

ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

REGULAR MEETING
ALBANY CITY HALL

1000 San Pablo
Albany, CA 94706

TUESDAY
March 27, 2018

Closed Session: 6:00 p.m. - 7:00 p.m.

Open Session: 7:00 p.m. - 9:25 p.m.

The public is encouraged to address the Board on any topic on the agenda. The President will also invite the public to speak during the section titled "Persons to Address the Board on Matters Not on the Agenda". To ensure accurate information is captured in the Board meeting minutes, please complete the "Speaker Slip" provided on the table and hand it to the clerk when speaking.

AGENDA

<p style="text-align: center;">Meeting Norms</p> <ol style="list-style-type: none"> 1. Maintain a focus on what is best for our students. 2. Show respect (never dismiss/devalue others). 3. Be willing to compromise. 4. Disagree (when necessary) agreeably. 5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view. 6. Participate by building on the thoughts of a fellow Board member. 7. Make a commitment to open communication and honesty; no surprises. 8. Commit the time necessary to govern effectively. 9. Be collaborative. 10. Maintain confidentiality (which leads to the building of trust). 11. Look upon history as lessons learned; focus on the present and the future. <p style="text-align: center;">All meetings are videotaped. (To view the videos, visit www.ausdk12.org)</p>	<div style="display: flex; justify-content: space-between;"> <div> <p>I. OPENING BUSINESS</p> <p>A) CALL TO ORDER</p> <p>B) ROLL CALL</p> <p>C) IDENTIFY CLOSED SESSION PURSUANT TO AGENDA SECTION III BELOW</p> <p>II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS</p> <p><i>General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.</i></p> <p>III. CLOSED SESSION</p> <p>A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Gov. Code section 54956.9(a)): Name of cases: Philip Shen, et al. v Albany Unified School District et. al., United States District Court, Northern District of California; Doe, et al v Albany Unified School District et. al., United States District Court, Northern District of California; John Doe v Albany Unified School District et. al., United States District Court, Northern District of California; C.E. v Albany Unified School District et. al., United States District Court, Northern District of California; Kaidong Chen v Albany Unified School District, Alameda County Superior Court</p> <p>B) WITH RESPECT TO EVERY ITEM OF BUSINESS TO BE DISCUSSED IN CLOSED SESSION PURSUANT TO GOVERNMENT CODE SECTION 54957: Superintendent's Mid-Year Goals Update</p> </div> <div style="text-align: right;"> <p>6:00 p.m.</p> <p>6:05 p.m.</p> </div> </div>
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IV. OPEN SESSION

7:00 p.m.

(30 mins.)

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:00 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.

A) RECONVENE TO OPEN SESSION

B) ROLL CALL

C) PLEDGE OF ALLEGIANCE

D) READING OF AUD MISSION & VISION STATEMENT

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

F) APPROVAL OF AGENDA

G) SCHOOL SPOTLIGHT: Ocean View Elementary School

H) APPROVAL OF CONSENT CALENDAR

(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.)

1. Board of Education

a) Minutes of the February 13, 2018 Board of Education Meeting------(pg.5)

b) Board of Education Meeting Schedule 2018-19------(pg.14)

2. Human Resources

a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order------(pg.16)

b) Memorandum Of Understanding (MOU) for the Contra Costa County Office of Education
Teacher Induction Program------(pg.20)

3. Business Services

a) February 2018 Donation Report------(pg.26)

b) February 2018 Warrant Report------(pg.28)

4. Curriculum, Instruction, and Assessment

a) Independent Contractor Agreement with Ivy Chen, MPH, for Fifth Grade Puberty Education------(pg.41)

5. Special Education

a) Independent Contractor Agreement Between Albany Unified School District And Anne Eisenmann
Under separate cover------(pg.53)

I) BOARD AND SUPERINTENDENT REPORT

7:30 p.m.

(5 mins.)

J) STUDENT BOARD MEMBERS' REPORT

7:35 p.m.

(5 mins.)

K) PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

7:40 p.m.

(5 mins.)

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

L) STAFF REPORT

7:45 p.m.

1. Promoting Safe, Supportive, and Collaborative Environments for all Students and Staff------(pg.55)
(10 mins.)

2. Special Education Update------(pg.57)
(10 mins.)

3. Overview of 2016-2017 Technology Speak Up Survey Results------(pg.61)
(15 mins.)

4. English Learner Program Update------(pg.88)
(15 mins.)

M) REVIEW AND DISCUSSION

8:35 p.m.

1. Albany High School Higher Education Enrollment Trends------(pg.101)
(30 mins.)

N) REVIEW AND ACTION

9:05 p.m.

1. Master Contract Between Albany Unified School District And Staff Rehab
Under separate cover ------(pg.135)
(5 mins.)

2. Professional Services Agreement With The McLean Hospital Corporation------(pg.137)
(10 mins.)

AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

9:20 p.m.

(5 mins.)

V. ADJOURNMENT

9:25 p.m.

The Board believes that late night meetings deter public participation, can affect the Boards decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 9:30 p.m. unless extended to a specific time determined by a majority of the Board.

FUTURE BOARD MEETINGS

Date	Time	Location
April 3, 2018	7:00 – 9:30 p.m.	Cornell Elementary School
April 24, 2018	7:00 – 9:30 p.m.	Albany City Hall

The Board of Education meeting packet is available for public inspection at: Albany Unified School District, 1051 Monroe Street; and is available on the Albany Unified School District web site: www.ausdk12.org. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

MINUTES FOR REGULAR MEETING

TUESDAY, February 13, 2018

Closed Session: 6:00 p.m. - 6:30 p.m.

Open Session: 6:30 p.m. - 9:45 p.m.

I. OPENING BUSINESS

A) CALL TO ORDER

President Black called the meeting to order at 6:00 p.m.

B) ROLL CALL

PRESENT: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, and Board Member Trutane.

STAFF: Superintendent Valerie Williams

C) IDENTIFY CLOSED SESSION PURSUANT TO SECTION III BELOW

II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS

No Public Comments

III. CLOSED SESSION

A) CONFERENCE WITH LEGAL COUNSEL - Existing Litigation (Gov. Code section 54956.9):

- Philip Shen, et al. v Albany Unified School District
- Doe, et al v Albany Unified School District
- John Doe v Albany Unified School District
- C.E. v Albany Unified School District et. al.
- Kaidong Chen v Albany Unified School District

B) CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION - Significant exposure to litigation pursuant to subdivision (b) of California Government Code Section 54956.9(a),(d)(2): Five (5) potential cases.

IV. OPENING BUSINESS

A) CALL TO ORDER (Reconvene to Open Session)

President Black called the meeting to order at 6:30 p.m.

B) ROLL CALL

PRESENT: President Black, Vice President Stapleton-Gray, Board Member Blanchard, Board Member Clark, Board Member Trutane, and Student Board Members Attanayake and Silwal.

STAFF: Superintendent Valerie Williams; Allan Garde, Chief Business Official; Diane Marie, Director III, Special Education; Carrie Nerheim, Director I, Student Services; and Cynthia Attiyeh, Director III, Human Resources.

EXCUSED: Marie Williams, Director III, Curriculum, Instruction and Assessment

C) PLEDGE OF ALLEGIANCE

The Board and members of the public who wished to recited the Pledge of Allegiance.

D) READING OF THE AUSD MISSION & VISION STATEMENT

Student Board Member Attanayake read the AUSD Mission & Vision Statement.

E) REPORT OF ACTION TAKEN IN CLOSED SESSION

President Black reported that no action was taken in Closed Session.

F) APPROVAL OF AGENDA

President Black requested a motion to Approve: Albany Unified School District Board of Education Agenda for February 13, 2018 Meeting. Motion by Board Member Trutane, and seconded by Board Member Blanchard. The motion passed unanimously.

G) SCHOOL SPOTLIGHT: Albany Middle School

Principal Deborah Brill presented a video spotlight on Albany Middle School which highlighted the guidance counselors. Financial support from SchoolCARE has made it possible to have three full-time AMS counselors this year, instead of two and a half. If three counselors can be maintained, each counselor will stay with a grade as they progress from sixth to eighth grades, improving continuity, deepening relationships, and increasing the efficacy of the counseling program.

H) APPROVAL OF CONSENT CALENDAR

1. Board of Education

a) Minutes of the January 9, 2018 Board of Education Meeting

The Board requested the following revisions:

Page 5:

F) School Spotlight: Albany High School

Ms. Ritchie introduced Albany High School student, Anna ~~Baker-Heims~~Baker-Heans, a member of the group titled SPEAK that was started after Instagram incident at Albany High School.

Page 8:

J) STUDENT BOARD MEMBER REPORT

Added to minutes: Speak Up Be Safe is a program provided by classroom teachers to students during the school day, and has been in place for the past four years.

Page 9:

L) REVIEW AND DISCUSSION

1. School Accountability Report Cards (Secondary)

Director Williams presented grade mark analysis data from Albany High School 2016-2017 spring and summer semester report cards that shows how all grades earned ~~that have~~ had a direct impact on graduation and college eligibility on that cohort.

Page 11:

L) REVIEW AND DISCUSSION

3. 9% Budget Reserve Policy

AUSD ~~did not issue any~~ was able to avoid taking out loans.

2. Human Resources

a) Certificated Personnel Assignment Order & Classified Personnel Assignment Order

President Black requested a motion to approve: Consent Calendar with these changes. Motion by Board Member Trutane, seconded by Board Member Blanchard. The motion passed unanimously.

I) BOARD AND SUPERINTENDENT REPORT

Superintendent Williams stated that she and SELPA Director, Katy Babcock, visited with Senator Nancy Skinner regarding Special Education funding. She also announced that on February 14th, Board Member Trutane and Albany High School student Samantha Smithies will meet with Assemblymember Tony Thurmond and Senator Nancy Skinner.

Board Member Trutane presented a slide to share that the Albany High Environmental Design, Society, English, and Technology (EDSET) students posted their 2017-2018 Podcasts online at <https://tinyurl.com/EDSETpod>.

J) STUDENT BOARD MEMBERS' REPORT

Student Board Members Attanayake and Silwal provided the Board with the Student Board Member Report, which announced some of the recent and upcoming events in various AUSD schools.

Recent events included:

On Thursday, February 1st, the *Ocean View Family Math Festival* was held in the Ocean View Multipurpose room. Students and families enjoyed fun math puzzles.

On Wednesday, February 7th, Ocean View Elementary hosted a *Walk and Roll to School* with Principal Georgeson. It was great chance for students and parents to enjoy the weather and the company.

Wednesday, February 7th marked the 100th day of the 2017-2018 school year, and Marin Elementary celebrated with their annual PTA *Hundrathon Fundraiser*. Their goal is to raise \$18,000, which will help to sustain programs like STEAM Day, garden projects, classroom and art supplies, field trip scholarships, and the amazing Marin teachers. Donations welcomed big or small.

On Friday, February 9th, the Albany High Black Student Union and Feminist Club co-hosted a movie night, where students watched *Hidden Figures* and celebrated intersectional feminism.

The Albany Education Foundation (AEF) and the Albany Community Foundation (ACF) joined forces to host the *Chocolate and Champagne Gala* at the Northbrae Community Church in Berkeley on Saturday, February 10th. It was great night for our community.

Upcoming events include:

Parent Education: Race & Bias-Continuing the Conversation, on February 13th from 7:00- 8:30 p.m. at the Ocean View Multipurpose Room.

The 3rd Annual Black History Month Celebration on Thursday, February 15th from 5:30-7:30 p.m. in the Ocean View Multipurpose room.

As part of this Celebration, the Albany Black Parent Advisory Group is holding a poetry contest open to all AUSD students. The theme is *Black History Month: How this brings our community together*. There is a \$25.00 award for one Elementary student who will be invited to recite their poem at the Black History Month Celebration program. Entries to be submitted to Melissa Boyd or Alexia Ritchie.

K) PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

An AUSD parent addressed the Board regarding how colonization was depicted/explained in a high school class.

L) STAFF REPORT

1. Promoting Safe, Supportive, and Collaborative Environments for All Students

Carrie Nerheim, Director of Student Services, presented the Staff Report that highlighted the new *Ethnic Studies Program* at Albany High School. She introduced Michelle Lau-Seim, Albany High School teacher who developed the program, to discuss it in detail.

Ms. Lau-Seim has learned the importance of teaching “culturally relevant pedagogy” and the notion that this also includes, “having students see themselves in history.” She is now teaching ethnic studies as a “critical study of race, ethnicity, and indigeneity, with a focus on experiences and perspective of people of color.” This also includes gender, class, and sexuality.

Ms. Lau-Seim elaborated on her slideshow and added that the 4 themes of the course: Indegenuity; Coloniality; Hegemony; and Decoloniality/Regeneration, also incorporate Native American Studies; African American Studies; Asian-American Studies; Latino-Chicano Studies; implicit bias, local history, students’ own personal stories; Albany’s history; gentrification; cultural appropriation, etc. There is no specific textbook for the course, but rather, Ms. Lau-Seim has been supplementing with articles and readings throughout the course.

Board members and staff followed Ms. Lau-Seim's presentation with a few questions and comments. Ms. Lau Seim stated that the majority of students in the course are juniors and seniors, and the maturity level is at a point where students can actually benefit from the in depth conversations that are held in class. Efforts to grow the program and remove barriers that would grow the program include advertising the Ethnic Studies elective as an opportunity to look at different perspectives and narratives; word of mouth by students and teachers. Ms. Lau Seim expressed that she would like to branch out the course to include guest speakers and take field trips in the future.

Student Board Member Silwal congratulated Ms. Lau Seim for her efforts and success, stressed that she felt social sciences and humanities are just as important as STEM classes, and stated that she would love to see more courses in the Humanities open up. President Black stated that this sounds like a terrific course and hopes we have many sections in the future. Director Nerheim ended the Staff Report by extending a round of applause to Ms. Lau Seim, and commented on how impressed she is by the level of time, energy, and commitment Ms. Lau Seim took to build the curriculum; and she is also impressed by the students taking this course.

2. Special Education Update

Diane Marie, Director III of Special Education, presented the Staff Report: Special Education Department update since the last January 23, 2018 Board Meeting. She highlighted some of the actions that have taken place or plan to take place. Conversations between Director Marie and the school sites have been ongoing to determine needs and goals of the Clerk position that was posted on January 30th. At this point, the primary focus of this position is to help organize and coordinate paraeducators/subs at sites, and the secondary purpose is to help schedule IEP meetings. There is one more site to meet with before allocations are determined and interviews begin for this position.

Superintendent Williams stated that she has been meeting with paraeducators and special education staff at all sites, as well as with program specialists, psychologists, and other specialists. She has one more group to meet with, the Speech Language Pathologists. Once all meetings have taken place, she and the Special Education Department will review and determine their next steps. It is noteworthy to add that Professional Development is an area of commonality in conversations thus far.

Director Marie added an important note that since January 23rd, they have interviewed on two different days for paraeducators, and now have seven paraeducator subs going through the Human Resources process. One person cleared today and will be on the sub list beginning Monday, February 19th.

Superintendent Williams gave a shout out to Berkeley City College and Dr. Loretta Kane for allowing her to visit and recruit students from the Teacher Assistant program.

Board Members, staff, and members of the community discussed the clerk position and the need for paraeducator subs at each site, and continued updates from the Special Education Department at future Board meetings. The clerk position would be responsible for organizing and coordinating subs and other paras at the sites. To cover absent subs at each school site, this plan may also entail adding FTE hours to current paras' schedules, which would increase their hours to cover absences. Mr. Ritchie, AMS Special Education teacher,

acknowledged the efforts put forth by members of the Board, the District Office and other staff for their efforts regarding Special Education. A request was made for more specific data to be presented at future Board of Education meetings, for meetings to be held with General Education teachers, and he commented on the new clerk position with respect to the accessibility of the Student Education Information System. An AUSD parent addressed the Board to thank them for the updates and movement, looks forward to hearing more, and reiterated that the conversation needs to be inclusive of all the stakeholders. For the complete report and discussion of the Special Education Update, please view the [February 13, 2018 BOE video](#).

M) REVIEW AND DISCUSSION

1. Albany Coming Together (ACT) Report with Recommendations

Superintendent Williams joined the ACT Co-Chairs Bonnie Wolfe and Carla Jorden-Swan to present the ACT Report with Recommendations. The third Co-Chair, Lerond Mallard, is out of the country and not able to attend. Committee members spent the last 10 months gathering as much stakeholder input as possible, and pulled together over 100 recommendations. Superintendent Williams and members of the Board thanked the ACT committee members for all their work. As a suggestion to move forward with these recommendations, Board Member Blanchard identified and named, for the record, seven Board policies to recommend the Board Policy Committee to review:

1. 5131.2 Bullying
2. 5137 Positive School Climate
3. 5144 Discipline
4. 5144.1 Suspension and Expulsion
5. 5145.3 Nondiscrimination Harassment
6. 5145.7 Sexual Harassment
7. 5145.9 Hate-Motivated Behavior

Various members of the Albany community, including teachers, staff, students, and parents, addressed the Board. For the complete report and discussion of the ACT Recommendations, please view the [February 13, 2018 BOE video](#).

2. Hiring Freeze

Superintendent Williams opened this up to the Board members for discussion, which focused on the idea of a hiring freeze at the District Office level, and the necessity of positions therein. Superintendent Williams stated that a district-wide hiring freeze has not been requested, and that a request to hire additional Special Ed Staff has been made. Recent downsizing, downgrading, and the elimination of position(s) has reduced manpower and the budget. It was suggested that comparisons of positions and salaries can be addressed by the Budget Committee. There was no consensus among Board members that a hiring freeze was necessary or advisable. For the complete discussion on the Hiring Freeze, please view the [February 13, 2018 BOE video](#).

N) EXTEND TIME OF MEETING TO 10:00 P.M.

Motion by Board Member Blanchard to extend the Board meeting until 10:00 p.m., seconded by Board Member Clark.

O) REVIEW AND ACTION

1. Resolution 2017-18-11: Election Methods

Superintendent Williams, the Board, staff, and members of the community discussed the Resolution that would be sent to the Albany City Council. Language in the resolution was hashed out by the Board, staff, and members of the community. Preston Jordan, a member of the City of Albany Charter Review Committee, also discussed the changes in election methods from “plurality at large” to a “ranked choice” method. Mr. Jordan explained this system does not mean a change in geography, but rather a change that represents the community. For the complete presentation and comments on the Resolution 2017-18-11: Election Methods, please view the [February 13, 2018 BOE video](#).

Revisions to Resolution 2017-18-11: Election Methods:

WHEREAS Chapter VI of the City of Albany Charter includes the Albany Unified School District Board of Education (AUSD BOE), and;

WHEREAS the City of Albany charter sets the election methods for both the Albany City Council and the AUSD BOE, and;

WHEREAS the AUSD BOE is convinced that the method of election that best supports equity and inclusion and most accurately represents voter preference is ranked choice at-large, and would therefore prefer ranked choice at-large elections;

~~WHEREAS the AUSD BOE has determined that it is in the best interests of the public for the AUSD Board of Education to be elected by the same election method as the Albany City Council;~~

THEREFORE BE IT RESOLVED, that the AUSD BOE would support a change in the method of electing the AUSD BOE to ranked choice at-large. ~~in the City of Albany City Charter to the electorate, the same change should be proposed for the method of electing the AUSD BOE.~~

President Black requested a motion to accept: Resolution 2017-18-11: Election Methods with changes. Motion by Board Member Trutane, seconded by Board Member Blanchard. The motion passed unanimously.

P) EXTEND TIME OF MEETING TO 10:30 P.M.

President Black stated that a vote was needed to extend the meeting time until 10:30 p.m. Motion by Board Member Blanchard, seconded by Board Member Clark.

2. Amendment for Design-Build Services with Rodan Builders for the Albany Middle School (AMS) Annex Project with Guaranteed Maximum Price (GMP)

Change Order #5 is not listed because it does not require design work. No discussion on this item.

President Black requested a motion to approve: Amendment for Design-Build Services with Rodan (AMS) Annex Project with Guaranteed Maximum Price (GMP). Motion by Board Member Clark, seconded by Board Member Trutane. The motion passed unanimously.

3. Public Hearing: Resolution 2017-18-12: Requesting the State Board of Education to Waive the District's Statutory Bonding Limit

President Black Opened the Public Hearing.

Chief Business Official Allan Garde presented slides with background information and discussed the importance of the waiver. The bonding capacity limits were set in 1878. Board members, staff, and members of the community discussed further the need for a waiver at this time. Essentially, two major factors are contributing to the low assessed valuation for Albany. Specifically, there are over 600 homes with an assessed valuation of under \$100,000, and it would take time for those homes to reach current market rate. The other major factor is limited business ownership contributing to the District's total assessed valuation. Due to Proposition 13, the assessed valuations of Albany businesses are significantly lower than those of neighboring districts. To listen to this discussion in its entirety, please view the [February 13, 2018 BOE video](#).

President Black Closed the Public Hearing.

President Black stated that the Resolution 2017-18-12: Requesting the State Board of Education to Waive the District's Statutory Bonding Limit is now open for discussion or a motion by the Board. Motion to approve by Board Member Blanchard, seconded by Board Member Clark. The motion passed unanimously.

4. Agreement with Sunesys for Wide Area Network (WAN) Services

This item was brought to the Board at the January 23, 2018 Board meeting, and the Resolution was passed with the names of the companies, but the contract itself was tabled due to the sequencing. Clarification was made on a footnote that stated this service would exclude 904 Talbot Avenue (the former location of the Albany Unified District Office) for Wide Area Network. That space is essentially now used by the school district, which is covered under Cornell Elementary School.

President Black requested a motion to approve: Agreement with Sunesys for Wide Area Network (WAN) Services. Motion by Vice President Stapleton-Gray to approve both this contract (Agreement with Sunesys for Wide Area Network (WAN)); and the agreement in Item #5: Agreement with CDW-G for Procurement of Wireless Access Points and Network Equipment. Motion to bundle and approve both contracts was seconded by Board Member Blanchard. The motion passed unanimously.

Item 5. Agreement with CDW-G for Procurement of Wireless Access Points and Network Equipment (No discussion; bundled with #4 above and approved).

Q) EXTEND TIME OF MEETING TO 10:50 P.M.

President Black stated that a vote was needed to extend the meeting time until 10:50 p.m, and requested a

motion to Approve: Extend Time of Board Meeting to 10:50 p.m. Motion by Vice President Stapleton-Gray, seconded by Board Member Trutane.

6. Board Appointed Budget Committee

Chief Business Official Allan Garde addressed the Board and stated that his intention for the committee is to utilize the framework of the Citizens' Bond Oversight Committee (CBOC). While developing the Board item, a couple of references to bonds and facilities that should have been replaced with references to the general operating budget were inadvertently left out. Revisions were made and presented regarding the purpose of the committee. Board members, staff, and members of the community discussed the details, purpose, goals, and composition of this committee as stated in the proposal, and further revisions were suggested and implemented. Selection of committee members was discussed, as well as the number of committee members to serve on the committee.

President Black suggested to table this Board Appointed Budget Committee and allow more thought and work to go into the proposal of the committee. He suggested it may be a two step process with first a discussion of how the committee will be selected, and then an action item on the creation of the committee. To listen to the discussion on the Board Appointed Budget Committee, please view the [February 13, 2018 BOE video](#).

Motion to table by Vice President Stapleton-Gray, seconded by Board Member Blanchard. The motion passed on a 4 to 1 vote: Members Black, Stapleton-Gray, Blanchard, and Trutane voting aye, Member Clark voting nay.

R) AGENDA ITEMS/MATTERS INTRODUCED BY THE BOARD

Outreach Hiring Retention Strategies Update

Technology Update

Review and Action: Budget Committee

Presentation by each of the Board-Appointed Committee Members, such as Parks and Recreation, at some future Board meetings.

V. ADJOURNMENT

The Board adjourned at 11:05 p.m.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: BOARD OF EDUCATION MEETING SCHEDULE 2018-19

PREPARED BY: VALERIE WILLIAMS, SUPERINTENDENT

TYPE OF ITEM: CONSENT

PURPOSE:

Board of Trustees to review and approve the Board of Education Meeting Schedule for 2018-19

BACKGROUND INFORMATION:

AUSD Board of Education members are committed to providing quality leadership for the district and as such, engage in discussions about best practices in board governance. This strong commitment to continuously evaluate and improve practices and procedures serves to:

- 1) Improve communication and relationships;
- 2) Strengthen agreements about roles and responsibilities;
- 3) Promotes better board-superintendent teamwork; and
- 4) Create more effective leadership for the district.

DETAILS:

Per the Board of Education's protocols in support of effective governance, the Superintendent provides the attached document for review and approval:

- Board of Education Meeting Schedule for 2018-19

FINANCIAL INFORMATION: No financial impact.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #3: Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: Approve the Board of Education Meeting Schedule for 2018-19

**ALBANY UNIFIED SCHOOL
DISTRICT BOARD OF EDUCATION
Regular Board Meeting Schedule
2018-19 School Year**

2ND & 4TH TUESDAYS

Paul Black, President

Charles Blanchard, Member

Ross Stapleton Gray, Vice President

Jacob Clark, Member

Kim Trutane, Member

DAY	DATE	TIME	LOCATION
Tuesday	August 14, 2018	7:00 p.m.	Albany City Hall
Tuesday	August 28, 2018	7:00 p.m.	Albany City Hall
Tuesday	September 11, 2018	7:30 p.m.	Albany City Hall
Tuesday	September 25, 2018	7:00 p.m.	Albany City Hall
Tuesday	October 9, 2018	7:00 p.m.	Albany City Hall
Tuesday	October 23, 2018	7:00 p.m.	Albany City Hall
Tuesday	November 13, 2018	7:00 p.m.	Cornell School
Tuesday	November 27, 2018	7:00 p.m.	Albany City Hall
Tuesday	December 11, 2018	7:00 p.m.	Albany City Hall
Tuesday	January 8, 2019	7:00 p.m.	Albany City Hall
Tuesday	January 22, 2019	7:00 p.m.	Cornell School
Tuesday	February 12, 2019	7:00 p.m.	Albany City Hall
Tuesday	February 26, 2019	7:00 p.m.	Albany City Hall
Tuesday	March 12, 2019	7:00 p.m.	Albany City Hall
Tuesday	March 26, 2019	7:00 p.m.	Albany City Hall
Tuesday	April 16, 2019 (3rd Tuesday)	7:00 p.m.	Albany City Hall
Tuesday	April 30, 2019 (5th Tuesday)	7:00 p.m.	Albany City Hall
Tuesday	May 14, 2019	7:00 p.m.	Albany City Hall
Tuesday	May 28, 2019	7:00 p.m.	Albany City Hall
Tuesday	June 11, 2019	7:00 p.m.	Albany City Hall
Tuesday	June 25, 2019	7:00 p.m.	Albany City Hall

To Be Approved: 3/27/18

Personnel Assignment Order: Pending Approval

BOE Meeting 3/27/2018

Class Certificated

Category: Leave

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Counselor	Mohan, Brandon		AMS	1.0 FTE	8/24/18	6/14/19	Approve	
Teacher	Collins, Anna		AHS	.4 FTE	8/24/18	6/14/19	Approve	
Teacher	Fujiwara, Patricia	Reduced Teaching Service	AHS	.2 FTE	8/24/18	6/14/19	Approve	
Teacher	Halperin, Lauren		MA	.2 FTE	8/24/18	6/14/19	Approve	
Teacher	Johnson, Nancy	Reduced Teaching Service	CO	.2 FTE	8/24/18	6/14/19	Approve	
Teacher	King, Adele		MA	.2 FTE	8/24/18	6/14/19	Approve	
Teacher	Kosorek, Amy		AHS	1.0 FTE	8/24/18	6/14/19	Approve	
Teacher	Rivera, Sophia		CO	1.0 FTE	4/9/18	4/30/18	Approve	

Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Counselor	Azimi, Anna		AMS	1.0 FTE	4/24/18	6/15/18	Approve	GF

Monday, March 19, 2018

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BOE Meeting 3/27/2018

Director II: Human Resources	Cotton, Cheryl	DO	1.0 FTE	5/1/18		Approve	GF
Long Term Substitute Teacher	Cadle, Carrie	CO	\$175.00/day	4/9/18	4/30/18	Approve	GF
Long Term Substitute Teacher	Carrera, Maria	AHS	\$175.00/day	4/9/18	6/15/18	Approve	GF
Long Term Substitute Teacher	Wehr, Susan	OV	\$175.00/day	3/12/18	6/15/18	Approve	GF
Teacher	Ting, Andrew	ACC	.04545 FTE	3/21/18	5/30/18	Approve	AMF

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Teacher	Barker, Loring		AHS	1.0 FTE	6/15/18		Approve	
Teacher	Keeley, Lisa		CO	1.0 FTE	6/15/18		Approve	
Teacher	Willis, Cheryl		OV	1.0 FTE	6/15/18		Approve	

Category: Status Change

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Vice Principal	Reimuller, Elizabeth	Remove Interim from Title	AHS	1.0 FTE	3/28/18		Approve	

Class Classified**Category: Leave**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
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BOE Meeting 3/27/2018

Para-educator: Spec Ed	Sullivan, Erin	DW	.8	3/24/18	7/11/18	Approve
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Category: New Hire

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Asst. Director: Play	Leibow, Lisa		AMS	\$2,209.55	17/18 SY		Approve	ASB
Para-educator: Elementary Math	Bloom, Yael		MA	.17333 FTE	03/12/18		Approve	GF
Para-educator: Spec Ed	Castro, Claudia		DW	.8 FTE	2/26/18		Approve	Sp Ed
Secretary II	Nachamphone, Souly		DO	1.0 FTE	3/5/18		Approve	GF

Category: Separation of Service

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Lifeguard	Sintchak, Benjamin				2/26/18		Approve	
Para-educator: ACC	Sanchez, Priscilla		ACC	1.0 FTE	3/15/18		Approve	
Secretary II	Adams, Susan		AHS	.8 FTE	6/22/18		Approve	

Class Uncompensated Service**Category: Volunteer**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
	Couzens, Louise				03/28/18		Approve	

BOE Meeting **3/27/2018**

Dhall, Amy	03/28/18	Approve
Dockens, Elaine	03/28/18	Approve
Ingalls, Caroline	03/28/18	Approve
Lee, Charles	03/28/18	Approve
Mach, Nancy	03/28/18	Approve
McDaniels, Christopher	03/28/18	Approve
MonPere, Sarach	03/28/18	Approve
Own, Megan	03/28/18	Approve
Peters, Michael	03/28/18	Approve
Swenson, Kimberly	03/28/18	Approve
Vislock, James	03/28/18	Approve
Wang, Qian	03/28/18	Approve

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: **MEMORANDUM OF UNDERSTANDING (MOU) FOR THE CONTRA COSTA COUNTY OFFICE OF EDUCATION (CCCOE) TEACHER INDUCTION PROGRAM**

PREPARED BY: **CYNTHIA ATTIYEH**

TYPE OF ITEM: **CONSENT**

PURPOSE:

The purpose of this MOU is to establish a formal working relationship between the CCCOE and Albany Unified School District and to set forth the operative conditions that will govern this partnership for the 2018-2019 school year.

BACKGROUND INFORMATION:

The CCCOE Induction Program works with school districts from Contra Costa County and Alameda County to implement the Teacher Induction Program and guidelines of Senate Bill 2042. The goal of this partnership is to increase student achievement through the implementation of a quality teacher induction program, while nurturing the growth and development of participating General Education teachers and Education Specialist teachers in Albany Unified School District in a sustained and systematic manner.

DETAILS:

Albany Unified currently has eight 1st year Participating Teachers and two 2nd year Participating Teachers. We have six different Mentor Teachers.

KEY QUESTIONS/ANSWERS:

Q: Who is eligible to participate in the Teacher Induction Program?

A: Candidates who are eligible for the program include individuals who are in their first or second year of teaching with a preliminary single subject, multiple subject, or education specialist credential.

Q: What happens in the program?

A: Participating teachers engage in reflective conversations with experienced colleagues about the delivery of effective practice. They chart their progress on the California Standards for the Teaching Profession, complete a case study on a student, attend professional development workshops, and set goals for themselves to improve their teaching practice.

Q: Do the mentors get any training or compensation?

A: New mentors get extensive training at the beginning of the year and returning mentors get yearly follow-up training. Mentors earn a stipend of \$1,500.00/year per Participating Teacher.

Q Does CCCOE charge for this service?

A: Yes, the Teacher Induction Program service fee is \$2,000.00 per participating teacher.

FINANCIAL INFORMATION:

\$60,000-80,000/year depending on the number of Participating Teachers. This amount includes the CCCOE fee, mentor stipends, release time, professional development workshops, and meeting costs.

STRATEGIC GOALS ADDRESSED:



Objective #3: *Communicate and Lead Together.* **Goal:** *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: Approve Memorandum Of Understanding (MOU) For The Contra Costa County Office Of Education (CCCOE) Teacher Induction Program



**Contra Costa County Office of Education
Teacher Induction Program and
Albany Unified School District**

**MEMORANDUM OF UNDERSTANDING (MOU)
for the CCCOE Teacher Induction Program**

July 1, 2018 – June 30, 2019

This is a Memorandum of Understanding (MOU) between the Contra Costa County Office of Education (CCCOE) Teacher Induction Program and Albany Unified School District in partnership to carry out the CCCOE Teacher Induction Program and guidelines of SB 2042. The purpose of this MOU is to establish a formal working relationship between the CCCOE and Albany Unified School District and to set forth the operative conditions that will govern this partnership.

The goal of this partnership is to increase student achievement through the implementation of a quality teacher induction program, while nurturing the growth and development of participating General Education teachers and Education Specialist teachers in Albany Unified School District in a sustained and systemic manner.

The partnership will assess itself biannually, based on the agreed-upon outcomes. It is expected that measurable progress will be demonstrated in order to continue the partnership. Assuming that the partnership demonstrates measurable progress, and receives continued funding, the partnership will be maintained.

ANTICIPATED OUTCOMES OF THIS AGREEMENT:

- The CCCOE will partner with Albany Unified School District in conducting an induction program to support first and second year new teachers that meets all state requirements for Induction programs and will integrate the program design as outlined in this MOU.
- Albany Unified School District will, when possible, create a cadre of experienced new teacher support mentors. These support mentors will possess a high level of training and leadership ability and will contribute to Albany Unified School District as instructional leaders.
- Albany Unified School District's teacher evaluation and professional development programs will reflect the *California Standards for the Teaching Profession (CSTP)*.
- Albany Unified School District will fully implement the program design incorporating all the necessary support and resources to ensure that participating teachers have every opportunity to successfully complete the induction program to receive their professional credential.

