:1 ratio keyboarding and general use shared carts*
- Staff and students participate in BrightByte survey on instructional technology as baseline
- DTAC meeting in May demos 4 models and invites public comment
 - PUSD staff use feedback to select Dell Chromebooks
- **2014-15**
 - 730 chromebooks ordered Summer 2014 for secondary 1:1
 - Elementary “Raise the Paddle” order not yet submitted as the accelerated implementation costs are still being approved by new parent clubs
 - Hapara TeacherDashboard being automated so that the instructional support tool is directly linked with IC and will be up-to-date throughout the year without need manual manipulation from PUSD staff
 - Asset management feature added to library circulation software (Destiny) at PMS and PHS. Chromebook “check-out” to students will use the existing library materials and textbook check-out system.
 - New web-based typing program

II. RECOMMENDATION: REVIEW AND ACTION

Review the Connected Learning Initiative Program

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Randall Booker, Assistant Superintendent, Educational Services

SUBJECT: Review the Elementary Instructional Program Design Process

I. **SUPPORT INFORMATION**

In support of Shaping Our Future 2.0, and to prepare and best serve our 21st century Learners, the Tri-School Site Council identified the need to evaluate how we can optimize our efficiency and effectiveness to support our elementary age students. By examining the various components of the elementary instructional program (math, literacy, science, technology, music, library, art, PE, etc.), as well as the time required to appropriately address each component and their corresponding standards, we aim to develop a daily instructional schedule that can best provide the needed coherent blocks of time for instruction.

To gain an understanding of the most valuable and effective approach to guide the redesign, a core Design Team of Tri-School principals, school staff, and parents has begun a facilitated process that utilizes a Design Thinking approach. Design Thinking is a process that focuses on the needs of end users: our students. This facilitated process will continue over the next several months and into the fall of the 2015-16 school year. Ultimately, with the support and input from all stakeholders, the goal is to develop a new daily instructional schedule for the three elementary schools.

This elementary Design Team will conduct observations and engage in interviews with teachers, students, administrators, and parents to define our strengths and identify any potential needs and priorities. They will also research best practices within and beyond the school district and review scholarly research that best supports student learning.

Findings will be synthesized and progress updates will be shared with staff and the parent community over the course of their work. After in-depth study and gathering feedback from staff and the community, the Design Team will identify, test, refine, and refine again their recommendations. Should there be program and/or school day schedule changes that are outcomes of their work, they anticipate implementation in the 2016-17 school year.

II. **RECOMMENDATION: REVIEW AND ACTION**

Review the Elementary Program Design Process

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Randall Booker, Assistant Superintendent, Educational Services
Michael Brady, Assistant Superintendent, Business Services

SUBJECT: Review the Goals for the 2015-16 Local Control Accountability Plan

I. **SUPPORT INFORMATION**

Following the passage of Proposition 30, the State developed a new formula for allocating money to school districts. Starting in the 2014/15 school year, this formula serves to stabilize education funding and reverse the cuts to education that started in 2008.

The funding rules require each school district to adopt a plan, called a Local Control Accountability Plan (LCAP), for education spending. The LCAP must describe how the District will meet annual goals for students that reflect both State requirements and local priorities. The LCAP must be developed by July 2015 and then reviewed annually.

The District's LCAP must also conform to specific content and format requirements mandated by the State and the Alameda County Office of Education (ACOE). These 27 mandated metrics must be addressed as part of the District's LCAP:

LCAP Priority Area	This LCAP addresses:
Conditions of Learning (8)	
Priority 1: Basic Services (3)	<input type="checkbox"/> Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching; <input type="checkbox"/> Every pupil in the school district has sufficient access to the standards-aligned instructional materials; and <input type="checkbox"/> School facilities are maintained in good repair
Priority 2: State Standards (2)	<input type="checkbox"/> Implementation of the academic content and performance standards adopted by the state board; and <input type="checkbox"/> How the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge English language proficiency.
Priority 7: Course Access (3)	<input type="checkbox"/> A broad course of study including courses described under sections 51210 and 51220 (a)-(i), as applicable; <input type="checkbox"/> Program and services developed and provided to unduplicated pupils; and <input type="checkbox"/> Program and services developed and provided to individuals with exceptional needs
Pupil Outcomes (8)	
Priority 4: Pupil Achievement (7)	<input type="checkbox"/> Statewide assessments; <input type="checkbox"/> The Academic Performance Index;

