

Galt Joint Union Elementary School District Board of Education

“Building a Bright Future for All Learners”

Regular Board Meeting
Wednesday, November 15, 2017
6:00 p.m. Closed Session
7:00 p.m. Open Session

Galt City Hall Chamber
380 Civic Drive, Galt, CA 95632

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 6:00 p.m. – Closed Session: Galt City Hall Chamber Conference Room

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9
 - 1 Case
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session

D. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

E. Reports

LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

1. GJUESD and Kentucky Valley Education Cooperative (KVEC) Visitation

LCAP GOAL 2

Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

- 1. Fall 2017 California School Dashboard Self-Reporting Local Indicators

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

- 1. Facilities and Measure K Implementation
 - Architects Progress and Portables Analysis

ADDITIONAL REPORTS

- 1. Suicide Prevention Policy Handbook
- 2. Board Member Participation in American Leadership Forum

F. Routine Matters/New Business

171.841 Consent Calendar

MOTION

a. Approval of the Agenda

At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

b. Minutes: October 25, 2017 Regular Board Meeting

c. Payment of Warrants:

Vendor Warrant Numbers: 18370810-18370872, 18372045-18372114, 18373340-18373436

Certificated/Classified Payrolls Dated: 10/31/17 and 11/9/17

d. Personnel

- 1. Resignations/Retirement
- 2. Leave of Absence Requests
- 3. New Hires

e. Donations

171.842 Consent Calendar (Continued) – Items Removed for Later Consideration

CC
Items Removed

171.843 Board Consideration to Establish December 6, 2017 at 7:00 p.m. at Galt City Hall Chamber as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143

MOTION

171.844 Board Consideration of Nominations for CSBA (California School Boards Association) Delegate Assembly, Subregion 6-B

MOTION

171.845 Board Consideration of Approval of Resolution #9; Authorized Signatures for the GJUESD

MOTION

- | | | |
|---------|--|---------------------|
| 171.846 | Galt Joint Union Elementary School District Proposal for Fiscal Year 2017-18 with California School Employees Association and its Galt Joint Union School District Chapter No. 362 | Information
Item |
| 171.847 | California School Employees Association and its Galt Joint Union School District Chapter No. 362 Proposal for Fiscal Year 2017-18 with Galt Joint Union Elementary School District | Information
Item |

G. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs

H. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval.

I. Adjournment

The next regular meeting of the GJUESD Board of Education: to be determined

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
 Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9
 - 1 Case

3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: Reports
Presenter: Karen Schauer	Action Item: Information Item: XX

LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

1. GJUESD and Kentucky Valley Education Cooperative (KVEC) Visitations

LCAP GOAL 2

Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1. Fall 2017 California School Dashboard Self-Reporting Local Indicators

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

1. Facilities and Measure K Implementation
 - Architects Progress and Portables Analysis

ADDITIONAL REPORTS

1. Suicide Prevention Policy Handbook
2. Board Member Participation in American Leadership Forum



LCAP GOAL 1

Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

1. GJUESD and Kentucky Valley Education Cooperative (KVEC) Visitation

Presenter: Karen Schauer Ed.D., Superintendent

GJUESD and KVEC Visitations to Advance Cradle to Career Partnerships

In the last four years, GJUESD has interacted with national leaders in personalized learning efforts as part of the Race To The Top grant. As GJUESD advanced stronger cradle to career efforts, the district began examining the work of another Race To The Top educational organization: Kentucky Valley Education Cooperative.

KVEC Video for Background:

<https://youtu.be/9hIN5Uwg90Y>

In October 2017, a GJUESD team visited KVEC to examine personalized education models, processes for communication and engagement and innovative technology applications. On November 15, 2017, KVEC leaders will visit GJUESD schools and meet with South Sacramento County education leaders including representatives from Sacramento County Office of Education, River Delta Unified School District and WestEd.

GJUESD leaders and KVEC representatives will provide a summary of the visitations with time for board questions.

Galt Joint Union Elementary School District

Growing And Learning Together

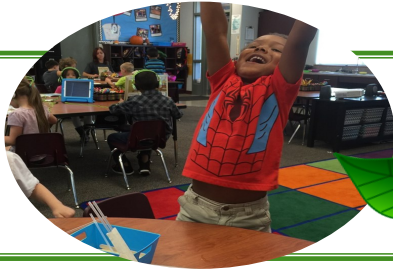
The GALT Bright Future Initiative blends innovation with research-based efforts to prepare each and every learner for **college, career and life.**

Inspire learners-
one plan at a time!

Goal 1

Personalized strength-based growth plan for every learner

- ~ 70% met individual Reading Language Arts goals and 66% in Mathematics
- ~ 100% upper grade learners with Top 3 Strengths identified



Goal 2

Implement California State Standards in a variety of blended learning environments

- ~ NGSS Early Implementation Initiative
- ~ After-school Clubs and Summer Academies
- ~ 4700 Chromebooks and Wi-Fi access



Goal 3

Processes and measures for continuous improvement

- ~ Personalized Indicators and Rubric
 - ~ Listening Circles with youth leaders and adult stakeholders
 - ~ 92% youth agree they will have a good job in the future.
- Not one learner disagreed!**



Goal 4

School facilities are safe and healthy for NextGen Learning

- ~ Galt voters elected to support Facilities Bond awarding the GJUESD over \$19 million



The Work that Remains...

Sustaining and expanding the people power needed to further develop **PERSON**alization

www.galt.k12.ca.us



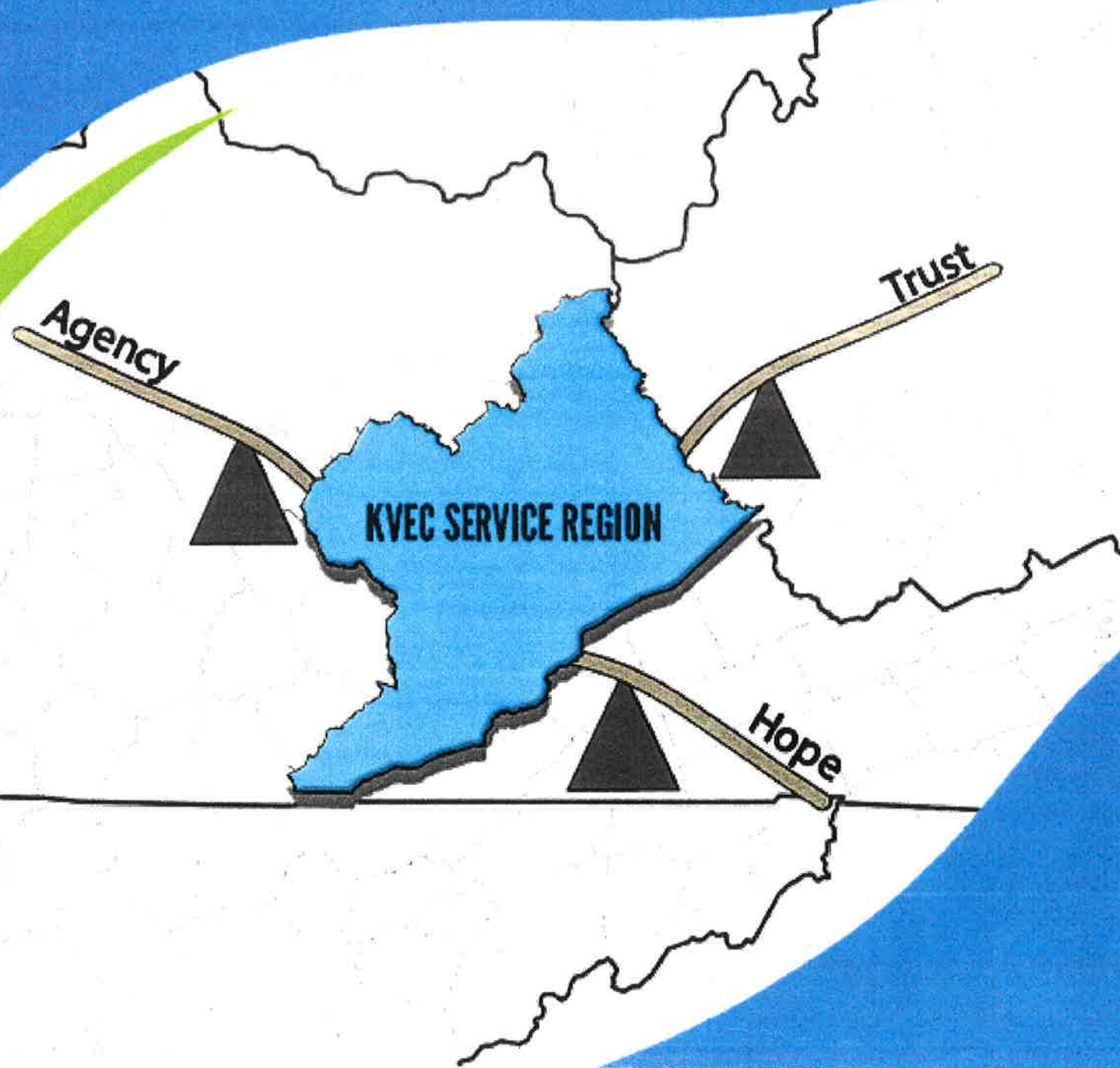
Cradle to Career



Reframing a narrative for Appalachia

*"We believe it takes thousands
of levers to lift a region."*

-KVEC



*"Give me a lever long enough
and a fulcrum on which to place it,
and I shall move the world."*