THE CCCOE TEACHER INDUCTION PROGRAM AGREES TO:

1. Provide a Teacher Induction Program Coordinator who fulfills the roles and responsibilities outlined in the Induction Program Handbook.
2. Consult with Albany Unified School District (including administration, teacher representatives and other stakeholders) in reviewing the school's needs and resources in relation to new teacher induction.
3. Consult with Albany Unified School District in *developing* and/or revising program design and interfacing with the CA Commission on Teacher Credentialing to support participating teachers to receive a Professional Clear Credential.
4. Assist Albany Unified School District in the recruitment and selection of new teacher mentors according to the California Induction Program Preconditions and Induction Standards and hiring guidelines.
5. Work with Albany Unified School District to insure that its efforts are coordinated with and complementary to other school improvement initiatives.
6. Design and deliver seminars for participating teachers insuring that those seminars are rigorous, tied to the CSTP and to content-based, research-based, and grade-level specific approaches to instruction in academic content areas. The seminars are also designed to assist teachers in using technology to support student learning, supporting equity, diversity and access to core curriculum, creating a supportive and healthy environment for student learning, and teaching English Learners and Special Populations of students. Specially designed seminars are offered for Education Specialists facilitated by Contra Costa Special Education Local Planning Area Coordinators and Program Specialists.
7. Consult with Albany Unified School District in the design of teacher recruitment and professional development programs related to teacher induction.
8. Make available and advise participating teachers of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.
9. Participate in an Induction Program Director network in support of teacher induction programs.
10. Provide new teachers with networking and professional development opportunities within the Contra Costa County region.
11. Provide training programs, materials and publications to support the above.
12. Facilitate research and evaluation activities in order to inform the partnership.
13. Provide a linkage for state and local Induction Programs and fulfill state requirements for an Induction Program.

ALBANY UNIFIED SCHOOL DISTRICT AGREES TO:

1. Designate a coordinator (who holds an administrative position). The coordinator will represent the district on the Leadership Team and support orientation, mid-year review, and end of the year colloquium activities for their participating teachers.
2. Support each qualified CCCOE Teacher Induction new teacher with a trained mentor, assigned within the first 30 days of the teacher's enrollment in the program.
3. Support each qualified CCCOE Teacher Induction new special education teacher with a mentor who holds the same credential as the participating teacher.
4. Submit a final list of participating teachers and mentors to CCCOE by October 1, 2018.
5. Pay a service fee to CCCOE for Teacher Induction services: Provide \$2,000 per participating teacher (if Albany Unified School District is providing the mentor) OR provide \$4,000 per participating teacher (if CCCOE is providing the mentor) for each year of the teacher's participation.
6. Pay half of the amount by February 15, 2019. Pay the balance of the amount by May 30, 2019. A late fee of 1% per month will be applied to accounts 30 days past due.
7. Insure that the Albany Unified School District's new teacher support program includes the following elements or the equivalent:
 - At least one hour per week of individualized support/mentoring coordinated and/or planned by the mentor
 - Coaching activities deliberately designed to provide teachers multiple opportunities to demonstrate growth in the *California Standards for the Teaching Profession*
 - A focus on grade-level and content-specific approaches to raising student achievement
 - An Individualized Learning Plan, including an Inquiry Action Plan, designed and implemented solely for the teacher's professional growth and not for evaluation.
 - Individualized Learning Plan goals collaboratively developed by the teacher and mentor, in consultation with the site administrator, within the first 60 days of enrollment
 - Ongoing formative assessment of participating teacher development
 - The use of multiple data sources, such as formative assessment and professional development tools.
8. Insure full cooperation and participation in program activities to include as appropriate:
 - Trainings for mentors
 - Mentor attendance at mentor seminars during the year
 - Individual coaching of mentors and other program-related personnel
 - Trainings and meetings for office administrators and site administrators
 - Professional development for participating teachers
 - On-line communication and coordination
9. Insure that all participating teachers and all leaders in the following roles sign the appropriate program commitment form: coordinator, site administrator, and mentor.

10. Conduct and participate in program evaluation and research activities, to include a Program Mid-year and End of the Year Survey.
 11. Provide professional resources required for program implementation beyond those provided by the Induction Program.
 12. Take organizational action to insure that the program of new teacher support is sustained.
- **Hold harmless:** Both parties agree to indemnify, defend, and save harmless the other from any and all claims and losses resulting from the action of either organization's employees for any activity undertaken in this contract.
 - **Termination:**
 - ❑ In the event that either party does not fulfill the terms of this agreement in a timely manner, the other party may terminate this agreement with a 30-day written notice to the breaching party.
 - ❑ In the event that either party determines this agreement is no longer to be bound by the terms, termination may be made with a 30-day prior notice to the date of termination.
 - **Non-Discrimination Clause:** The parties prohibit any district employee from harassing or discriminating against any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

SIGNATURES OF AGREEMENT:

_____ Albany Unified School District, Superintendent	_____ Date
_____ Albany Unified School District, Teacher Induction District Coordinator	_____ Date
_____ Albany Unified School District, Human Resources Representative	_____ Date
_____ Bill Clark, Associate Superintendent, CCCOE Business and Administrative Services	_____ Date
_____ Debra Sioui Program Coordinator, CCCOE Teacher Induction Program	_____ Date

Return all signed copies by May 1, 2018 to:

*Debra Sioui, Coordinator, CCCOE Teacher Induction Program
77 Santa Barbara Road
Pleasant Hill, CA 94523*

ALBANY UNIFIED SCHOOL DISTRICT
Donations ♦ February 1 – February 28, 2018

S U M M A R Y

Site	Current	Previously Approved	Total Year-to-Date
Albany High School	\$ 17.00	\$ 9,256.56	\$ 9,273.56
Albany Middle School	267.08	27,135.28	27,402.36
ICEC: In Class Enrichment Campaign	90.00	8,817.46	8,907.46
Transitional Kindergarten	210.00	374.00	584.00
Cornell Elementary	40.00	36,797.15	36,837.15
Marin Elementary	4,000.96	10,414.78	14,415.74
Ocean View Elementary	12,646.68	19,810.11	32,456.79
Albany Children's Center	0	1,118.00	1,118.00
Multi-Site Donations	0	328,467.98	328,467.98
Total	\$17,271.72	\$442,191.32	\$459,463.04

ALBANY UNIFIED SCHOOL DISTRICT
February 1 – February 28, 2018

ALBANY HIGH SCHOOL	
\$ 15.00	Family Donation - Aguila
\$ 2.00	YourCause - Ritchie
\$ 17.00	Current
\$ 104.00	Approved - 2/27/18 Board Meeting
\$ 1,471.26	Approved - 1/23/18 Board Meeting
\$ 4,823.90	Approved - 1/9/18 Board Meeting
\$ 1,669.00	Approved - 11/28/17 Board Meeting
\$ 144.40	Approved - 10/24/17 Board Meeting
\$ 594.00	Approved - 9/26/17 Board Meeting
\$ 450.00	Approved - 8/22/17 Board Meeting
\$ 9,273.56	Total YTD

ALBANY MIDDLE SCHOOL	
\$ 24.08	Ackerman's Servicing - Haller
\$ 243.00	AEF-Sponsored Field Trip - Gray
\$ 267.08	Current
\$ 679.40	Approved - 2/27/18 Board Meeting
\$ 1,053.39	Approved - 1/23/18 Board Meeting
\$ 3,769.00	Approved - 1/9/18 Board Meeting
\$ 7,712.50	Approved - 11/28/17 Board Meeting
\$ 2,834.89	Approved - 10/24/17 Board Meeting
\$ 11,086.10	Approved - 8/22/17 Board Meeting
\$ 27,402.36	Total YTD

ICEC - In Class Enrichment Campaign	
\$ 40.00	Online Donation via Benevity
\$ 50.00	Online Donation via MySchoolBucks
\$ 90.00	Current
\$ 2,060.00	Approved - 2/27/18 Board Meeting
\$ 307.46	Approved - 1/23/18 Board Meeting
\$ 1,645.00	Approved - 1/9/18 Board Meeting
\$ 460.00	Approved - 11/28/17 Board Meeting
\$ 4,245.00	Approved - 10/24/17 Board Meeting
\$ 40.00	Approved - 9/26/17 Board Meeting
\$ 60.00	Approved - 8/22/17 Board Meeting
\$ 8,907.46	Total YTD

TRANSITIONAL KINDERGARTEN	
\$ 210.00	Family Donations
\$ 210.00	Current
\$ 374.00	Approved - 1/9/18 Board Meeting
\$ 584.00	Total YTD

CORNELL ELEMENTARY	
\$ 40.00	Donation via MySchoolBucks - Desgrosiellier
\$ 40.00	Current
\$ 4,181.00	Approved - 2/27/18 Board Meeting
\$ 216.56	Approved - 1/23/18 Board Meeting
\$ 5,028.34	Approved - 1/9/18 Board Meeting
\$ 26,901.25	Approved - 11/28/17 Board Meeting
\$ 470.00	Approved - 10/24/17 Board Meeting
\$ 36,837.15	Total YTD

MARIN ELEMENTARY	
\$ 15.00	Family Donation - Bishop
\$ 1,645.89	Marin PTA
\$ 2,340.07	Marin PTA
\$ 4,000.96	Current
\$ 3,125.24	Approved - 2/27/18 Board Meeting
\$ 601.40	Approved - 1/23/18 Board Meeting
\$ 2,468.00	Approved - 1/9/18 Board Meeting
\$ 3,601.00	Approved - 11/28/17 Board Meeting
\$ 219.00	Approved - 10/24/17 Board Meeting
\$ 400.14	Approved - 9/26/17 Board Meeting
\$ 14,415.74	Total YTD

OCEAN VIEW ELEMENTARY	
\$ 375.00	AEF-Sponsored Field Trip - Diez
\$ 100.00	Donation via MySchoolBucks - Sinclair
\$ 178.60	Funding Factory - Georgeson
\$ 368.00	Ocean View PTA
\$ 11,625.08	Ocean View PTA
\$ 12,646.68	Current
\$ 3,177.65	Approved - 2/27/18 Board Meeting
\$ 608.00	Approved - 1/23/18 Board Meeting
\$ 12,035.43	Approved - 1/9/18 Board Meeting
\$ 725.00	Approved - 11/28/17 Board Meeting
\$ 969.89	Approved - 10/24/17 Board Meeting
\$ 2,294.14	Approved - 9/26/17 Board Meeting
\$ 32,456.79	Total YTD

ALBANY CHILDREN'S CENTER	
\$ 1,118.00	Approved - 2/27/18 Board Meeting
\$ 1,118.00	Total YTD

MULTI-SITE DONATIONS	
\$ 15,045.64	Approved - 2/27/18 Board Meeting
\$ 4,813.15	Approved - 1/23/18 Board Meeting
\$ 275,914.49	Approved - 1/9/18 Board Meeting
\$ 4,766.46	Approved - 11/28/17 Board Meeting
\$ 55.00	Approved - 10/24/17 Board Meeting
\$ 4,467.95	Approved - 9/26/17 Board Meeting
\$ 23,405.29	Approved - 8/22/17 Board Meeting
\$ 328,467.98	Total YTD

TOTAL	
\$ 17,271.72	Current
\$ 29,490.93	Approved - 2/27/18 Board Meeting
\$ 9,071.22	Approved - 1/23/18 Board Meeting
\$ 306,058.16	Approved - 1/9/18 Board Meeting
\$ 45,835.21	Approved - 11/28/17 Board Meeting
\$ 8,938.18	Approved - 10/24/17 Board Meeting
\$ 7,796.23	Approved - 9/26/17 Board Meeting
\$ 35,001.39	Approved - 8/22/17 Board Meeting
\$ 459,463.04	Total YTD

ReqPay12c

Board Report

February 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51035036	02/02/2018	BARBARA AIMINO C/O SPECIAL SERVICES	010-5200	REIMB FOR TRAVEL EXPENSES		89.53
51035037	02/02/2018	ALHAMBRA	010-4300	DISTRICT OFFICE WATER DELIVERY	116.20	
			130-4700	FOOD SERVICE WATER DELIVERY	15.82	132.02
51035038	02/02/2018	AQUA SOURCE	010-5670	AAC MONTHLY MAINT		1,163.00
51035039	02/02/2018	AUS WEST LOCKBOX	130-5800	MOP & TOWEL SERVICE		65.00
51035040	02/02/2018	AT&T	010-5930	11/19-12/18 SERVICE	645.32	
				12/07-01/06 SERVICE	182.14	
				12/19-01/18 SERVICE	1,695.88	
			120-5930	12/19-01/18 SERVICE	18.64	2,541.98
51035041	02/02/2018	BERKELEY CHESS SCHOOL	010-5825	17/18 MARIN CHESS CLASSES		1,620.00
51035042	02/02/2018	BERKELEY UNIFIED SCHOOL DISTRICT TRANSPORTATION	010-5810	01/12 TRANSPORTATION FOR MARIN EXPLORATORIUM TRIP	727.00	
				11/16 & 11/30 MARIN TRIP TO JOHN MUIR HISTORICAL	832.50	1,559.50
51035043	02/02/2018	BRANDY BIEHL-DAVIS C/O CORNELL	010-4300	DONATION - REIMB FOR SUPPLIES		78.13
51035044	02/02/2018	CKA	120-5200	ACC REG FOR CA KINDERGARTEN CONFERENCE		310.00
51035045	02/02/2018	CHRISTY WHITE ASSOCIATES	211-5820	16/17 MEASURE B BOND AUDIT	2,000.00	
			212-5820	16/17 MEASURE E BOND AUDIT	2,000.00	
				16/17 MEASURE E BOND AUDIT (2016)	2,000.00	6,000.00
51035046	02/02/2018	City of Albany	010-5800	17/18 CONTRIBUTION - CROSSING GUARD PROGRAM		10,750.00
51035047	02/02/2018	CLARION HOTEL ANAHEIM RESORT	010-5810	04/05-04/08 HOTEL STAY - AHS MUSIC SPRING TOUR		10,746.78
51035048	02/02/2018	COPY EXPRESS	010-4300	AMS CREATIVE WRITING MAGAZINES	441.46	
			010-5870	CIA PRINTING SERVICES	964.70	1,406.16
51035049	02/02/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		1,378.61
51035050	02/02/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		192.60
51035051	02/02/2018	DANIELSEN	130-4700	FOOD & SUPPLIES	980.79	
			130-4710	FOOD & SUPPLIES	37.42	1,018.21
51035052	02/02/2018	DEMCO	010-4300	MARIN LIBRARY SUPPLIES		117.62
51035053	02/02/2018	DERIVI CASTELLANOS ARCHITECTS	010-5800	PROP 39 - AMS ANNEX SOLAR	4,435.00	
			140-5800	AMS SDC RESTROOM CLOSEOUT	2,998.06	
				AMS ANNEX STATE FUNDING	1,055.17	
				AMS BIKE RACK ARCHITECTURAL PLAN	2,287.50	
			140-6231	09/17 MARIN SEISMIC FUNDING	465.00	
			211-6265	PROGRAM MGMT SERVS FOR AHS ADDITION	51,697.50	62,938.23

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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ReqPay12c

Board Report

February 2018 Warrant Listing

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
51035054	02/02/2018	BANKCARD CENTER	120-4300	ACC CREDIT CARD EXPENSES	359.21	
			120-5200	ACC CREDIT CARD EXPENSES	450.00	809.21
51035055	02/02/2018	EBMUD	010-5555	11/15-01/17 SERVICE	1,858.55	
				11/20-01/22 SERVICE	1,564.25	
				12/19-01/22 SERVICE	1,670.43	5,093.23
51035056	02/02/2018	EBSCO	010-4300	POINTS OF VIEW REFERENCE CENTER		4,095.00
				RENEWAL - AHS		
51035057	02/02/2018	EDUCATIONAL DATA SYSTEMS	010-4300	RETEST ORDER		85.00
51035058	02/02/2018	FOOD 4 THOUGHT, LLC	130-4700	FOOD		438.15
51035059	02/02/2018	TERRY GEORGESON C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR OCEAN VIEW		35.55
				SUPPLIES		
51035060	02/02/2018	GOLD STAR FOODS	130-4700	FOOD		6,727.76
51035061	02/02/2018	EVAN GREEN C/O ALBANY HIGH	010-4315	07/17-07/20 MILEAGE REIMB		71.58
51035062	02/02/2018	ASHLEY HARTLEY	120-8673	REFUND DUPLICATE PAYMENT - TUPLEO		915.00
51035063	02/02/2018	Hayes Distributing Inc.	130-4700	FOOD		1,201.10
51035064	02/02/2018	HILLYARD/SAN FRANCISCO	120-4300	ACC CUSTODIAL SUPPLIES		82.90
51035065	02/02/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		191.98
51035066	02/02/2018	RACHEL HUBBARD C/O ALBANY HIGH	010-4300	DONATION - REIMB FOR CLASSROOM		191.93
				SUPPLIES		
51035067	02/02/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE	500.96	
				AMS COPIER USAGE	1,305.61	
				CORNELL COPIER USAGE	166.83	
				MARIN COPIER USAGE	67.56	
				OCEAN VIEW COPIER USAGE	286.68	2,327.64
51035068	02/02/2018	LANGUAGE PEOPLE, INC.	010-5825	TRANSLATION SERVICES		30.00
51035069	02/02/2018	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		1,689.49
51035070	02/02/2018	MAGGIORA BAKING CO	130-4700	FOOD		240.95
51035071	02/02/2018	MARGALIT MATHAN C/O SPECIAL SERVICES	010-5200	REIMB FOR TRAVEL EXPENSES		89.53
51035072	02/02/2018	MHS INC	010-4300	SPECIAL EDUCATION FORMS		143.77
51035073	02/02/2018	MICHAEL'S TRANSPORTATION SRV	010-5810	(9035) TRANSPORTATION FOR AHS	4,460.25	
				ATHLETICS		
				TRANSPORTATION FOR AMS TRIPS TO	3,699.00	8,159.25
				THE ROSICRUCIAN MUSEUM		
51035074	02/02/2018	MICHELE MOORE	010-5825	SERVICES & ASSESSMENTS FOR		750.00
				VISUALLY IMPAIRED		
51035075	02/02/2018	ELLEN MURFF C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES		78.01
51035076	02/02/2018	NEXTEL COMMUNICATIONS	010-5930	DISTRICT CELL PHONE SERVICE	523.63	
			120-5930	DISTRICT CELL PHONE SERVICE	139.74	663.37

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51035077	02/02/2018	OAKLAND MUSEUM OF CALIFORNIA DOCENT COUNCIL	010-5810	03/31 MARIN TRIP		103.50
51035078	02/02/2018	OFFICE DEPOT	010-4300	AMS SUPPLIES	267.56	
				CORNELL SUPPLIES	52.39	
				DONATION - CORNELL SUPPLIES	113.18	
				MAC SUPPLIES	62.52	495.65
51035079	02/02/2018	P & R PAPER SUPPLY COMPANY	130-4710	SUPPLIES		211.89
51035080	02/02/2018	PG&E	010-5520	12/20-01/18 SERVICE	621.80	
				12/21-01/21 SERVICE	108.18	
				12/21-01/21 SERVICE	11,180.67	
			120-5520	12/21-01/21 SERVICE	45.50	11,956.15
51035081	02/02/2018	PRO ED	010-4300	COGNITIVE ASSESSMENT - SPED	1,096.21	
				Unpaid Sales Tax	85.31-	1,010.90
51035082	02/02/2018	PROCARE THERAPY, INC.	010-5800	DISTRICT NURSE		2,700.00
51035083	02/02/2018	PROQUEST INFORMATION & LEARN	010-4200	AHS LIBRARY SUBSCRIPTION		20.00
51035084	02/02/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		722.25
51035085	02/02/2018	READ NATURALLY	010-4300	READ NATURALLY LIVE LICENSES - MARIN		550.00
51035086	02/02/2018	ROSS RECREATION EQUIPMENT	010-4300	PARTS FOR OV SLIDE STRUCTURE		444.66
51035087	02/02/2018	SCHOOL SPECIALTY	010-4300	DONATION - CORNELL PE EQUIPMENT	1,119.45	
				OV PE EQUIPMENT - DUP SEE P18-00087	237.62	1,357.07
51035088	02/02/2018	CARRIE SMITH	130-8634	LUNCH REFUND		31.25
51035089	02/02/2018	SPURR	010-5520	12/31/17 CHARGES	16,383.43	
			120-5520	12/31/17 CHARGES	82.08	16,465.51
51035090	02/02/2018	SUNESYS, LLC	010-5800	02/18 SERVICE		1,602.40
51035091	02/02/2018	SYSCO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	570.14	
			130-4710	FOOD & SUPPLIES	36.75	606.89
51035092	02/02/2018	RENEE THERIAULT C/O OCEAN VIEW SCHOOL	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		31.00
51035093	02/02/2018	TOSHIBA BUSINESS SOLUTIONS	010-4300	AMS RISO INK	58.17	
			010-5610	12/02-01/01 AMS COPIES	15.22	73.39
51035094	02/02/2018	U-Select-It	130-5610	02/15-02/14/19 VENDING MACHINE MONITORING SOFTWARE RENEWAL		360.00
51035095	02/02/2018	UC REGENTS UC BERKELEY	140-5800	D.O. EXTENDED LEASE		9,000.00
51035096	02/02/2018	UNITED PARCEL SERVICE	010-5920	SHIPPING CHARGES		23.39
51035097	02/02/2018	Verizon Wireless	010-5930	SELPA CELL PHONE SERVICE		112.98
51035098	02/02/2018	WASTE MANAGEMENT OF ALAMEDA	010-5515	01/18 SERVICE	461.30	
				12/17 SERVICE	6,667.20	
			120-5515	12/17 SERVICE	411.52	7,540.02

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51035099	02/02/2018	JOANNE RUTH WILE	010-5825	MENTAL HEALTH COORDINATOR		1,000.00
51035100	02/02/2018	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT PORTABLE RENT		2,587.40
51035101	02/02/2018	BIN YAN	130-8634	LUNCH REFUND		30.00
51035102	02/02/2018	ALBANY YMCA	010-5800	ACTIVE SUPERVISION DURING LUNCH RECESS		7,268.65
51035678	02/07/2018	ACSIG - DELTA DENTAL	010-9534	02/18 COBRA DENTAL	795.28	
				02/18 DENTAL	38,414.96	39,210.24
51035679	02/07/2018	APPLE COMPUTER INC.	010-4300	MINI DISPLAYPORT TO VGA ADAPTERS - OV		95.48
51035680	02/07/2018	AUS WEST LOCKBOX	130-5800	MOP & TOWEL SERVICE		65.00
51035681	02/07/2018	ARCO AM/PM	010-4300	FUEL FOR TRANSPORTATION VEHICLES		1,233.73
51035682	02/07/2018	AUSD REVOLVING FUND	010-8699	RETURNED CK# 173		202.50
51035683	02/07/2018	AUTOMATIC RESPONSE SYSTEMS	010-5800	DISTRICT OFFICE SHREDDING SERVICE		75.00
51035684	02/07/2018	BATTALION ONE	010-5670	REPLACE CORNELL CONTROL PANEL		3,196.86
51035685	02/07/2018	BONAMI BAKING	130-4700	BREAD		470.00
51035686	02/07/2018	DEBORAH BRILL C/O ALBANY MIDDLE	010-4300	REIMBURSEMENT FOR SUPPLIES		106.34
51035687	02/07/2018	LUCY BRYNDZA C/O ALBANY MIDDLE	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		46.30
51035688	02/07/2018	PARENT	010-5827	* ACADEMIC SERVICES		12,400.00
51035689	02/07/2018	CIWA	010-5800	SENSOR TRACKING FOR DISTRICT GARBAGE BINS		1,000.00
51035690	02/07/2018	COMTEL SERVICE COMPANY	010-5670	DISTRICT CLOCK/PA REPAIRS		1,668.45
51035691	02/07/2018	CRISIS PREVENTION INSTITUTE	010-5200	4 DAY NONVIOLENT CRISIS INTERVENTION RENEWAL		1,457.41
51035692	02/07/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		613.43
51035693	02/07/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		385.20
51035694	02/07/2018	DANIELSEN	130-4700	FOOD & SUPPLIES	3,055.00	
			130-4710	FOOD & SUPPLIES	79.21	3,134.21
51035695	02/07/2018	DEMCO	010-4300	DONATION - CORNELL LIBRARY SUPPLIES		173.66
51035696	02/07/2018	DESIGN SPACE MODULAR BUILDINGS	250-5621	DISTRICT OFFICE LEASE		4,561.56
51035697	02/07/2018	DISNEY DESTINATIONS, LLC DISNEY RESORT TRAVEL	010-5810	17/18 AHS DISNEY TRIP		20,290.00
51035698	02/07/2018	EBMUD	010-5555	11/28-01/25 SERVICE	4,294.06	
			120-5555	11/28-01/26 SERVICE	465.92	4,759.98
51035699	02/07/2018	FLINN SCIENTIFIC	010-4300	AHS SCIENCE SUPPLIES		1,504.37
51035700	02/07/2018	FOOD 4 THOUGHT, LLC	130-4700	FOOD		684.15

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51035701	02/07/2018	JAMIE FORDYCE C/O ALBANY MIDDLE	010-4300	REIMBURSEMENT FOR CLASSROOM SUPPLIES		78.74
51035702	02/07/2018	GOLD STAR FOODS	130-4700	FOOD		6,264.92
51035703	02/07/2018	KIMBERLY GRAY C/O AMS	010-4315	12/12/17 MILEAGE REIMB		23.54
51035704	02/07/2018	Hayes Distributing Inc.	130-4700	FOOD		3,589.47
51035705	02/07/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		1,499.31
51035706	02/07/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		18.82
51035707	02/07/2018	Krueger International, Inc.	010-4300	DONATION - CORNELL NESTING CHAIRS		1,188.98
51035708	02/07/2018	MAGGIORA BAKING CO	130-4700	FOOD		152.50
51035709	02/07/2018	EILEEN MCKENZIE C/O MARIN ELEM	010-4300	DONATION - REIMBURSEMENT FOR CLASSROOM SUPPLIES		174.54
51035710	02/07/2018	MICHAEL'S TRANSPORTATION SRV	010-5810	(9035) TRANSPORTATION FOR AHS ATHLETICS	1,978.75	
				TRANSPORTATION FOR AMS TRIPS TO THE ROSICRUCIAN MUSEUM	924.75	2,903.50
51035711	02/07/2018	OFFICE DEPOT	010-4300	AMS SUPPLIES		30.38
51035712	02/07/2018	P & R PAPER SUPPLY COMPANY	130-4710	SUPPLIES		1,035.78
51035713	02/07/2018	PASTIME ACE HARDWARE	010-4300	DISTRICT MAINTENANCE SUPPLIES		2,517.28
51035714	02/07/2018	PG&E	010-5520	01/02-01/30 SERVICE	699.31	
				12/28-01/28 SERVICE	8,237.31	
			120-5520	12/28-01/28 SERVICE	1,076.96	10,013.58
51035715	02/07/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		722.25
51035716	02/07/2018	PABLO E. SANCHEZ	010-5800	DISTRICT LANDSCAPING		3,900.00
51035717	02/07/2018	MARE STATON C/O CORNELL SCHOOL	010-4300	DONATION - REIMB FOR SUPPLIES		72.32
51035718	02/07/2018	SYSCO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	1,884.69	
			130-4710	FOOD & SUPPLIES	588.64	2,473.33
51035719	02/07/2018	SyTECH SOLUTIONS	010-5800	02/18-01/19 HR DOCUMENT MANAGEMENT SYS & HOSTING	1,800.00	
				02/18-01/19 PR DOCUMENT MANAGEMENT SYS & HOSTING	1,800.00	
			010-5830	02/18-01/19 KOFAX EXPRESS LICENSES FOR FUJITSU	3,600.00	
				02/18-01/19 WARRANTY FOR FUJITSU	520.00	7,720.00
51035720	02/07/2018	TOSHIBA BUSINESS SOLUTIONS	010-5610	01/02-02/01 AMS COPIES		4.95
51035721	02/07/2018	VORTEX INDUSTRIES, INC.	010-5800	ROLLING STEEL DOORS		5,554.52
51035722	02/07/2018	PARENT	010-5827	* ACADEMIC SERVICES		12,900.00
51035723	02/07/2018	WORKABILITY I REGION 3	010-5200	2018 SPRING BUSINESS MEETING/TRAINING - RODRIGUEZ		75.00

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51036322	02/09/2018	ALBANY FORD-SUBARU	010-5670	REPAIR MAINT TRUCK		4,081.98
51036323	02/09/2018	BART GROUP SALES	010-5810	MARIN TRIPS TO MISSION DOLORES		324.00
51036324	02/09/2018	CITY OF BERKELEY	010-5810	02/14 OV TRIP - LOW TIDE PROGRAM		200.00
51036325	02/09/2018	CITY OF BERKELEY	010-5810	02/14 OV TRIP - LOW TIDE PROGRAM		200.00
51036326	02/09/2018	CLEARWATER PSYCHOLOGICAL SERVS	010-5825	EDUCATION RELATED MENTAL HEALTH ASSESSMENT		4,200.00
51036327	02/09/2018	AMANDA COHEN C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		200.00
51036328	02/09/2018	COPY EXPRESS	010-5870	CIA PRINTING SERVICES		358.44
51036329	02/09/2018	PARENT	010-5827	* SPECIALIZED ACADEMIC INSTRUCTION		2,600.00
51036330	02/09/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		834.60
51036331	02/09/2018	MICHAEL DAVIS C/O ALBANY HIGH	010-5200	REIMB FOR TRAVEL EXPENSES		218.76
51036332	02/09/2018	DMV RENEWAL	010-5830	MAINT VAN REGISTRATION RENEWAL		408.00
51036333	02/09/2018	EAST BAY PAINT & DECORATOR CTR	010-4300	DISTRICT PAINT SUPPLIES		119.85
51036334	02/09/2018	FALTZ ASSOCIATES INC.	010-5825	SPEECH THERAPY SERVICES		291.00
51036335	02/09/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		446.72
51036336	02/09/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		57.73
51036337	02/09/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	120-5610	ACC COPIER USAGE		166.90
51036338	02/09/2018	LAKESHORE	010-4300	AMS CLASSROOM MAGNETIC LETTERS KIT		56.13
51036339	02/09/2018	MARINA MECHANICAL	010-5670	DISTRICT HVAC REPAIRS		2,199.65
51036340	02/09/2018	MICHAEL BAKER INTERNATIONAL	212-6172	TRAFFIC STUDY FOR AMS ANNEX		1,252.58
51036341	02/09/2018	MOBILE MODULAR MGMT. CORP.	140-5621	AHS CONTAINER RENTALS		76.83
51036342	02/09/2018	O'CONNOR PEST CONTROL	010-5610	AHS & AMS PEST CONTROL		150.00
51036343	02/09/2018	OFFICE DEPOT	010-4300	CORNELL SUPPLIES		202.63
51036344	02/09/2018	PG&E	010-5520	01/05-02/04 SERVICE	320.64	
				01/06-02/05 SERVICE	8,854.79	9,175.43
51036345	02/09/2018	READ NATURALLY	010-4300	READ LIVE SUBSCRIPTION - MARIN		128.40
51036346	02/09/2018	PARENT	010-5827	* ACADEMIC & TRANSPORTATION SERVICES		3,561.74
51036347	02/09/2018	SIMONE ROBINSON C/O DISTRICT OFFICE	010-4315	12/05 MILEAGE REIMB		22.90
51036348	02/09/2018	RODAN BUILDERS	211-6201	AMS ANNEX PROJECT - PHASE II		305,010.59
51036349	02/09/2018	BANNER BANK - RODAN RETENTION	211-6201	AMS ANNEX PROJECT - PHASE II		16,053.19
51036350	02/09/2018	WESTERN PSYCHOLOGICAL SERVICES	010-4300	SPECIAL EDUCATION KITS		3,543.28
51036351	02/09/2018	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT PORTABLE RENT		2,627.00
51036727	02/12/2018	A BETTER CHANCE SCHOOL	010-5825	BASIC EDUCATION AND RELATED SERVICES		19,716.50

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51036728	02/12/2018	BEYOND THE CLASSROOM	010-5825	SPECIALIZED ACADEMIC INSTRUCTION, AUDIOLOGY MAINT		326.25
51036729	02/12/2018	BIO-RAD LABORATORIES	010-4300	AHS SCIENCE SUPPLIES		792.15
51036730	02/12/2018	CLARK PEST CONTROL	010-5800	DISTRICT PEST CONTROL		988.00
51036731	02/12/2018	COPY EXPRESS	010-5870	AMS POSTERS		389.61
51036732	02/12/2018	EUNICE GOURMET	010-4300	MAC BAGELS		114.00
51036733	02/12/2018	FLINN SCIENTIFIC	010-4300	AMS SCIENCE SUPPLIES		76.20
51036734	02/12/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		3,222.87
51036735	02/12/2018	HOLZMUELLER PRODUCTIONS	010-4300	AHS LIGHTING EQUIPMENT RENTAL		2,039.39
51036736	02/12/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES	94.05	
			120-4300	ACC HARDWARE/SUPPLIES	356.19	450.24
51036737	02/12/2018	WELLS FARGO VENDOR FIN SERV	010-5611	DISTRICT WIDE COPIER LEASE		3,273.42
51036738	02/12/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	DISTRICT OFFICE COPIER USAGE	103.81	
				MARIN COPIER USAGE	524.56	
				OCEAN VIEW COPIER USAGE	484.95	1,113.32
51036739	02/12/2018	LAKESHORE	010-4300	DONATION - CORNELL CLASSROOM SUPPLIES		33.50
51036740	02/12/2018	OFFICE DEPOT	010-4300	AHS SUPPLIES	896.73	
				DO SUPPLIES	78.95	
				MARIN SUPPLIES	1,272.43	2,248.11
51036741	02/12/2018	RASKOB INSTITUTE	010-5825	Basic Education		2,002.26
51036742	02/12/2018	STAR ELEVATOR INC	010-5610	AHS ELEVATOR SERVICE		380.68
51036743	02/12/2018	STAR SPORTS	010-4300	AHS VOLLEYBALL JERSEYS		2,134.73
51037244	02/20/2018	ALBANY CHAMBER OF COMMERCE	010-5300	MEMBERSHIP RENEWAL - V. WILLIAMS		120.00
51037245	02/20/2018	ALPHA ENTERPRISE	010-5622	DISTRICT CUSTODIAL EQUIPMENT REPAIRS		420.00
51037246	02/20/2018	AUS WEST LOCKBOX	130-5800	MOP & TOWEL SERVICE		383.54
51037247	02/20/2018	AUTOMATIC RESPONSE SYSTEMS	010-5800	DISTRICT OFFICE SHREDDING SERVICE		75.00
51037248	02/20/2018	BLICK ART MATERIALS	010-4300	DONATION - MARIN CLASSROOM ART SUPPLIES		73.82
51037249	02/20/2018	CHALK SCHOOLS	010-5830	CHALK SCHOOLS LICENSE FEE		1,583.33
51037250	02/20/2018	CHROMEBOOKPARTS.com	010-4300	DELL CHROMEBOOK PANELS - TECH	219.45	
				Unpaid Sales Tax	19.50-	199.95
51037251	02/20/2018	CLARK PEST CONTROL	010-5670	AAC PEST CONTROL	310.00	
				CORNELL PEST CONTROL	310.00	
			120-5670	ACC PEST CONTROL	310.00	930.00
51037252	02/20/2018	CREST/GOOD MFG. CO.	010-4300	DISTRICT PLUMBING SUPPLIES		960.97
51037253	02/20/2018	BANKCARD CENTER	010-4300	SELPA CREDIT CARD EXPENSES	251.16	