	<input type="checkbox"/> The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks;
	<input type="checkbox"/> The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board;
	<input type="checkbox"/> The English learner reclassification rate;
	<input type="checkbox"/> The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher; and
	<input type="checkbox"/> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.
Priority 8: Other Student Outcomes (1)	<input type="checkbox"/> If available, for courses described under Sections 51210 and 51220 (a)-(i), as applicable.
Engagement (11)	
Priority 3: Parent Involvement (3)	<input type="checkbox"/> The efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite;
	<input type="checkbox"/> How the school district will promote parental participation in programs for unduplicated pupils; and
	<input type="checkbox"/> How the school district will promote parental participation in programs for individuals with exceptional needs.
Priority 5: Pupil Engagement (5)	<input type="checkbox"/> School attendance rates;
	<input type="checkbox"/> Chronic absenteeism rates;
	<input type="checkbox"/> Middle School drop out rates;
	<input type="checkbox"/> High School drop out rates; and
	<input type="checkbox"/> High School graduation rates.
Priority 6: School Climate (3)	<input type="checkbox"/> Pupil suspension rates;
	<input type="checkbox"/> Pupil expulsion rates; and
	<input type="checkbox"/> Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Prior to the adoption of Prop 30 and the LCAP requirement, PUSD had developed and updated an Action Plan that reflects the District's goals for continuous improvement. As previously reported, District staff planned to adapt the Action Plan into the new LCAP, so that there would be one document that reflects both State priorities and local goals for improving education.

DRAFT 2015-16 LCAP GOALS

1. PUSD will continue to ensure that 100% of teachers are qualified and appropriately credentialed.
2. All PUSD students will have access to English Language Arts, Math, and Technical Subjects Common Core aligned curriculum in order to ensure post-secondary preparation by improving student content mastery, critical thinking, creativity, communication, collaboration and technical literacy.

3. PUSD will ensure that all school facilities are maintained and in good repair by optimizing the use of resources through prudent stewardship, enhanced public/private support, and strong community partnerships.
4. All PUSD students will continue to have access to a broad course of study, including courses described in Education Code 51210 and 51220(a)-(i).
5. PUSD will provide all students with social and emotional support services/practices that (a) ensure a safe and healthful learning environment and (b) teach respect, inclusion, resilience, responsible citizenship, self-discipline, and personal responsibility.
6. PUSD will increase parent involvement in leadership opportunities and school-connectedness (especially those parents from under-represented groups, e.g., EL & SPED) in order to raise awareness of available resources to support student learning.

After consultation with ACOE, the District concluded that the goals stated in the Action Plan are not readily adaptable to the LCAP format. For this reason, the District will continue to maintain and update its Action Plan in the fall, as well as annually update the LCAP. As explained below, the LCAP will reflect *State* mandates such as student access to fully credentialed teachers and required courses. Although this is a significant issue for many districts, PUSD is already at full compliance. In contrast, the Action Plan reflects *local* objectives such as the themes that emerged from Shaping our Future and other staff and community engagement opportunities.

A. STATE REQUIREMENTS FOR LCAP CONTENT AND FORMAT

The LCAP must address the following:

Conditions of Learning

Conditions of Learning include student access to required courses, implementation of the Common Core standards, and fundamental conditions such as adequate facilities, materials and fully trained teachers.

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.

Pupil Outcomes

Pupil Outcomes include metrics of student achievement (for example, the Academic Performance Index), readiness for college and career, reclassification of English learners, and percentage of English learners who became proficient in English.

4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

Engagement

Engagement includes parent involvement and pupil attendance, absenteeism, suspension, expulsion, and drop-out rates.

6. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
7. Supporting student engagement, including whether students attend school or are chronically absent.
8. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

In addition to these mandated categories, each district *may* identify and incorporate goals related to local priorities. Nonetheless, the LCAP is designed to promote *standardized*, measurable goals to improve conditions for learning, student outcomes, and community engagement, in part so the State can allocate education funding to support progress for all school districts.

The first reading of the LCAP will be on June 10, 2015 with approval scheduled for the June 24, 2015 Board meeting.

II. RECOMMENDATION: REVIEW AND ACTION

Review Draft Goals of the 2015-16 PUSD Local Control Accountability Plan

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Michael Brady, Assistant Superintendent
Terra Salazar, President, California School Employees Association, Chapter 60

SUBJECT: **CONDUCT FINAL HEARING FOR 2015-16 CONTRACT OPENERS
BETWEEN THE DISTRICT AND THE CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION (CSEA), CHAPTER 60**

I. **SUPPORT INFORMATION**

The negotiations process requires that the articles of a collective bargaining agreement to be reopened are “sunshined” for the purpose of providing the public with an opportunity to provide comment prior to the Board approval of the articles to be considered. Once an article is identified as “open” by either party and is “sunshined,” the negotiations process begins. The articles as listed were brought to the public for the first Public Hearing on May 13, 2015. This evening is the second and final opportunity for the public to provide input as to the articles scheduled to be reopened as part of the 2015-16 bargaining.

The specifics of the negotiation discussions are confidential until such time as they are brought to the Association and Board of Education for approval.

We have a history of using the Interest-Based Bargaining (IBB) process in Piedmont for at least the past thirteen years. The process focus is on interests, not people or positions. It is collaborative and seeks solutions that meet mutual interests when possible.

The 2014-17 Collective Bargaining agreement between the District and the California School Employees Association (CSEA) Chapter 60 provides for negotiations for the 2015-16 school year to automatically reopen:

- Article 12 – Salaries
 - Appendix B Professional Growth
 - Appendix D Salary Schedule
- Article 19 – Health and Welfare Benefits

In addition the process allows for one article of choice by CSEA and one article of choice by the District to be opened, as follows:

- Article 7 – Safety Conditions (CSEA)
- Article 21 – Retirement (District)

By agreement, the District and CSEA have agreed to open articles of mutual interest as follows:

- Article 11 – Leaves (Mutual)
- Article 15 – Work Day/Week/Year (Mutual)

The contract is on the District website and the community has had the opportunity to provide feedback to the District as part of the public hearing process.

Approval by the Board of Education of the identified articles to be reopened signals the start of the negotiations process, which is confidential. The negotiations team includes: Terra Salazar, Ras Medura, Ruth Sowell, Mike Wong, Michael Brady, Song Chin-Bendib, Karyn Shipp and Kim Randlett.

Any person wishing to provide information concerning the articles to be reopened may communicate with members of the Board of Education and the Superintendent via email, phone or in writing.

Andrea Swenson Board President	aswenson@piedmont.k12.ca.us
Sarah Pearson Board Vice President	spearson@piedmont.k12.ca.us
Amal Smith Board Member	amalsmith@piedmont.k12.ca.us
Doug Ireland Board Member	direland@piedmont.k12.ca.us
Rick Raushenbush Board Member	rraushenbush@piedmont.k12.ca.us
Michael Brady Asst. Superintendent	mbrady@piedmont.k12.ca.us
Constance Hubbard Superintendent	chubbard@piedmont.k12.ca.us

II. **RECOMMENDATION: REVIEW AND ACTION**

Second of two Public Hearings on the proposed articles to be opened for the 2015-16 negotiations between CSEA and the District. The Board is requested to approve the articles to be reopened for negotiations as presented.