-Archimedes

LEXINGTON HERALD LEADER

...e a strip mine, this land could become history-making' solar energy farm
 April 18, 2017

...pany plans to build high-tech greenhouse
 ...ikeville industrial park
 Feb. 23, 2017

...fferent kind of holler:
 ...alachia's future is looking
 ...t more high-tech
 Sept. 19, 2016

The CHRISTIAN SCIENCE MONITOR

Appalachia's new trail:
 finding life after coal
 April 9, 2017

Digital Promise
Accelerating Innovation in Education

Empowering Our Students to Stay:
 Stopping the Export of Our Best
 Natural Resources - Our Youth

EDUCATION WEEK

In Kentucky, Rural Schools Betting on Drones
 to Stem 'Brain Drain'
 March 18, 2017

The Lane Report

MIT Appalachian Health Hack-a-thon
 announces event winners
 Oct. 10, 2016

H

www.theholler.org

Public News Service
 NEWS IN THE PUBLIC INTEREST

Kentucky Schools Building Tiny, Learning Big
 Feb. 2, 2017

MOUNTAIN NEWS WYMT

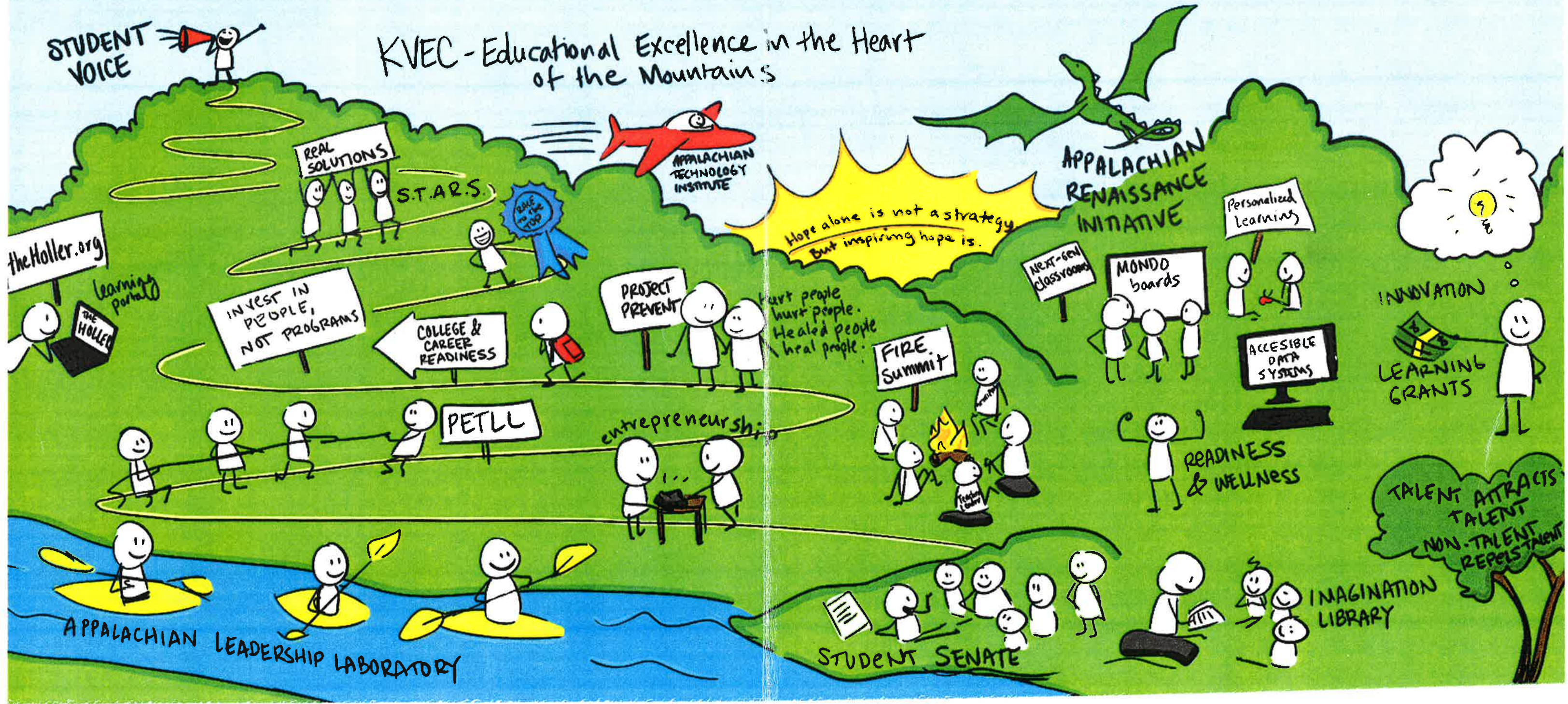
Innovation displayed
 at FIREsummit
 April 12, 2017

KyForward
 KENTUCKY'S ONLINE NEWSPAPER

K-12 school districts leaders in development of
 Silicon Holler and the new economy
 March 22, 2017

KENTUCKY TEACHER
 A Publication of the Kentucky Department of Education

In Eastern Kentucky,
 a technological leap forward
 Nov. 25, 2014





LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the LEA including personalized evaluation processes.

1. Fall 2017 California School Dashboard Self-Reporting Local Indicators

Presenter: Karen Schauer Ed.D., Superintendent and Claudia Del Toro-Anguiano, Curriculum Director

The California Dashboard became public in the Spring of 2017. State Indicators received a color 'wheel' based on state data which included: Suspension Rate, English Learner Progress, English Language Arts and Mathematics. Local Indicators were not included in the initial launch.

The Dashboard will report an "N/A" for a Local Education Agency (LEA) that does not upload their local indicators. The LEA meets the standards when it:

1. Measures progress using the locally available information.
2. Reports the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board, and
3. Uploads and publicly reports the results through the Dashboard

With this report, the Galt Joint Union Elementary School District will have met the State Board of Education (SBE) approved performance standards for all local indicators. The district will receive a "Met" on our Dashboard. Local indicators only apply at the LEA level and do not apply to individual schools. The California Dashboard State Indicator results are projected to be released the week of November 27, 2017. Local Indicators results are projected to be released in December 2017.