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51037253	02/20/2018	BANKCARD CENTER	010-5200	SELPA CREDIT CARD EXPENSES	140.28	
			010-5930	SELPA CREDIT CARD EXPENSES	206.25	597.69
51037254	02/20/2018	EUNICE GOURMET	010-4300	SANDWICHES		80.00
51037255	02/20/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		10,030.45
51037256	02/20/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		196.32
51037257	02/20/2018	HELEN JIANG C/O CENTRAL KITCHEN	130-4315	11/30-02/02 MILEAGE REIMB		30.63
51037258	02/20/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE		702.36
51037259	02/20/2018	LINCOLN AQUATICS	010-4300	AAC SUPPLIES		4,724.96
51037260	02/20/2018	LOZANO SMITH	010-5200	2018 TITLE IX WORKSHOP - NERHEIM		145.00
51037261	02/20/2018	SHAWN LUCAS C/O D.O. CUSTODIAL	010-4315	01/11-02/09 MILEAGE REIMB		9.16
51037262	02/20/2018	MARINA MECHANICAL	010-5670	ACC HVAC INSPECTIONS	665.00	
				AHS HVAC INSPECTIONS	4,100.00	
				AMS HVAC INSPECTIONS	3,250.00	
				CORNELL HVAC INSPECTIONS	1,385.00	
				DISTRICT HVAC REPAIRS	296.75	
				MARIN HVAC INSPECTIONS	2,880.00	
				OV HVAC INSPECTION - 2nd QTR	4,500.00	
				REMOVE/REPLACE FLAME SENSOR - OV HVAC	451.25	17,528.00
51037263	02/20/2018	MOBILE MODULAR MGMT. CORP.	140-5621	AHS CONTAINER RENTALS		76.83
51037264	02/20/2018	LINDA MORAN	130-8634	LUNCH REFUND		74.00
51037265	02/20/2018	OFFICE DEPOT	010-4300	D.O. SUPPLIES		31.34
51037266	02/20/2018	VAN AHN PHAM C/O TECHNOLOGY	010-4315	01/11-02/01 MILEAGE REIMB		19.80
51037267	02/20/2018	Edward Pollard C/O Special Services	010-4315	MILEAGE REIMBURSEMENT		48.78
51037268	02/20/2018	PROCARE THERAPY, INC.	010-5800	DISTRICT NURSE		1,170.00
51037269	02/20/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		754.65
51037270	02/20/2018	SCHOOL SERVICES OF CALIFORNIA	010-5200	GOVERNOR'S BUDGET WORKSHOP		1,505.00
51037271	02/20/2018	SAN JOSE STATE UNIVERSITY FOUNDATION	010-5300	MEMBERSHIP FOR AMS MATH DEPT.		2,400.00
51037272	02/20/2018	PARENT	010-5825	* TRANSPORTATION SERVICES		3,515.00
51037273	02/20/2018	STAR ELEVATOR INC	010-5670	REPAIR AHS ELEVATORS - STATE PRELIMINARY ORDERS		8,387.08
51037274	02/20/2018	DAVID TRACY C/O TECHNOLOGY	010-4315	01/18 MILEAGE REIMB		70.23
51037275	02/20/2018	ELIZABETH TYLER CO/ SPECIAL EDUCATION	010-5200	REIMB FOR TRAVEL EXPENSES		180.96
51037442	02/21/2018	BANCROFT CENTER INC.	010-5621	SECURITY DEPOSIT FOR D.O. LEASE		10,000.00
51037443	02/21/2018	BEAR FLAG TOURS	010-5810	04/05 MARIN TRIP TO RAILROAD MUSEUM		3,465.00
51037444	02/21/2018	BLICK ART MATERIALS	010-4300	AHS ART SUPPLIES		2,071.80
51037445	02/21/2018	BANKCARD CENTER	010-4300	AHS CREDIT CARD EXPENSES	459.83	
				CORNELL CREDIT CARD EXPENSES	253.52	

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51037445	02/21/2018	BANKCARD CENTER	010-5200	WORKSHOP EXPENSES	31.29	
			010-5800	FOOD SERVICE CREDIT CARD EXPENSES	42.00	
			010-5812	HR CREDIT CARD EXPENSES	580.40	
			130-4300	FOOD SERVICE CREDIT CARD EXPENSES	933.09	
			130-4700	FOOD SERVICE CREDIT CARD EXPENSES	3,115.30	
			130-4710	FOOD SERVICE CREDIT CARD EXPENSES	669.81	6,085.24
51037446	02/21/2018	FAGEN FRIEDMAN & FULFROST, LLP	010-5826	01/18 LEGAL FEES		8,303.13
51037447	02/21/2018	GREAT AMERICAN LEASING CORP.	010-5611	SELPA COPIER LEASE		183.29
51037448	02/21/2018	MHS INC	010-4300	SPECIAL EDUCATION BOOKLETS		43.90
51037449	02/21/2018	OFFICE DEPOT	010-4300	DONATION - CORNELL SUPPLIES	121.49	
				OCEAN VIEW SUPPLIES	1,707.82	1,829.31
51037450	02/21/2018	REALLY GOOD STUFF	010-4300	DONATION - CROWNS FOR CORNELL CLASSROOM	24.49	
				Unpaid Sales Tax	1.56-	22.93
51037451	02/21/2018	SCHOOL SPECIALTY	010-4300	CORNELL HEADPHONES		345.67
51037452	02/21/2018	SIERRA PACIFIC TOURS	010-5810	TRANSPORTATION FOR MARIN RAILROAD MUSEUM TRIP		3,525.00
51037453	02/21/2018	SLIDE RANCH	010-5810	03/28 CORNELL TRIP	1,475.00	
				04/03 CORNELL TRIP	1,475.00	2,950.00
51047211	02/23/2018	ALLIED CONSTRUCTION	010-5670	DISTRICT WIDE ROOFING WORK		3,780.00
51047212	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		646.86
51047213	02/23/2018	AT&T	010-5930	12/19-01/18 SERVICE		646.97
51047214	02/23/2018	ALBANY USD	010-3751	03/18 CALPERS	13,217.34	
			010-3752	03/18 BOE CALPERS	133.00	
				03/18 CALPERS	5,985.00	
			010-5800	03/18 BOE CALPERS	37.58	
				03/18 CALPERS	2,049.81	
			010-9534	03/18 BOE CALPERS	11,255.21	
				03/18 CALPERS	532,708.25	565,386.19
51047215	02/23/2018	BRIDGETTE BANALES C/O OCEAN VIEW	010-4300	DONATION - REIMB FOR CLASSROOM SUPPLIES		200.00
51047216	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,645.04
51047217	02/23/2018	BAY AREA AIR QUALITY MGMT DIST	010-5830	AHS FEES		348.00
51047218	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,035.39

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51047219	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		646.86
51047220	02/23/2018	CALIFORNIA DEPT OF PARKS & REC	010-5810	03/02 CORNELL MISSION DOLORES TRIP		50.00
51047221	02/23/2018	CDW GOVERNMENT INC	010-4300	HP PRINTER - SPED	139.81	
				TECH EQUIPMENT	2,834.81	2,974.62
51047222	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,426.72
51047223	02/23/2018	SALLY COHEN C/O AHS	010-4300	SUPPLIES - MENTAL HEALTH		144.35
51047224	02/23/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		691.95
51047225	02/23/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		192.60
51047226	02/23/2018	DERIVI CASTELLANOS ARCHITECTS	140-6231	AHS HVAC CLOSEOUT	1,164.28	
				AMS ROOF IMPROVEMENT CLOSEOUT	4,624.38	
			212-6265	ARCHITECTURAL SERVICES - AMS	29,174.35	34,963.01
51047227	02/23/2018	BANKCARD CENTER	010-4300	SELPA CREDIT CARD EXPENSES	161.33	
				SPECIAL EDUCATION CREDIT CARD EXPENSES	57.85	
				STUDENT SERVICES CREDIT CARD EXPENSES	103.88	
				SUPT. CREDIT CARD EXPENSES SUPT.	25.63	
			010-4305	CREDIT CARD EXPENSES SELPA CREDIT	101.67	
			010-5200	CARD EXPENSES STUDENT SERVICES	732.03	
				CREDIT CARD EXPENSES	555.36	
				SUPT. CREDIT CARD EXPENSES SELPA		
				CREDIT CARD EXPENSES	75.00	
			010-5800	MAC HIGH CREDIT CARD EXPENSES	25.45	
			010-5810	SELPA CREDIT CARD EXPENSES SELPA	107.50	
			010-5825	CREDIT CARD EXPENSES DONATION -	300.00	
			010-5930	REIMB FOR SUPPLIES	206.50	2,452.20
51047228	02/23/2018	HEATHER DUNCAN C/O CORNELL	010-4300	17/18 RETIREE REIMBURSEMENT		78.91
51047229	02/23/2018	RETIREE	010-3751	AHS ADDITION PROJECT COMMITTEE		1,426.72
51047230	02/23/2018	EUNICE GOURMET	010-4305	SHIPPING CHARGES		456.00
51047231	02/23/2018	FEDEX	010-5920	17/18 RETIREE REIMBURSEMENT		22.81
51047232	02/23/2018	RETIREE	010-3751			1,645.04
51047233	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,147.19
51047234	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		183.34
51047235	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		895.24
51047236	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		756.02
51047237	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,189.90
51047238	02/23/2018	HILLYARD/SAN FRANCISCO	010-4300	DISTRICT CUSTODIAL SUPPLIES		5,369.59
51047239	02/23/2018	HOME DEPOT INC.	010-4300	DISTRICT MAINTENANCE SUPPLIES		505.33

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51047240	02/23/2018	HOME DEPOT SUPPLY	010-4300	EXIT SIGNS		3,110.03
51047241	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		490.89
51047242	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,569.60
51047243	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,645.04
51047244	02/23/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS ATHLETICS COPIER USAGE	13.74	
				CORNELL COPIER USAGE	437.37	
				SPECIAL EDUCATION COPIER USAGE	195.29	646.40
51047245	02/23/2018	RETIREE	010-3752	17/18 RETIREE REIMBURSEMENT		1,426.72
51047246	02/23/2018	MAGGIORA BAKING CO	130-4700	FOOD		335.50
51047247	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,600.86
51047248	02/23/2018	OFFICE DEPOT	010-4300	AHS SUPPLIES	984.02	
				CORNELL SUPPLIES	749.82	
				D.O. SUPPLIES	137.14	
				DONATION - CORNELL SUPPLIES	91.79	
				MARIN SUPPLIES	662.40	
				SPECIAL EDUCATION SUPPLIES	222.84	
			120-4300	ACC SUPPLIES	78.43	2,926.44
51047249	02/23/2018	OTIS ELEVATOR COMPANY	010-5610	AMS ELEVATOR SERVICE		156.28
51047250	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		1,467.54
51047251	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		963.20
51047252	02/23/2018	School Facility Consultants	212-6289	01/18 NEW CONSTRUCTION ELIGIBILITY		315.00
51047253	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		756.02
51047254	02/23/2018	SIMPLEXGRINNELL GRINNELL FIRE PROTECTION	010-5670	AAC ALARM REPAIR		898.00
51047255	02/23/2018	SPURR	010-5520	01/31 CHARGES	17,150.35	
			120-5520	01/31 CHARGES	116.28	17,266.63
51047256	02/23/2018	RETIREE	010-3751	17/18 RETIREE REIMBURSEMENT		249.30
51047257	02/23/2018	SYSCO - SAN FRANCISCO	130-4700	FOOD & SUPPLIES	860.92	
			130-4710	FOOD & SUPPLIES	194.85	1,055.77
51047258	02/23/2018	WILLIAMS SCOTSMAN, INC.	250-5621	DISTRICT PORTABLE RENT		428.03
51107839	02/14/2018	ALHAMBRA	010-4300	AAC WATER DELIVERY		50.87
51107840	02/14/2018	AMERICAN LOGISTICS COMPANY	010-5825	TRANSPORTATION SERVICES		1,158.04
51107841	02/14/2018	AT&T	010-5930	01/07-02/06 SERVICE		92.23
51107842	02/14/2018	BONAMI BAKING	130-4700	BREAD		100.00
51107843	02/14/2018	PARENT	010-5827	* ACADEMIC SERVICES		850.00
51107844	02/14/2018	CKA	120-5200	ACC REG FOR CA KINDERGATEN		760.00
				CONFERENCE		
51107845	02/14/2018	CDW GOVERNMENT INC	010-4300	DONATION - CORNELL PROJECTOR		110.91
				BULB		

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51107846	02/14/2018	COMCAST	010-5930	01/18 SERVICE		461.68
51107847	02/14/2018	CRYSTAL CREAMERY	130-4700	17/18 DAIRY		684.59
51107848	02/14/2018	CULTURE SHOCK YOGURT	130-4700	FROZEN YOGURT		321.00
51107849	02/14/2018	DANIELSEN	130-4700	FOOD & SUPPLIES	1,720.38	
			130-4710	FOOD & SUPPLIES	37.42	1,757.80
51107850	02/14/2018	BETTY DEL RIO C/O ALBANY AQUATIC CENTER	010-5200	REIMB FOR TRAVEL EXPENSES		1,057.68
51107851	02/14/2018	DEMCO	010-4300	AMS LIBRARY SUPPLIES		107.88
51107852	02/14/2018	DEPARTMENT OF JUSTICE	010-5838	01/18 LIVE SCAN FEES		774.00
51107853	02/14/2018	EAST BAY RESTAURANT SUPPLY	130-4300	KITCHEN SUPPLIES & EQUIPMENT		44.54
51107854	02/14/2018	EBMUD	010-5555	12/06-02/05 SERVICE		2,448.35
51107855	02/14/2018	ENTERPRISE RENT-A-CAR	010-5600	DISTRICT RENTALS		628.16
51107856	02/14/2018	FOOD 4 THOUGHT, LLC	130-4700	FOOD		595.55
51107857	02/14/2018	Hayes Distributing Inc.	130-4700	FOOD		2,100.68
51107858	02/14/2018	HERITAGE SCHOOLS, INC.	010-5825	BASIC ED, RM & BOARD, RELATED SERVICES		12,688.00
51107859	02/14/2018	HOME DEPOT SUPPLY	010-4300	MAINT HARDWARE		984.89
51107860	02/14/2018	HOUGHTON MIFFLIN COMPANY	010-4300	SPECIAL EDUCATION KIT & BOOKLETS		1,023.38
51107861	02/14/2018	KONICA MINOLTA BUSINESS SOLUTIONS INC.	010-5610	AHS COPIER USAGE	20.54	
				AMS COPIER USAGE	748.26	
				MAC HIGH COPIER USAGE	6.56	775.36
51107862	02/14/2018	DANIEL & ASHLEE LOPEZ	130-8634	LUNCH REFUND		33.00
51107863	02/14/2018	MAGGIORA BAKING CO	130-4700	FOOD		167.75
51107864	02/14/2018	N2Y	010-4300	SYMBOLSTIX PRIME SUBSCRIPTION		82.95
51107865	02/14/2018	NEOFUNDS BY NEOPOST	010-5910	DISTRICT OFFICE POSTAGE		39.00
51107866	02/14/2018	CARRIE NERHEIM C/O DISTRICT OFFICE	010-5838	LIVE SCAN REIMB		20.00
51107867	02/14/2018	OFFICE DEPOT	010-4300	AMS SUPPLIES	1,407.98	
				D.O. SUPPLIES	20.63	
				DONATION - CORNELL SUPPLIES	34.79	
				SPECIAL EDUCATION SUPPLIES	566.26	
				TECH SUPPLIES	157.99	
			120-4300	ACC SUPPLIES	76.71	2,264.36
51107868	02/14/2018	P & R PAPER SUPPLY COMPANY	130-4710	SUPPLIES		464.13
51107869	02/14/2018	PG&E	010-5520	01/05-02/04 SERVICE		95.78
51107870	02/14/2018	PHONAK, LLC	010-4400	TRANSMITTERS & RECEIVERS (SPED)		3,323.47
51107871	02/14/2018	PRUDENTIAL OVERALL SUPPLY	010-5800	DISTRICT UNIFORM SERVICE		722.25
51107872	02/14/2018	THE PHILLIPS ACADEMY	010-5825	BASIC EDUCATION AND RELATED SERVICES		3,315.00

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51107873	02/14/2018	THE SAPLING COMPANY	010-5670	REPAIR CORNELL CLOCK		79.73
51107874	02/14/2018	ALBANY YMCA	010-5800	ACTIVE SUPERVISION DURING LUNCH RECESS		7,268.65
Total Number of Checks					288	<u><u>1,572,355.74</u></u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
010	General Fund	227	1,074,812.83
120	Child Development Fund	18	6,221.98
130	Cafeteria Fund	44	45,972.05
140	Deferred Maintenance Fund	5	35,748.05
211	Measure B 2016A	4	374,761.28
212	Measure E 2016A	4	24,741.93
250	Capital Facilities Fund	4	10,203.99
Total Number of Checks		288	1,572,462.11
Less Unpaid Sales Tax Liability			106.37
Net (Check Amount)			<u><u>1,572,355.74</u></u>

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**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT WITH
IVY CHEN, MPH, FOR FIFTH GRADE PUBERTY EDUCATION**

**PREPARED BY: MARIE WILLIAMS, DIRECTOR III -
CURRICULUM, INSTRUCTION, ASSESSMENT**

TYPE OF ITEM: CONSENT

PURPOSE: The purpose of this item is to approve a contract with Ivy Chen, MPH, to provide comprehensive sexual health education to fifth grade students in Albany USD.

BACKGROUND INFORMATION:

[Assembly Bill 329](#) authorizes comprehensive sexual health education to be taught to students in grades Kindergarten through six and mandates comprehensive sexual health education be provided to students in grades 7 through 12.

Ivy Chen has been providing puberty education services in the District elementary schools for several years as part of the in-school enrichment program. The topics addressed in Ms. Chen's presentations are aligned with the 5th Grade Health Education Content Standards (Growth, Development, and Sexual Health). A list of the standards is attached below as Exhibit A.

DETAILS: This is a standard contract that provides the following services. For a detailed description of the presentations/workshops, see Exhibit B.

**PARENT NIGHT PRESENTATION: Tuesday, May 1, 2018: 6-7:30 PM at Ocean View
(Parents of all 3 schools are invited); Cost: \$225.00**

STUDENT PUBERTY WORKSHOPS:

Marin (3 classes): May 14-18, 2018

5 days, 1 hour/day/class (total 15 hours); Cost: \$2,250.00

Ocean View (4 classes): May 21-25, 2018

5 days, 1 hour/day/class (total 20 hours); Cost: \$3,000.00

Cornell (3 classes): May 29-June 1, 2018**4 days, 75 minutes/day/class (total 15 hours); Cost: \$2962.50****TOTAL COST: Total due is 56.25 hours x \$150/hour = \$8,437.50****FINANCIAL INFORMATION:**

The total cost is \$8,437.50. The funding comes from General Fund.

STRATEGIC GOALS ADDRESSED:

Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

RECOMMENDATION: Approve the Independent Contract Agreement with Ivy Chen, MPH, for 5th Grade Puberty Education.

**ALBANY UNIFIED SCHOOL DISTRICT
INDEPENDENT CONTRACTOR SERVICES AGREEMENT**

This agreement is hereby entered into this 27 day of March, 2018 in the County of Alameda, State of California, by and between the Albany Unified School District, hereinafter referred to as "DISTRICT," and Ivy Chen, MPH

CONTRACTOR

1137 Fairmont Drive

MAILING ADDRESS

San Bruno

CA 94066

CITY

STATE

ZIP

hereinafter referred to as "CONTRACTOR." DISTRICT and CONTRACTOR shall be collectively referred to as the Parties.

1. Contractor Services. Contractor agrees to provide the following services to District (collectively, the "Services"):

Puberty education workshops for all 5th graders in the 3 Albany Elementary schools: Marin, Ocean View & Cornell, plus a Parent Night Presentation as outlined below:

Parent Night: Tuesday, May 1, 2018: 6-7:30 PM at Ocean View
(Parents of all 3 schools are invited); Cost: \$225.00

Student Puberty Workshops:

Marin (3 classes): May 14-18, 2018
5 days, 1 hour/day/class (total 15 hours); Cost: \$2,250.00

Ocean View (4 classes): May 21-25, 2018
5 days, 1 hour/day/class (total 20 hours); Cost: \$3,000.00

Cornell (3 classes): May 29-June 1, 2018
4 days, 75 minutes/day/class (total 19.75 hours); Cost: \$2,962.50

TOTAL COST: Total due is 56.25 hours x \$150/hour = \$8,437.50

2. Contractor Qualifications. Contractor represents and warrants to District that Contractor and all of Contractor's employees, agents or volunteers (the "Contracted Parties") have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. If any of the Services are performed by any of Contractor's Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of

Contractor.

3. Term. CONTRACTOR shall:

☐ Provide services under this AGREEMENT on the following specific dates _____, _____, _____, _____, _____, _____, _____, and complete performance no later than _____;

OR

☒ Commence providing services under this AGREEMENT on:

May 1 - June 1, 2018

There shall be no extension of the Term of this Agreement without the express written consent from all parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contracted Parties. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. Termination. Either party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other party; however the parties may agree in writing to a shorter time period for the effectiveness of such termination. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Contractor if Contractor materially violates any of the terms of this Agreement, any act or omission by Contractor or the Contracted Parties exposes District to potential liability or may cause an increase in District's insurance premiums, Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Such termination shall be effective immediately upon Contractor's receipt of said notice.

5. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed **Eight thousand four hundred thirty-seven dollars and fifty cents (\$8,437.50)**. DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

a. Such compensation shall be based on:

- ☐ An hourly rate of **\$150.00** for a total amount of **56.25** hours.
- ☐ A daily rate of \$ _____ for a total amount of _____ days.

b. Payment method shall be:

☒ **Upon Completion**

- ☐ Date of Service
- ☐ Other (Specify):

Any work performed by Contractor in excess of said amount shall not be compensated.

Payment shall be made upon approval of DISTRICT and receipt of an invoice from CONTRACTOR one copy clearly marked original. CONTRACTOR's invoice shall be sent to: Albany Unified School District, Attention: Accounts Payable, 1051 Monroe Street, Albany, CA, 94706.

6. Equipment and Materials. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor of the Contracted Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contracted Parties by District. Furthermore, any Equipment or workmanship that does not conform to the regulations of this Agreement may be rejected by District and in such case must be promptly remedied or replaced by Contractor at no additional cost to District and subject to District's reasonable satisfaction.
7. California Residency. Contractor and the Contracted Parties shall be residents of the State of California.
8. Indemnity. Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from the performance of this Agreement, including but not limited to Contractor's or the Contracted Parties' use of the site; Contractor's or the Contracted Parties' performance of the Services; Contractor's or the Contracted Parties' breach of any of the representations or warranties contained in this Agreement; injury to or death of persons or damage to property or delay or damage to District or the District Parties; or for any act, error, omission, negligence, or willful misconduct of Contractor, the Contracted Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
9. Insurance. Without in any way limiting Contractor's liability or indemnification obligations set forth in Paragraph 8 above, District reserves the right to require contractor to procure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits not less than \$1,000,000.00 each occurrence and \$1,000,000.00 in the aggregate; (ii) commercial automobile liability insurance with limits not less than \$100,000.00 each occurrence and \$100,000.00 in the aggregate; if applicable; and neither Contractor nor any of the Contracted Parties shall

commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered to and approved by District. All insurance policies shall include an endorsement stating that District and District Parties are named additional insured. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If any of the required insurance is not reinstated, District may, at its sole option, terminate this Agreement. All of the policies shall also include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties.

10. Independent Contractor Status. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that s/he and the Contracted Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.
11. Taxes. All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from compensation payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contracted Parties and otherwise in connection with this Agreement.
12. Fingerprinting/Criminal Background Investigation Certification. Contractor and the Contracted Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contractor and the Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:
[Attach and sign additional pages, as needed.]

☒ All of the Contracted Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contracted Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information, including additional personnel, which differs in any way from the representations set forth above, Contractor shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements have been satisfied and District determines whether any such contact is permissible.

13. Tuberculosis Certification. Contractor and the Contracted Parties shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

☐ Contracted Parties shall **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

☒ The following Contracted Parties shall have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, have received a TB test in full compliance with the requirements of Education Code section 49406:

Contractor shall maintain on file the certificates showing that the Contracted Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

14. Confidential Information. Contractor shall maintain the confidentiality of and protect from unauthorized disclosure any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the services provided to any District student pursuant to this Agreement.
15. Assignment. Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District.
16. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon Contractor and District and their respective successors and assigns.

17. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
18. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
19. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court in Alameda County, California.
20. Non-Discrimination. PROVIDER shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
22. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.
23. Attorney Fees. If any legal action is taken to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorneys' fees and other reasonable costs and expenses incurred in connection with that legal action.
24. Liability of District. Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incident damages, including but not limited to lost profits in connection with this Agreement.
25. Entire Agreement. This Agreement is intended by the parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

26. Subject To Approval of Board. This Agreement confers no legal or equitable rights until it is approved by the District Board of Education at a lawfully conducted public meeting.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

DISTRICT:

ALBANY UNIFIED SCHOOL DISTRICT

By: _____
 Name: Marie Williams
 Title: Director III, Curriculum, Instruction and
 Assessment

Address for District Notices:

Albany Unified School District
 1051 Monroe Street
 Albany, CA 94706

Date of Board Approval: _____

CONTRACTOR:

Ivy Chen, MPH

Tax Identification Number:
 (confidential)

By: _____
 Name: Ivy Chen, MPH
 Title: Sexuality Health Educator

Address for Contractor Notices:

1137 Fairmont Drive
 San Bruno, CA 94066

Exhibit A: 5th Grade standards in Growth, Development, and Sexual Health

Essential Concepts

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
- 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 1.5.G Describe how HIV is and is not transmitted.
- 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
- 1.7.G Recognize that everyone has the right to establish personal boundaries.
- 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
- 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
- 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Exhibit B:**5th Grade Puberty Presentation****Format: 4-5 hours total. 60 minutes/day with each class. Coed presentation.****❖ Themes:**

- *Respect, Consent and Boundaries, especially related to bodies and touch.*
- *Being inclusive about different kinds of bodies, families, relationships, identities, orientation and self-expressions.*
- *Making healthy, responsible decisions.*
- *Being kind and supportive with our friends & classmates about puberty changes.*
- *Increasing communication about sexuality within families.*

1. Introduction of Ivy & Ground Rules:

- Respect: take turns talking, no put-downs. Ivy respects different levels of knowledge, development and comfort level of each student. If a slang term is used, the slang will be bridged with the more respectful scientific term for the anatomy.
- Confidentiality:
 - everything discussed in the classroom stays in the classroom while on campus,
 - students encouraged to discuss material with parents at home,
 - check in with parents if they have younger siblings.
- Participation: active listening, asking and answering questions,
 - Anonymous question box: everyone will get a slip of paper on the last day to write a puberty question, a comment about the class or draw a picture at the end of the puberty series. Everyone must put something into the box.
 - Questions that are beyond the scope of puberty may be skipped or answered for that one student who asked it during break rather than for the group.
 - Ivy will leave her email address on the last day of puberty classes to answer questions and to stay a resource for the students.

2. Define puberty & hormones

- Overall message: these changes are normal, and “normal” encompasses a wide range of changes for kids.
- Differences in kids’ development are due to genetics, hormones, & other influences (diet, exercise).
- In general, females will usually start puberty before males.
- Physical changes of puberty take about 5-6 years to develop.
- Emotional and social changes usually take longer.
- Early & late bloomers.
- Self-expression, gender stereotypes, gender identity.

3. Physical Changes for (mostly) Everyone – what & why

- a. growth spurt, growing pains
- b. armpit/pubic hair
- c. acne – wash face & body with cleanser
- d. body odor – need to increase personal hygiene, shower daily with soap, use deodorant, clean clothing
- e. crushes, sexual thoughts & feelings

4. Typical Physical Changes of Males :

- Start with testes – make testosterone = causes changes: what & why
 - a. voice changes & cracks, Adam’s apple
 - b. shoulders broaden, more muscular
 - c. more body hair on face and possibly on chest
 - d. scrotum – holds testicles and regulates temperature

Male puberty changes continued

- e. penis:
 - 1. circumcised: cultural & religious reasons why some boys are circumcised
 - 2. uncircumcised: how to wash under foreskin
 - 3. erection: blood flow into penis, increase in the frequency of erections due to testosterone rise or sexual thoughts
- f. Production of sperm, go over path of sperm, semen
- g. Ejaculation of semen: wet dreams – a way for a boy's mature sperm to get out
- h. Males have 2 openings below the waist
 - 1. Urethral opening: allows urine and semen (after puberty) to come out but not at the same time.
 - 2. Anal opening: allows feces to come out.

5. Typical Physical Changes of Females:

- Start with ovaries – make estrogen = causes changes: what & why
 - a. Breasts growth – stress all shapes & sizes
 - 1. Breast buds: hard sore lumps under nipples, may also be itchy but normal.
 - 2. Possible for one breast to develop sooner than the other or be bigger than the other.
 - 3. Bras: training bras, sports bras, cupped bras
 - b. Hips widen, giving most females a curvier body, space to grow a baby later if she chooses to have children.
 - c. Maturation of internal reproduction organs & release of eggs
 - 1. Ovaries
 - 2. Fallopian tubes
 - 3. Uterus & cervix
 - d. Females have 3 openings below the waist:
 - 1. Urethral opening: allows urine only to come out.
 - 2. Vaginal opening: 4 things can exit out of a healthy female
 - a. regular vaginal discharge starting at puberty
 - b. period starting at puberty, usually once a month but varies, until menopause.
 - c. Vaginal fluid
 - d. Baby if she had been pregnant (C-section as an alternative for delivering baby).
 - 3. Anal opening: allows feces to come out.
 - e. Periods – disposable pads & tampons, washable cotton pads, period panties, menstrual cup
 - f. Vulva – external female genitalia, labia, clitoris

6. How a Baby is Made – define terms

- a. Review sperm & ovum production/ maturation on anatomy chart
- b. Fertilization by:
 - 1. sexual intercourse
 - 2. assisted insemination, donor sperm, donor egg, surrogate
 - 3. in-vitro fertilization
- c. Having children through adoption
- d. Development of embryo / fetus, umbilical cord, amniotic sac, placenta
- e. Multiples - Twins & triplets:
 - a. Fraternal
 - b. Identical including conjoined twins
- f. Typical male / female genetics: XX & XY
- g. Brief discussion of other reasons for having sex such as pleasure or love. Emphasize waiting until they are older and ready. Choice to not have sex.
- h. Brief discussion of condoms as prevention of pregnancy and STIs, including HIV/AIDS.

7. Review of male and female anatomy and physiology: “Body Changes” video clip. Anonymous Questions & Wrap-up

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT BETWEEN
ALBANY UNIFIED SCHOOL DISTRICT AND ANNE EISENMANN**

PREPARED BY: DIANE MARIE, DIRECTOR OF SPECIAL EDUCATION

TYPE OF ITEM: CONSENT

PURPOSE:

Board of Trustees to approve the Independent Contractor Agreement with Anne Eisenmann.

BACKGROUND INFORMATION:

The District has been unable to secure a school psychologist to cover a leave of absence. Anne Eisenmann is a licensed educational psychologist who contracts with school districts to provide school psychology services.

DETAILS:

District staff are unable to cover all assessments on the caseload of the school psychologist who is on leave. Anne Eisenmann will conduct psycho-educational assessments for District students that staff are unable to cover.

- ☒ Standard Contract
☐ Contract deviates from Standard Contract
☐ New Contract
☒ Renew Contract

KEY QUESTIONS AND ANSWERS:

Q. The Board previously approved a contract with Alpha Vista for a school psychologist. Why is the contract with Anne Eisenmann needed?

A. The school psychologist services being provided by Alpha Vista is to cover a school psychologist open position. Anne Eisenmann will be providing services due to a staff member on a leave of absence.

FINANCIAL INFORMATION:

Not to exceed \$14,400.00

STRATEGIC OBJECTIVES ADDRESSED:



***Objective #1:** Assess and Increase Academic Success. **Goal:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #2: *Support the Whole Child.* **Goal:** *We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

RECOMMENDATION: Approve the Independent Contractor Agreement with Anne Eisenmann.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS AND STAFF

PREPARED BY: CARRIE NERHEIM, DIRECTOR, STUDENT SERVICES

TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this staff report is to provide the Governing Board and community with information regarding activities taking place throughout the District to promote a safe, supportive, and collaborative environment for students and staff.

BACKGROUND INFORMATION:

AUSD's Governing Board, District staff, and members of the Albany community are actively engaged in dialogue around strategies to ensure respect, inclusion, and empathy for all members of the AUSD learning community. District staff continues to highlight programs and activities that improve the culture and climate of our school community.

DETAILS:

The California Healthy Kids Survey will be completed by March 30. This survey is done once every two years and is administered to fifth grade, seventh grade, ninth grade, and eleventh grade students. In addition to the student surveys, there is also a survey for parents and a survey for staff members. We look forward to sharing the results of the survey with the community.

STRATEGIC GOALS ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.e.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional*

growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.

RECOMMENDATION: RECEIVE THE STAFF REPORT ON PROMOTING SAFE, SUPPORTIVE, AND COLLABORATIVE ENVIRONMENTS FOR ALL STUDENTS AND STAFF.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: SPECIAL EDUCATION UPDATE

PREPARED BY: VALERIE WILLIAMS

TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this item is to provide an update about the Special Education department.

BACKGROUND INFORMATION: At the January 23, 2018 Board meeting, the Board requested a Special Education update be presented at each Board Meeting.

DETAILS: The Superintendent met with Special Education staff across the district and with some general education staff. Feedback is summarized in this report.

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: RECEIVE THE STAFF REPORT ON SPECIAL EDUCATION

Special Education Report

In the months of January, February, and March, 2018, I met with paraprofessionals, and Special Education teachers, some general education teachers, and specialists. Meetings were “open-ended” with employees providing their feedback on issues related to Special Education. Information in this report is based on topics addressed rather than specific comments made by an individual, group, or school site. However, if the request was consistent at a given level (i.e. elementary or secondary), that was noted in the report. There were comments and requests that were consistent, expressed opposite viewpoints, and where caution or more legal research was recommended.

Initial Assessments:

- There is a consistent request across all grade levels and sites for assistance with conducting initial assessments as they are time intensive. However, the level of assistance varied from elementary to secondary sites. Some saw value in doing the assessments themselves with support and others saw value in someone other than a teacher conducting the assessments.
- There was acknowledgement that elementary sites may have more of a need since they did not have daily prep periods.

Case Management:

- There was consistent feedback that case management has become more difficult and time intensive over the past decade due to the increased need by students for specialized services and the increased need for legally compliant reports.
- There were differing viewpoints on whether someone should be solely responsible for case management or whether teachers wanted someone else to case manage their students. While the rationale for having one case manager may be sound, legal counsel advises that a waiver would be needed for a teacher to have more than 28 students on their caseload. Legal further advised that it is unlikely a waiver would be granted, and that having one person manage the caseloads for other teachers is not a good idea.

Caseload:

- Comments on the amount of students on a teacher’s caseload varied from having too many students on a teacher’s caseload to having an adequate caseload. However, all comments indicate acknowledgement that the complexity of need and support of the students on a teacher’s caseload has increased significantly over the past decade. Further, the IEP written documents have become much more complicated and time intensive.

Scheduling IEP Meetings:

- There was consistent feedback that scheduling IEP meetings is time intensive and that a classified clerk position could be added to assist secondary sites with the scheduling of IEP meetings and for placing paraprofessional substitute with students.
- There was a request that the district allocate substitute coverage once a month so elementary teachers can hold IEP meetings during the school day. Currently, elementary teachers have weekly prep.