- Article 12 – Salaries (Automatic)
 - Appendix B Professional Growth
 - Appendix D Salary Schedule
- Article 19 – Health and Welfare Benefits (Automatic)
- Article 7 – Safety Conditions (CSEA)
- Article 21 – Retirement (District)
- Article 11 – Leaves (Mutual)
- Article 15 – Work Day/Week/Year (Mutual)

The California School Employees Association contract can be viewed on the District website at

http://www.piedmont.k12.ca.us/forms/jobs/classified_contract.pdf

PIEDMONT UNIFIED SCHOOL DISTRICT

Piedmont, California

May 27, 2015

TO: Members of the Board of Education

FROM: Constance Hubbard, Superintendent

SUBJECT: Personnel Action

SUBJECT TO BOARD APPROVAL

Employment: Certificated

Irma Muñoz	Assistant Principal	PHS
Effective 7/1/15	1.0 FTE	

Employment: Certificated Contract Extension

Harlan Mohagen	LT Substitute-Resource Specialist	PHS
Effective 5/4-6/12/15	1.0 FTE Temporary	

Retirement: Certificated

Melissa Costello	Core 6 Teacher	PMS
Effective 6/13/15	1.0 FTE	

Constance Hubbard	Superintendent	District
Effective 6/30/15	1.0 FTE	

Resignation: Certificated

Sara Baskin	Psychologist	District
Effective 6/20/15	1.0 FTE	

Scott Coats	Core 7 Teacher	PMS
Effective 6/13/15	1.0 FTE	

Tamara Hauskens	English Teacher	PHS
Effective 6/13/15	.4 FTE	

Ginna Myers	Asst. Principal	PHS
Effective 6/30/15	1.0 FTE	

Christine Schooley	Kindergarten Teacher	Wildwood
Effective 6/13/15	.2 FTE	

Summer Snider	Kindergarten	Beach
Effective 6/13/15	1.0 FTE	

Anne Violanti	Music Teacher	Wildwood/Havens
Effective 6/13/15	.3 FTE	Beach/PMS

FROM: Constance Hubbard, Superintendent

SUBJECT: **ACCEPT DONATION**

I. SUPPORT INFORMATION

It is recommended that the Board of Education accept the donation from Anne Violanti and John Krenitsky of a Wurlitzer 5'2" grand piano (serial number 0062707) in excellent condition and valued by its owners at \$10,000.

II. RECOMMENDATION: ACTION

Accept donation

CH/ss

PIEDMONT UNIFIED SCHOOL DISTRICT

Resolution No. 14-2014-15

DECLARATION OF SURPLUS PROPERTY

WHEREAS, the Board of Education of the Piedmont Unified School District of Alameda County, State of California, a public corporation, is the governing body of said District; and,

WHEREAS, the District has property which is surplus to its needs and of insufficient value; and

WHEREAS, Education Code Section 17545 allows a district with items surplus to the district to be sold by public sale or disposed of; and

WHEREAS, said items do not exceed \$2,500 in present value,

NOW, THEREFORE, BE IT RESOLVED that in accordance with California Education Code Section 17545, this Board, by unanimous vote, empowers the Superintendent or designee of the Piedmont Unified School District, to sell at a private sale or dispose of the items listed on Exhibit A attached.

BE IT FURTHER RESOLVED that, in accordance with California Education Code Section 17547, monies received from said sale shall be placed in the General Fund.

PASSED AND ADOPTED by the following vote of the Piedmont Unified School District Board of Education this 27th day of May, 2015:

AYES:

NOES:

ABSTAIN:

ABSENT:

I certify that the above Resolution was adopted and passed by the Board of Education on the date indicated above.

Constance Hubbard
Secretary to the Board of Education
Piedmont Unified School District
Alameda County, State of California