Dashboard - Local Indicators Report

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Materials and Safe, Clean School Facilities

Field 1-

Zero (0) misassignments of teachers of English Learners as well as zero (0) total teacher misassignments. Currently there are no teacher vacancies in the district. School level information is also included in each site's School Accountability Report Card (SARC) on the GJUESD website: <http://gjesd-ca.schoolloop.com/>

Field 2-

100% of learners TK-8 have access to their own copies of standards-aligned instructional materials for use at school and home. School level information is also included in each site's School Accountability Report Card (SARC) on the GJUESD website: <http://gjesd-ca.schoolloop.com/>

Field 3-

100% of the GJUESD facilities maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education. School level information is also included in each site's School Accountability Report Card (SARC) on the GJUESD website: <http://gjesd-ca.schoolloop.com/>

Criteria: MET

Additional narrative:

Local and State Dashboard results were reviewed in a variety of stakeholder feedback sessions. The District's four LCAP Goals directly address the District's commitment to appropriately assigning teachers, ensuring student access to curriculum aligned instructional materials and safe clean functional facilities:

Goal 1: Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

Goal 2: Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

Goal 3: Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

Goal 4: School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

Priority 2: Implementation of State Academic Standards

Option 2- Reflection Tool

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

Criteria: **MET**

Additional narrative:

Local and State results were reviewed in a variety of stakeholder feedback sessions. Participants identified Key Refinement Areas that will have the greatest impact for implementation of state academic standards:

- **Increase academic rigor for every learner**
- **Implement key strategies for English learners more consistently**
- **Balance mathematics pacing with learner needs**
- **Implement selected ELA/ELD resources**
- **Strengthen professional learning cycle**
- **Strengthen general education and special education to align with state direction- Multi-Tiered System of Supports (MTSS)**
- **Implement restorative practices district-wide**

Priority 3: Parent Engagement

Option 2: Local Measures

Seeking input in School/District Decision Making:

GJUESD is committed to ensuring that parents/guardians participate in stakeholder feedback meetings and advisory committees. Families of English learners, socio-economically disadvantaged and foster youth are represented at 100% of all meetings to promote parent participation in programs for unduplicated students.

- **Stakeholder Feedback Sessions:** provided direction for the district to stay the course with the District's current four LCAP Goals.
- **Response to Comments:** after each of the LCAP feedback sessions further supported the revision of the draft LCAP.
- **Listening Circles:** at each school student learners from all 6 schools provided voice regarding personalization and engagement and feedback identifying needs for 1) more active learning with career connections, 2) learning options, choice and challenge and 3) valuing individual teacher time and other caring adults.
- **Personalized Learning Plan Sessions:** provided feedback related to adjustments for greater meaning and functionality of the personalized learning plans.
- **District Advisory Committee:** LCAP progress updates and the examination of state and local data were presented at meetings.
- **Monthly Board Meetings:** included reports specific to the 4 LCAP goal implementation areas.

- **School Site Council:** assisted in the development of their site SPSA aligned with the district LCAP.
- **Certificated and Classified Union Leadership:** consultations were incorporated into negotiations.

Promoting Participation in Programs:

1. In GJUESD 41% of our students have another home language in addition to English. Spanish is the home language for 95% of these students. To ensure parents/guardians have meaningful access, the following consistencies have been created:
 - The phone system sends out updates in parent's chosen correspondence language
 - Communications go home in English/Spanish. District website is available in multiple languages
 - Spanish Interpretation is provided at all meetings, trainings, conferences
 - Bilingual office staff district wide are available to support communication
 - A Transitional Bilingual program in grades TK-3 is offered.
2. Districtwide Parents/Guardians are provided workshops and trainings that are linked to student learning and social emotional development and growth:
 - The 4th Annual Education Summit in 2016 was convened with the presidents of San Joaquin Delta College and California State University, Sacramento addressing college and career readiness
 - Direct services to families with children ages 0-5 include Home Visitation, Playgroups, Family Literacy workshops, and Screenings
 - All schools provide learning and engagement opportunities for parents
 - 70.6% of parents accessed the Parent Portal in 2016-17
 - District has added additional bilingual counseling and social work staff
 - The district's mental health team coordinates a series of mental health workshops presented in English and Spanish.

Criteria: MET

Priority 6: School Climate:

Students' Connectedness to School:

The annual Gallup Student Poll (GSP) measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of GJUESD learners in grades 5 through 8. Understanding learners' hope and engagement aspirations matter to further develop our youth's growth mindset for academic, career and life success.

Summary of the Fall 2016 Scorecard:

In the 2016-17 school year, GJUESD continued to celebrate efforts to support college, career and life success for each and every learner. Each school received site-based results associated with the fall GALLUP Student Poll (GSP) survey questions for hope, engagement, entrepreneurial aspiration, and career/financial literacy.

Demographics items included:

1. 48% of the students were male and 47% of the students were female and equally distributed between the ages of 10 and 13
2. 71% reported that they get average to excellent grades in school
3. 67% reported that after high school they will attend a 2-year or 4-year college..
4. 71% reported that they did not miss school the year before without good reason -because of being sick

Hope: The ideas and energy students have for the future.

Our Hope GALLUP Student Poll results for grades 5-8 learners demonstrate:

1. 93% agreed or strongly agreed that they will graduate from high school. Not one learner disagreed. (increase over 2015)
2. 92% agreed or strongly agreed that they will have a good job in the future. Not one learner disagreed. (increase over 2015)
3. 88% agreed or strongly agreed that they have a great future ahead of them. (increase over 2015)
4. 80% agreed or strongly agreed that they have many goals.

Engagement: The involvement in and enthusiasm for school.

Our Engagement GALLUP Student Poll results for grades 5-8 learners demonstrate:

1. 89% reported that they feel safe at school.
2. 76% agreed or strongly agreed that the adults at school care about them. (increase over 2015)
3. 82% agreed or strongly agreed that they have at least one teacher who makes them excited about the future. (increase over 2015)
4. 93% reported that they have a best friend at school.

In addition to the student survey, the district-wide implementation of Restorative Practices was add to our district's Key Result Areas (KRA) to address the need to continually foster a Positive School Culture. Classified Staff participated in School Climate Trainings and Strengths Training/Coaching. Our Educators in PreK-8 participated in Restorative Circles Training and in creating site implementation plans. The district also increased outreach to Parents/Caregivers with the hiring of additional social workers/counselors, offering mental health parent workshops and *Parenting with Your Strengths* Workshops.

Criteria: MET



LCAP GOAL 4

Maintenance, Grounds, Custodial, Food Services, And Health Staff Maintain School Facilities That Are Safe, Healthy, Hazard Free, Clean And Equipped For 21st Century Learning

1. Facilities and Measure K Implementation

- Portables and Architects Progress

Presenter: Tom Barentson, Business Services Director; Robert Milligan, Maintenance Supervisor; Nick Svoboda, Food Service Supervisor

A. PROJECT FINANCING, PLANNING, PRIORITIZATION, AND PROJECT IMPLEMENTATION

Measure K is an exciting project and as we move “slow to go fast” our District staff has made substantial progress in prioritization and planning our Measure K projects. However while we approved a \$19.7 million bond, 1) the Measure K funds, 2) plus the Prop. 51 (state facilities bond), and 3) other funding sources are not all available immediately. Below is a projected timeline regarding funding availability.

Galt Joint Union Elementary School District (est.)

PROJECT/Funding SCHEDULE	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
<i>Available Funds(est.)</i>				
<i>Measure K</i>	\$9,600,000	\$10,100,000 <small>(2nd year funds available June 2019)</small>		
<i>Prop. 39 (Clean Energy)</i>	\$750,000			
<i>Developer Fees</i>	\$500,000	\$500,000	\$250,000	\$250,000
<i>JPA Funds</i>	\$150,000	\$250,000		
<i>Prop. 51 (Ca Schools)est.</i>			\$7,400,000	\$3,000,000
<i>Total New Annual Funds (est.)</i>	<u>\$11,000,000</u>	<u>\$10,850,000</u>	<u>\$7,650,000</u>	<u>\$3,250,000</u>

Total Funds \$32,750,000 est.

The GJUESD Measure K Facilities Program is really like a large jig saw puzzle that changes shape as we work through its completion. Above, we have illustrated the funding that will be available to the District and when it can be spent. While you may see that funds are planned for the 2017-18 school year, these projections encumber funding sources and could be spent out over a couple of school years. We anticipate two major phases of construction plus the opportunity for a last phase as needed.

- 1st Phase begins with the 2017-18 school year with the majority of the 1st phase construction projected to be completed by the end of the 2018-19 school year.
- The majority of the 2nd phase begins in 2018-19 with completion by the end of the 2020-21 school year.
- We have developed construction budgets for each site based upon facilities priorities.

Four school sites will receive the majority of the funding due to their age and condition. Considering the priorities established in the past year:

1. School Safety & Security
2. Modernize Schools
3. Update Existing Building Systems
4. Support Next Gen / 21st Century Learning Styles and Resulting Achievement

Valley Oaks and Marengo Ranch and then Greer and River Oaks Elementary schools will get the majority of construction/modernization in the next three years. Smaller projects that affect the outside learning environments (playgrounds, shade structures, and security fencing) at all school sites will occur throughout the next three years as well.