Paraprofessionals: The majority of the feedback I received from staff was around the topic of paraprofessionals. There were seven prominent categories of discussion/feedback.

- **Recruitment/Hiring of Special Education Paraprofessionals and Substitutes:** There is consistent feedback that recruiting quality paraprofessionals and substitute paras is a high priority. Low morale of paras was also identified as an issue and that administration could do more to recognize and honor paraprofessionals.
- **Paraprofessional Placement:** Feedback from staff indicate a desire to have paraprofessionals assigned to a site so they are able to learn about the school community and students. There was also feedback that paraprofessionals, if possible, stay with their assigned students. Both of these suggestions were considered especially important for the middle and high schools where students move through several classes throughout the day. However, it was also shared that this must be balanced with the goal of fostering independence for our students.
- **Substitute Para Coverage:** There was consistent feedback that the lack of substitute coverage for paraprofessionals caused several issues at sites and appears to be more of an issue at the secondary sites rather than elementary sites. Suggestions were consistent that the substitute para pool be increased.
- **Para Hours:** There were varying opinions about increasing all paraprofessional hours to a full day. Some paras were concerned that they did not want to work a full day or five days a week. However, there was rationale for extending the paraprofessionals' days, especially at the middle and high school, which would allow for a paraprofessional to be present from the beginning of the school day to the end, and to allow time for the teacher and para to collaborate. Suggestions included assigning paraprofessionals from the beginning of the school day to mid-day, and from mid-day to the end of the day if a paraprofessional did not want to work full time.
- **Para Salary/Benefits:** There was consistent feedback from paraprofessionals, Special Education, and general education teachers that increasing paraprofessional pay would attract and retain paraprofessionals.
- **Para Training:** There was consistent feedback from staff that there should be a training program for paraprofessionals in the following areas:
 - How to effectively work with students with disabilities and/or behavioral issues
 - How to effectively work with students who have behavior issues
 - How to read and understand an IEP
 - Equity and diversity issues and how to support students
 - Instructional strategies
- **Para Duties:** Feedback indicated that both paraprofessionals and teachers want to know what a paraprofessional's duties are and how to work effectively together. Several suggestions were made that fewer paraprofessionals are needed and perhaps more "push-in" Special Education teachers are needed which would provide more teaching services for students.

Communication & Feedback:

- There was expressed desire from some staff to inform the Board and Superintendent that information that is floating around is not always fact checked or true. People who are the loudest speakers are not speaking for all Special Education employees.

- There were several requests for increased communication between Special Education administration and site staff and that site staff be included in decisions around the hiring and placement of teachers and paraprofessionals.
- A suggestion was made to annually gather feedback from staff and parents of students with special needs.
- A suggestion was made for district administration to visit Special Education classrooms, meet with staff, and fill in as a para substitute when needed.
- A suggestion was made to continue the Special Education Roundtable and to report out to all staff.

Collaboration:

- There was consistent feedback that paraprofessionals want to be able to collaborate with each other and with Special Education and general education teachers so they can better perform their duties and to provide services to students. This would require extending the hours per day for paraprofessionals.
- Some paraprofessionals wanted to be part of the IEP team meetings with staff.
- A suggestion was made to bring Special Education staff and administrators together to problem solve issues collaboratively.

In Progress/Next Steps:

- The Special Education Director is working with staff to create a paraprofessional handbook which will be shared with sites and used for paraprofessional orientation.
- The Special Education Director will work with Human Resources to create an orientation program for paraprofessionals for the Fall of 2018.
- A .5 FTE position will be allocated to assist with initial assessments at the elementary sites.
- The Director of Special Education and the SELPA Director will work on an annual professional development program for paraprofessionals.
- The Superintendent will work with Human Resources, Special Education, and Business Services departments to explore the possibility of increasing paraprofessional hours.
- A classified clerk position was hired to assist secondary sites with scheduling IEP meetings and placing substitute paraprofessionals in classrooms.
- Salary and benefits for paraprofessionals will be bargained with CSEA.
- The Director of Special Education will continue to hold the Special Education Roundtable to meet with certificated and classified representatives on issues and concerns.
- The Superintendent and the Human Resources department will explore the concept of providing substitute coverage for elementary sites so teachers can hold IEP meetings.
- The Superintendent is currently working with Berkeley City College to create a dual enrollment partnership so that AHS students can explore a career in education and work toward a teacher's aide certificate.
- The District will continue to work with Berkeley City College on the recruitment of quality paraprofessionals.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: OVERVIEW OF 2016-17 TECHNOLOGY SPEAK UP SURVEY RESULTS

PREPARED BY: DAX KAJIWARA, TECHNOLOGY DIRECTOR

TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this staff report is to provide the Governing Board and community with an overview of some of the primary findings from the 2016-17 Speak Up Survey.

BACKGROUND INFORMATION:

The Speak Up Survey is an annual, nationwide survey created by [Project Tomorrow](#) with the goal of assessing the “role of technology for learning in and out of school.” From the Project Tomorrow website:

The Speak Up Research Project for Digital Learning, a national initiative of Project Tomorrow, is both a national research project and a free service to schools and districts everywhere. Since fall 2003, Speak Up has helped education leaders include the voices of their stakeholders in annual and long-term planning. More than 5 million participants have made Speak Up the largest collection of authentic, unfiltered stakeholder input on education, technology, schools of the future, science and math instruction, professional development and career exploration. National-level reports inform policymakers at all levels.

AUSD administrators, staff, teachers, parents, and students were asked to take the survey for the first time during the fall of 2016. Parents were informed of the survey via school site newsletters and updates. Many students in grades 3-9 took the survey during class time. AHS did not feel that they could logistically survey all grades but hoped that surveying one complete grade would provide a representative data set for their students. The survey results were presented to the AUSD Technology Committee in the Spring of 2017.

DETAILS:

The data set from the Speak Up Survey is extremely large covering a large range of technology-related topics. This is a presentation of a subset of the results covering topics selected for their potential interest to the Governing Board and community. Technology Services would like to repeat the survey every other year in order to confirm the survey findings and monitor trends and changes in the attitudes toward technology amongst the AUSD community.

Appendix A contains applicable survey data related to the presentation.

STRATEGIC GOALS ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*

Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

Objective #3: *Communicate and Lead Together.*

Goal: *All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: Receive the staff report on the overview of 2016-17 Technology Speak Up Survey
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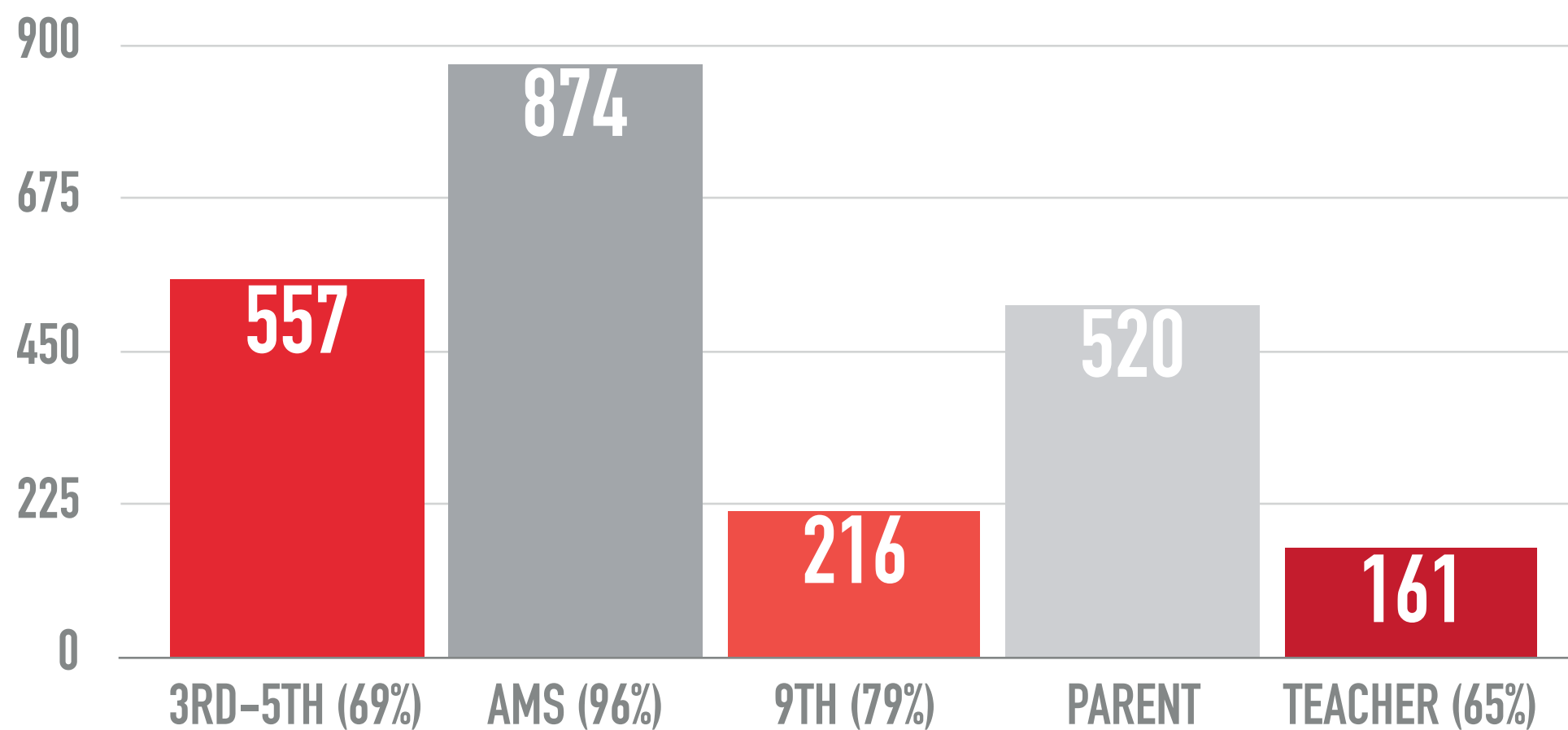


2016-17

SPEAK UP SURVEY FINDINGS

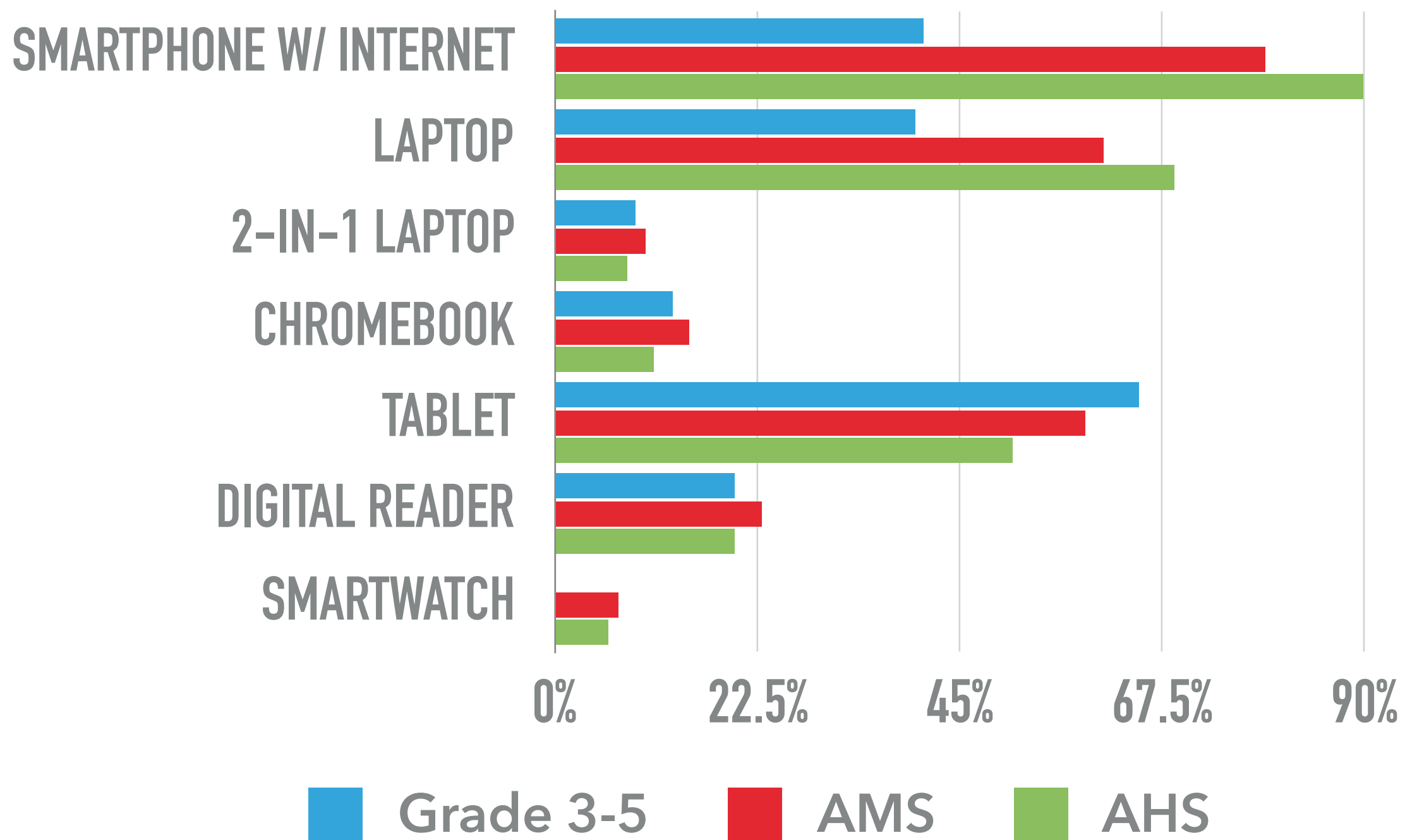
WHO TOOK THE SURVEY?

RESPONDENTS BY TYPE



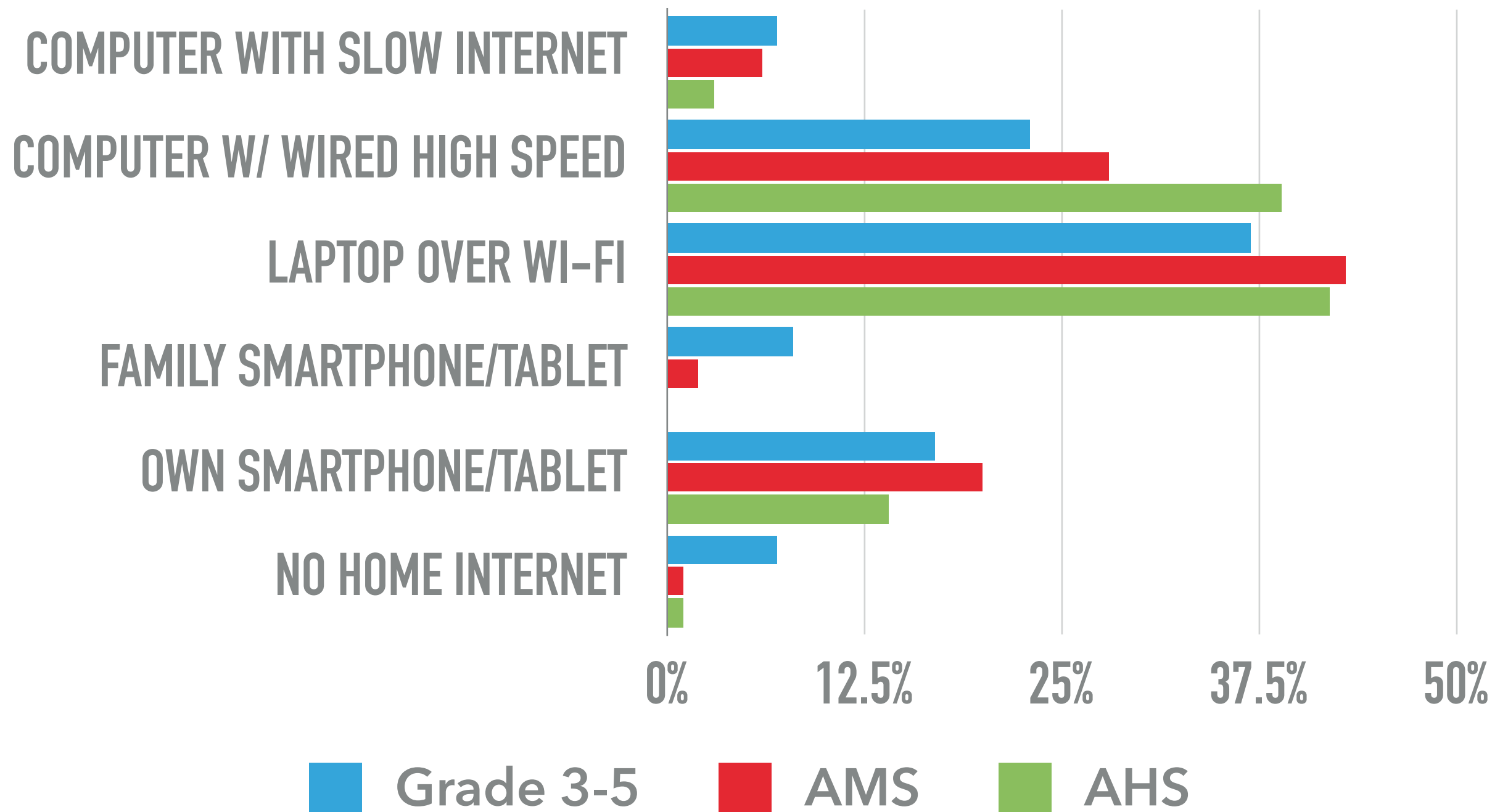
**WHAT DEVICES DO STUDENTS
HAVE FOR THEIR OWN USE AT
HOME?**

STUDENTS — PERSONAL MOBILE DEVICES



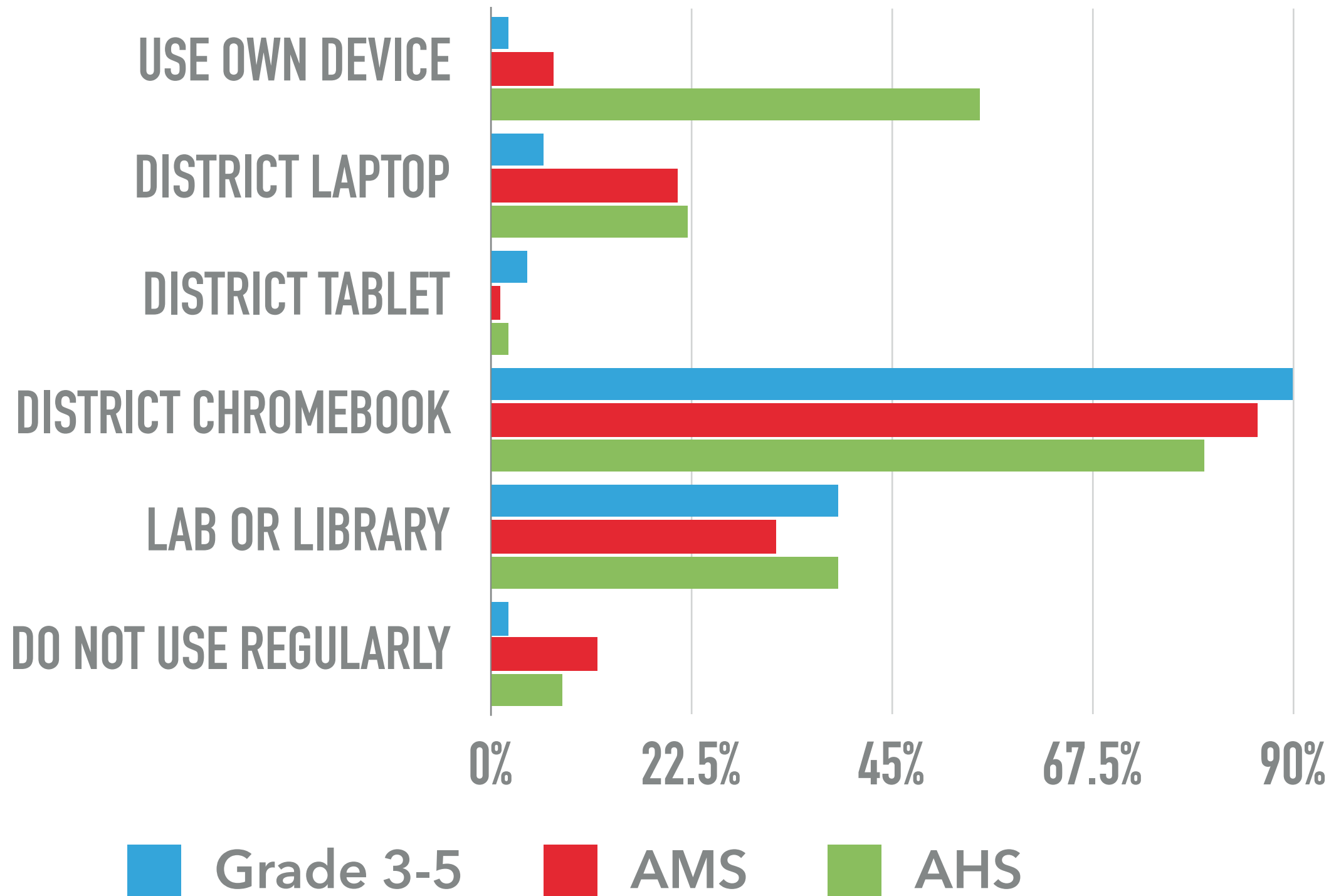
HOW DO STUDENTS ACCESS THE INTERNET FROM HOME?

STUDENTS — PRIMARY INTERNET CONNECTION FROM HOME

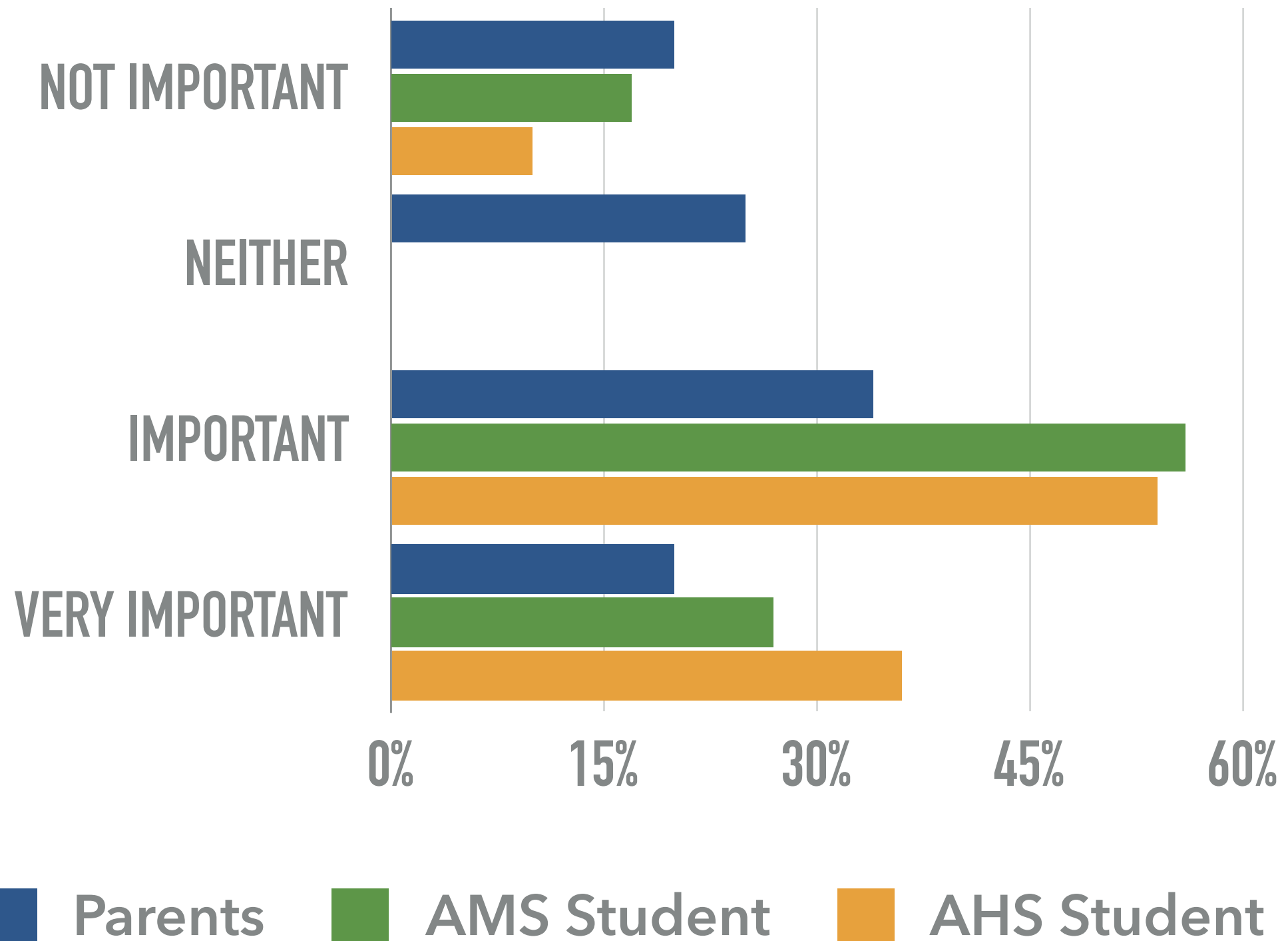


**HOW IMPORTANT IS IT FOR
STUDENTS TO HAVE ACCESS TO
DEVICES IN THE CLASSROOM?**

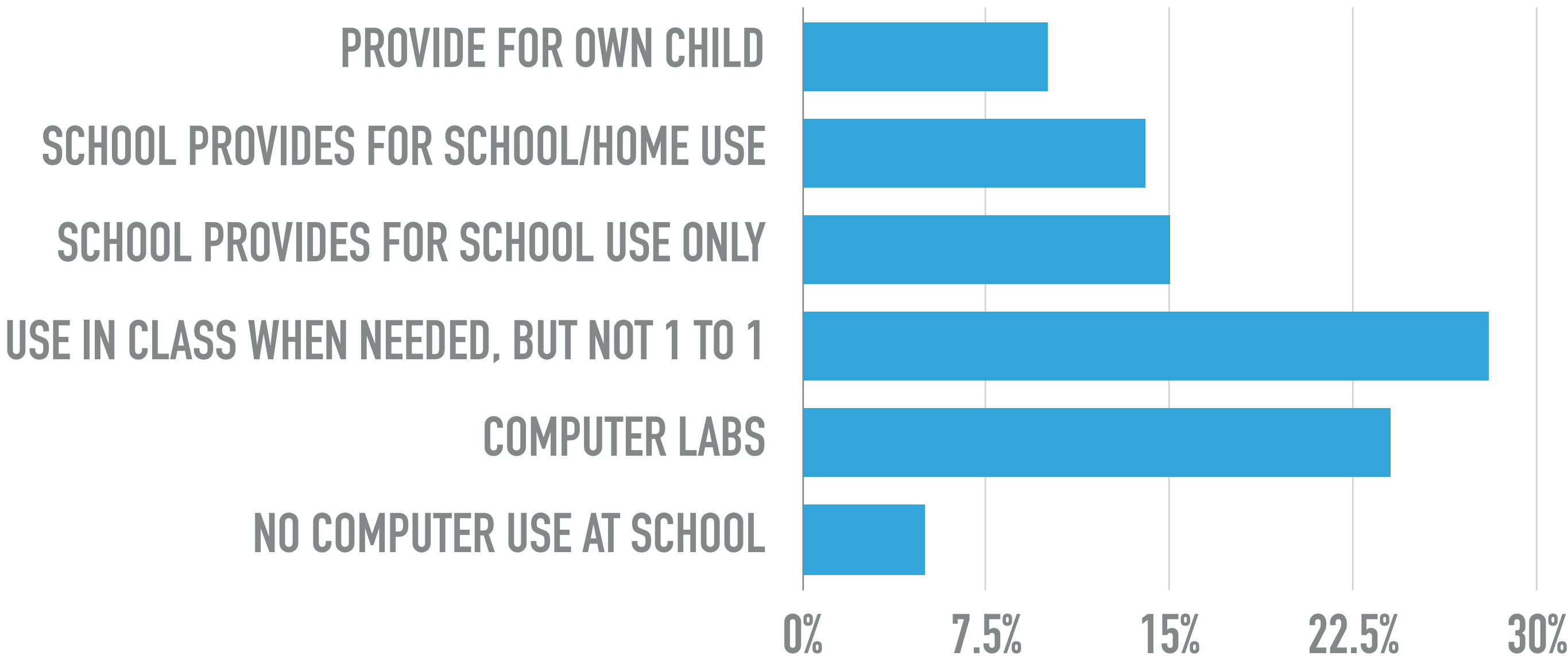
STUDENTS — MOBILE DEVICE USE AT SCHOOL



IMPORTANCE OF EVERY STUDENT HAVING A DEVICE TO SUPPORT SCHOOLWORK



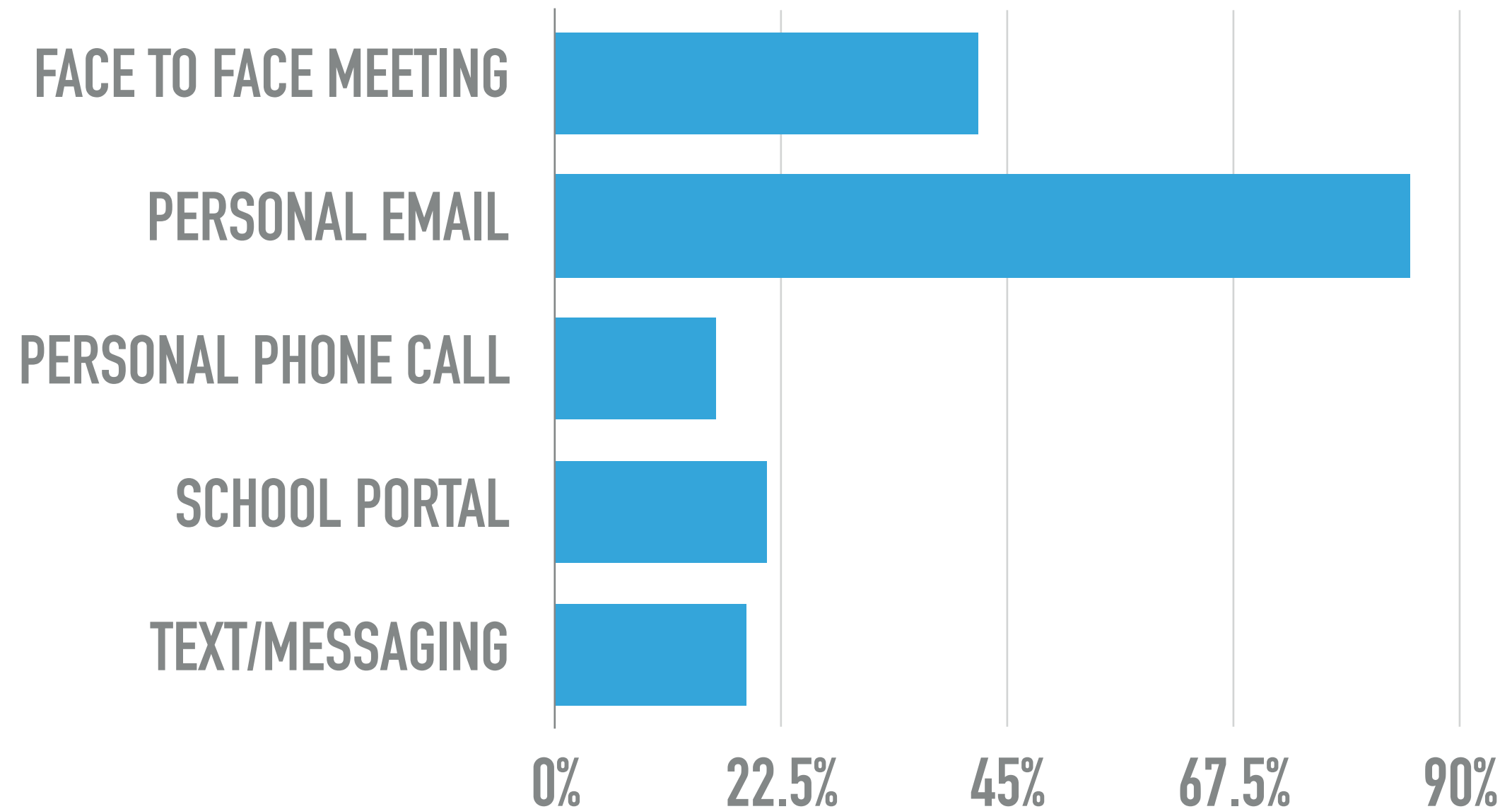
PARENTS — WHAT DEVICE OWNERSHIP MODEL WORKS BEST FOR YOUR STUDENT?