ATTACHMENT A
To Resolution 14-2014-15

Item	Serial Number	Date Purchased	Location
Dell PowerVault DP100	F7C3HG1/33095316241	6/13/2008	dellf7c3h1.pusd.local
Dell PowerEdge 1900	HRFKHF1/38664036397	1/18/2008	PHS-Lib1
Dell PowerEdge 2900	90MP1F1/19629160813	11/6/2007	PHS-BK1
Dell PowerEdge 2900	1S96QD1/3885265909	9/19/2007	PHS-DC1
Dell PowerEdge 2900	JZQ2VC1/43518984481	4/18/2007	OM1
Dell PowerEdge 2800	4MHJS71/10066861693	6/30/2005	Grades
Dell PowerEdge 2800	8BL2T81/18114789745	11/11/2005	WWD-DC1
Dell PowerEdge 2800	DM14Z91/29630338165	5/10/2006	WWD-DC2
Dell PowerEdge 2950	69GVMG1/13633238881	6/20/2008	HyperV
Dell PowerEdge 2800	6V15X51/14937101317	10/24/2004	Exchange
Dell PowerEdge 2900	J96SCC1/41914460017	1/12/2007	UP1
Dell PowerEdge 2800	6741691/13490730469	1/13/2006	SASI1
Dell PowerVault 122T			tapedrive
AeroHive HiveAP 120	12012020200560	EOL 4/2013	
AeroHive HiveAP 120	12012020200568	EOL 4/2013	
AeroHive HiveAP 120	12012020200570	EOL 4/2013	
AeroHive HiveAP 120	12012020200572	EOL 4/2013	
AeroHive HiveAP 120	12012020200573	EOL 4/2013	
AeroHive HiveAP 120	12012020200577	EOL 4/2013	
AeroHive HiveAP 120	12012020200582	EOL 4/2013	
AeroHive HiveAP 120	12012020200589	EOL 4/2013	
AeroHive HiveAP 120	12012020200590	EOL 4/2013	
AeroHive HiveAP 120	12012020201011	EOL 4/2013	
AeroHive HiveAP 120	12012020201014	EOL 4/2013	
AeroHive HiveAP 120	12012020201015	EOL 4/2013	
AeroHive HiveAP 120	12012020201016	EOL 4/2013	
AeroHive HiveAP 120	12012020201018	EOL 4/2013	

2015-2016 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 24, 2015.**

Piedmont Unified School District/Governing Board at its 5-27-2015 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2014-2015 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Piedmont High School
NAME OF REPRESENTATIVE Brent Daniels POSITION Principal
ADDRESS 800 Magnolia Avenue CITY Piedmont ZIP 94611
PHONE 510-594-2647 FAX 510-450-0425 E-MAIL bdaniels@piedmont.k12.ca.us

NAME OF SCHOOL Piedmont High School
NAME OF REPRESENTATIVE Eric Mapes POSITION Assistant Principal
ADDRESS 800 Magnolia Ave. CITY Piedmont ZIP 94611
PHONE 510-594-2762 FAX 510-450-0425 E-MAIL emapes@piedmont.k12.ca.us

NAME OF SCHOOL Piedmont High School
NAME OF REPRESENTATIVE Irma Muñoz POSITION Assistant Principal
ADDRESS 800 Magnolia Ave. CITY Piedmont ZIP 94611
PHONE 510-594-2647 FAX 510-450-0425 E-MAIL imunoz@piedmont.k12.ca.us

NAME OF SCHOOL Piedmont High School
NAME OF REPRESENTATIVE Craig Best POSITION Athletic Director
ADDRESS 800 Magnolia Ave. CITY Piedmont ZIP 94611
PHONE 510-594-2744 FAX 510-450-0425 E-MAIL cbest@piedmont.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Constance Hubbard Signature
Address 760 Magnolia Ave. City Piedmont Zip 94611
Phone 510-594-2614 Fax 510-654-7374

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

TO: Board of Education

FROM: Constance Hubbard, Superintendent
Song Chin-Bendib, Chief Business Official

SUBJECT: Approve/Ratify Contracts - XII. Consent Calendar, Item H.