In addition, there are fascia brick issues at Marengo Ranch. This will be a 1st phase project for this school year, next summer, and early fall. Additionally, we have discussed the needs at Valley Oaks regarding the upgrading of the Kitchen and a variety of other modernization needs (roofing, HVAC, fencing) which will also be addressed in this 1st phase project list.

B. PORTABLE CLASSROOM AUDIT/EXAMINATION

Staff and assigned Architects for Valley Oaks and Greer Elementary Schools (DC Architects) and Marengo Ranch and River Oaks Elementary Schools (PBK Architects) have examined our portables at school locations.

At the Board Meeting, DC Architects will explain their findings regarding the portable audit of the 49 portables located on Valley Oaks and Greer Campuses. Information is attached regarding both schools and the condition of their portables. Each map contains an area outlined in red that displays where permanent/modular replacements could be utilized and planned for in the future.

	Permanent Classrooms	Portable Classrooms
Fairsite	12	16
Valley Oaks	16	23
Greer	7	26
River Oaks	18	15
Marengo Ranch	18	20
McCaffrey	24	12
Lake Canyon	28	0
Total	123	112

McCaffrey Middle, Marengo Ranch Elementary and Lake Canyon Elementary

While McCaffrey Middle School and Marengo Ranch Elementary have portables, their age and condition does not warrant any replacement. Lake Canyon Elementary School currently has no portables on campus.

River Oaks Elementary School: In the initial evaluation of River Oaks portables, eight portables are recommended to be evaluated further for replacement. It has been suggested that the removal and/or replacement of 4 portables be considered during the second through fourth years of our Facilities and Measure K Program. Financial resources permitting, 4 additional portables (total of 8) could be replaced.

Valley Oaks and Greer Elementary Schools:

DC Architects will present an analysis and plan for next steps with the two school sites and specific strategies for the portables.

At Greer Elementary School 12 portables are being considered for replacement/removal, meaning minimal modernization would be completed on those specific portables. Students will be moved accordingly if needed. Four permanent classrooms (now being used for other programs) will be considered in the replacement strategy. Four of the 12 portables (35, 36, 37, 38) on the South side of campus, facing the Admin buildings, are being considered for complete removal. This would open up the campus and provide better security and safety for our students.

At Valley Oaks Elementary School, on the east side of campus, there are 7 portables that have been designated for replacement sometime in the future. One additional portable could be removed as well. These portables would receive minimal upgrades if any in the 1st phase of our projects. The 7 portables would be replaced by a new classroom structure in the later phases of construction.

SUMMARY OF PORTABLE POTENTIAL REMOVAL/REPLACEMENT CONSIDERATIONS

McCaffrey MS-0
Marengo Ranch-0
River Oaks-8
Greer-12
Valley Oaks-7 to 8
Fairside-TBD

GREER ELEMENTARY SCHOOL

October 24, 2017



Classroom Designation	Room Number	Area	SF	Year	DSA #	Serial Numbers	Exterior				Interior					FDN	Notes
							Roof Coating Needed	Siding&Trim Damage/Rot	HVAC Unit	Door & Hdwre	Walls	Floor	Ceilings	Sink	Lights		
E Sensory Room	27	960	SF	1991	# 55738	Not Available	YES	YES	Bard	OK	6	8	6	Y	T8	C	recently redone
F 3rd Grade	24	960	SF	1991	# 55738	"	YES	YES	Marv.	OK	7	8	7	N	T8	C	missing DS; reattach trim
G 1st Grade	21	960	SF	1991	# 55738	"	YES	YES	Marv.	OK	7	7	6	N	T-8	C	"
H 1st Grade	12	960	SF	1991	# 55738	"	YES	YES	Bard(repla	OK	7	6	6	Y -	T-8	C	Conc. fdn.
I 2nd Grade	15	960	SF	1991	# 55738	"	YES	YES	Marvair	OK	7	6	6	Y -	T-8	C	Conc. fdn.; broken sewer line
J 2nd Grd / 2nd Grd	17/18	1,920	SF	1991	# 55738	"	OK	OK	Bard	OK	7	9	8	Y	T-8	C	bad ramps;replace front gutter/DS:seal high windows
K 6th Grade	19	960	SF	1991	# 55738	"	YES	YES	Bard	OK	7	8	7	Y	T-8	C	Conc. Ramps
L Open ?	20	952	SF	1965	# 55738	1505 65-7	YES	YES	Bard	OK	5	5	5	N	T-12	S	
N Special Education	14	960	SF	1993	# 58960	2-93-DH-270.1A,B,C	YES	YES	Bard	OK	7	8	8	Y -	T-8	S	Conc. Ramp; 2 GLB; glu-on tile clg. w/ some staining
O 1st Grade	16	960	SF	1993	# 58960	2-93-DH-270.2A,B,C	YES	YES	Bard	OK	7	7	7	Y -	T-8	S	sleepers; ramp not current; fascia work needed
P Music Room	28	1,920	SF	1994	# 61832	7-94-DH-	YES	YES	(2) Bard	OK	6	6	7	Y	T-8	C	
Q 3rd Grade	25	960	SF	1995	# 63481	7-95-DH-9527.1A,B,C	YES	YES	Bard	OK	7	8	7	N	T-8	C	reattach gutters
R R S P	26	960	SF	1995	# 63481	7-95-DH-9527.2A,B,C	YES	YES	Bard	OK	7	8	8	N	T-8	C	reattach gutters; leaks; fix clg. trims
S 4th Grade	22	960	SF	1996	# 65169	6-96-DH-9615.1A,B,C	YES	YES	Bard	OK	7	8	8	N	T8	C	reattach gutters; repair soffit
T Open ?	23	960	SF	1996	# 65169	6-96-DH-9615.2A,B,C ?	YES	YES	Bard	OK	7	8	8	N	T-8	C	reattach gutters; (N) diffusers
U 3rd Grade	29	960	SF	1997	# 67997	7-97-DH-9703.9A,B,C	YES	YES	Bard	OK	7	8	7	N	T-12	C	leak in lights; repair fascia
V 5th Grade	30	960	SF	1997	# 67997	7-97-DH-9703.7A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	C	repair fascia
W 5th Grade	31	960	SF	1997	# 67997	7-97-DH-9703.10A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	C	"
X 4th Grade	32	960	SF	1997	# 67997	7-97-DH-9703.11A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	C	"
Y 6th Grade	33	960	SF	1997	# 67997	7-97-DH-9703.8A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	S	sleepers; conc. ramp
Z 6th Grade	34	960	SF	1998	# 100484	6-98-DH-9861.7A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	S	sleepers; conc. ramp
AA Storage/Open	35	960	SF	1999	# 101195	5-99-DH-9903.3A,B,C	YES	YES	Bard	OK	6	4	6	N	T-12	S	reattach gutters; leaks; fix clg. trims
BB Storage/Open	36	960	SF	1999	# 101195	5-99-DH-9903.2A,B,C	YES	YES	Bard	OK	6	4	6	N	"	S	" ; clg. tiles missing
CC Storage/Open	37	960	SF	1999	# 101195	5-99-DH-9903.1A,B,C	YES	YES	Bard	OK	6	6	6	N	"	S	reattach gutters; leaks; fix clg. trims
DD PE Office	38	960	SF	2000	# 102226?	08-00-DH-0006.1A,B,C	YES	YES	Bard	OK	tbd	tbd	tbd	tbd	tbd	S	

COMMON GROUND

Very little separation between unit conditions.
 Age of Unit has little affect. Some of the older are in better shape than newer.
 Siding & Trim Damage noted. Indicates potential for dry rot or mold. Additional testing in progress.
 Very few units are still leaking.
 All need minor trim replacement and painting. Color should be changed.
 Missing downspouts.

DIFFERING CHARACTERISTICS

Foundations: concrete vs. wood sleepers. Most of the wood sleeper unit foundations are failing.
 Ramps are not consistent in construction. Some noisy entry to classrooms. Some may not meet accessibility standards. Some units offer taller spaces and window lighting options.
 Some units have sinks, and some multiple sinks.

- 52 Years**
- 26 Years**
- 20-24 Years**
- 17-19 Years**

NOTE: Portable Classrooms generally meet operational standards set forth in the State of California Facility Inspection Tool.
 This assessment is a more thorough review of the overall condition of units and what is needed to bring them to a reasonable standard.