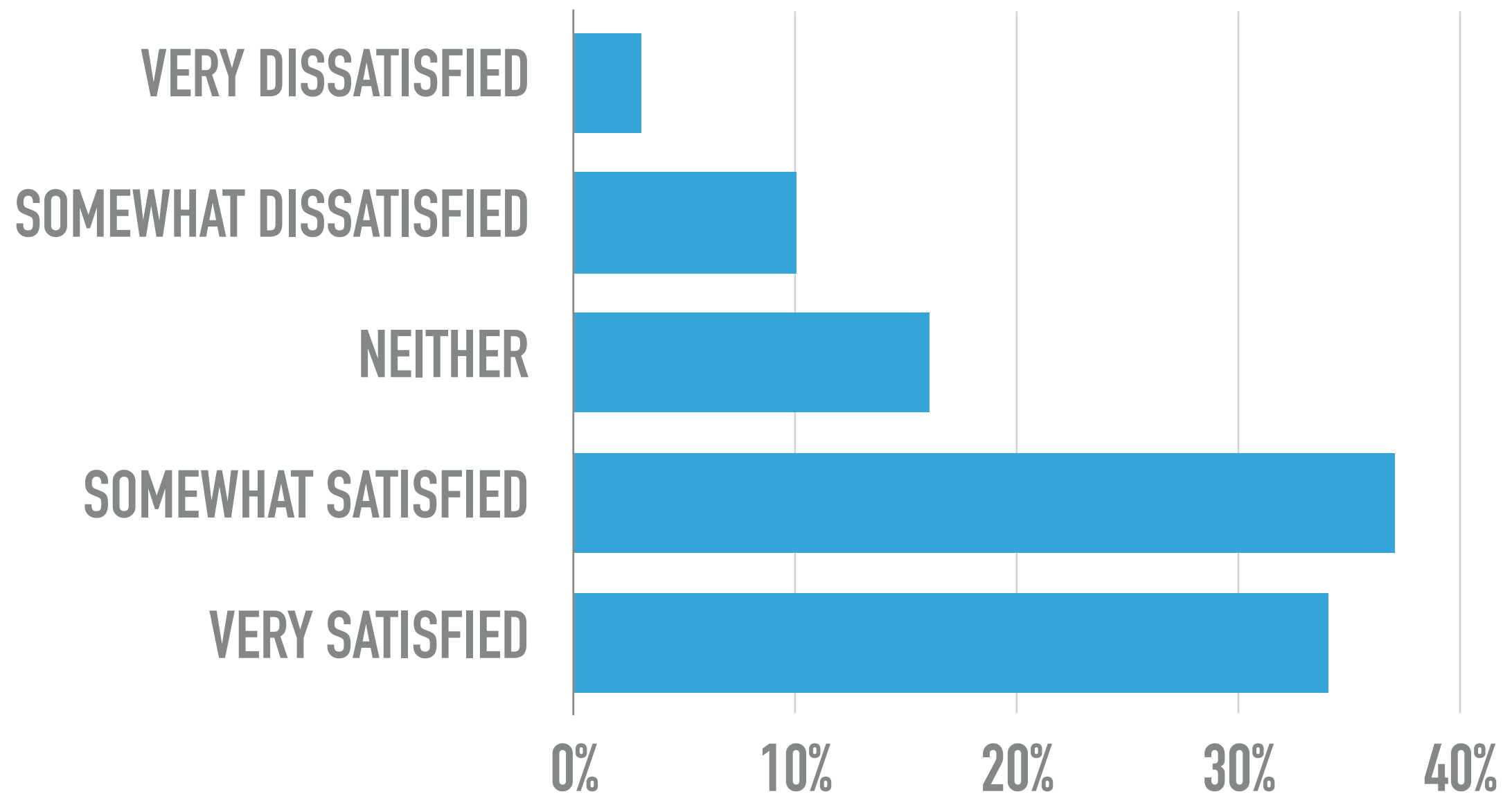
**HOW DO PARENTS WANT THE
DISTRICT/SCHOOL TO
COMMUNICATE WITH THEM?**

2016-17 SPEAK UP SURVEY FINDINGS

PARENTS — MOST EFFECTIVE WAY FOR TEACHER TO COMMUNICATE WITH YOU? (SAMPLE)

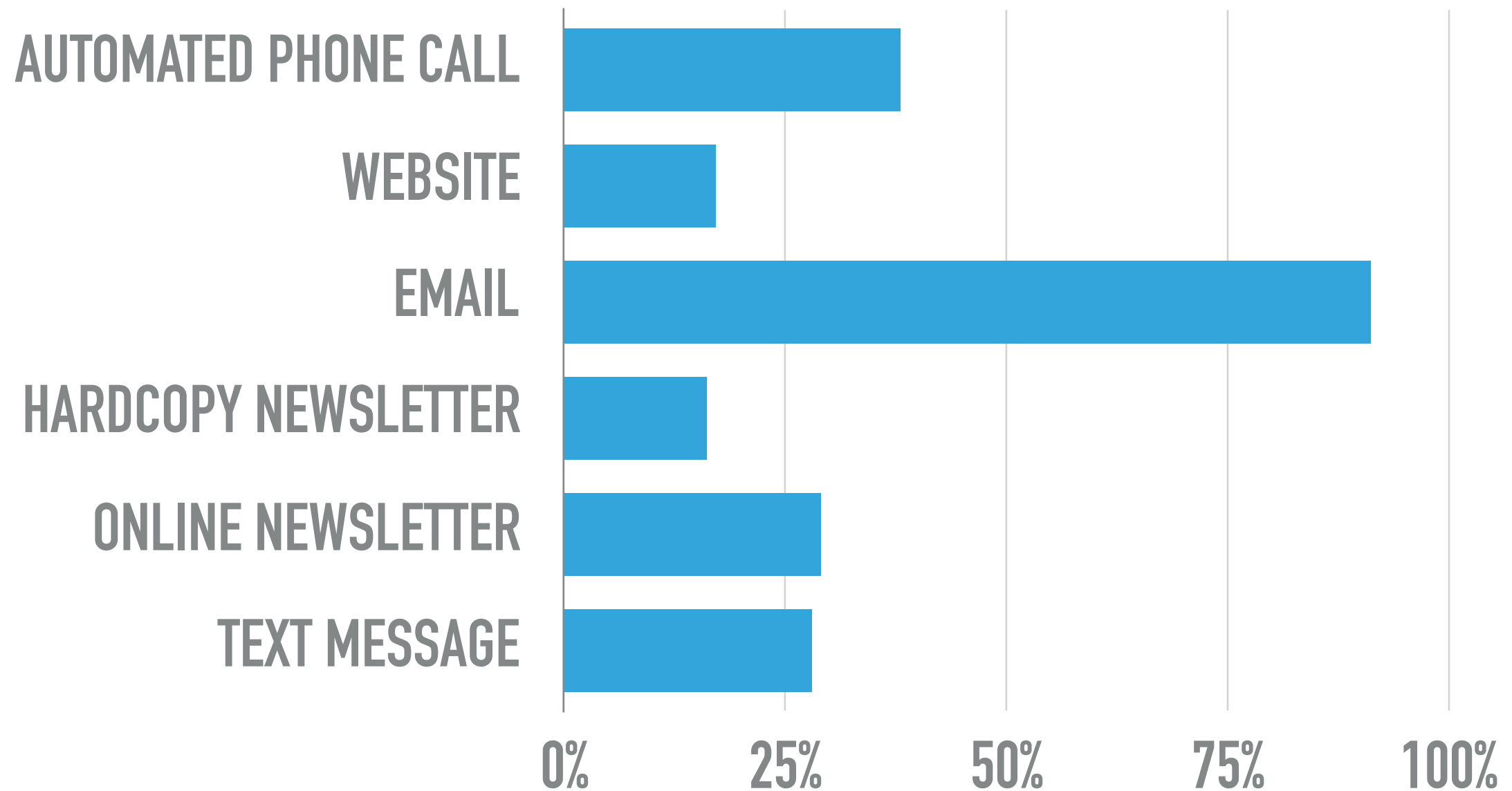


PARENTS — SATISFACTION WITH TEACHER COMMUNICATION?

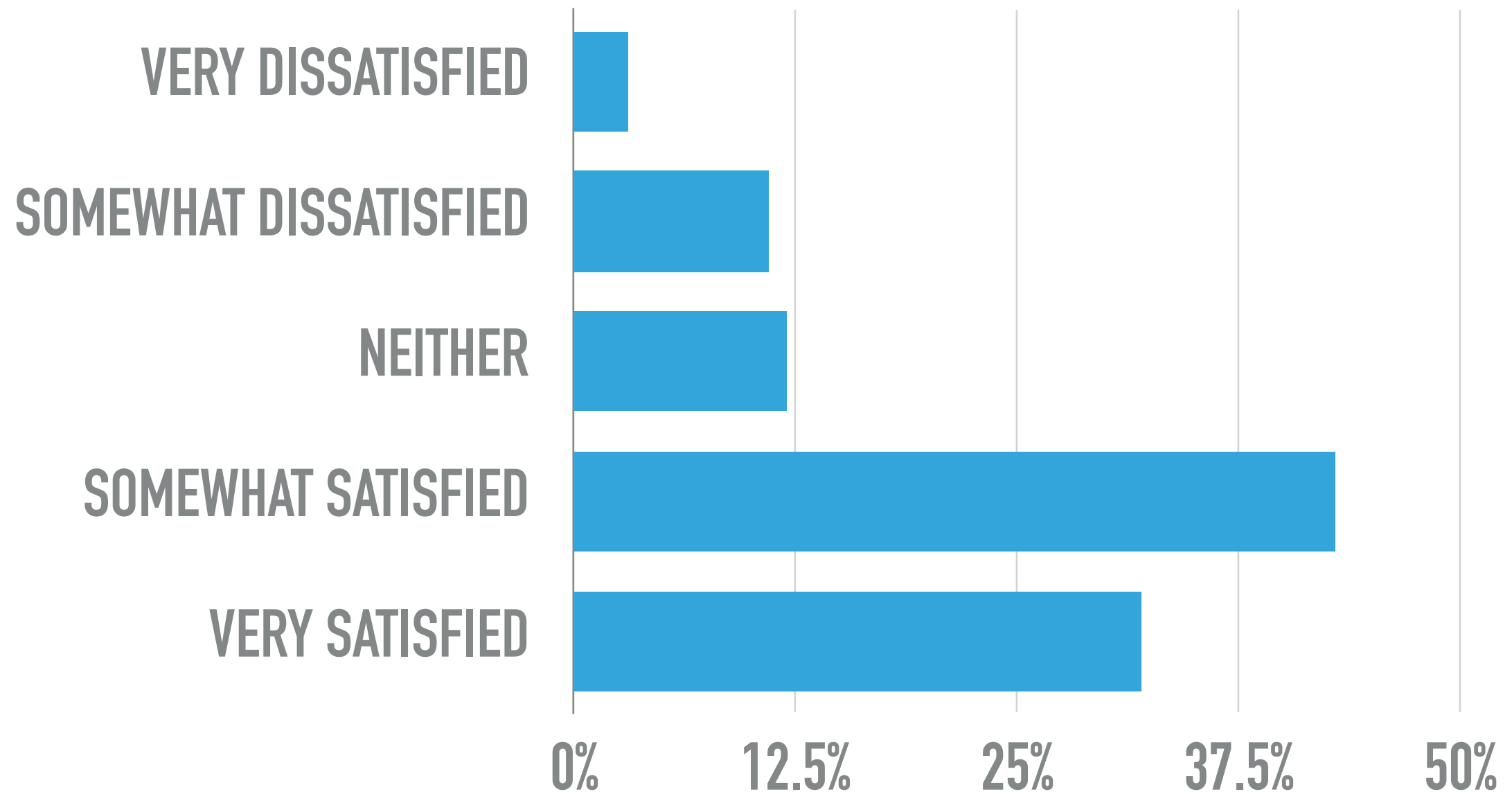


2016-17 SPEAK UP SURVEY FINDINGS

PARENTS — MOST EFFECTIVE WAY FOR SCHOOL OR DISTRICT TO COMMUNICATE WITH YOU? (SAMPLE)



PARENTS — SATISFACTION WITH SCHOOL/DISTRICT COMMUNICATION?



2016-17 SPEAK UP SURVEY FINDINGS

SUMMARY

- A large portion of students have access to devices and the Internet at home
- Though there is some support for a 1-to-1 student-to-device model, more parents prefer having students share devices
- A large majority of parents indicate that they are satisfied with district and school communication

Appendix A: This table shows more detailed data to support the slides in the presentation

Slide 3				
Students: What grade are you in?				
Response	# of Responses			
Grade 3	31			
Grade 4	249			
Grade 5	277			
Grade 6	292			
Grade 7	309			
Grade 8	273			
Grade 9	216			
Parents: Select the grade(s) of your child(ren) in school				
Response	# of Responses	% Responses		
Preschool	6	2%		
K-2nd	130	34%		
3rd-5th	148	38%		
6th-8th	123	32%		
9th-12th	113	29%		
Teachers: What is your primary job assignment				
Response	# of Responses	% Responses	State %	National %
Classroom teacher	133	83%	80%	78%
Special education teacher	13	8%	10%	10%
ELL/ESL/ESOL Teacher	3	2%	1%	2%
Paraprofessional or instructional aid	0	0%	2%	2%
Other	12	7%	7%	8%
Teachers: What grade(s) do you primarily teach?				

Response	# of Responses	% Responses	State %	National %
Preschool	0	0%	2%	2%
K-2nd	32	20%	25%	21%
3rd-5th	46	29%	26%	23%
6th-8th	45	28%	18%	21%
9th-12th	31	19%	25%	28%
All grades	6	4%	5%	5%
Slide 5				

3rd-5th Students: Which of these mobile devices do you have for your own use? Don't count devices that your school has given you to use.

Response	# of Responses	% Responses	State %	National %
Phone that does not have Internet	69	14%	12%	13%
Phone with Internet (like iPhone, Samsung Galaxy)	199	41%	40%	47%
Laptop	193	40%	32%	37%
Laptop that can turn into a tablet	44	9%	7%	12%
Web-based laptop (like Chromebook)	65	13%	9%	8%
Tablet (like an iPad)	315	65%	58%	59%
Mobile reading device (like a Kindle or Nook)	97	20%	11%	17%

6th-8th Students: Which of these mobile devices do you have for your own use (but not provided to you by your school)? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
Cell phone without Internet	153	18%	13%	15%
Smartphone with Internet (like iPhone, Samsung Galaxy)	663	79%	77%	77%
Laptop	511	61%	51%	50%
2-in-1 laptop (a laptop that can turn into a tablet)	87	10%	11%	13%
Web-based laptop (like Chromebook)	125	15%	11%	11%
Tablet (like an iPad)	498	59%	61%	60%
Digital reader (like Kindle or Nook)	191	23%	17%	19%

Smartwatch (e.g. Apple watch, Android Wear)	60	7%	9%	12%
9th-12th Students: Which of these mobile devices do you have for your own use (but not provided to you by your school)? (Check all that apply)				
Response	# of Responses	% Responses	State %	National %
Cell phone without Internet	33	15%	13%	11%
Smartphone with Internet (like iPhone, Samsung Galaxy)	201	90%	89%	90%
Laptop	155	69%	56%	56%
2-in-1 laptop (a laptop that can turn into a tablet)	17	8%	10%	11%
Web-based laptop (like Chromebook)	24	11%	8%	9%
Tablet (like an iPad)	113	51%	43%	44%
Digital reader (like Kindle or Nook)	44	20%	11%	15%
Smartwatch (e.g. Apple watch, Android Wear)	14	6%	7%	8%
Slide 7				
3rd-5th Students: When you are at home, how do you get online to do homework?				
Response	# of Responses	% Responses	State %	National %
Use a computer with slow Internet	34	7%	6%	6%
Use a computer with fast Internet	120	23%	21%	20%
Use a computer with WiFi	189	37%	28%	25%
Use a family member's phone or tablet	41	8%	10%	9%
Use my own phone or tablet	87	17%	24%	24%
Use a laptop or tablet given to me by my school	6	1%	5%	6%
I cannot use the Internet when I am at home	36	7%	8%	10%
6th-8th Students: When you are at home or where you live most of the time, how do you usually get online to do homework or get class or schoolwork?				
Response	# of Responses	% Responses	State %	National %
Use a computer with a slow Internet connection (like dialup through a landline)	48	6%	4%	4%
Use a computer with a hardwired, fast Internet connection (like DSL, Broadband, or cable)	243	28%	22%	18%

Use a family computer or laptop that connects to the Internet via Wifi	367	43%	27%	21%
Use family members' smartphones and tablets that connect to the Internet via Wifi	19	2%	4%	4%
Use my own smartphone or tablet that connects to the Internet via Wifi	167	20%	28%	31%
Use school provided laptops or tablets that connect to the Internet via Wifi	3	0%	12%	18%
I cannot access the Internet when I am at home	8	1%	3%	5%

9th-12th Students: When you are at home or where you live most of the time, how do you usually get online to do homework or get class or schoolwork?

Response	# of Responses	% Responses	State %	National %
Use a computer with a slow Internet connection (like dialup through a landline)	7	3%	5%	5%
Use a computer with a hardwired, fast Internet connection (like DSL, Broadband, or cable)	87	39%	23%	19%
Use a family computer or laptop that connects to the Internet via Wifi	94	42%	23%	19%
Use family members' smartphones and tablets that connect to the Internet via Wifi	0	0%	2%	2%
Use my own smartphone or tablet that connects to the Internet via Wifi	32	14%	34%	32%
Use school provided laptops or tablets that connect to the Internet via Wifi	1	0%	9%	19%
I cannot access the Internet when I am at home	2	1%	4%	4%

Slide 9

3rd-5th Students: Which of these do you use when you are at school?

Response	# of Responses	% Responses	State %	National %
I use my own mobile device (phone with Internet, tablet, laptop) to help with schoolwork	11	2%	6%	6%
Laptop	30	6%	14%	30%
Tablet (like an iPad)	23	4%	26%	26%
Chromebook	478	90%	60%	45%
Computers in the library	207	39%	17%	31%
None of these	12	2%	5%	7%

6th-8th Students: Which of these are true for you most of the time when you are at school? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
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I use my own mobile device (smartphone, tablet, laptop) to help with schoolwork	58	7%	28%	25%
I use a laptop in class that my school gives me to use	175	21%	20%	33%
I use a tablet in class that my school gives me to use	11	1%	26%	20%
I use a Chromebook in class that my school gives me to use	726	86%	59%	44%
I use computers in the computer lab, library, or media center to help with schoolwork	267	32%	27%	32%
I do not regularly use technology when I am at school	101	12%	8%	12%

9th-12th Students: Which of these are true for you most of the time when you are at school? (Check all that apply)

Response	# of Responses	% Responses	State %	National %
I use my own mobile device (smartphone, tablet, laptop) to help with schoolwork	119	55%	68%	58%
I use a laptop in class that my school gives me to use	47	22%	31%	40%
I use a tablet in class that my school gives me to use	5	2%	6%	9%
I use a Chromebook in class that my school gives me to use	173	80%	44%	32%
I use computers in the computer lab, library, or media center to help with schoolwork	85	39%	30%	27%
I do not regularly use technology when I am at school	17	8%	9%	8%

Slide 10

Parents: How important do you think it is for every student to be able to use a mobile device like a laptop, tablet, or Chromebook during the school day to support schoolwork?

Response	# of Responses	% Responses	State %	National %
Very unimportant	33	11%	8%	8%
Unimportant	28	9%	6%	6%
Neither important nor unimportant	76	25%	15%	16%
Important	102	34%	41%	40%
Very important	60	20%	30%	30%

6th-8th Students: How important do you think it is for every student to be able to use a mobile device during the school day to support schoolwork?

Response	# of Responses	% Responses	State %	National %
Not important	145	17%	8%	9%

Important	480	56%	54%	52%
Very Important	229	27%	38%	39%

9th-12th Students: How important do you think it is for every student to be able to use a mobile device during the school day to support school

Response	# of Responses	% Responses	State %	National %
Not important	22	10%	8%	8%
Important	114	54%	51%	49%
Very Important	76	36%	41%	43%

Slide 11

Parents: Talking about students using mobile devices in class, which of these situations do you think is best for your child?

Response	# of Responses	% Responses	State %	National %
Use a mobile device (smartphone, tablet, laptop, Chromebook) that we provide for our child	28	10%	21%	19%
Use a mobile device that the school assigns to our child to use at school and at home	40	14%	25%	35%
Use a mobile device that the school assigns to our child to use in school only	43	15%	18%	15%
Use mobile devices when needed in class but not individually assigned to particular students	77	28%	15%	12%
Use computer labs at school on a periodic basis as needed	68	24%	16%	14%
Not to use computers or mobile devices at school	13	5%	2%	2%
Other	10	4%	2%	3%

Slide 13

Parents: What is the most effective way for your child's teacher(s) to communicate information to you about your child's class activities or individual

Response	# of Responses	% Responses	State %	National %
Automated phone messages	5	2%	13%	12%
Face to face meetings	117	42%	42%	38%
Handwritten notes that are sent home	28	10%	18%	19%

Hard copy report card	31	11%	19%	18%
Personal emails	235	85%	76%	79%
Personal phone calls	44	16%	26%	32%
Push notifications to my phone through district mobile app	22	8%	20%	21%
School portals with a password function to protect sensitive information	59	21%	24%	24%
Web-based conferencing and online meeting tools for teacher-parent meetings	23	8%	11%	10%
Text messages to my mobile device	52	19%	34%	39%
Other	10	4%	3%	3%

Slide 14

Parents: How satisfied are you with the way that your child's teacher(s) communicates information to you?

Response	# of Responses	% Responses	State %	National %
Very dissatisfied	9	3%	6%	5%
Somewhat dissatisfied	29	10%	10%	13%
Neither satisfied nor dissatisfied	44	16%	16%	16%
Somewhat satisfied	101	37%	33%	34%
Very satisfied	93	34%	35%	32%

Slide 15

Parents: What is the most effective way for your child's school or school district to communicate generalized school or district information and a

Response	# of Responses	% Responses	State %	National %
Automated phone messages	106	38%	45%	51%
Class or school blogs	21	8%	10%	9%
Classroom, school or district informational websites	46	17%	19%	19%
Email messages	250	91%	79%	78%
Face to face meetings	29	10%	15%	15%

Hard copy flyers or newsletters sent home with your child or mailed to your home	44	16%	19%	20%
Local newspaper or public TV announcements	1	0%	1%	4%
Mobile app	24	9%	18%	19%
Online newsletters sent to your email address	79	29%	25%	25%
Parent association meeting	11	4%	7%	7%
Push notifications to my phone through district mobile app	35	13%	18%	21%
School billboard or marquee	7	3%	6%	5%
School or district Facebook account	17	6%	10%	16%
School portal with information about assignments and school activities	34	12%	17%	15%
School YouTube video channel	8	3%	3%	2%
Text message to my mobile device	76	28%	37%	45%
Use Twitter to send updates	5	2%	2%	3%
Other	7	3%	2%	1%
Slide 16				
Parents: How satisfied are you with the way that your child's school and district communicate information to you?				
Response	# of Responses	% Responses	State %	National %
Very dissatisfied	7	3%	3%	3%
Somewhat dissatisfied	31	11%	7%	8%
Neither satisfied nor dissatisfied	32	12%	13%	13%
Somewhat satisfied	118	43%	40%	41%
Very satisfied	87	32%	36%	35%

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: ENGLISH LEARNER PROGRAM UPDATE

**PREPARED BY: MARIE WILLIAMS, DIRECTOR III--
CURRICULUM, INSTRUCTION AND ASSESSMENT**

TYPE OF ITEM: STAFF REPORT

PURPOSE:

In accordance with AUSD Board Policy 6174 (Instruction), the purpose of this item is to provide a report on the progress of the District's English learners. This report includes information regarding the academic achievement of English learners, English learners' progress toward proficiency in English, the progress of students who have been redesignated as fluent English proficient, and the number and percentage of English learners who are, or are at risk, of being classified as long-term English learners.

BACKGROUND:

With the implementation of the Every Student Succeeds Act (ESSA), oversight for English learner accountability has moved from Title III to Title I, and Annual Measurable Achievement Objectives have been replaced by metrics reported through the English Learner Progress Indicator, a component of the California School Dashboard. The English Learner Progress Indicator formula for status includes:

- Students who increased at least one level from the prior year on the annual English learner test.
- Students who maintained their status of Early Advanced or Advanced on the annual English learner test from the prior year.
- English learners who were reclassified in the prior year.
- Long term English learners who advanced at least one level on the annual English learner test from the prior year.
- The total number of students in the categories above divided by the number of annual English learner test takers in the current year plus the total number English learners reclassified in the prior year.

DETAILS:

English learners in Albany Unified School District continue to show progress based on Smarter Balanced Summative Assessment data, English learner test results and reclassification rates.

- Smarter Balanced Summative Assessment results in English language arts show three years of growth totaling a 20 percentage point increase in the percentage of English learners meeting and exceeding standards from 2015-2017.

- Smarter Balanced Summative Assessment results in mathematics also show three years of growth totaling a 15 percentage point increase in the percentage of English learners meeting and exceeding standards from 2015-2017.
- Smarter Balanced Summative Assessment results in English language arts shows three years of modest growth totaling a two percentage point increase in the percentage of redesignated English learners meeting and exceeding standards from 2015-2017.
- Smarter Balanced Assessment results in mathematics have shown no net increase in the percentage of redesignated English learners meeting and exceeding standards over a three year period from 2015 to 2017. However, the percentage of redesignated English learners meeting and exceeding standards in mathematics on the Smarter Balanced Summative Assessment in 2017 was fourteen percentage points higher than AUSD students and twenty-two percentage points higher than English learners.
- The percentage of English learners advancing at least one performance level, or maintaining performance at the Early Advanced or Advanced level on the English learner test increased from 80% in 2016 to 85% in 2017.
- The number of English learners reclassified as fluent English proficient declined slightly from 88 students in 2016 to 82 students in 2017. The total population of English learners also declined from 674 in 2016 to 607 in 2017.
- Based on the California School Dashboard, the overall percentage of English learners making progress learning English increased from 84.2% to 89.3% from 2016 to 2017.
- The percentage of English learners at risk of becoming long term English learners increased from 2016 to 2017; however, the percentage of students identified as long term English learners decreased from 2016 to 2017.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



Objective #3: *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: RECEIVE THE ENGLISH LEARNER PROGRAM UPDATE.
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Albany Unified School District

English Learner Program Update

March 27, 2018

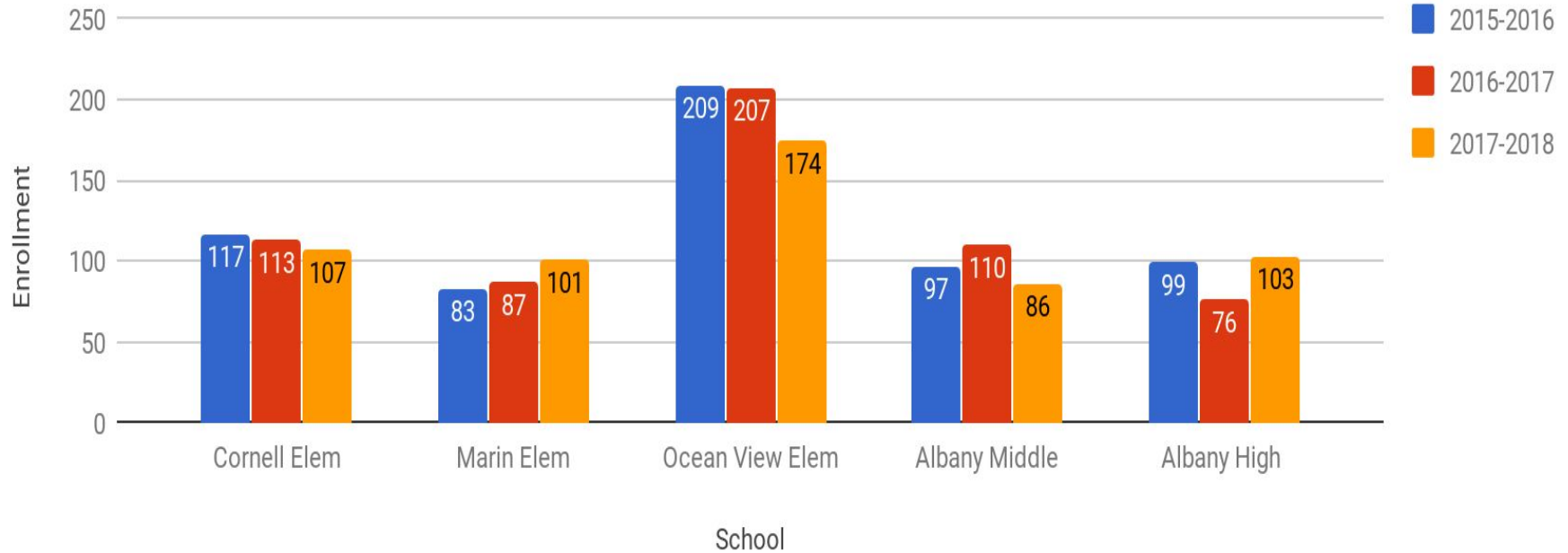
AUSD Board Policy 6174-Education for English Learners

To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including:

- Reports of the English learners' academic achievement
- Progress towards proficiency in English
- Progress of students who have been redesignated as fluent English proficient
- Number and percentage of English learners who are or are not at risk of being classified as long-term English learners

Albany Unified School District (AUSD) English Learner Demographics

AUSD English Learner Enrollment



English Learner Program Staffing

English Language Development (ELD) Specialists

Allocated Staffing:

- Cornell - 1.2 FTE
- Marin - 1.0 FTE
- Ocean View - 2.2 FTE
- Albany Middle School - 1.2 FTE
- Albany High School - 1.4 FTE

Roles and Responsibilities:

- Classroom Instruction
- Initial and Summative English Learner Assessment Administration
- Summative Assessment Administration
 - Proctoring/Test Administration
 - Assigning Designated Supports
- ELAC/DELAC Coordination and Meeting Facilitation
- English Learner Program Monitoring
- Teacher Consultation
- Professional Development
- Coordination with Summer School Principal to Implement Summer Bridge

Smarter Balanced Assessment Results

Students Met/Exceeded Standards

English language arts/literacy

	2014-2015	2015-2016	2016-2017
English Learners	43%	56%	63%
Redesignated Fluent English Proficient	89%	90%	91%
AUSD	72%	77%	79%
Statewide	44%	49%	49%

Mathematics

	2014-2015	2015-2016	2016-2017
English Learners	49%	58%	64%
Redesignated Fluent English Proficient	87%	90%	87%
AUSD	69%	73%	73%
Statewide	33%	37%	36%

California School Dashboard- English Learner Progress Indicator

	2015-2016	2016-2017
English Learners Tested (with prior year CELDT scores)	444	414
English Learners Advancing at Least one Performance Level on CELDT	154	160
English Learners Maintaining Early Advanced/Advanced/Proficient Performance Level on CELDT	201	194
Students Redesignated Fluent English Proficient (<i>in the prior school year</i>)	88	82
Long Term English Learners Advancing at Least one Performance Level on CELDT	5	7
Students Making Progress Learning English on ELPI	448 (84.2%)	443 (89.3%)

English Learners at risk of becoming long-term English learners

- Enrolled on Census Day (the first Wednesday in October) in grades 3 to 12.
- Enrolled in a U.S. school for four or five years.
- Scored at the intermediate level or below on the prior year administration of the CELDT.
- Scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA (grades 4-9).

Grade Level (2016-2017)	AUSD English Learners	English Learner (EL) students for 4-5 years	“At Risk” EL Students	“At Risk” ELs as a % of ELs for 4-5 years
3	85	37	10	27%
4	67	51	19	37%
5	81	28	13	46%
6	83	1	0	0
7	42	1	1	100%
8	40	1	0	0
9	32	5	4	80%
10	31	5	2	40%
11	30	2	1	50%
12	19	3	1	30%
AUSD	510	134	51	38%

Long-term English learners

- Enrolled on Census Day (the first Wednesday in October) in grades 6 to 12.
- Enrolled in a U.S. school for six or more years.
- Remained at the same English language proficiency level for two or more consecutive prior years, or regressed to a lower English language proficiency level on CELDT.
- Scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA (grades 6-8 and 11).

Grade Level (2016-2017)	AUSD English Learners	ELs for 6+ years	Long Term English Learner (LTEL) Students	⁹⁷ LTEL as a % of ELs for 6+ years
6	83	70	34	49%
7	42	33	20	60%
8	40	24	14	58%
9	32	17	10	59%
10	31	17	15	88%
11	30	21	17	80%
12	19	11	9	81%
AUSD	277	193	101	52%

English Language Proficiency Assessments for California (ELPAC)

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

Transition to English Language Proficiency Assessments for California (ELPAC)

ELPAC Implementation Timeline:

- 2017–18: CELDT administered for the purpose of initial identification (July 1, 2017 to June 30, 2018).
- 2017–18: CELDT administered for the purpose of placement and monitoring current English Learners (July-October 2017).
- **Spring 2018: ELPAC Summative Assessment operational.**
 - **Assessment window Feb 1-May 31**
 - **Students assessed in small groups and individually**
 - **Listening portion administered through TOMS**
- July 1, 2018: ELPAC Initial Assessment will be operational.



Albany Unified School District

English Learner Program Update

March 27, 2018

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: **ALBANY HIGH SCHOOL HIGHER-EDUCATION ENROLLMENT TRENDS**

PREPARED BY: **MARIE WILLIAMS, DIRECTOR III --
CURRICULUM, INSTRUCTION AND ASSESSMENT**

TYPE OF ITEM: **REVIEW AND DISCUSSION**

PURPOSE: The purpose of this item is to provide information to the Governing Board and community regarding higher-education enrollment trends for Albany High School graduates.

BACKGROUND INFORMATION:

National Student Clearinghouse, a non-profit organization, tracks and reports higher-education enrollment and degree information. More than 3,300 colleges and universities, enrolling over 96% of all students in public and private U.S. institutions, participate in the Clearinghouse.

StudentTracker® for High Schools, operated by National Student Clearinghouse, is designed to provide information to school districts regarding the college success of their graduates by answering the following key questions:

- How many of my high school graduates enroll in college?
- Do they persist and graduate from college?
- How long does it take for them to get their degree?
- Do they go in or out of state?
- Do they attend a 2- or 4-year school?
- Which colleges do they most commonly attend?
- Did any students go on to college who started 9th grade in my high school but did not graduate?

DETAILS:

The Governing Board will receive information generated by National Student Clearinghouse regarding higher-education enrollment trends and college completion rates. Albany High School counseling staff will share information regarding strategies implemented at the site level to identify and track graduates' post-secondary plans (see Exhibit A). Albany High School administration will discuss how the data gathered, locally and from National Student Clearinghouse, can inform the site's efforts to ensure students can access a range of post-secondary options.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



Objective #3: *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: REVIEW AND DISCUSS ALBANY HIGH SCHOOL HIGHER-EDUCATION ENROLLMENT TRENDS

Surveys from Albany High School Counseling Office:

1) Senior exit survey (Given in May to all seniors in Economics classes using Naviance; used for post-graduation tracking and planning the Senior Awards Ceremony).

Dear Senior:

Now that your last year of high school is coming to a close, please take a moment to let us know your post-Albany High plans. This information is critical for the Counseling Department to properly recognize the numerous achievements of your class -

- 1) What are your plans for after graduation from Albany High? (pulldown options: community college/4 year college or university/vocational, technical or trade program/military/work/other - short answer box for details)
- 2) Please add, update and verify the outcome of your college applications. We need to know if you were accepted, denied, or waitlisted. Indicate where you will attend and where you would like your final transcript sent. (for students who applied to four year colleges through Naviance, colleges are populated with space to update outcomes)
- 3) Did you take any classes outside of AHS to meet college eligibility requirements? If yes, please bring documentation/transcript to the Counseling Office).
- 4) List scholarships or grants offered to you by the college you are attending. Do not include CalGrants, Pell Grants, or other forms of federal or state financial aid. Please list the amount, if known.
- 5) Please list any scholarships that you were awarded from organizations outside of the college you will be attending. List the amount, if known.
- 6) Please list all awards, certificates, trophies or special recognition you have received during your senior year. Include school and athletic awards, certificates of achievement, etc. If in doubt, please list it. We must have this information in order for you to be recognized at the senior awards day. Not all awards will be listed in the program.
- 7) Thinking back on the past year and all the activities leading up to your decision about your post-graduation plans, what do you wish you had known at the start of the process? What information would have been most helpful to you as you made this decision?
- 8) Please list your post graduation email address.

2) Post graduation survey (Sent by email using addresses gathered from the senior exit survey one year after graduation using Google Forms; used to inform AHS Counseling Office guidance initiatives, presentations and advice to students).

Class of 20XX Survey

Congratulations on making it through the first year after high school graduation! We at Albany High miss you and would love to know what you're up to now. Please complete this brief survey to let us know how the past year has treated you and help us help the next classes of graduates-to-be. We appreciate your feedback!

* Required

1) Your name *

2) What have you been doing since graduation? *

Please list the name of your college/workplace/gap year/other activity. If you have a major or field, please list it.

3) Do you feel more or less prepared than your peers who attended other high schools?

- More prepared
- Less prepared
- About the same as others

4) In terms of preparing you for life and/or the next academic challenge, what was the most helpful part of high school?

Examples: writing, reading for understanding, research, math, science, guidance services, technology, arts, problem solving, time management, organization, other life skills

5) In what way(s) could Albany High School have better prepared you for your post high school plans?