- A.** Ratify Contract between Piedmont USD and Johal Consulting Services for the purpose of training and support of District staff on migrating from the standard software module to the enhanced version of the District's financial system, Quintessential School Systems (QSS). Cost: \$4,000.00. Funding Source: General Fund
- B.** Ratify Contract between Piedmont USD and Ava Apple in the amount of \$500.00 for the purpose of providing Salsa Dance instruction to PHS students. Funding Source: PHS Parents Club
- C.** Ratify Contract between Piedmont USD and Inflatable Adventures in the amount of \$3,843.00 for the purpose of providing inflatable equipment for the high school's "Day on the Green" student event held on May 22, 2015. Funding Source: Piedmont High School ASB General Fund
- D.** Ratify Contract between Piedmont USD and Diamond Tree Service in the amount of \$3,965.00 for the purpose of emergency tree pruning and tree removal. Funding Source: General Fund
- E.** Approve 2015-16 Contract between Piedmont USD and ASAP Administrative Software in the amount of \$4,280.00 for the purpose of an annual subscription for hosting, registration, and financial transactions for Piedmont Adult School. Funding Source: Adult School
- F.** Ratify Contract between Piedmont USD and Sara J. Brose, Ph.D., in the amount of \$1,600.00 to provide Psychotherapy services for one District student. Funding Source: PUSD Wellness Center
- G.** Approve 2015-16 Contract between Piedmont USD and Student Accident Insurance for the purpose of offering Student Accident Medical Insurance to District parents. No cost to the District.
- H.** Ratify Contract between Piedmont USD and First Student Charter in the amount of \$1,406.25 for the purpose of transporting Piedmont High School students to various locations on May 22, 2015. Funding Source: PHS Parents Club
- I.** Ratify one Independent Service Agreement with Youth Care of Utah, Inc., to provide nonpublic services to one student, effective May 5, 2015 through June 30, 2015, at a total cost not to exceed \$23,522. Funding: Special Education

- J.** Approve one Independent Service Agreement with COFY, to provide nonpublic services to one student, effective May 15, 2015 through June 30, 2015, at a total cost not to exceed \$3,000 Funding: Special Education
- K.** Approve one Independent Service Agreement with COFY, to provide nonpublic services to one student, effective July 1, 2015 through December 31, 2015, at a total cost not to exceed \$15,600 Funding: Special Education
- L.** Approve one Independent Contractor's Agreement with Anne Battersby, to provide nonpublic services to one student, effective June 15, 2015 through June 30, 2015, at a total cost not to exceed \$2,609.28. Funding: Special Education
- M.** Approve one Independent Contractor's Agreement with Anne Battersby, to provide nonpublic services to one student, effective July 1, 2015 through July 10, 2015, at a total cost not to exceed \$1,352.96. Funding: Special Education
- N.** Approve one Independent Contractor's Agreement with Jennifer Jones Horton, to provide nonpublic services to one student, effective June 15, 2015 through June 30, 2015, at a total cost not to exceed \$3,768.96.00. Funding: Special Education
- O.** Approve one Independent Contractor's Agreement with Jennifer Jones Horton, to provide nonpublic services to one student, effective July 1, 2015 through July 10, 2015, 2015, at a total cost not to exceed \$2,029.44. Funding: Special Education
- P.** Approve one Independent Contractor's Agreement with California Therapy Connection, to provide nonpublic services to one student, effective June 15, 2015 through June 30, 2015, at a total cost not to exceed \$3,984.00. Funding: Special Education
- Q.** Approve one Independent Contractor's Agreement with California Therapy Connection, to provide nonpublic services to one student, effective July 1, 2015 through July 10, 2015, at a total cost not to exceed \$2,324.00. Funding: Special Education
- R.** Approve one Independent Service Agreement with Jasman Behavior Consultation, to provide nonpublic services to one student, effective January 1, 2015 through June 30, 2015, at a total cost not to exceed \$900.00. Funding: Special Education
- S.** Approve one Independent Contractor's Agreement with Linda Beach Preschool, to provide nonpublic services to one student, effective July 1, 2015 through June 30, 2016, at a total cost not to exceed \$43,045. Funding: Special Education
- T.** Approve an amendment to one Independent Contractor's Agreement with Linda Haymes-Elliott to provide nonpublic services to one student, effective April 1, 2015 through June 30, 2015, at a total cost not to exceed \$2,250. Funding: Special Education