1 PORTABLE CLASSROOMS EVALUATION PLAN
 SCALE: 1" = 30'
 GRAPHIC SCALE (FEET)

PORTABLE CLASSROOM EVALUATION PLAN

Vernon E. Greer Elementary School
 248 W. A Street
 Galt, California 95632



DERIVI CASTELLANOS ARCHITECTS
 4100 J Street, Suite 400
 Sacramento, CA 95820
 916.482.4471 www.dca.com

November 4, 2017

VALLEY OAKS ELEMENTARY SCHOOL



October 31, 2017

Exterior

Classroom Designation	Room Number	Area	SF	Year	DSA #	Serial Numbers	Exterior				Interior					FDN	Notes
							Roof Coating Needed	Siding&Trim Damage/Rot	HVAC Unit	Door & Hdwre	Walls	Floor	Ceilings	Sink	Lights		
Kindergarten	7	960	SF	1997	# 67997	7-97-DH-9703.6A,B,C	YES	YES	Bard	OK	6	7	7	Y	T8	S	Ramp on sleepers; re-attach clg trim; window won't open
Kindergarten	8	960	SF	1997	# 67997	7-97-DH-9703.5A,B,C	YES	YES	"	OK	7	8	8	"	T8	S	Ramp on sleepers -not anchored to building.
Counsellor Office	9	960	SF	1996	# 65169	6-96-DH-9615.5A,B,C	YES	YES	"	OK	6	7	7	"	"	S	Ramp on sleepers; re-attach ceiling trim.
Special Education	10	960	SF	1996	# 65169	6-96-DH-9615.4A,B,C	YES	YES	"	OK	6	7	7	"	"	S	Ramp on sleepers. Bad shape.
Meeting Room	12	960	SF	1987	# 49231	09-87-DH-848.3A,B,C	YES	YES	"	OK	7	6	7	"	"	S	Ramp on sleepers. Hole in exterior soffit. Slight unknown odor.
Instructional Assist	11	960	SF	1987	#49231	09-87-DH-848.4A,B,C	YES	YES	"	OK	8	6	7	"	"	S	Ramp on sleepers. HVAC Unit is loud. DF sprays.
Special Ed / Speech	20/21	2,240	SF	1974	# 37677	Not Available	YES		Bard	Replace	6	7	6	Y (2)	"	S	Steel Frame. Exposed Ducting. No insulation. Roof leak SE corner.
3rd Grade Classrooms	22	3,840	SF	1976?	#38178	"	YES		Bard	OK	6	9	8	Y	"	C	Steel Frame. Exposed Ducting. No insulation. Stale air.
	23								"	OK	6	9	8	"	"		
	24								"	OK	6	9	8	"	"		
	25								"	OK	6	9	8	"	"		
5th Grade	26	960	SF	1985?	#45194	Not Available	YES	YES	"	OK	7	5	6	"	"	C	Unstable Ramp on sleepers. Holes in walls. Soft spots in floor framing.
5th Grade	27	960	SF	1985?	# 45194	"	YES	YES	"	OK	7	7	8	"	"	C	Unstable Ramp on sleepers. Most outlets don't work. Leaks at N wall.
5th Grade	28	960	SF	1985?	#45194	"	YES	YES	"	OK	6	4	6	"	"	C	Unstable Ramp on sleepers. Soft spots in floor framing. Faucet sprays
6th Grade	29	960	SF	1989	# 52345	"	YES	YES	Eubank	OK	7	6	6	"	"	S	Ramp on sleepers. Sink drips. Casework in bad shape.
6th Grade	30	960	SF	1989	#52345	"	YES	YES	Eubank	OK	7	4	7	"	"	S	Ramp on sleepers. Floor slopes at NE corner.
Teachers Work Room	36	960	SF	2004	#106220	6-04-DH-0411.1A,B,C	OK	YES	Bard	OK	7	8	7	"	"	S	Newest portable classroom on campus.
Special Education	35	960	SF	1986?	# 48161 ?	Not Available	YES	YES	"	OK	6	5	6	"	"	S	Exterior siding in bad shape (dry rot?). Replace trims.
Music Room	31	960	SF	1989	#52345	09-89-DH-425.2A,B,C	YES	YES	"	OK	7	9	8	"	"	S	Soft spots in floor framing. Some Outlets don't work. Door gets stuck.
After School Classrm	32	960	SF	1986	#48161	Not Available	YES	YES	Eubank	OK	7	8	7	"	"	S	Exterior siding in bad shape (dry rot?). Windows leak. Door has gap.
P E Office	33	960	SF	1986	# 48161	"	YES	YES	Eubank	OK	5	6	6	"	"	S	Exterior siding in bad shape (dry rot?). Windows leak. No cleanout.
Yard Supervisor	34	960	SF	1989	#52345	09-89-DH-425.1A,B,C	YES	YES	Bard	OK	5	5	6	"	T12?	S	Exterior siding in bad shape (dry rot?). Windows leak. Mildew smell.

COMMON GROUND

Little separation between unit conditions .Interiors have been kept up.
 Casework generally in bad condition.
 Oldest 2 structures are in better shape than newer - perhaps justify modernization.
 Siding & Trim Damage noted. IShows potential for dry rot/mold. Testing in progress.
 All units need minor trim replacement and painting. Color should be changed.
 Missing downspouts need to be replaced.

- 41-42 Years
- 28-32 Years
- 20-21 Years
- 13 Years

DIFFERING CHARACTERISTICS

Concrete vs. wood sleepers. Most of the wood sleeper unit foundations are performing OK Ramps are not consistent in construction, noisy entry to classrooms.
 May not be accessible. Some units offer taller spaces and window lighting options
 All units have sinks, and some have multiple sinks.

NOTE: Portable Classrooms generally meet operational standards set forth in the State of California Facility Inspection Tool.

This assessment is a more thorough review of the overall condition of units and what is needed to bring them to a reasonable standard.



1. Suicide Prevention Handbook

Presenter: Donna Mayo-Whitlock, Educational Services Director and Sophie Lor, Social Worker

The board adopted a Suicide Prevention policy on August 23, 2017. A Policy Handbook has been developed to support board policy implementation. California has recognized schools to be an important community in which to implement youth suicide prevention efforts. The California Education Code Section 49604 directs the State Superintendent of Public Instruction to provide training on suicide prevention. The California Department of Education issued its “Youth Suicide Prevention Guidelines for California Schools in 2005”.

This policy handbook has drawn on evidence-based national and state youth suicide guidelines, including those issued by the Substance Abuse and Mental Health Services Administration (SAMHSA), the American Foundation for Suicide Prevention (AFSP), the Suicide Prevention Resource Center (SPRC), the California Department of Education (CDE) guideline, and the Trevor Project.

2. Board Member Participation in American Leadership Forum

Presenter: Karen Schauer, Superintendent

John Gordon has been selected to participate in the American Leadership Forum. Program information is attached. The leadership program cost is \$12,500. At this time, the district is redirecting a portion of budgeted Superintendent Leadership Conference and Travel funding (\$3500) to support the tuition cost in part. Mr. Gordon will provide a report to the board about the ALF and his intent to apply learnings as a GJUESD board member.

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT YOUTH SUICIDE PREVENTION POLICY HANDBOOK



TABLE OF CONTENTS

Introduction	1
Purpose	1
Parental Involvement	1
Definitions	2
Scope	3
Importance of School-based Mental Health Supports	3
Risk Factors and Protective Factors	3
Suicide is Preventable.....	4
Prevention	4
Bullying and Suicide	5
Assessment and Referral	5
In-School Suicide Attempts	6
Out-of-School Suicide Attempts	6
Re-Entry Procedure	6
Out-of-School Suicide Attempts (cont.)	7
Relevant State Laws	7
Parental Notification and Involvement	7
Postvention	8
Messaging and Suicide Contagion	9
Resources	10
Endnotes	11
Language for Student Handbook	11

OVERVIEW

California has recognized schools to be an important community in which to implement youth suicide prevention efforts. The California Education Code Section 49604 directs the State Superintendent of Public Instruction to provide training on suicide prevention. The California Department of Education issued its “Youth Suicide Prevention Guidelines for California Schools in 2005”.