Examples: writing, reading for understanding, research, math, science, guidance services, technology, arts, problem solving, time management, organization, other life skills

6) Are there any other suggestions, comments, or ideas you would like to give to Albany High teachers or counselors so that we can better prepare students?

3) 9th grade conference questionnaire - optional (Distributed to parents via email using Google Forms in advance of our annual 9th grade conference period; used to gather relevant personal information about our students to direct counseling and guidance activities and assess needs).

This optional questionnaire helps your student's counselor provide targeted and appropriate support for your student throughout high school. The information you provide is confidential (but keep in mind we are mandated reporters). Information about your student's strengths, goals and background can help us connect them to resources and opportunities.

*** Required**

Student's name *

Parent/guardian name

Best way to contact parent/guardian? Please provide best email address or phone number.

What are your student's strengths, talents, skills?

In what area(s) does your student need support?

Academics

Social/emotional support

College/career planning

Organizational skills/time management

Study skills

Career Investigation

Drug/Alcohol Awareness

Bullying

Social Skills

Coping skills

Understanding different people and cultures (tolerance/awareness)

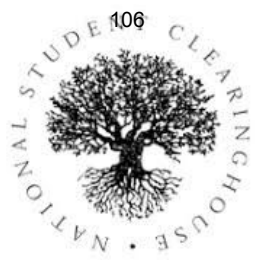
None

What is your student interested in - in and out of school, career or future plans if known, etc?

What should we know about your student's background and/or family?

Describe any significant life experience that may have affected your child.

Do you have any specific questions for our upcoming conference?



Albany High School Higher-Education Enrollment Trends

March 27, 2018

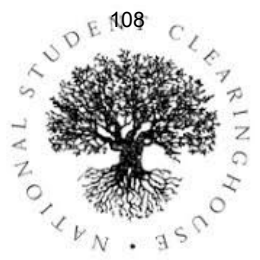
National Student ClearingHouse

National Student Clearinghouse:

- Non-profit organization
- Provides education verification and reports student educational outcomes
- Over 3,300 colleges and universities, enrolling over 96% of all students, participate in National Student Clearinghouse.

StudentTracker® for High School:

- How many high school graduates enroll in college?
- Do they persist and graduate from college?
- How long does it take for them to get their degree?
- Do they go in or out of state?
- Do they attend a 2- or 4-year school?
- Which colleges do they most commonly attend?



Enrollment During First Fall Immediately After High School

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : November 16, 2017

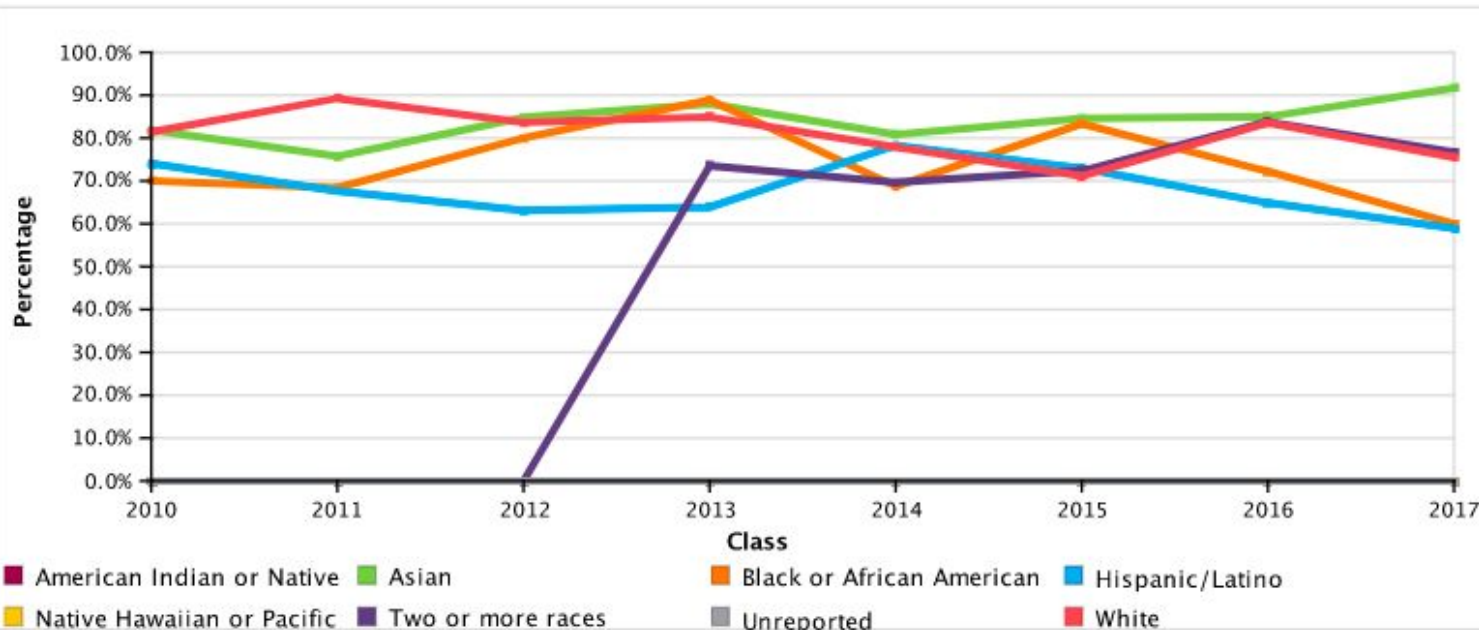
109



		2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students in Class		310	224	284	285	278	264	275	291
Female	# of students in cohort	145	127	139	148	147	114	129	148
	# of students meeting outcome	115	96	115	126	115	93	106	115
	% of students meeting outcome	79.3%	75.6%	82.7%	85.1%	78.2%	81.6%	82.2%	77.7%
Male	# of students in cohort	165	97	145	137	131	150	146	143
	# of students meeting outcome	133	82	113	107	101	106	115	107
	% of students meeting outcome	80.6%	84.5%	77.9%	78.1%	77.1%	70.7%	78.8%	74.8%

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : November 16, 2017



Enrollment During First Fall Immediately After High School (Ethnicity)

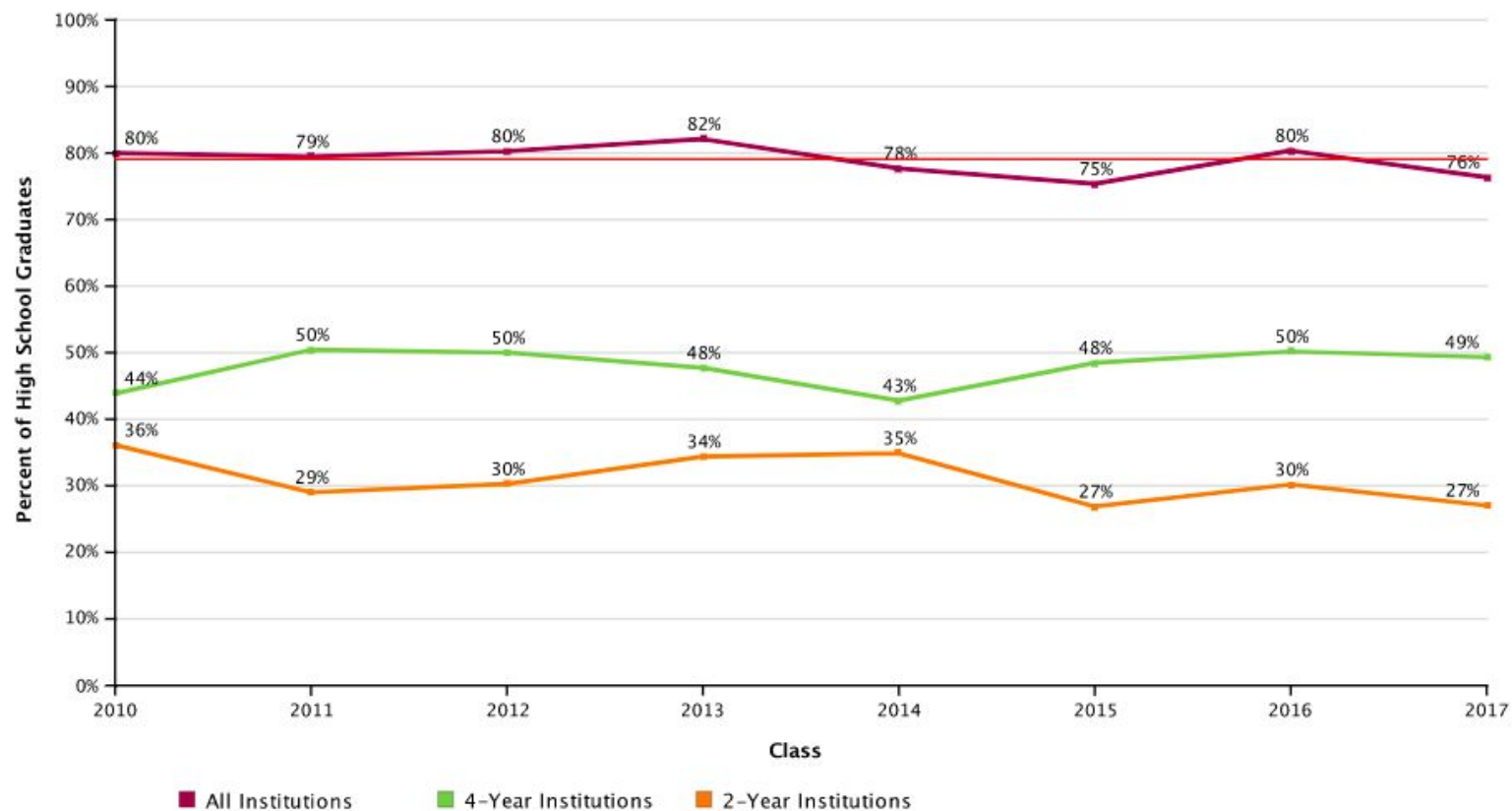
		2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students in Class		310	224	284	285	278	264	275	291
American Indian or Native Alaskan	# of students in cohort	1	3	2	0	1	0	0	1
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Asian	# of students in cohort	132	70	112	100	94	78	80	72
	# of students meeting outcome	108	53	95	88	76	66	68	66
	% of students meeting outcome	81.8%	75.7%	84.8%	88.0%	80.9%	84.6%	85.0%	91.7%
Black or African American	# of students in cohort	30	19	20	18	16	12	18	15
	# of students meeting outcome	21	13	16	16	11	10	13	9
	% of students meeting outcome	70.0%	68.4%	80.0%	88.9%	68.8%	83.3%	72.2%	60.0%
Hispanic/Latino	# of students in cohort	27	34	38	36	46	37	37	39
	# of students meeting outcome	20	23	24	23	36	27	24	23
	% of students meeting outcome	74.1%	67.6%	63.2%	63.9%	78.3%	73.0%	64.9%	59.0%
Two or more races	# of students in cohort	0	0	0	34	33	47	37	43
	# of students meeting outcome	*	*	*	25	23	34	31	33
	% of students meeting outcome	*	*	*	73.5%	69.7%	72.3%	83.8%	76.7%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	2	0	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Unreported	# of students in cohort	7	5	6	4	2	7	6	7
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
White	# of students in cohort	113	93	104	93	86	83	97	114
	# of students meeting outcome	92	83	87	79	67	59	81	86
	% of students meeting outcome	81.4%	89.2%	83.7%	84.9%	77.9%	71.1%	83.5%	75.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

112

Effective Date = November 16, 2017



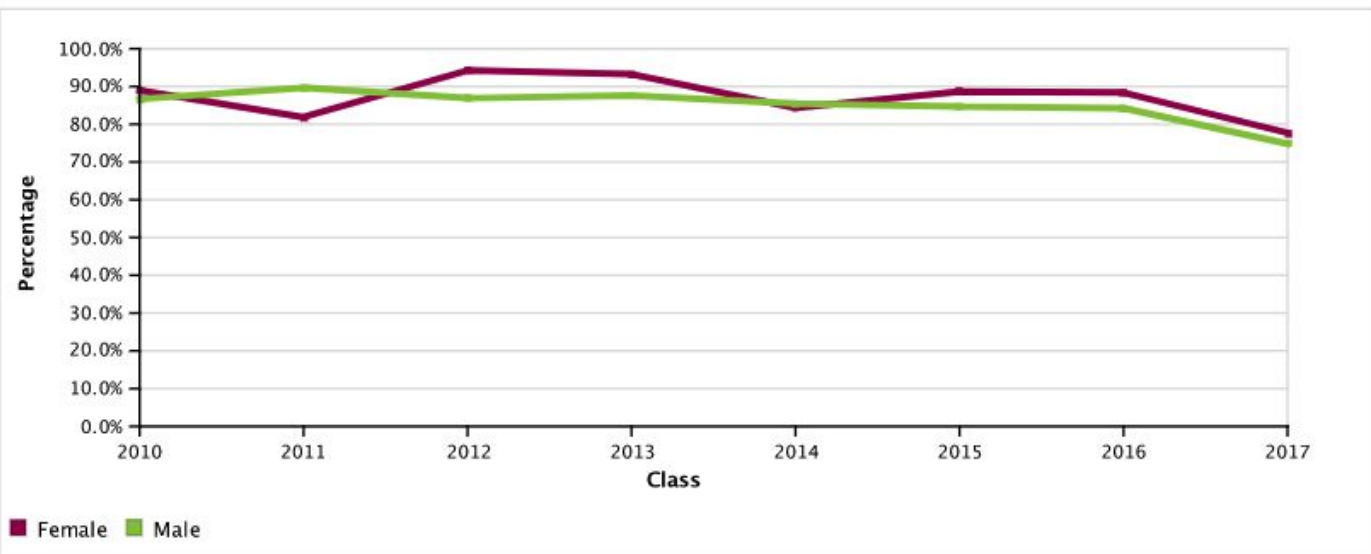
AVG = 79%



Enrollment Any Time During
First Two Years After High
School

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Gender
Effective as of : November 16, 2017

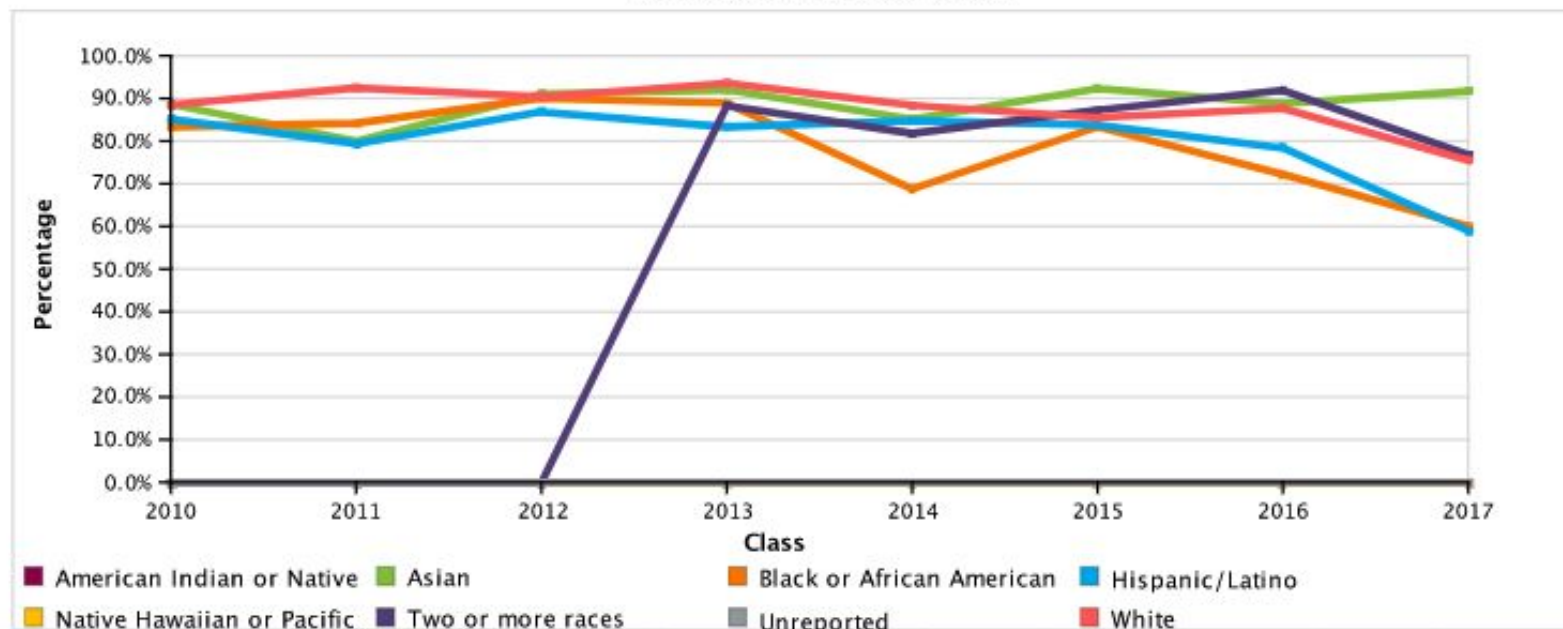


	2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students in Class	310	224	284	285	278	264	275	291

Female	# of students in cohort	145	127	139	148	147	114	129	148
	# of students meeting outcome	129	104	131	138	124	101	114	115
	% of students meeting outcome	89.0%	81.9%	94.2%	93.2%	84.4%	88.6%	88.4%	77.7%
Male	# of students in cohort	165	97	145	137	131	150	146	143
	# of students meeting outcome	143	87	126	120	112	127	123	107
	% of students meeting outcome	86.7%	89.7%	86.9%	87.6%	85.5%	84.7%	84.2%	74.8%

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Race/Ethnicity
Effective as of : November 16, 2017



Enrollment Any Time During First Two Years After High School (Ethnicity)¹¹⁶

		2010	2011	2012	2013	2014	2015	2016	2017
Total Number of Students in Class		310	224	284	285	278	264	275	291
American Indian or Native Alaskan	# of students in cohort	1	3	2	0	1	0	0	1
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Asian	# of students in cohort	132	70	112	100	94	78	80	72
	# of students meeting outcome	108	53	95	88	76	66	68	66
	% of students meeting outcome	81.8%	75.7%	84.8%	88.0%	80.9%	84.6%	85.0%	91.7%
Black or African American	# of students in cohort	30	19	20	18	16	12	18	15
	# of students meeting outcome	21	13	16	16	11	10	13	9
	% of students meeting outcome	70.0%	68.4%	80.0%	88.9%	68.8%	83.3%	72.2%	60.0%
Hispanic/Latino	# of students in cohort	27	34	38	36	46	37	37	39
	# of students meeting outcome	20	23	24	23	36	27	24	23
	% of students meeting outcome	74.1%	67.6%	63.2%	63.9%	78.3%	73.0%	64.9%	59.0%
Two or more races	# of students in cohort	0	0	0	34	33	47	37	43
	# of students meeting outcome	*	*	*	25	23	34	31	33
	% of students meeting outcome	*	*	*	73.5%	69.7%	72.3%	83.8%	76.7%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	2	0	0	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
Unreported	# of students in cohort	7	5	6	4	2	7	6	7
	# of students meeting outcome	*	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*	*
White	# of students in cohort	113	93	104	93	86	83	97	114
	# of students meeting outcome	92	83	87	79	67	59	81	86
	% of students meeting outcome	81.4%	89.2%	83.7%	84.9%	77.9%	71.1%	83.5%	75.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Level

117

Effective Date = November 16, 2017



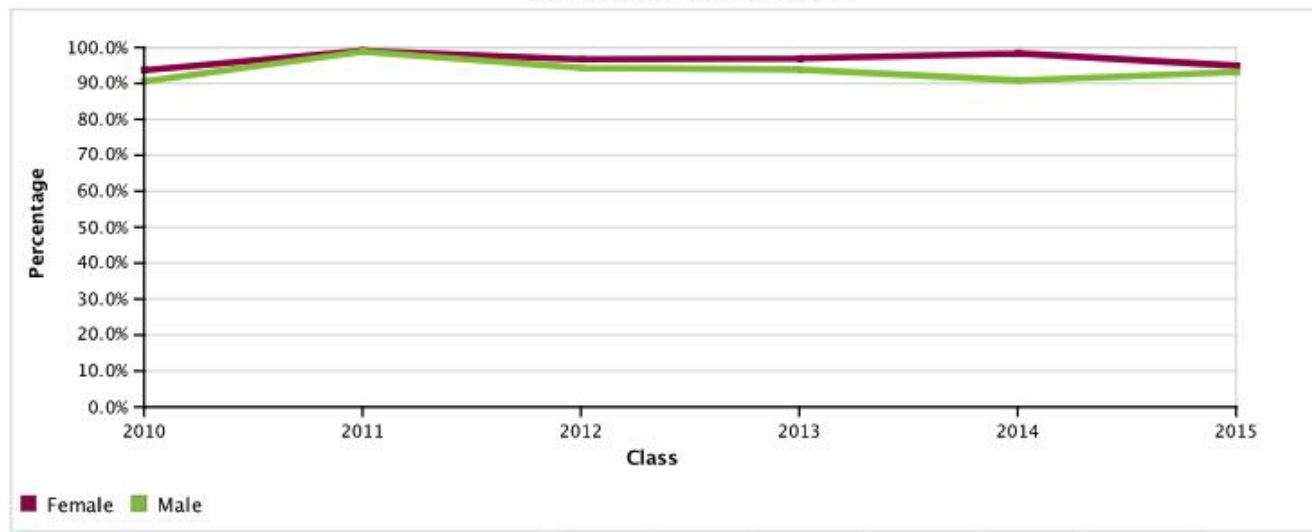
AVG = 88%



Enrollment During First Year After High School Who Returned for a Second Year

StudentTracker Demographics Report

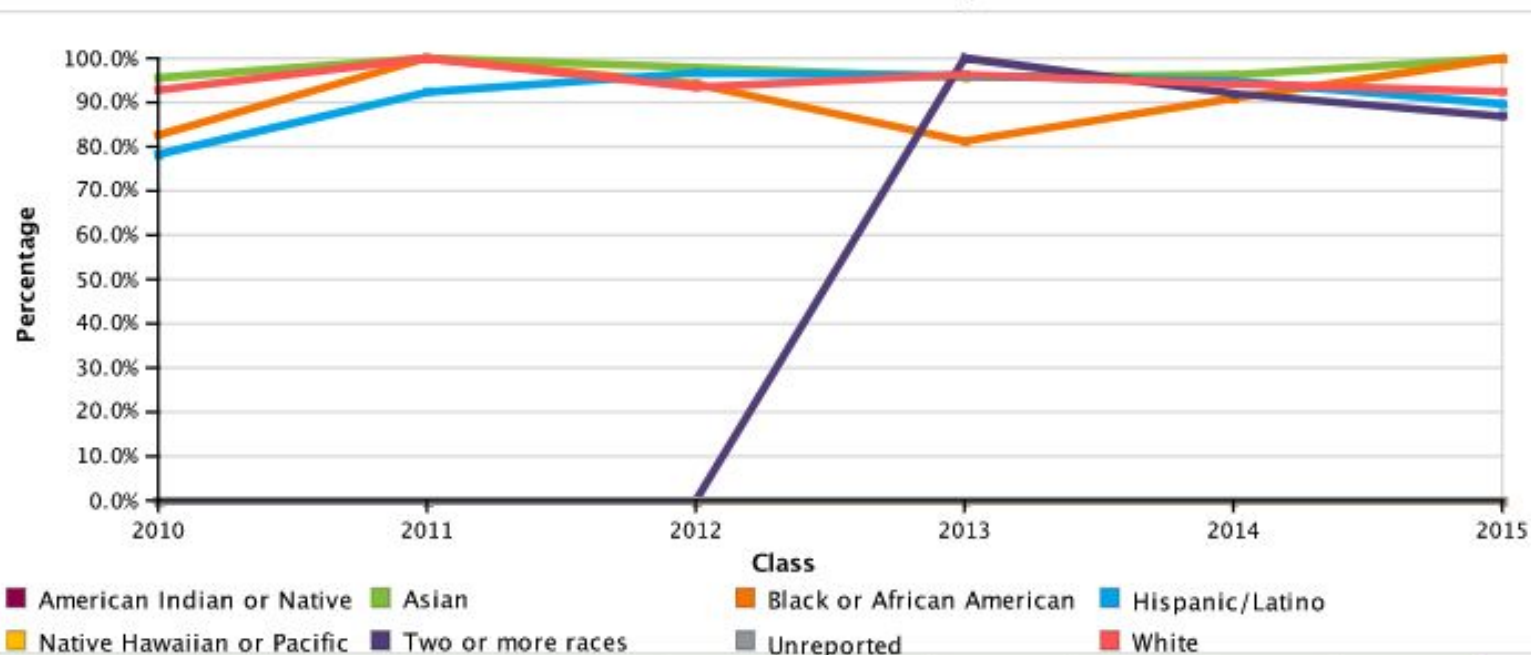
Enrollment during First Year After High School Who Returned for a Second Year by Gender
Effective as of : November 16, 2017



		2010	2011	2012	2013	2014	2015
Number of Students Enrolled 1st Year		263	186	243	246	227	214
Female	# of students in cohort	126	101	121	132	118	98
	# of students meeting outcome	118	100	117	128	116	93
	% of students meeting outcome	93.7%	99.0%	96.7%	97.0%	98.3%	94.9%
Male	# of students in cohort	137	85	122	114	109	116
	# of students meeting outcome	124	84	115	107	99	108
	% of students meeting outcome	90.5%	98.8%	94.3%	93.9%	90.8%	93.1%

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Race/Ethnicity
Effective as of : November 16, 2017



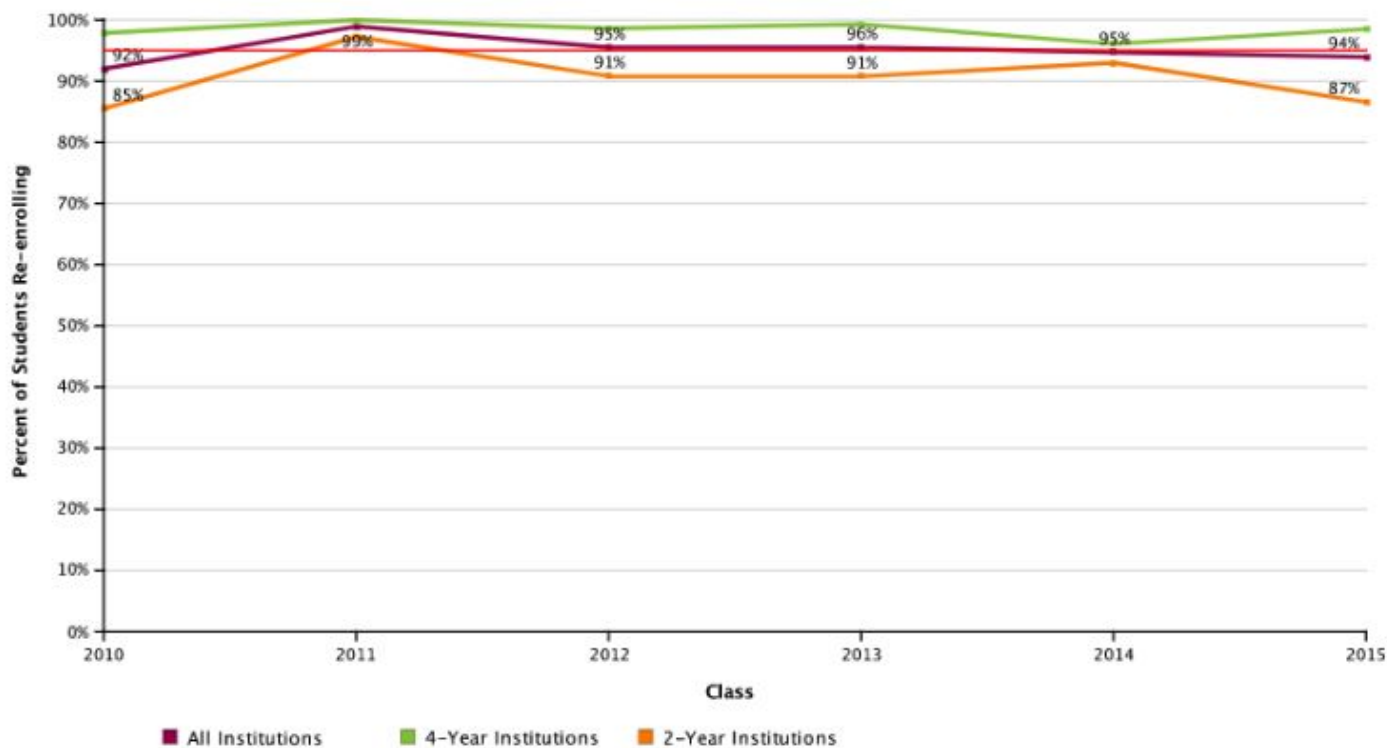
Enrollment During First Year After High School who Returned for a Second Year (Ethnicity)

		2010	2011	2012	2013	2014	2015
Number of Students Enrolled 1st Year		263	186	243	246	227	214
American Indian or Native Alaskan	# of students in cohort	1	2	1	0	1	0
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*
Asian	# of students in cohort	113	54	97	92	80	68
	# of students meeting outcome	108	54	95	88	77	68
	% of students meeting outcome	95.6%	100.0%	97.9%	95.7%	96.2%	100.0%
Black or African American	# of students in cohort	23	15	17	16	11	10
	# of students meeting outcome	19	15	16	13	10	10
	% of students meeting outcome	82.6%	100.0%	94.1%	81.2%	90.9%	100.0%
Hispanic/Latino	# of students in cohort	23	26	30	25	39	29
	# of students meeting outcome	18	24	29	24	37	26
	% of students meeting outcome	78.3%	92.3%	96.7%	96.0%	94.9%	89.7%
Two or more races	# of students in cohort	0	0	0	29	25	38
	# of students meeting outcome	*	*	*	29	23	33
	% of students meeting outcome	*	*	*	100.0%	92.0%	86.8%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	1	0	0	0
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*
Unreported	# of students in cohort	6	4	6	3	2	3
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*
White	# of students in cohort	97	85	91	81	69	66
	# of students meeting outcome	90	85	85	78	65	61
	% of students meeting outcome	92.8%	100.0%	93.4%	96.3%	94.2%	92.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

**Percent of Students Enrolled in College the First Year After High School Who Returned
for a Second Year (Freshman to Sophomore Persistence) by Institutional Level**

Effective Date = November 16, 2017



AVG = 95%

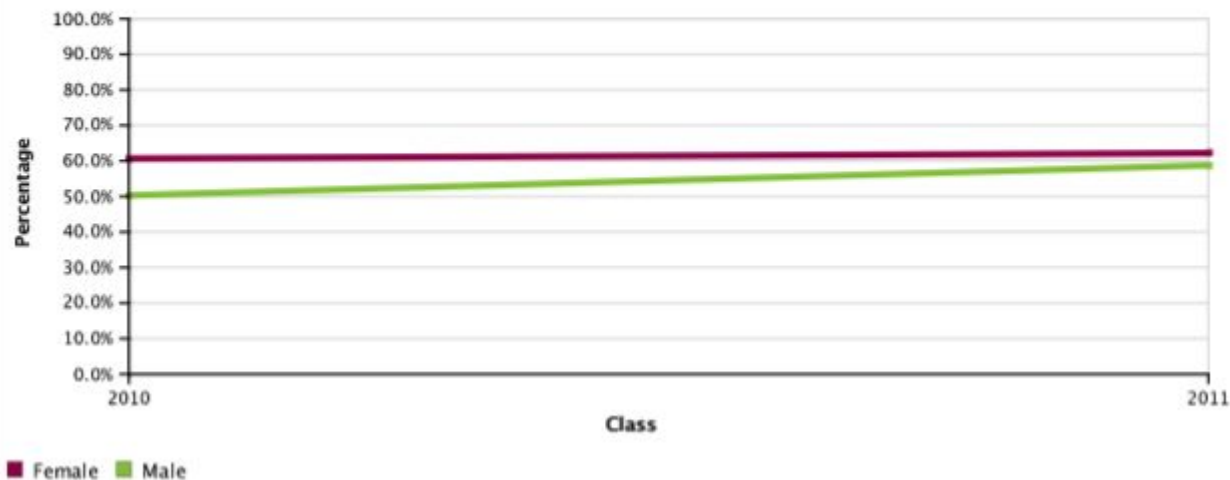


Students Who Completed a Degree Within Six Years

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Gender

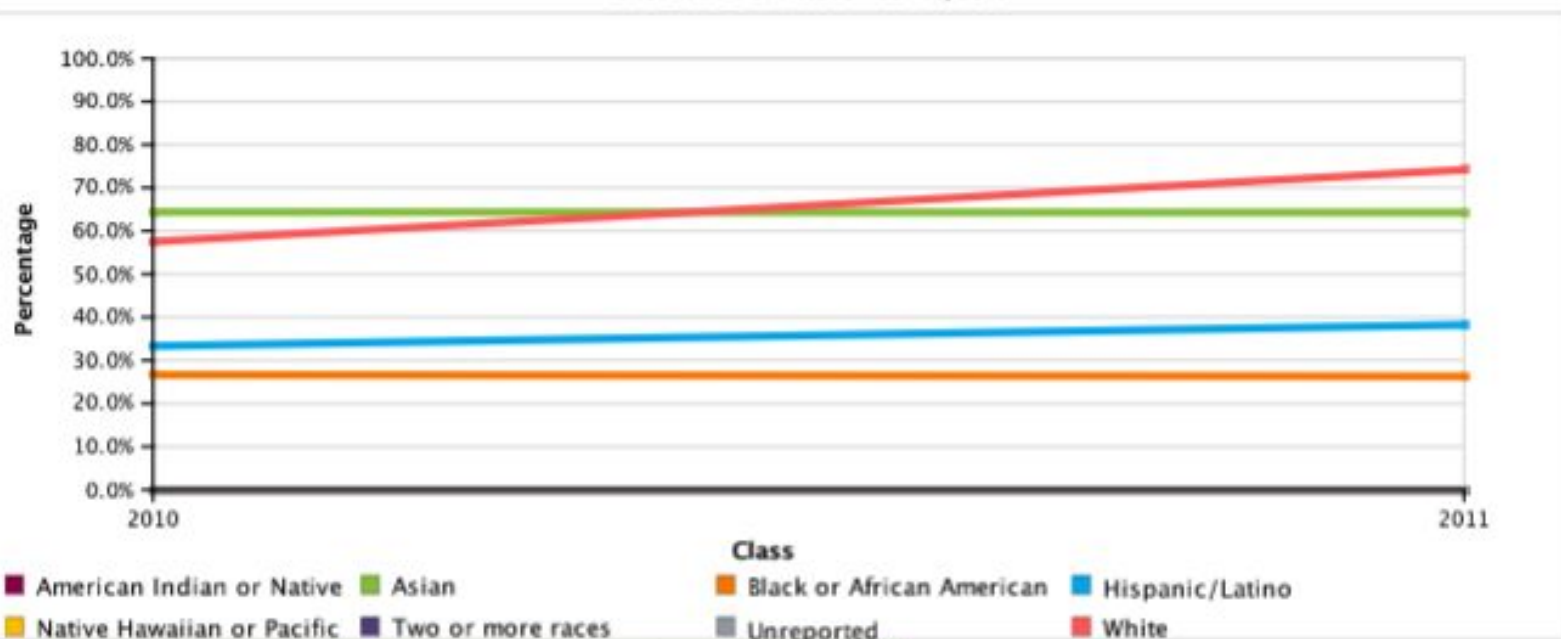
Effective as of : November 16, 2017



		2010	2011
Total Number of Students in Class		310	224
Female	# of students in cohort	145	127
	# of students meeting outcome	88	79
	% of students meeting outcome	60.7%	62.2%
Male	# of students in cohort	165	97
	# of students meeting outcome	83	57
	% of students meeting outcome	50.3%	58.8%