The likelihood of a student, faculty, or staff encountering a suicide student is real. “Within a typical high school classroom, it is likely that three students (one boy and two girls) have attempted suicide in the past year” (California Department of Education, 2005). A national survey conducted by the CDC found that about 14% of high school students have either considered, planned, or attempted suicide in the past year (CDC, 2009). Suicide is the third leading cause of death for California youth aged 15 – 24, exceeded only by unintentional injury and homicide (NIMH, 2009). More teenagers and young adults die from suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia, influenza and chronic lung disease combined (U.S. Department of Health and Human Services, 2008).

“Schools have an essential role to play in preventing suicide and in promoting behavioral health among America’s young people” (SAMHSA, 2012). The goal of this document is to ensure that our schools can participate fully in the broader community effort to prevent youth suicide and that should a crisis arise, our schools are prepared to handle that crisis and restore the school to an environment focused on education as quickly as the situation allows.

The policy has drawn on evidence-based national and state youth suicide guidelines, including those issued by the Substance Abuse and Mental Health Services Administration (SAMHSA), the American Foundation for Suicide Prevention (AFSP), the Suicide Prevention Resource Center (SPRC), the California Department of Education (CDE) guideline, and the Trevor Project.

INTRODUCTION

The Governing Board of Galt Joint Union Elementary School District recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (Over 8 percent of high school students) [Center for Disease Control and Prevention, 2015].

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in prevention suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk of “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Crisis Response Team shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Crisis Response Team shall develop and implement preventive strategies and intervention procedures that involve school-employed mental health professionals in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention.

PURPOSE

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student’s educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school’s role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Promotion of mental health includes a comprehensive approach to wellness. Students need to be taught what mental health is and given the skills to achieve it, including the social-emotional skills needed for mental and physical wellbeing. Promotion of wellbeing is comprised of education, a safe and caring school environment, the identification and monitoring of students concern, and the provision of mental health resources.

PARENTAL INVOLVEMENT

Parents and guardians play a key role in youth suicide prevention, and it is important for the school district to involve them in suicide prevention efforts. Parents/guardians need to be informed and actively involved in decisions regarding their child’s welfare. Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. Parents/guardians should have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Parents and guardians can also contribute to important protective factors (conditions that reduce vulnerability to suicidal behavior) by maintaining a supportive and involved relationship with their children.

DEFINITIONS

1. **At risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. **Risk assessment** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. **Risk factors for suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. **Suicide attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. **Suicidal behavior** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

SCOPE

Employees of the Galt Joint Union Elementary School District and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

IMPORTANCE OF SCHOOL-BASED MENTAL HEALTH SUPPORTS

Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) ensure that services are high quality, effective, and appropriate to the school context. School employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment. These professionals can support both instructional leaders' and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.⁴

RISK FACTORS AND PROTECTIVE FACTORS

Risk Factors for Suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or severe mood swings, anxiety
- Problems with alcohol or drugs
- Youth experiencing homelessness or in and out of home setting such as foster care
- Bullying and harassment
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, lack of coping and problem solving skills
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Loss of any kind
- History of abuse or trauma
- LGBTQ youth

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors for Suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or severe mood swings and anxiety are important risk factors for suicidal

behavior among young people.⁵ The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.

2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population and are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death.

3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population.⁶

4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.⁷

5. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers.⁹ The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made a suicide attempt.¹⁰ Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization.

6. Youth bereaved by suicide. Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.¹¹

SUICIDE IS PREVENTABLE

Here's What you can do:

Talk to your student about suicide, don't be afraid, you will not be "putting ideas into their heads" Know the risk factors and warning signs of suicide Remain calm. Becoming too excited or distressed will communicate that you are not able to talk about suicide

- Listen without judgment
- Supervise constantly
- Acknowledge feelings, but do not argue with student
- Offer hope and let student know they are safe
- Ask if there is a plan, if so remove the means
- Respond immediately. Escort to a member of the crisis team

PREVENTION

District Policy Implementation A district level suicide prevention crisis response team shall be designated by the Superintendent. The district suicide prevention crisis response team will be responsible for planning and coordinating implementation of this policy for the school district.

Each school principal shall designate a school suicide prevention point of contact in each school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention point of contact.

Staff Professional Development All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training.

BULLYING AND SUICIDE

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as to depression and anxiety, which can contribute to suicidal behavior in those at risk.¹³ Research also suggests that young people who are already at heightened risk for suicide (see Risk Factors and Protective Factors) are also at increased risk for involvement in bullying.

It is important to remember that most students who are involved in bullying do not become suicidal. While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (namely the existence of depression, anxiety, substance use or other mental disorders) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at risk and their behavior may reflect underlying mental health problems.

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to those young people who may be at risk for completing suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied, or creating an aura of celebrity around them, may contribute to an at-risk youth's illogical thoughts that suicide is the only way to have a voice or to make a difference for others.

Whenever possible, discussions on bullying and suicide should center on prevention (not statistics) and encourage help-seeking behavior.

Youth Suicide Prevention Programming Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

Receive developmentally-appropriate, student-centered education materials and guidance regarding warning signs of mental health challenges and emotional distress; as well as; the district's suicide prevention, intervention, and referral procedures.

The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

GJUESD will support the implementation of programs or activities that raise awareness about mental wellness and suicide prevention.

Publication and Distribution This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

If the student is in imminent danger (has access to a gun is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, and will assist the family with urgent referral.

IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. Remain calm; remember the student is overwhelmed, confused, and emotionally distressed.
2. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
3. School staff will supervise the student to ensure their safety.
4. Staff will move all other students out of the immediate area as soon as possible.
5. If appropriate, staff will immediately request a mental health assessment for the youth.
6. The school employed mental health professional or principal will contact the student's parent or guardian.
7. Staff will immediately notify the principal or school suicide prevention point of contact regarding in-school suicide attempts.
8. The school will engage as necessary the crisis response team to assess whether additional steps should be taken to ensure student safety and well-being.

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parents or guardian.
3. Inform the school suicide prevention crisis response team and principal.

RE-ENTRY PROCEDURE

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatrist hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caretakers/providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to students);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

RELEVANT STATE LAWS

There are numerous types of state laws, both positive and negative, that can affect risk factors for suicidal behavior among youth. A number of states limit the ability for young people to receive access to necessary mental health care. These laws can either limit access based on age, by requiring youth under 18 to receive parental permission before seeking mental health care, or by limiting mental health confidentiality – which can be an especially damaging problem for LGBTQ youth. Conversely, mandated suicide prevention training for school personnel can have a positive effect by ensuring that all school staff members have an understanding of suicide risk and the referral process. While currently less than half of all states require school personnel to receive suicide prevention training, the majority of the laws that are in existence were adopted during the 2012 and 2013 legislative sessions, suggesting a trend toward more state legislatures considering and adopting these laws moving forward.

Anti-bullying and nondiscrimination laws can also affect risk factors for suicidal behavior. While the majority of states have adopted some form of anti-bullying and harassment legislation, not all states specifically prohibit bullying and harassment on the basis of sexual orientation and gender identity. In addition, laws that stigmatize or isolate LGBTQ youth, often called “no promo homo” laws, can affect school climate in damaging ways. These laws prohibit educators from discussing LGBTQ people or issues in school or require these issues to be discussed in negative and stigmatizing ways. Research has shown that in states with these laws, LGBTQ students are more likely to hear homophobic remarks from school staff, less likely to report having supportive educators, and less likely to report that intervention by educators to prevent bullying and harassment is effective.¹⁴

OUT-OF-SCHOOL SUICIDE ATTEMPTS (cont.)

4. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
5. Obtain permission from the parents, guardians, caregivers to share information to ensure the facts regarding the crisis is correct;
6. Designate a staff member to handle media requests;
7. Provide care and determine appropriate support to affected students;
8. Offer to the student and parents/guardians/caregivers steps for re-integration to school.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student’s parent, or guardian will be informed by the principal, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent/guardian should be counseled on “means restriction,” limiting the child’s access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal or mental health professional believes that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate and document appropriate reasoning.

If parent/guardian refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the point of contact will meet with parents/guardian to identify barriers to treatment and work to rectify the situation. If follow-up care is not provided, school staff should consider contacting Child Protective Services to report neglect.