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Race/Ethnicity
Effective as of : November 16, 2017

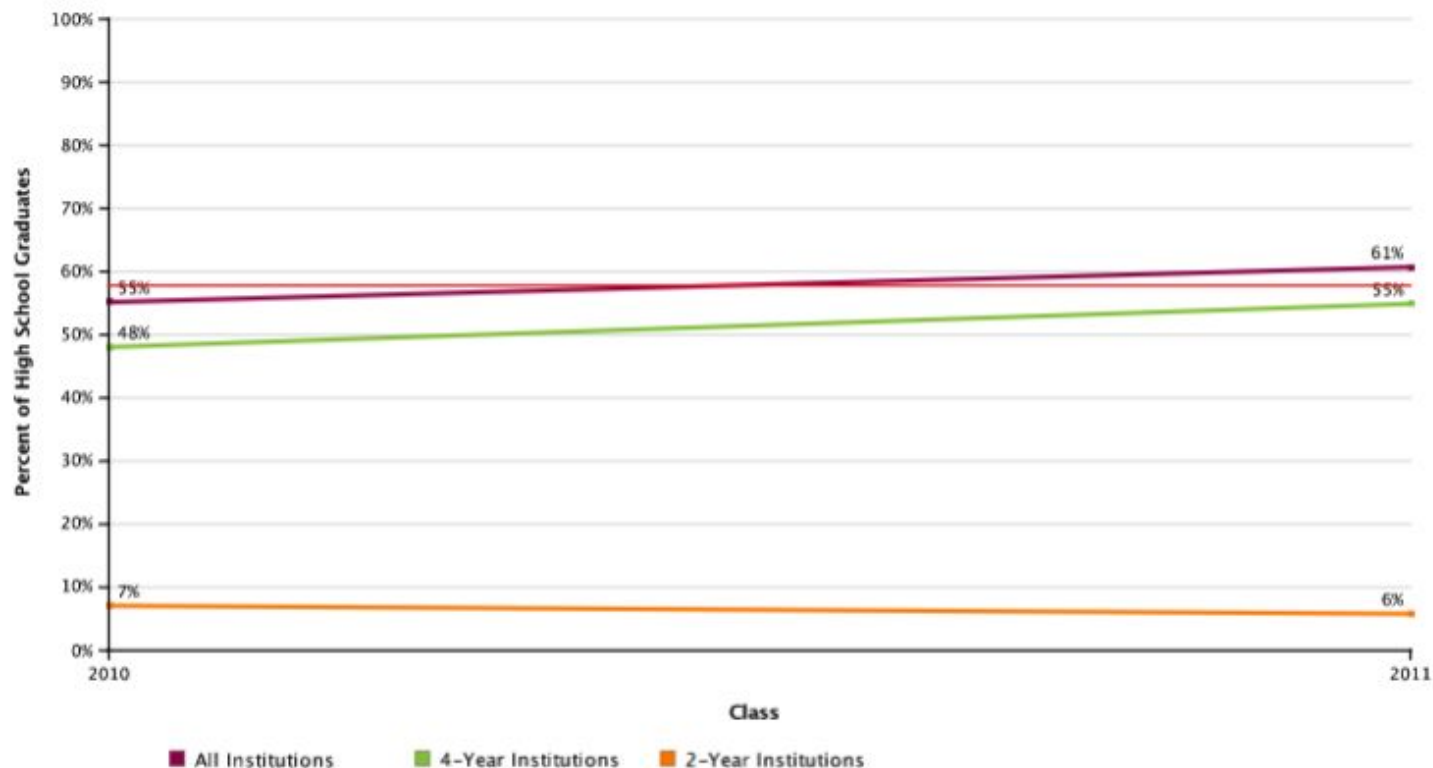


Students who Completed a Degree Within Six Years (Ethnicity)

		2010	2011
Total Number of Students in Class		310	224
American Indian or Native Alaskan	# of students in cohort	1	3
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Asian	# of students in cohort	132	70
	# of students meeting outcome	85	45
	% of students meeting outcome	64.4%	64.3%
Black or African American	# of students in cohort	30	19
	# of students meeting outcome	8	5
	% of students meeting outcome	26.7%	26.3%
Hispanic/Latino	# of students in cohort	27	34
	# of students meeting outcome	9	13
	% of students meeting outcome	33.3%	38.2%
Two or more races	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Native Hawaiian or Pacific Islander	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Unreported	# of students in cohort	7	5
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
White	# of students in cohort	113	93
	# of students meeting outcome	65	69
	% of students meeting outcome	57.5%	74.2%

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Level

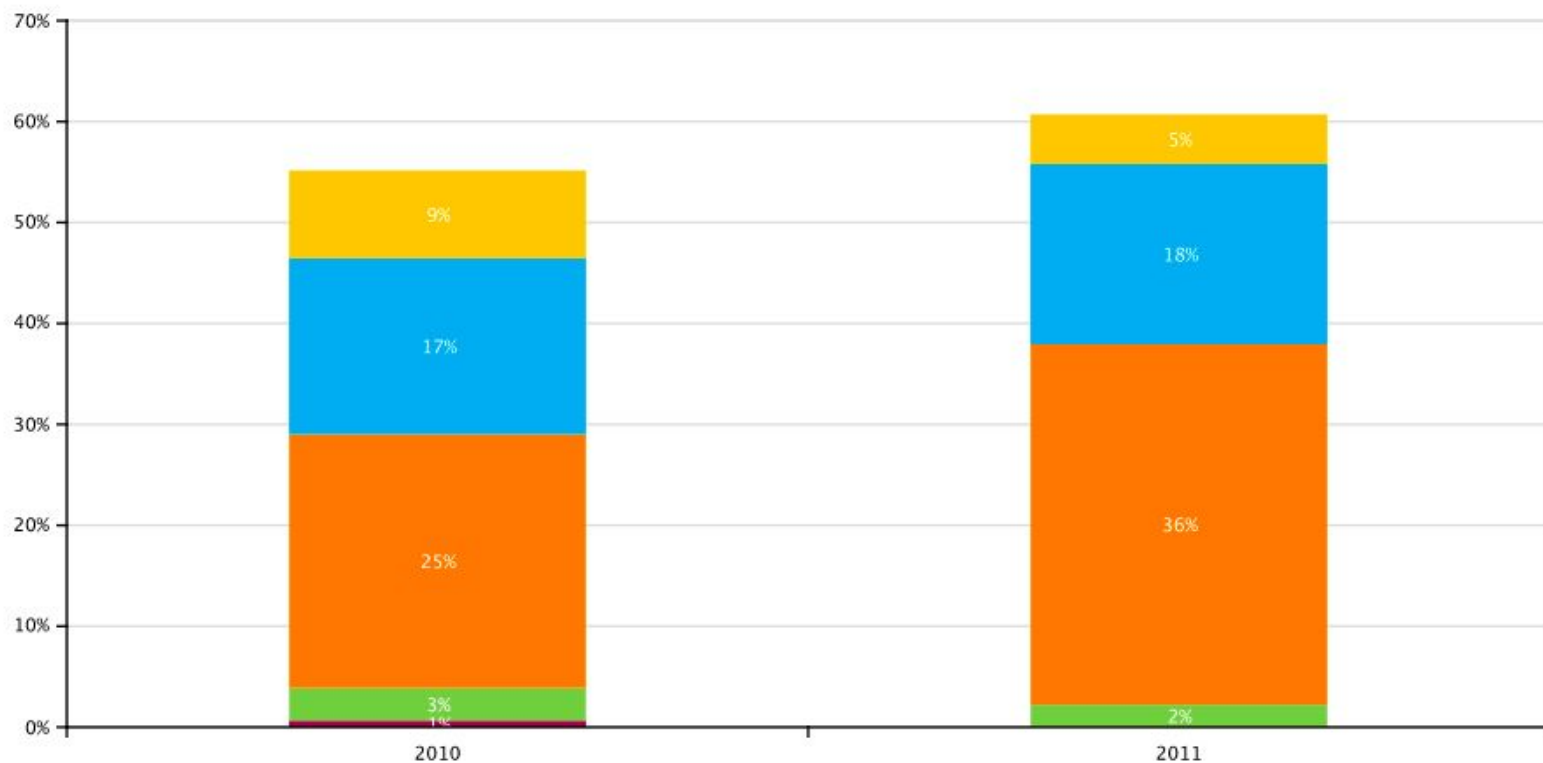
Effective Date = November 16, 2017



AVG = 57%

Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)

128



Graduated in 2 Years or Less

Graduated in 3 Years

Graduated in 4 Years

Graduated in 5 Years

Graduated in 6 Years

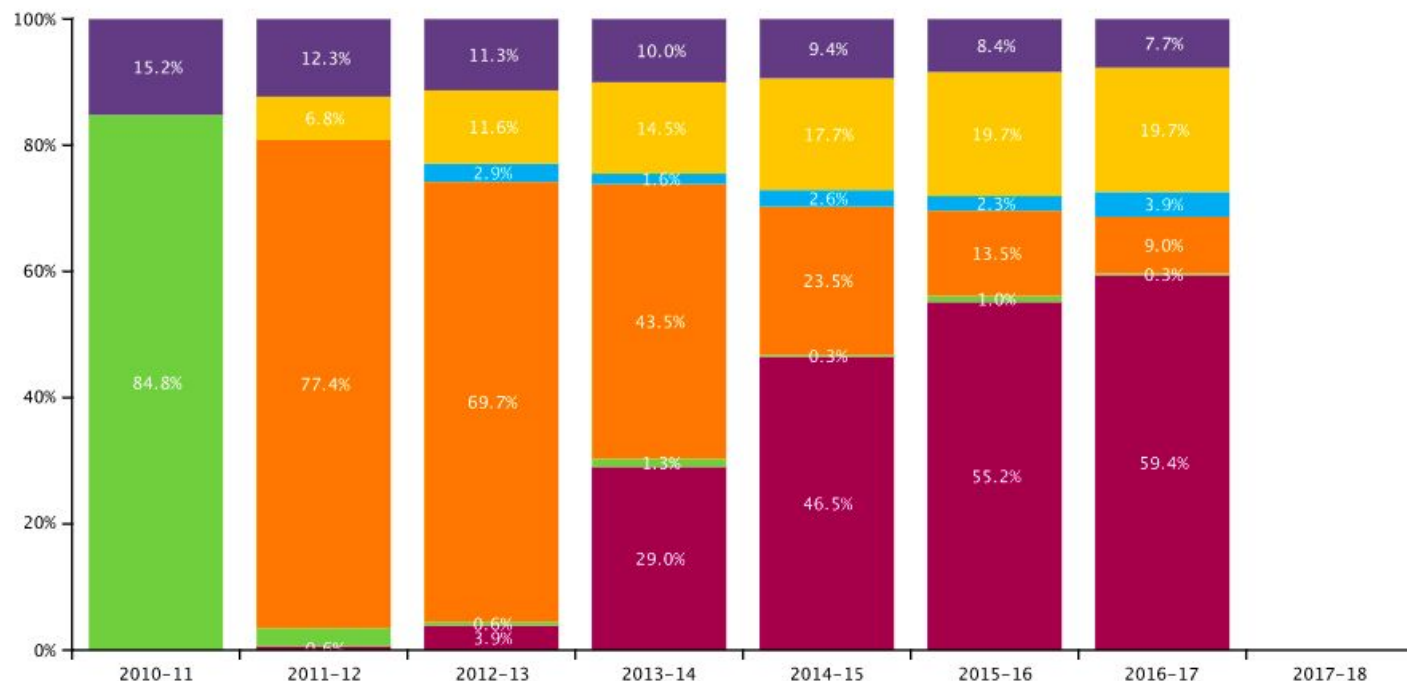


Postsecondary Enrollment and Progress

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

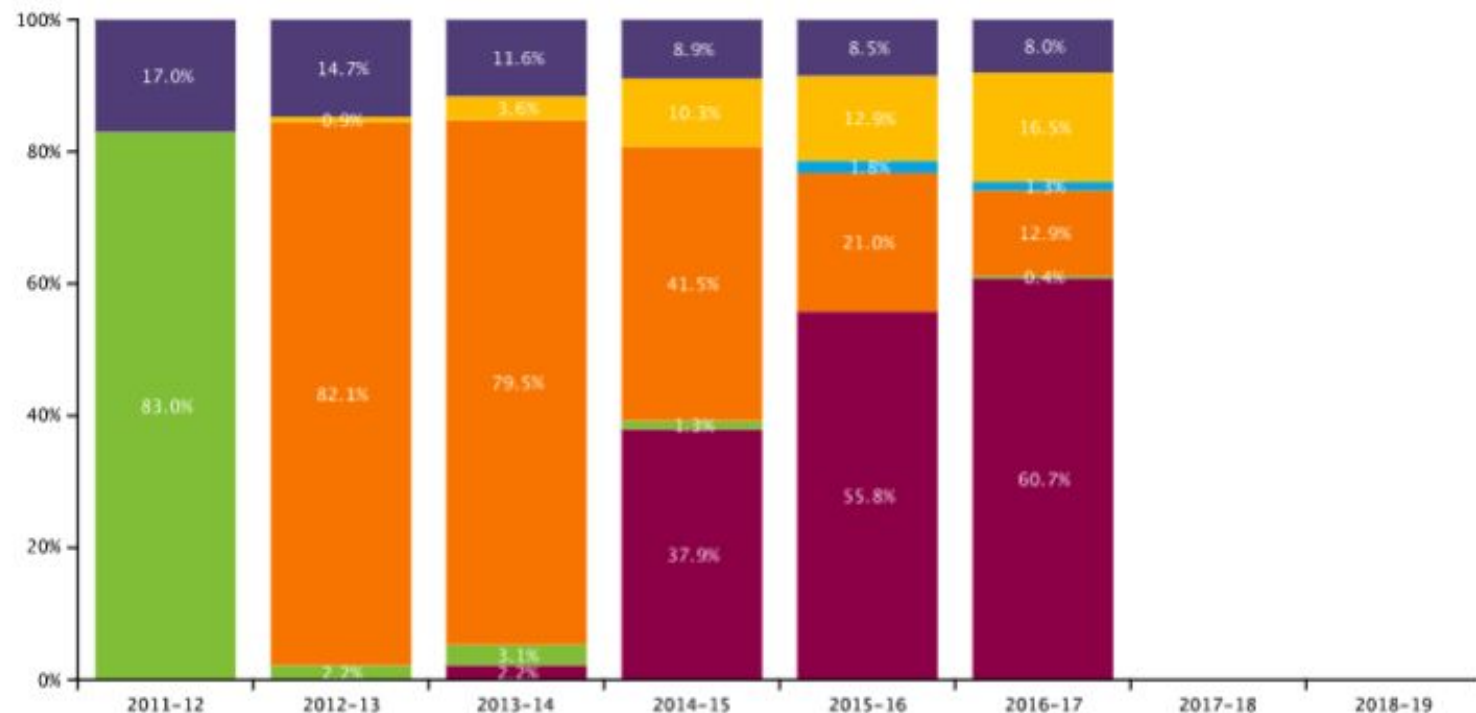
Name	Rank	State	Level	Type	Total
BERKELEY CITY COLLEGE	1	CA	2-year	Public	235
DIABLO VALLEY COLLEGE	2	CA	2-year	Public	147
UNIVERSITY OF CALIFORNIA-DAVIS	3	CA	4-year	Public	102
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	4	CA	4-year	Public	101
UNIVERSITY OF CALIFORNIA - BERKELEY	5	CA	4-year	Public	96
CONTRA COSTA COLLEGE	6	CA	2-year	Public	91
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	7	CA	4-year	Public	44
SAN FRANCISCO STATE UNIVERSITY	8	CA	4-year	Public	41
LANEY COLLEGE	9	CA	2-year	Public	40
UNIVERSITY OF CALIFORNIA-SAN DIEGO	10	CA	4-year	Public	35
COLLEGE OF ALAMEDA	11	CA	2-year	Public	30
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	12	CA	4-year	Public	30
UNIVERSITY OF CALIFORNIA-LOS ANGELES	13	CA	4-year	Public	25
MERRITT COLLEGE	14	CA	2-year	Public	22
SAN JOSE STATE UNIVERSITY	15	CA	4-year	Public	22
COLLEGE OF MARIN	16	CA	2-year	Public	21
UNIVERSITY OF CALIFORNIA - IRVINE	17	CA	4-year	Public	21
CALIFORNIA STATE UNIVERSITY - CHICO	18	CA	4-year	Public	20
UNIVERSITY OF OREGON	19	OR	4-year	Public	19
SONOMA STATE UNIVERSITY	20	CA	4-year	Public	16
UNIVERSITY OF WASHINGTON - SEATTLE	21	WA	4-year	Public	14
UNIVERSITY OF CALIFORNIA - RIVERSIDE	22	CA	4-year	Public	13
HUMBOLDT STATE UNIVERSITY	23	CA	4-year	Public	11
NEW YORK UNIVERSITY	24	NY	4-year	Private	11
SANTA MONICA COLLEGE	25	CA	2-year	Public	11

Class of 2010 Postsecondary Enrollment and Progress



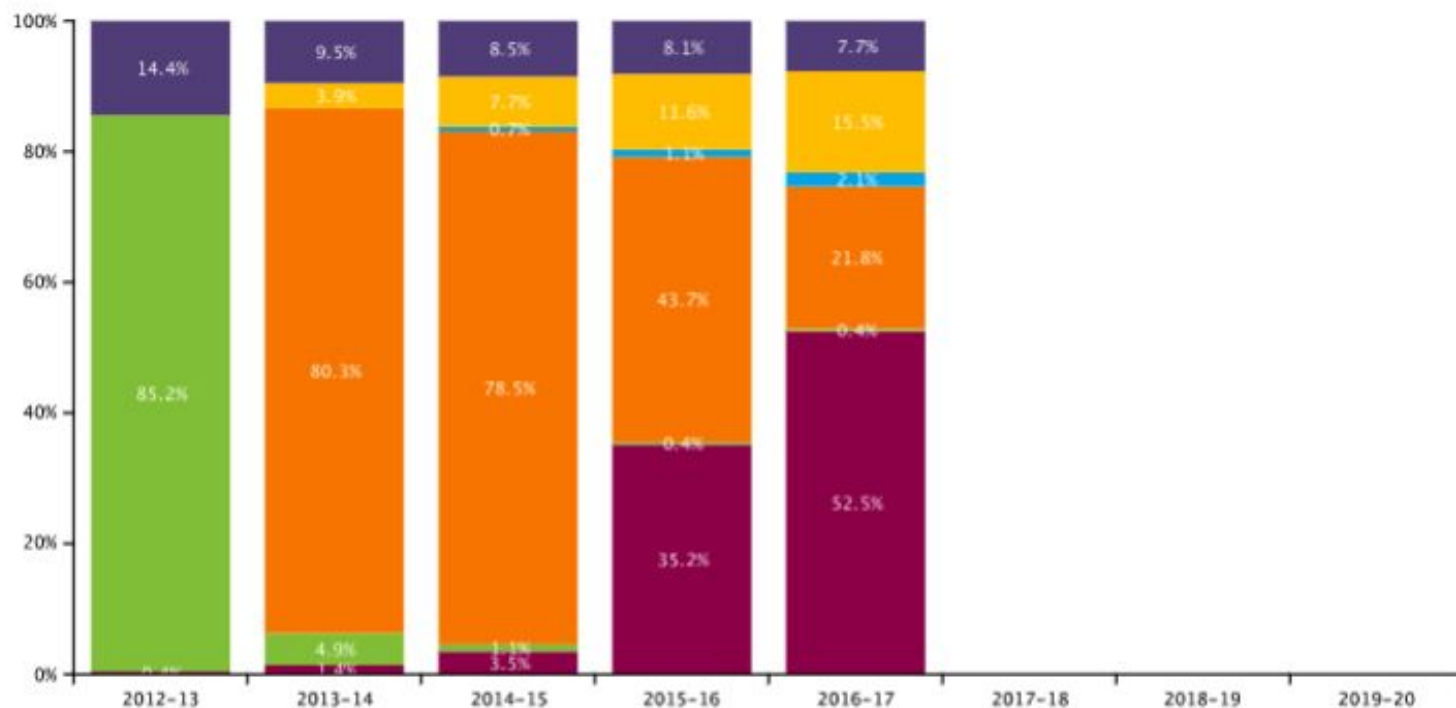
■ Graduated
 ■ New to College
 ■ Retained
 ■ Returned After Stop Out
 ■ No Longer Enrolled & Not Graduated
 ■ Not in NSC to Date

Class of 2011 Postsecondary Enrollment and Progress



■ Graduated ■ New to College ■ Retained
 ■ Returned After Stop Out ■ No Longer Enrolled & Not Graduated ■ Not in NSC to Date

Class of 2012 Postsecondary Enrollment and Progress



■ Graduated

■ New to College

■ Retained

■ Returned After Stop Out

■ No Longer Enrolled & Not Graduated

■ Not in NSC to Date



Albany High School Higher-Education Enrollment Trends

March 27, 2018

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of March 27, 2018

ITEM: MASTER CONTRACT BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND STAFF REHAB

PREPARED BY: DIANE MARIE, DIRECTOR OF SPECIAL EDUCATION

TYPE OF ITEM: REVIEW AND ACTION

PURPOSE:

Board of Trustees to review and ratify the Master Contract with Staff Rehab.

BACKGROUND INFORMATION:

A Special Education Teacher resigned February 16, 2018. The District has been unable to hire a District employee to fill the position this time of year.

DETAILS:

Staff Rehab is a Non-Public Agency (NPA) that provides various services to school districts. Staff Rehab has a special education teacher available to cover this position for the remainder of the school year. The District will continue with the recruitment process to fill the position for 2018-2019 school year.

- ☒ Standard Contract
☐ Contract deviates from Standard Contract
☒ New Contract
☐ Renew Contract

KEY QUESTIONS AND ANSWERS:

Q. Why is the District contracting with an agency?

A. Staff Rehab is able to provide a fully credentialed special education teacher who can start immediately.

Q. Why is this contract being ratified?

A. Starting the teacher upon the signing of the contract was best for our students.

FINANCIAL INFORMATION:

Not to exceed \$20,640.00

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: Assess and Increase Academic Success. **Goal:** We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.



Objective #2: *Support the Whole Child.* **Goal:** *We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

RECOMMENDATION: Ratify the Master Contract with Staff Rehab.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP
Regular Meeting of March 27, 2018**

ITEM: **PROFESSIONAL SERVICES AGREEMENT WITH THE
MCLEAN HOSPITAL CORPORATION**

PREPARED BY: **CARRIE NERHEIM, DIRECTOR OF STUDENT SERVICES
DARREN MCNALLY, COORDINATOR OF ALTERNATIVE
EDUCATION**

TYPE OF ITEM: **REVIEW AND ACTION**

PURPOSE: The Board of Education to review and approve the agreement to pilot the Holistic Student Assessment (HSA) with Albany and MacGregor High School students, and answer any questions about the assessment.

BACKGROUND INFORMATION: Currently, AUSD does not conduct any Social-Emotional Development (SED) assessment at the level of individual students' strengths and needs. (We do employ tools such as the California Healthy Kids Survey, but these are more focused on whole-school culture and climate, and not individualized intervention and support.) We currently only have limited information about the experience of students, the effect on student achievement, and differences between demographic groups.

The information from the HSA can be used to better understand the needs of our students, and more effectively target intervention at specific SED needs and better capitalize on strengths. This would allow staff significantly more information to understand academic, attendance, and/or behavior concerns with students, as well as monitor school climate and culture.

During the Spring of 2018, the HSA will be piloted at AHS and MacGregor to measure it's utility. If the tool is found useful, it may be employed with more students and at regular intervals.

DETAILS: This agreement covers the use of the HSA tool, the PEAR (Partnerships in Education and Resilience) Institute staff's initial synthesis of the data, and two video-conferencing coaching sessions with AHS and MacGregor staff to take action based on the

data. The agreement allows for the administration of the HSA with one grade level of AHS and all additional MacGregor students, for approximately 400 students.

Please see the attached brochure and Frequently Ask Questions about the HSA for further information and details of the implementation.

FINANCIAL INFORMATION:

\$2,047 - General Fund (Site Budget)

STRATEGIC GOALS ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.e.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*

<p>RECOMMENDATION: REVIEW AND APPROVE THE PROFESSIONAL SERVICES AGREEMENT WITH THE MCLEAN HOSPITAL CORPORATION</p>

PROGRAM SERVICES AGREEMENT

This Program Services Agreement, (the “**Agreement**”) is made as of the 1st day of March, 2018 (“**Effective Date**”) by and between **The McLean Hospital Corporation**, a not-for-profit Massachusetts corporation with a place of business at 115 Mill Street, Belmont, MA 02478 (“**McLean**”), and Albany Unified School District, a public school district with offices at 1051 Monroe Ave Albany, CA 94706 (“**Client**”). McLean and Client are sometimes referred to herein, individually, as a “**Party**” and, collectively, as the “**Parties**.”

BACKGROUND

A. McLean is a nationally-recognized teaching and research hospital, and has the charitable mission of furthering and improving patient care, undertaking biomedical research, and engaging in educational activities benefiting medical students, interns, residents, and other medical personnel. McLean, through The PEAR Institute: Partnerships in Education and Resilience (“**PEAR**”) has developed the Holistic Student Assessment (“**Assessment**”) comprising a Student Questionnaire, Student Portrait, and Data Dashboard as defined below, as well as Learning Materials, as defined below, for coaching and training sessions.

B. Client is a school district. To further its efforts to support youth development and achievement, Client desires to engage McLean to conduct the PEAR Assessment for Client’s students and to provide instruction to Client’s staff (the “**Program**”).

C. McLean is willing to provide such Assessment and instructional services on behalf of Client in the manner described herein and provide the services identified in **Attachment A** (the “**Program Services**”). The Parties anticipate that the services contemplated by this Agreement will support the charitable mission of McLean, the legitimate business interests of Client, and, ultimately, provide benefits to the public.

NOW, THEREFORE, in consideration of the mutual covenants and obligations set forth in this Agreement, the Parties agree as follows:

1. Scope of Activities. McLean will ensure that its activities conducted within the context of this Agreement are in furtherance of and consistent with McLean’s charitable missions of research, education, and patient care. The terms and conditions of this Agreement will govern the overall conduct of the activities undertaken by the Parties.

2. Program Services and Deliverables. McLean shall perform the Program Services described in **Attachment A** and shall prepare for Client the deliverables specifically identified therein (the “**Deliverables**”). The Program Services shall be performed and Deliverables prepared by McLean staff under the direction of Gil Noam, Ed. D., Ph.D. (“**McLean Investigator**”). McLean staff shall at all times be considered employees of McLean or its affiliates and not Client. If at any time during the Term, McLean Investigator is unable to perform the Program Services or prepare the Deliverables, the Parties shall use reasonable efforts to mutually agree on a replacement who shall then become the McLean Investigator for purposes of this Agreement. If the Parties do not agree on a replacement within ten (10) days of the day McLean Investigator is unable to perform the Program Services or prepare the Deliverables, then either Party shall have the right to terminate this Agreement immediately upon written notice to the other Party.

(a) **McLean Responsibilities.** McLean: (i) shall conduct the Program in a professional manner and in conformance with that level of care and skill ordinarily exercised in similar circumstances by providers of the same or similar services; (ii) will not knowingly fail to comply with all applicable Client policies communicated to McLean; and (iii) shall ensure that each person assigned to conduct the Program has the appropriate level of expertise, training, experience and, where applicable, licenses, necessary to conduct the Program.

(b) **McLean Materials.** McLean will prepare content which may be provided electronically or otherwise to support the didactic portions of the Program including, but not limited to, Student Questionnaires, Student Portraits, Dashboards, and learning materials (collectively, “**McLean Materials**”). McLean will create and present the content for the Program as McLean judges most beneficial for the training and education objectives of the Program.

(c) **Program Data.** McLean shall comply with any and all statutes, ordinances, rules, and regulations enacted by the federal government, any state, municipal body, or political subdivision thereof, regarding the collection, maintenance, use, and disposition of any data from and/or regarding any person in connection with performance of services under this Agreement (“**Program Data**”). Additionally, McLean shall agree to the terms of the Data Privacy Addendum provided in **Attachment C** (“DPA”) and shall execute the DPA as part of this Agreement.

3. **Client Responsibilities.** Client shall be solely responsible for obtaining any necessary and appropriate written consent from all students (or their respective parent or guardian) participating in the Assessment and/or other Program activities. Such consent shall be substantially equivalent to the sample consent form provided in **Attachment B**. Client hereby represents and warrants that only those students who have been properly consented shall be permitted by Client to participate in any Program activities.

4. **No Third Party Use.** The Parties understand and agree that the Program is intended only for participants and not third parties; nothing in this Agreement shall be construed to permit Parties to make the Program, Deliverables or McLean Materials, Program Data, or any portions or derivatives thereof, available to any third party, except to the extent required by law or where McLean utilizes a third party to perform Program Services. Any third party contractor of McLean who shall have access to Program, Deliverables or McLean Materials, Program Data for purposes of performing Program Services shall agree to abide by confidentiality terms pursuant to this Agreement and the DPA.

5. **Fees and Expenses.**

(a) **Fees.** As compensation for performance of the Program Services and preparation of the Deliverables, Client shall pay McLean fees in the amounts set forth in **Attachment A**, which amount represents a reasonable estimate of the fair market value of the Program Services and the Deliverables and no less than the costs incurred by McLean in performing the Program Services (the aggregate amounts due hereunder are the “**Fees**”) within thirty (30) days following submission by McLean of a duly issued written invoice for such Fees. In no event will Client make any payments directly to McLean personnel.

(b) **Expenses.** To the extent not already included in the Fees and subject to Client’s prior written approval, Client shall reimburse McLean for all expenses reasonably incurred

in connection with performance of the Program Services and preparation of the Deliverables (“**Expenses**”) within thirty (30) days following submission by McLean of a duly issued written invoice for such Expenses. Notwithstanding the foregoing, Expenses shall not exceed \$500.00 (Five hundred) dollars in the aggregate annually for the Term of the Agreement.

(c) **Suspense Option.** Notwithstanding anything to the contrary in this Agreement, McLean may suspend performance of the Program Services during any time in which Client has failed to pay any undisputed invoice for Fees or Expenses within forty-five (45) days following initial receipt of any such invoice from McLean.

6. No Endorsement; No Exclusivity. Client acknowledges and agrees that McLean’s fundamental purpose and approach is the rendering of vendor-neutral analyses and information pursuant to this Agreement. Subject to the confidentiality obligations set forth herein, nothing in this Agreement does or shall be construed to (a) require McLean or any of its affiliates to endorse or promote, or refrain from constructive or, subject to the laws of defamation, negative commentary regarding services or programs, whether provided or marketed by Client or its affiliates, or (b) preclude McLean or any of its affiliates from rendering to other parties services similar to the Program Services provided pursuant to this Agreement.

7. Term and Termination.

(a) **Term.** This Agreement shall become effective on the Effective Date and continue for a period of one (1) year or until the Program Services are completed, whichever comes first, unless terminated earlier as provided herein (the “**Term**”).

(b) **Termination.** This Agreement may be terminated by either Party, with or without cause, upon not less than thirty (30) days written notice to the other Party. Either Party shall have the right to immediately terminate this Agreement, without prejudice to its other rights or remedies, by written notice of such election in the event that: (a) either Party becomes insolvent or is unable to pay its debts as they become due, or a petition in bankruptcy or for reorganization is filed by or against it, or a receiver is appointed of the whole or any substantial portion of its property; or (b) either Party is in material breach of its obligations hereunder, which breach (if curable), remains uncured for thirty (30) days following receipt of written notice from the other specifying the breach. In the event of an uncured, material breach of the Agreement by Client, any rights or licenses granted to Client pursuant to this Agreement shall be, and hereby are, automatically terminated and revoked without further action required of either Party.

(c) **Effects of Expiration and Termination; Survival.** Upon the expiration or termination of this Agreement, Client shall be obligated to pay any sums then due and owing (including unbilled Fees and Expenses). Upon payment of such Fees and Expenses, Client shall have the rights described in Section 9(b) to the Deliverables completed as of the date of expiration or termination. In addition, except as expressly provided herein, neither expiration nor termination of this Agreement shall affect any rights or obligations of the Parties that accrued prior to such expiration or termination; those rights and obligations which by their nature are intended to survive the expiration or termination of this Agreement shall survive (if limited in time, for the time period stated therein). Within a commercially reasonable time period, Program Data containing personally identifiable information that is held by McLean subsequent to termination shall be returned to the Client, destroyed or overwritten in a manner consistent with industry standards, or de-identified.

8. Independent Contractor Status. For the purposes of this Agreement and all Program Services to be provided hereunder, the Parties shall be, and shall be deemed to be, independent contractors and not agents, employees, or joint venturers of the other. Neither Party shall have authority to make any statements, representations, nor commitments of any kind, or to take any action which shall be binding on the other Party. McLean further acknowledges that any workers and/or consultants it assigns to conduct the Program are employees or agents of McLean and not of Client, and with respect to any such employees and agents McLean assumes sole and full responsibility for withholding any and all appropriate taxes, and for complying with any federal, state and local employment laws and ordinances including, but not limited to, workers compensation, unemployment insurance, and wage and hour laws.

9. Intellectual Property; Rights to Deliverables; Data Use; Publication.

(a) **Intellectual Property.** Except as otherwise provided in this Agreement, all rights and title in and to intellectual property held or owned by a Party as of the Effective Date shall remain that Party's separate property and are not affected by this Agreement. Ownership of any new intellectual property made by or on behalf of McLean in the performance of the Program Services, whether or not patentable or subject to copyright or trademark protection, shall be owned solely by McLean. Nothing herein shall be construed to create a "work for hire," as defined under the Copyright Act of 1976. Except as expressly set forth in Section 9(b), below, nothing in this Agreement shall be construed to grant either Party any license or rights to any intellectual property or other interests owned or controlled by the other.

(b) **Rights to Deliverables.**

(i) Upon McLean's receipt of all Fees and Expenses payable by Client pursuant to this Agreement, Client shall have the right to use solely for its internal purposes the documents, reports, written materials, and other tangible materials created specifically and exclusively for Client by McLean Staff in connection with the performance of the Program Services and identified as a Deliverable in Attachment A. Notwithstanding the foregoing, Client understands and agrees that (i) the right granted herein does not include, and Client shall not through this Agreement acquire, the copyrights in any Deliverable; (ii) Client shall not allow third parties to use, duplicate, or obtain copies of any Deliverable, (iii) the rights granted Client hereunder specifically excludes the right to make derivatives under the United States Copyright Act, as amended, 17 U.S.C.A. §§ 101 et seq., such as translations, abridgments, condensations, transformations or adaptations, and (iv) Client shall not disclose, publish or otherwise use any Deliverable in any manner that is promotional in nature and/or is made in a manner that could reasonably be construed to constitute an endorsement by McLean of Client or of any Client program, product or service.

(ii) McLean retains all copyright, patent and other intellectual property rights in any materials, inventions, background processes and methodologies and other information developed, owned or licensed by McLean, including improvements thereto, even if utilized, improved or created during the course of preparing the Deliverables or otherwise providing the Program Services, and McLean shall not be restricted in any way with respect thereto. Subject to the foregoing reservation of rights, McLean hereby grants to Client a royalty-free, non-exclusive, non-sublicensable, non-transferable, world-wide, irrevocable license to use and copy such intellectual property to the extent disclosed in or embodied by the Deliverables, solely to enable Client's internal use of the Deliverables.

(c) **Program Data Use.** McLean shall have the perpetual, non-terminable, royalty-free right to use any Program Data for any lawful purpose; *provided, however*, any Program Data containing personally identifiable information must be de-identified before use by McLean for any purpose unrelated to providing Program Services pursuant to this Agreement during the Term.

(d) **Publication.** The Parties acknowledge that the Program to be conducted by McLean under this Agreement is educational in nature, and will provide opportunities for McLean and its personnel to enhance their training expertise. To the extent that the conduct of the Program gives rise to any publishable results, McLean and its personnel shall have the freedom to publish and present any such results or other information regarding or arising in connection therewith, subject in all instances to disclosure restrictions imposed by applicable laws and regulations regarding data privacy and confidentiality.

(e) **No Additional Rights.** The Parties acknowledge and agree that nothing in this Agreement shall be construed to grant any Party any license or rights other than the rights expressly granted herein.

10. Warranty Disclaimer; Liability Limitation.

THE PROGRAM SERVICES, MCLEAN MATERIALS AND DELIVERABLES PROVIDED PURSUANT TO THIS AGREEMENT ARE TO BE USED FOR EDUCATIONAL PURPOSES ONLY AND MAY NOT BE USED TO MAKE A CLINICAL DIAGNOSIS, OR TO PROVIDE TREATMENT, OR TO REPLACE OR OVERRULE A LICENSED HEALTH CARE PROFESSIONAL'S JUDGMENT.

THE PROGRAM SERVICES, MCLEAN MATERIALS AND DELIVERABLES PROVIDED BY MCLEAN UNDER THIS AGREEMENT ARE PROVIDED "AS IS" AND MCLEAN IS NOT RESPONSIBLE FOR ENSURING THAT CLIENT'S IMPLEMENTATION OF THE RESULTS OF THE PROGRAM SERVICES WILL BE CLINICALLY SOUND, WITHOUT ERROR OR OTHERWISE SUCCESSFUL. MCLEAN SPECIFICALLY DISCLAIMS ALL WARRANTIES, EXPRESS, IMPLIED OR STATUTORY, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NONINFRINGEMENT. THE PARTIES AGREE THAT IN NO EVENT SHALL MCLEAN OR ANY OF ITS AFFILIATES OR ANY OF THEIR RESPECTIVE TRUSTEES, DIRECTORS, OFFICERS, STAFF, EMPLOYEES OR AGENTS BE LIABLE FOR INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGE OF ANY KIND RELATED TO OR ARISING IN ANY WAY FROM THIS AGREEMENT, REGARDLESS OF WHETHER MCLEAN HAS BEEN ADVISED OR HAD REASON TO KNOW OR IN FACT KNEW OF THE POSSIBILITY OF SUCH DAMAGES. THE LIABILITY OF MCLEAN FOR ANY CLAIM ARISING UNDER OR RELATED TO THIS AGREEMENT SHALL NEVER EXCEED THE TOTAL AMOUNT OF FEES MCLEAN RECEIVES FROM CLIENT HEREUNDER.

11. Compliance with Laws. The Parties shall comply with all applicable law. In addition, the Parties intend that, throughout the Term of this Agreement, the activities undertaken pursuant to this Agreement are in furtherance of and consistent with McLean's charitable mission and not-for-profit status. In furtherance thereof, the Parties agree as follows:

*McLean Service Contract
Albany Unified School District (CA)*

(a) All Program Services to be provided by McLean are as expressly set forth in this Agreement.

(b) The aggregate compensation payable to McLean pursuant to this Agreement is and shall be determined as specifically set forth herein.

(c) The rates of compensation for the Program Services are and shall be consistent with the fair market value of such Program Services in the United States and have not been and shall not be determined in a manner which takes into account the volume or value of any referrals or business otherwise generated between Client and McLean, or any of their affiliates.

12. Use of Names. Neither Party may use the name, trademark, service mark, logo or other identifying characteristic (“**Name**”) of another Party or its respective affiliates, directors, trustees, officers, appointees, employees, staff, representatives or agents, in any advertising, promotional or sales literature, publicity or in any document employed to obtain funds or financing without the prior written approval of the Party or individual whose Name is to be used. Nothing herein shall preclude a Party from disclosing the existence of this Agreement and remuneration paid hereunder, including the identity of the recipient, the source of the remuneration, the monetary value of the remuneration, and the purposes for such remuneration; *provided, however*, any disclosure or use of McLean’s name by Client shall be only in the context of a list of similar service providers and shall be no more prominent than any other service provider in such list.

13. Notices. Any notice required or permitted to be given under this Agreement shall be in writing and may be delivered in person or by registered mail or by over-night courier to the Parties at the addresses set out below or at such other address or facsimile number as the Parties may from time to time be informed.

McLean:

The McLean Hospital Corporation
115 Mill Street
Belmont, Massachusetts 02478
Att’n: PEAR Mailstop 320

Client:

Albany Unified School District
1051 Monroe Ave
Albany, CA 94706
Attn.: Student Services

With a copy to:

Office of the General Counsel
Partners HealthCare System, Inc.
50 Staniford Street, 10th Floor
Boston, MA 02114
Attn.: Research & Technology Section

With a copy to:

14. General Provisions.

(a) **Severability.** If any one or more provisions of this Agreement is invalid, illegal or found to be unenforceable by a court of competent jurisdiction for any reason whatsoever, the unenforceability will not affect the validity, legality or enforceability of the remaining provisions of this Agreement, and the unenforceable, illegal or invalid provision or provisions will be severable from the remainder of this Agreement.

*McLean Service Contract
Albany Unified School District (CA)*

(b) **Entire Agreement; Amendments.** This Agreement supersedes all previous representations, warranties, dealings, negotiations, discussions, agreements, understandings and expectations of the Parties, whether oral or written, regarding the subject matter of this Agreement. No modification or amendment to this Agreement shall be binding unless executed in writing by both Parties.

(c) **Assignment.** Neither Party may assign, transfer or sublicense in whole or in part any of its rights or obligations under this Agreement without the prior written consent of the other Party, such written consent not to be unreasonably withheld, conditioned or delayed. This Agreement shall inure to the benefit of and be binding upon the Parties and their respective successors and permitted assigns.

(d) **Excusable Delays.** Any delays in or failure of performance by a Party under this Agreement, other than failure to make payments hereunder, shall not be considered a breach of this Agreement if and to the extent caused by occurrences beyond the reasonable control of the Party affected, including but not limited to: Acts of God, acts, regulations or laws of any government; strikes or other concerted acts of workers; fires; floods; explosions; riots; wars; rebellion; terrorism; and sabotage; and any time for performance hereunder shall be extended by the actual time of delay caused by such occurrence; provided that if such delay continues for a period of sixty (60) consecutive days, either Party may terminate this Agreement upon notice to the other Party, and provided further that the absence of insurance coverage or adequate funding to meet payment obligations hereunder shall in no event be deemed to be a circumstance beyond the applicable Party's control.

(e) **Waiver.** A waiver of any breach of any provision of this Agreement shall not be construed as a continuing waiver of other breaches of the same or other provisions of this Agreement.

(f) **Governing Law.** The construction and performance of this Agreement will be governed by the laws of the Commonwealth of Massachusetts, without regard to conflicts of laws principles.

(g) **Counterparts; Facsimile.** This Agreement may be executed in counterparts, each of which counterparts, when so executed and delivered, shall be deemed to be an original, and all of which counterparts, taken together, shall constitute one and the same instrument even if both parties have not executed the same counterpart. Signatures provided by facsimile transmission or other electronic delivery shall be deemed to be original signatures.

(h) **Dispute Resolution.** The Parties will in good faith endeavor to resolve any disputes or differences of interpretation of this Agreement amicably, through dialog and cooperation. In the event a dispute or difference is not promptly resolved at operational levels of the organizations, the Parties shall escalate it for a good faith effort to achieve an amicable resolution at a senior business management level. Any dispute which is not resolved within sixty (60) business days after referral to the senior executives may at any time thereafter be pursued in a court of law with jurisdiction.

(i) **Non-Discrimination.** McLean shall not discriminate on the basis of a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status,

*McLean Service Contract
Albany Unified School District (CA)*

pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation in employment or operation of its programs.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives, on the date and year first above written.

THE MCLEAN HOSPITAL CORPORATION

By: _____
Printed Name: Raquel Espinosa
Title: Sr. Director of Research Administration
Date: _____

Albany Unified School District [Client]

By: _____
Printed Name: Valerie Williams
Title: Superintendent
Date: _____

Attachment A

Program Services:

Holistic Student Assessment (HSA) and related services to be delivered to Albany High School and MacGregor High School

Deliverables

- HSA pre-test to be administered to approximately 350 students
- PEAR will deliver one interpretation session and one coaching session by webinar
- PEAR will generate individual and aggregate data and statistical analyses
- Program will provide academic and demographic data to PEAR as available for additional analyses
- PEAR will provide technical assistance as needed

Fees

- \$2,047 is due upon completion of services.

Attachment B

(Mutually acceptable form of consent)

[ACTIVE CONSENT SAMPLE]

[INSERT SCHOOL LETTERHEAD]

Dear Parent/Guardian,

We are very excited to partner with The PEAR Institute: Partnerships in Education and Resilience (PEAR) in order to promote the positive social-emotional development of our students. There is increasing evidence that helping students feel good about themselves, their school and their relationships improves their learning.

We will administer PEAR's Holistic Student Assessment (HSA) to students in grades INSERT HERE. As part of this effort, your child will be asked to complete a brief survey about him or herself at the beginning and end of the year.

Designated school staff will have access to these results. This information can help staff tailor teaching and support to your child's unique strengths and needs.

PEAR, a joint initiative of McLean Hospital and Harvard Medical School conducts cutting edge research to improve the ways schools promote social-emotional development. PEAR will use data from our school for research and educational work. Your child's name will never be used as part of this research.

If you have any questions about this effort or would like to see a copy of this survey, please contact INSERT SCHOOL CONTACT HERE

Please take a moment to review and fill out this form. Please return this form by INSERT DATE HERE.

☐ *I give permission for my child to complete PEAR's Holistic Student Assessment*

☐ *I DO NOT give permission for my child to complete PEAR's Holistic Student Assessment*

Child's Name _____

Parent/Guardian Signature _____

Date _____

Parent/Guardian Name _____

Relationship to Child _____

Home _____ **Cell** _____

Work _____

[PASSIVE CONSENT SAMPLE]

[INSERT SCHOOL LETTERHEAD]

Dear Parent/Guardian,

We are very excited to partner with The PEAR Institute: Partnerships in Education and Resilience (PEAR) in order to promote the positive social-emotional development of our students. There is increasing evidence that helping students feel good about themselves, their school and their relationships improves their learning.

We will administer PEAR's Holistic Student Assessment (HSA) to students in grades INSERT HERE. As part of this effort, your child will be asked to complete a brief survey about him or herself at the beginning and end of the year.

Designated school staff will have access to these results. This information can help staff tailor teaching and support to your child's unique strengths and needs.

PEAR, a joint initiative of McLean Hospital and Harvard Medical School conducts cutting edge research to improve the ways schools promote social-emotional development. PEAR will use data from our school for research and educational work. Your child's name will never be used as part of this research.

If you have any questions about this effort or would like to see a copy of this survey, please contact [INSERT SCHOOL CONTACT HERE]

YOU ONLY NEED TO RETURN THIS FORM IF YOU DO NOT WANT YOUR CHILD TO COMPLETE THIS SURVEY. If you do not return this form **by DATE**, we will assume that we have permission for your child to complete the survey at the beginning and end of the school year, for information to be given to designated staff to help them understand your child's strengths, relationships, interests, and needs as well as to be used in the service of research.

☐ ***I DO NOT GIVE permission for my child to complete PEAR's Holistic Student Assessment.***

(If the box is not checked, we will assume your child has permission to complete the HSA)
Child's Name

Homeroom

Parent/Guardian Signature _____

Date _____

Parent/Guardian Name _____

Relationship to Child _____

Home _____ **Cell** _____

Work _____

00257-00005/4203347.1

ATTACHMENT C

TO PROGRAM SERVICES AGREEMENT

DATA PRIVACY ADDENDUM

This Data Privacy Addendum (“**Data Privacy Addendum**”) is entered into by and between the McLean Hospital Corporation, a not-for-profit Massachusetts corporation, with a principal office at 115 Mill Street, Belmont, MA 02478 (“**Company**”) and Albany Unified School District, a California public school district with offices at 1051 Monroe Ave Albany, CA 94706 (“**School**”). To the extent that any term or condition set forth in this Addendum conflicts with the Program Services Agreement, the provisions of this Addendum will control.

WHEREAS, School and Company desire to enter into an agreement for assessment services titled Program Services Agreement (“Program Services Agreement”).

WHEREAS, School is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 ("AB 1584") (codified in Education Code section 49073.1), the California Education Code, the Children's Online Privacy Protection Act ("COPPA"), and the Family Educational Rights and Privacy Act ("FERPA");

WHEREAS, School and Company desire to modify certain terms of the Program Services Agreement to accommodate the best interests of both Parties and to ensure compliance with applicable state and federal laws, School policies, procedures, and applicable regulations as specifically provided herein.

NOW, THEREFORE, in consideration of the above premises, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, intending to be legally bound, the parties hereto agree as follows:

1. **Incorporation by Reference.** The terms and conditions of the Program Services Agreement and any addenda are incorporated herein by reference.
2. **Term.** The term of this Data Privacy Addendum shall expire on the termination date stated in the Program Services Agreement or in any addenda to such Program Services Agreement, whichever controls.
3. **Use.** Company shall not use any information in a Pupil Record¹ for any purpose other than those required or specifically permitted by the Program Services Agreement. Company shall not sell any information in a Pupil Record to a third party.

¹ "Pupil Records" include any identifiable information directly related to a pupil that is maintained by the Local Educational Agency (LEA). Pupil Records do not include de-identified information (information that cannot be used to identify an individual pupil) used: (1) to improve educational products for adaptive learning purposes and for customized pupil learning; (2) to

4. **Ownership.** All Pupil Records (defined as identifiable data provided to Company by Local Educational Agency (LEA)) continue to be the property of and under the control of the LEA. The LEA retains exclusive control over student and staff data, including determining who may access data and how it may be used for legitimate authorized purposes.
5. **Export.** Company shall provide to the LEA a spreadsheet containing the results of the HSA questionnaire by which its employees, when so authorized, can search and export Pupil Records through reasonable procedures such that the LEA can respond to a parent, legal guardian or eligible student who seeks to review personally identifiable information on the pupil's records.
6. **Security.** Company shall take actions to ensure the security and confidentiality of Pupil Records, including but not limited to designating and training responsible individuals on ensuring the security and confidentiality of Pupil Records.
 - a. Company shall maintain all data obtained or generated pursuant to the Agreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to the Agreement except as necessary to fulfill the purpose of the original request. Company shall warrant that security measures are in place to help protect against loss, misuse and alteration of the data under Company's control. When the Service is accessed using a supported web browser, Secure Socket Layer ("SSL") or equivalent technology protects information, using both server authentication and data encryption to help ensure that data are safe, secure and available to only authorized users. Company shall host content pursuant to the Service in a secure server environment that uses a firewall and other advanced technology in an effort to prevent interference or access from outside intruders. Where applicable, the Service will require unique account identifiers, usernames and passwords that must be entered each time a client or user signs on.
7. **Targeted Advertising.** Company shall not use Pupil Records or any data derived from Pupil Records to perform or deliver targeted advertising to students.
8. **Breach Protocol.** Upon becoming aware of any unlawful or unauthorized access to Pupil Records stored on equipment used by Company or in facilities used by Company, Company will take the following measures:
 - a. promptly notify the LEA of the suspected or actual incident;
 - b. promptly investigate the incident and provide District with detailed information regarding the incident, including the identity of affected users; and

demonstrate the effectiveness of the operator's products in the marketing of those products; (3) for the development and improvement of educational sites, services, or applications; or (4) for research purposes.

- c. assist the District in notifying affected users, affected parents, legal guardians of commercially reasonable steps to mitigate the effects and to minimize any damage resulting from the incident.
9. **Entire Agreement.** This Data Privacy Addendum constitutes the entire agreement between the Parties with respect to the subject matter herein. It supersedes, and the terms of this Data Privacy Addendum govern, any and all previous oral and written communications between the parties, their Affiliates, and their respective employees and representatives regarding these matters.
10. Company certifies that a pupil's records shall not be retained or available to the Company upon completion of the terms of the Program Services Agreement.

[Signatures on Following Page]

IN WITNESS WHEREOF, the Parties execute this Addendum on the dates set forth below.

COMPANY:
The McLean Hospital Corporation

SCHOOL:
Albany Unified School District

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: _____
Title: _____
Date: _____



The Holistic Student Assessment (HSA)

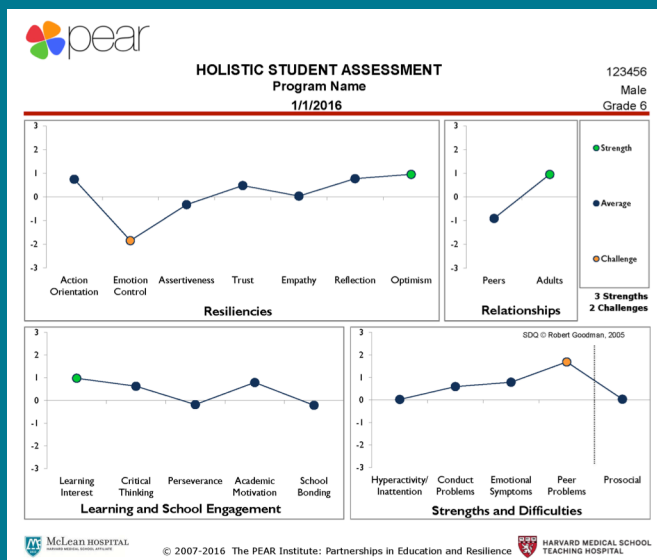
What is the Holistic Student Assessment?

The HSA is a data-driven tool to promote social-emotional development in young people in school and afterschool settings. The self-report tool provides teachers, program staff and administrators with a social-emotional “portrait” of the unique strengths and challenges of each young person. Data can be reported at individual, classroom, school and district levels. The HSA can be administered to students at different times in the year.

Why use the HSA?

- Enhances systems for supporting social-emotional and developmental well-being in students
- Detects social-emotional barriers to learning earlier
- Helps to differentiate teaching approaches and targeted intervention strategies
- Provides individual- and aggregate-level data for schools and programs

Sample Student Portrait



Design Attributes:

- **Student voice** – the HSA is based on answers that young people provide about themselves.
- **Fast turnaround** – schools and programs receive results within two weeks of HSA administration.
- **Strength-based** – individual portraits present strengths as well as challenges in different social-emotional domains.
- **Differentiated learning** – information from the tool encourages differentiated teaching and support strategies.

How does it work?

At each school or program site:

1. Students respond to 61 questions.
2. Teachers, program staff, and administrators receive an individual portrait showing each student's unique presentation of social-emotional strengths and challenges.
3. Teachers and program staff work to differentiate teaching and intervention based on information from students' portraits.
4. Support staff coordinate with teachers when more challenging issues become evident in a student's portrait.
5. Administrators review aggregate results to facilitate planning for professional development, community partnerships and other services.

Languages Available:

Amharic, Arabic, Cantonese, Cape Verdean Creole, English, German, Haitian Creole, Hmong, Karen, Mandarin, Nepali, Portuguese, Somali, Spanish, Vietnamese



Holistic Student Assessment FAQ

The PEAR Institute: Partnerships in Education and Resilience

Jane Aibel

jaibel@mclean.harvard.edu

(617) 484-0466

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Pre-Contract Inquiries

How has this tool been tested for reliability and validity? What is the validity and reliability of this tool?

The psychometric properties of the HSA have been established in a 2012 journal article (below) co-written by Dr. Gil Noam, Director of PEAR, and two of his colleagues: Dr. Tina Malti (U of Toronto) and Dr. Martin Guhn (U of British Columbia). This paper lends support to the HSA as a valid and reliable measure of children and adolescents' resiliencies. Since this work, our team has shortened and re-validated the HSA, and a technical report on this abbreviated HSA v6.1 is available upon request (authored by Dr. Dylan Robertson). Note that while the HSA has demonstrated strong validity and reliability, these properties vary somewhat from sample to sample but tend to remain high/acceptable. The PEAR Institute research regularly evaluates reliability measures, using Cronbach's alpha during the processing and analysis of each school/program's survey data.

Reference: Noam, G., Malti, T., & Guhn, M. (2012). From clinical-developmental theory to assessment: The Holistic Student Assessment tool. *International Journal of Conflict and Violence*, 6(2), 201-213.

How much does it cost for us to use the HSA?

The cost is \$3.85 per survey. There are additional training fees, the cost of which depend on the size and needs of your school/program.

What is the process for using the HSA in our school/program?

Please contact Jane Aibel, Director of Operations, to discuss your school/program's interest. She will help you create an administration plan and develop a contract with The PEAR Institute.

Which grades take the HSA?

The HSA is generally developmentally suitable for students in grades 4 and above. We do, however, have a pilot version that is more developmentally appropriate for grade 3. Some programs choose to use this pilot version for grade 4 as well, depending on the reading levels of students. We also recommend a read-aloud administration for students who may have difficulty with the questions. If you are interested in surveying grades 3 or 4, please speak with Jane Aibel.

Roster and Administration

How will we know how to administer the survey?

We will provide an automated administration webinar that details best practices for implementing the HSA. We request that at least one representative participates in this webinar and communicates the information to the HSA facilitators.

How long does it take to complete the HSA?

We recommend scheduling 30-45 minutes for administration. It takes most students 15-20 minutes to complete the assessment, but we have found that scheduling 30-45 minutes allows for staff to go through the administration "script" with students and allows buffer time for students who may need more time. It usually takes less time for the older grades than for the younger grades.

Why do I have to gather student birthdays for the roster when that field is on the survey?

In our experience, we have found that students mistakenly enter the current year (i.e. 2015) instead of their actual year of birth. We use the roster to correct mistakes so that we have the most accurate information for the student. This is also helpful when searching for the student's PEAR-assigned ID in our database (to ensure that the student does not get assigned multiple PEAR ID's / has multiple unlinked entries in our database).

Is the grade/gender used what the student wrote or what you have on the roster?

We typically use the roster to enter any information that is missing or unusual from student surveys. If a student indicates a different grade level than the other students, we also check the roster to corroborate this response.

When should we administer a post survey?

If you choose to administer a Post-HSA, we recommend that you do so at least four months after the Pre-HSA administration. Schools/programs typically schedule one assessment in the fall and the other in the spring. We recommend that you avoid surveying students during high assessment periods (e.g., during MCAS).

Statistical Analysis

Do we ever norm data using any other factors, besides grade and gender? Do we have the capacity to do that?

Grade and gender are currently the only factors that we use to normalize ("norm") the HSA data. However, we do have the capacity to include other variables. As our database grows more representative of the U.S. population, we are exploring other methods for normalizing HSA scores and will consider using other student information such as race/ethnicity and geographic region.

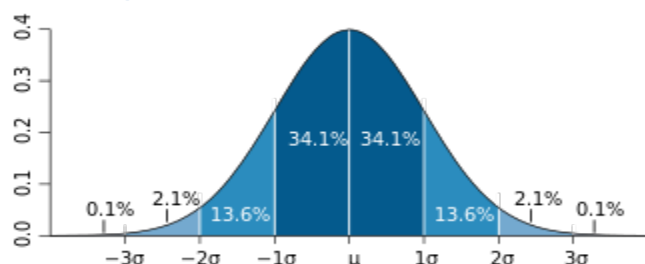
What does the line at "0" represent?

The raw data has been standardized by grade and gender to have a mean of zero and a standard deviation of 1. The zero line is the average of all observations. When we show an individual portrait we are comparing that person's score to the grade and gender adjusted average (i.e., zero).

What does the line connecting the dots on a student portrait represent?

The line is used for presentation purposes only. We have a line connecting the dots so it does not appear that the dots are "floating". Just because the subscales are next to each other, it does not mean that they are specially related to one another.

When does a score for a student become significant – a strength or challenge?



We consider students that scores at least one standard deviation (SD) away from the mean as presenting above/below average on that subscale. As shown above, based on a normal distribution, 68.2% of students fall within the average range and approximately 31.8% of students (15.9% above, 15.9% below) are one or more standard deviations from the mean. Keep in mind that (a) the cut point of 1SD is somewhat arbitrary, although 1 to 2 SDs from the mean is general used (1SD = problematic, 2 SD = clinical). In reality, the observable difference in behavior between a student who scores 0.90 on peer problems (average) and another who scores 1 (problematic) is likely minimal; (b) with 14 to 19 subscales you can sometimes get a score of +/- 1 SD by pure chance. We do not recommend relying too heavily on any one subscale.

What data are the school/program averages compared to?

The aggregate scores of your school/program are compared to a sample of students in our master database that are of the same grade and gender. For instance, if your students are boys and girls in grades 6 and 8, they will only be compared to boys and girls in grade 6 and 8. PEAR's master database is diverse (racially/ethnically/ socioeconomically) and consists of students in schools/programs like yours across 10 states in the U.S. as well as two other countries.

When does a score become something we should take note of for school/program averages?

Generally speaking and relative to the 0 line, 0.2 SD denotes practical significance. Schools/programs typically use averaged data to compare their strongest and weakest subscales as an entire population. This can be helpful for determining where resources may be directed, which social-emotional skills to focus on, or what data they want to explore more within their dashboards. For instance, if the average score for Empathy is lower than the other average scores, a school/program may choose to seek out evidence-based practices for building empathy, to sort their dashboard by empathy to see which students are struggling and which are thriving, or to collect more data about empathy within their community. Averaged data is an informative tool for where a school/program may choose to focus their attention, but it is not diagnostic.

Receiving and Sharing the Results

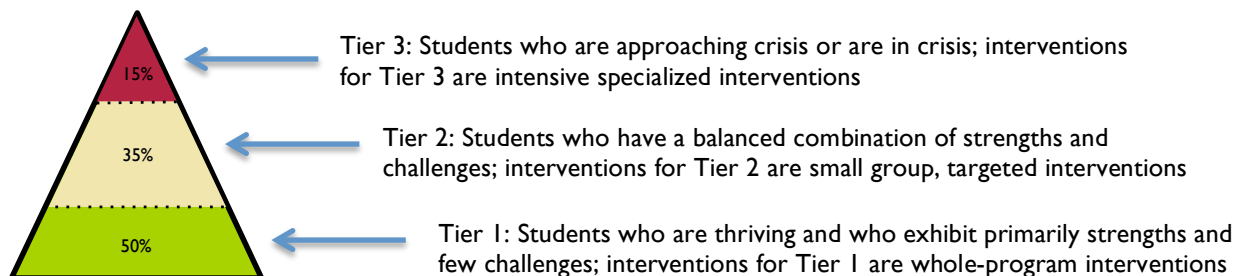
What will I receive after we have completed administration?

Approximately one week after administration, you will receive a folder containing the following items:

- Cover letter: Summarizes the results of the HSA at your program
- Aggregate graphs: Overall group averages, grade comparison, gender comparison
- Individual student portraits: Each portrait shows the individual student's strengths and challenges, and contains a unique ID number rather than the student name, a measure to protect confidentiality
- HSA Dashboard: This is a Microsoft Excel document that contains demographic information, aggregate information regarding strengths and challenges, individual student data, and the support need pyramid distribution for your program
- Roster: A list of student information, which you will need in order to connect the student portraits (with ID numbers) to the students themselves

What is the support need pyramid?

The HSA uses a pyramid model for understanding students' needs. The pyramid graphic was developed in the public health field to understand how need breaks out in any given population. You may recognize it from RTI (Response to Intervention), PBIS, (Positive Behavioral Interventions and Supports) and a couple of other models that are used commonly in schools. Below is a graphic of a pyramid you will see on your dashboard:



When can I see the results of the HSA?

The Research Department needs approximately five business days to process the data. The turn-around time can vary slightly depending on the time of year, as our volume of incoming data fluctuates. This timeline will begin once we have received the roster and confirmation that all surveys are complete.

Who should attend the HSA Interpretation Session?

In general, the staff and leadership at your program who will be working with the data most closely should attend the session. Some programs choose to have an initial interpretation session with the leadership who is bringing the HSA to the school/program, so that group can then think about rolling out to more direct service staff. Other programs may feel as though the plan and buy-in is strong for direct service staff, and it would be beneficial to have everyone present at the first meeting to create alignment. The initial interpretation session is often held with the principal and student support team members, and other times all classroom teachers are involved. This is may be determined by the school/program's capacity for professional development time.

Can we show this to students?

Ultimately that is up to you and your program. It is very important to be thoughtful and carefully consider the following recommendations/guidelines before making that decision:

- Have a clear purpose/goal for discussing this with the student (examples: To create action plans and goal setting, to better understand data that doesn't match what staff sees, etc.).
- A staff member who has strong relationships with the students should do this. This person should be flexible and adapt their way of discussing this based on the student in front of them (not a "one size fits all" approach).
- Weigh out the pros/cons of showing the portrait to the student. Could the conversation be just as meaningful by summarizing your take always rather than looking at the portrait itself? Would seeing the portrait make it more concrete/helpful? Would showing the SDQ make this more/less effective?
- Have a plan for the possibility of students revealing more information about their social/emotional well being during this conversation. Do you have the resources to support a student who reveals difficulty at home? Who reveals depression/self-harm?

Can we share this with parents?

The PEAR Institute is using the HSA to collect information to better inform teachers, student support staff and administrators. Understandably, parents also want to be informed on the health and well being of their child and may be interested in reviewing their child's HSA portrait. However, from the scientific perspective, sharing individual HSA portraits with parents raises some concerns about how this practice may affect the accuracy and validity of this measure. While The PEAR Institute has not directly evaluated the effect of sharing individual HSA portraits, the literature indicates that fewer assurances of confidentiality, including sharing information with parents, may reduce truthfulness and thus the validity of self-reported social/emotional health-related behaviors among adolescents.

Frequently Asked Questions by Students

Why are you collecting this information?

This questionnaire helps school/program staff to get to know you better as individuals (that is why we ask for your name) and as a classroom. The information we learn will help us decide the types of activities, learning and support you want and need this year.

What if I don't know how I feel about a statement?

We encourage you to answer the question as well as you can, and to give the answer that best describes how you feel. We suggest that you give the answer that you lean to the most.

I feel uncomfortable answer this question; what should I do?

Your responses to these questions are completely confidential – no teacher, parent or staff member will see your individual answers. We hope that you're able to complete the whole survey because it helps us understand your experience better, which will help us improve what we do for you and others. However, the survey is 100% voluntary.

This means that you can skip any questions that make you feel uncomfortable, and you can stop taking the survey at any time. This is also true if you are taking the online version of the survey: you can stop at any point in time if you don't feel comfortable answering any additional questions. However, we would love for you to answer all questions as best as you can, so we can have a better understanding of who you are. We need your help to improve the life of students at [name of school/program]. Students across the United States are completing this survey, and we want to be sure that the voices of students in [CITY/STATE] are also heard!

Why are some of the questions/statements very similar?

Some of the questions/statements may sound similar, but each has a somewhat different focus or perspective. When you put the pieces together, they paint a bigger picture that we couldn't see when they are separate. The answers to these questions help us gather a better understanding of your school/program and who you are.

Why do you ask for my student information like gender, language and ethnicity?

We use the student information to see which students tend to get involved in schools and programs like this one, and how we can try and open them up to other students like you. We want to be sure that we are helping students from all backgrounds succeed and grow, and not treating anyone unfairly or leaving anyone out.

Why do you need my birthday?

Your birthday lets us see what people of similar ages think about the program and their interests.

Will others see my answers? Will they know they are mine?

We keep the answers you share on individual questions private, and no one will see these. The adults who work at this school/program will get summary information from the survey, but no one at your school, your family, or your friends will see your actual answers.

Frequently Asked Questions by Parents

Who is The PEAR Institute?

The PEAR Institute's mission is to create and foster school and afterschool settings in which all young people can be successful. Dedicated to "the whole child; the whole day; the whole year," The PEAR Institute continuously integrates research, theory and practice for lasting connections between youth development, school reform and mental health. The PEAR Institute creates and fosters evidence-based innovations so that increasingly "young people can learn, dream, and thrive."

The PEAR Institute was founded in 1999 by Gil. G. Noam, Ph.D., Ed.D. (Habil), an internationally recognized developmental psychologist.

The PEAR Institute is a joint initiative of Harvard University and McLean Hospital. Its programs and projects are a part of a number of schools/programs and in Boston and many other parts of the country.

When I give my permission for my child to take the HSA, what exactly am I giving my consent to?

Designated school/program staff will have access to these results. This information can help staff tailor teaching and support to your child's unique strengths and needs.

The PEAR Institute conducts cutting edge research to improve the ways schools/programs promote social-emotional development. The PEAR Institute will use data from our school/program for research and educational work. Your child's name will never be used as part of this research.

What do you mean by strengths and resiliencies?

Resiliencies are skills and characteristics that help all of us carry on through challenging times. They help us to navigate change or loss and to take care of ourselves when things get tough. Identifying and increasing resiliencies in young people is especially important as they enter adolescence, increase their independence in the world and prepare for young adulthood.

In this sense, strengths are resiliencies – our strengths help us to manage challenges. The HSA identifies strengths in young people to help them become more resilient.

Why is it important to “measure” strengths and resiliencies?

Although the adults in a young person's life know a lot about that young person's strengths, allowing them to tell us about their experiences and self-perceptions can help us to communicate better with them. When a young person reports a strength that we haven't previously noted, we can build on that strength and find new opportunities for them to express it. We can also identify where they may need additional support from teachers, parents and others.

How will this help build greater resiliency in my child?

That is the goal! Identifying strengths is one important step toward building resiliency. Identifying challenges or vulnerabilities can ensure that we give your child the support they need in order to grow into healthy young adults.

What are you planning to do with the information you receive from this assessment?

The information gathered from the HSA will remain entirely confidential, and only those with permission to view your child's private records will be able to access the results, unless you indicate otherwise. What we learn about your child from the HSA will help us to identify the best programs and teaching strategies for them; to support them in tackling challenges and expressing their strengths; and to pull in additional resources for all of our students as needed.

Will this cause my child to have anxiety?

When they take the assessment, we emphasize to students that this is not a test – there are no right or wrong answers, we just want to know what is true for them. Our experience in the past is that, even if students approach the survey with some anxiety, once they see the types of questions we are asking, they are eager to respond. Young people usually become excited to tell us about themselves.