POSTVENTION

1. Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to

POSTVENTION PROTOCOLS SHOULD:

- Quickly mobilize and organize resources
- Provide both immediate and long term plans
- Set up communication channels
- Establish clear procedures
- Include the district crisis response team
- Be specific enough to be useful
- Be flexible enough to apply to different circumstances
- Be sustainable (tied to specific positions rather than individuals)
- Address complex mental health issues for individuals and groups that may arise after a student suicide

support students, the warning signs of suicidal behavior, and a list of resources available.

- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis

MESSAGING AND SUICIDE CONTAGION

Research has shown a link between certain kinds of suicide-related media coverage and increases in suicide deaths. Suicide contagion has been observed when:

- the number of stories about individual suicides increases,
- a particular death is reported in great detail,
- the coverage of a suicide death is prominently featured in a media outlet, or
- when the headlines about specific deaths are framed dramatically (e.g., “Bullied Gay Teen Commits Suicide By Jumping From Bridge”).

Research also shows that suicide contagion can be avoided when the media report on suicide responsibly, such as by following the steps outlined in “Recommendations for Reporting on Suicide” at www.reportingonsuicide.org.

Contagion can also play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death, it is important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying mental health issues such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student’s family and friends. Refer to the American Foundation for Suicide Prevention’s “After a Suicide” resource listed in the Resources section for sample notification statements for students and parents/guardians, sample media statements, and other model language.

Finally, after a death by suicide it is important for schools to encourage parents/guardians to monitor their child’s social networking pages. Students often turn to social networking websites as an outlet for communicating information and for expressing their thoughts and feelings about the death. Parents/guardians should be advised to monitor the websites for warning signs of suicidal behavior.

intervention phase to meeting underlying or ongoing mental health needs.

f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the district suicide prevention crisis response team and superintendent informed of school actions relating to the death.
- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

RESOURCES

GUIDEBOOKS AND TOOLKITS

“Preventing Suicide: A Toolkit for High Schools” – U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services
<http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

“After a Suicide: A Toolkit for Schools” – American Foundation for Suicide Prevention and Suicide Prevention Resource Center www.afsp.org/schools

“Guidelines for School-Based Suicide Prevention Programs” – American Association of Suicidology
http://www.sprc.org/sites/sprc.org/files/library/aasguide_school.pdf

“Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel” – Maine Youth Suicide Prevention Program
<http://www.maine.gov/suicide/docs/Guideline.pdf>

“Trevor Resource Kit” – The Trevor Project
thetrevorproject.org/resourcekit

“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children” – Family Acceptance Project
<http://familyproject.sfsu.edu/publications>

National Center for School Crisis and Bereavement
<http://www.stchristophershospital.com/pediatric-specialties-programs/specialties/690>

Adolescent and School Health Resources – Centers for Disease Control and Prevention, contains an assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics
<http://www.cdc.gov/healthyyouth/schoolhealth/index.htm>

SCHOOL PROGRAMS

“Signs of Suicide Prevention Program (SOS) – Screening for Mental Health, Inc.
<http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/>

“American Indian Life Skills Development/Zuni Life Skills Development” – University of Washington
<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=81>

“Lifeguard Workshop Program” – The Trevor Project
thetrevorproject.org/adulteducation

“More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel” – American Foundation for Suicide Prevention <http://morethansad.org>

CRISIS SERVICES FOR STUDENTS

National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area.
<http://www.suicidepreventionlifeline.org>

The Trevor Lifeline: The only nationwide, around-the-clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, 13-24, available at 1.866.488.7386.

TrevorChat: A free, confidential, secure instant messaging service that provides live help to lesbian, gay, bisexual, transgender, and questioning young people, 13-24, through <http://www.TheTrevorProject.org>

RELEVANT RESEARCH

“Youth Risk Behavior Surveillance System” – Centers for Disease Control and Prevention. Monitors health-risk behaviors among youth, including a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.
<http://www.cdc.gov/healthyyouth/yrbs/index.htm>

2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide Prevention outlining a national strategy to guide suicide prevention actions. Includes up-to-date research on suicide prevention.
http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf

WORKING WITH THE MEDIA

“Talking About Suicide & LGBT Populations” – Gay & Lesbian Alliance Against Defamation, Movement Advancement Project, American Foundation for Suicide Prevention, The Trevor Project, et al.
<http://www.afsp.org/understanding-suicide/for-the-media/reporting-on-suicide/talking-about-lgbt-suicide>

“Recommendations for Reporting on Suicide” – American Foundation for Suicide Prevention, et al.
<http://reportingonsuicide.org/>

RESOURCES cont.

PREVENTION

For more information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

SUICIDE TRAININGS

Youth Mental Health First Aid (YMHFA) teaches a 5 step action plan to offer initial help to young people showing signs of mental illness or in a crisis, and connect the with the appropriate professional, peer, social, or self-help care. YMHFA is a 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course-types/youth/>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR web sit at <http://www.qprinstitute.com/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks web page at <https://www.livingworks.net/programs/asist/>

SCHOOL RE-ENTRY

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school reEntry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

AFTER A SUICIDE

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>

PARENT & GUARDIAN EDUCATION

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

END NOTES

1. Centers for Disease Control and Prevention. (2010). Web-based Injury Statistics Query and Reporting System [Data file]. Retrieved from www.cdc.gov/ncipc/wisqars.
2. Center for Disease Control and Prevention. (2012). Suicide Facts at a Glance. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/suicide-datasheet-a.PDF>.
3. Ryan, C., Russell, S.T., Huebner, D, Diaz, R. Sanchez, J. (2009). Family Rejection as a Predictor of Negative Health Outcomes in White and Latin Lesbian, Gay, and Bisexual Young Adults. *Journal of the American Academy of Pediatrics*, 123, 346-352.
4. Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists.
5. Moscicki, E. K. (2001). Epidemiology of completed and attempted suicide: Toward a framework for prevention. *Clinical Neuroscience Research*, 1(5), 310-323.
6. Pilowsky, D. J. & Wu, L.-T. (2006). Psychiatric symptoms and substance use disorders in a nationally representative sample of American adolescents involved with foster care. *Journal of Adolescent Health*, 38(4), 351-358.
7. Yoder, K. A., Hoyt, D. R., & Whitbeck, L. B. (1998). Suicidal behavior among homeless and runaway adolescents. *Journal of Youth and Adolescents*, 27(6), 753-771.
8. United States Department of Health and Human Services, Office of Minority Health. (2012). Mental health and American Indians/Alaska Natives. Retrieved from <http://minorityhealth.hhs.gov/templates/content.aspx?ID=6475>.
9. Kann, L., O'Malley Olsen, E., McManus, T., Kinchecn, S., Chyen, D., Harris, W. A., Wechsler, H. (2011). Sexual Identity, Sex of Sexual Contracts, and Health-Risk Behaviors Among Students Grades 9-12 – Youth Risk Behavior Surveillance, Selected Sites, United States, 2001-2009, Morbidity and Mortality Weekly Report 60(SS07), 1-133.
10. Grossman, A. H. & D'Augelli, A. R. (2007). Transgender youth and life-threatening behaviors. *Suicide and Life Threatening Behavior* 37(5), 527-527.
11. Krysinska, K. E. (2003). Loss by suicide: A risk factor for suicidal behavior. *Journal of Psychosocial Nursing*, 41(7), 34-41.
12. Giannini, M. J., Bergmark, B., Kreshover, S., Elias, E., Plummer, C., O'Keefe, E. (2010). Understanding suicide and disability through three major disabling conditions: Intellectual disability, spinal cord injury, and multiple sclerosis. *Disability and Health Journal*, 3(2), 74-78.
13. Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. (2011). The 2011 National School Climate Survey. New York, NY: GLSEN.
14. Kosciw, J. G., Greytak, E. A., Diaz, E. M., and Bartkiewicz, M. J. (2010). The 2009 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN.

LANGUAGE FOR STUDENT HANDBOOK

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. Each school will designate a suicide prevention point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org
 - The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

ALF BACKGROUND

In an effort to reweave what John Gardner calls the “unraveling social fabric,” Joseph Jaworski founded ALF in Houston in 1980. ALF is a national organization with active chapters in Houston, Hartford, the State of Oregon, Silicon Valley, Mountain Valley (Sacramento), Tacoma, Charlotte NC, Myrtle Beach NC, Michigan, and California’s Northern San Joaquin Valley. The Mountain Valley Chapter, serving Sacramento, Placer, El Dorado, Yolo and Northern Solano counties, was founded in 1997 by four Senior Fellows who had moved to Sacramento from other chapters and wanted to start a program here.

OUR VISION

Improve the social, economic, and political fabric of the Greater Sacramento region through shared commitment to collaborative action.

OUR MISSION

- To UNITE boundary-crossing leaders from a diversity of sectors throughout the Greater Sacramento region;
- To STRENGTHEN their leadership capacity through deepening relationships and transformative experiences; and
- To SERVE the community by working collaboratively to make significant positive contributions.

Each chapter annually invites a class of 25-27 established leaders from diverse backgrounds – professional, ethnic and cultural, political and geographic – to participate in a yearlong 19 ½ -day Fellows program. One of the many unique aspects of the ALF program is a six-day Wilderness Experience, in which Fellows take on physical and mental challenges.

The yearlong Fellows Program is a rigorous engaging process of action and reflection with dialogues most relevant to the current leadership challenges resulting in civic engagement by action teams of passionate concerned leaders. Individual leadership is also transformed through rigorous reflection on strengths and challenges, intentions and outcomes. Fellows are invited and expected to bring their wealth of experience, thinking and their hearts to this dynamic adventure. Each class is carefully balanced for diversity of all kinds. The goal is to represent as much as possible the diversity of the region.

Transformative learning asserts that the more in control and responsible leaders are for their own learning, the greater the potential for transformative outcomes. Alfred North Whitehead said, “The second handedness of the learned world is the secret to its mediocrity.” Four basic conditions for this kind of hands-on learning are:

1. Engagement with difference (diversity);
2. Reflective discourse (reflecting and revising mental models);
3. A mentoring community;
4. Opportunities for committed action.

Each class engages in the practice of collaborative leadership skills they have been exploring throughout the program by serving the community in some fashion. For example, Class I held a Forum on Race and Diversity created a video and discussion guide to stimulate dialogue on the diversity issues. More recently, Class XI initiated a public awareness campaign to strengthen the quality of civil discourse calling on candidates to lead issue-based campaigns and to not engage in the politics of personal destruction.

After graduation, each class joins the ranks of Senior Fellows gathering regularly for issue forums, social events, and community service. Senior Fellows carry out the mission of working collaboratively for the public good.

A 25-member board of directors, also representing the professional, geographic and ethnic diversity of the region, sets the direction and policy for the chapter and selects each class of Fellows. Approximately 50% of ALF-MV’s support is from tuition. The balance of the budget comes from support from the board, Senior Fellows, local corporations, foundation grants and the annual Exemplary Leader Award Dinner.

The cost per Fellow is \$12,500. Most Fellows are supported, at least in part, by the corporation or organization for which they work. If you are requesting a partial scholarship, scholarships will be awarded based on the amount of funds available, the number and amount of scholarships requested, and the need for geographic, professional and/or cultural diversity in the class.

FELLOWS PROGRAM SUMMARY

This document is provided as a brief overview to increase your understanding of the structure and purpose of the ALF program sessions. The strength of the program is in its ability to change and meet the needs of each class and to accommodate specific interest explorations. As your class develops facilitators will work with the class to make adjustments and changes. Constant in the monthly sessions is a combination of exploring pertinent leadership concepts, dialogue, the application of new learning in the Class setting and discussion of leadership challenges in service to one's organization and the community.

The program is designed to promote the ALF mission of **uniting** and **strengthening** diverse leaders to better **serve** the community. The program is designed in three phases.

Phase One-**Unite**: Using our Authentic Self as an Agent of Change (May-Sept)

Phase Two-**Strengthen**: Building Relationships through dialogue to build capacity for community change (Sept-Dec)

Phase Three-**Serve**: Building Collaboration in service to the community (Dec-April)

Orientation (1 ½ Days and Overnight)

Orientation is an introduction to the American Leadership Forum and the current class. During this session we review the different components of ALF, our history, mission and purpose. Orientation is our first opportunity to get to know each other in a meaningful way and to understand what the yearlong ALF experience will include.

The focus of learning for this session includes:

- Understanding the purpose of ALF and the richness and power of the diverse ALF network.
- Providing an overview of the ALF program year including orientation to the Wilderness Challenge.
- Developing awareness of the Class as a diverse group of leaders.
- Setting the tone for the level of trust and sharing that will characterize the ALF experience.
- Sharing leadership challenges and aspirations of the class participants.

Leadership and the Inner Journey (1 Day)

This session proposes that the first task of leaders is a deep understanding of their "Inner Journey". In this session we will explore the concept of self as an agent of change. Leaders seldom take time to explore their own patterns of thought and how those patterns dictate how we see, experience and create the outer world. Gandhi once said, "Be the change you want to see in the world." This implies that a rigorous understanding of our being should precede our actions and our doing.

The focus of learning for this session includes:

- An enhanced understanding of the connections between our inner and outer world.
- Developing an understanding of how other leaders connect their inner and outer worlds.
- A discovery of practice that includes a more mindful approach to leadership.

Citizenship versus Consumerist Participation (1 Day)

Peter Block defines citizen as "one who is willing to be accountable for and committed to the well being of the whole." In this session we will explore all of the ways in which shared participation and construction of the class experience will create your personal and the group's collective ALF experience. This class will include a conversation about the Wilderness Experience in particular and will ask each member to be an active citizen developing a plan to realize personal and collective value from this experience.

The focus of learning for this session includes:

- An expanded understanding of citizenship and the rights and responsibilities of citizens.
- An application of principals of citizenship to our year together in ALF.
- Intentionally creating a citizen-lead community including involvement in the design of the Wilderness Experience.

Wilderness Experience (6 Days, 5 Nights)

The Wilderness Experience is a six-day and five-night community building experience and is a pivotal and core component of the program. The Wilderness is both a group and individual experience. As an individual, you will have space and time to contemplate your practice of leadership. In a group you will have the opportunity to create community in very intentional ways. Challenges can be physical and psychological moving most Fellows outside a “comfort zone” where we become open to learning new ways of being and doing. The Wilderness Experience often becomes the anchor for building a class into a cohesive community.

The focus of learning for this experience includes:

- Exploring the leadership challenges experienced in thinking and acting as a community through individual, small group and whole class challenges and reflective conversations.
- Reflecting on the personal leadership requirement to reach deeply into yourself...evoking your higher nature while advancing and risking interdependence.
- Learning from the entire experience how to be flexible and adapt quickly to change and new environments.
- Strengthening your powers of self-belief, feelings of self-efficacy, and the belief that you can accomplish what you set forth to do.
- Encouraging you to rely on your inner resources; to use your intuition and the ability to extemporize and innovate in the face of uncertainty and ambiguity. (Jaworski, Synchronicity, 1995, p. 101).

Wilderness Debrief: Exploring Differences (1 Day)

Every community is challenged to renew itself in the light of complexity and diversity. Initially, we experience our differences in relationship to race, gender, religion, age and sexual orientation, yet our differences are often experienced in other ways. We will use the Wilderness Experience to reflect on our own community practice of how we experienced the many gifts and heard the many voices in the Class. We will explore the parallels between what is happening inside this ALF class and the challenges of modern day communities to incorporate diverse voices and the challenges leaders face in building from within these diverse voices.

The focus of learning for this session includes:

- Develop a deep awareness of personal capacity to engage, understand and build within differences.
- Understanding the conditions necessary for leaders to allow differences to become transformative rather than divisive.
- Engage in a discussion of how differences within our class are impacting the greater community.

Leading is Convening (1 Day)

Communities are desperate for skilled leaders who know how to come together in a way that makes the entire room smarter than any one person. This requires pushing through polite conversation in order to get beyond status quo and arrive at a new understanding of issues that can allow for more comprehensive and creative solutions.

The focus of learning for this session includes:

- Exploring the critical role of leaders in convening community discourse.
- Understanding the tools of convening and how to apply them.
- Practicing the skills of self management that allow you to be what the conversation is calling for.
- Identifying the areas in which the community is most in need of finding breakthrough thinking.

Convening Community Dialogue (1 Day)

In this session small groups of Fellows practice the art of convening with leaders to explore community issues. The intention of these forums will be to bring together diverse leaders in order to better understand the nature of an issue. The class will come together in the afternoon to debrief their experiences and learn from one another's experiences.

The focus of learning for this session includes:

- Exploring personal experiences of convening and advancing dialogue.

- Analyzing experiences to determine effectiveness of various practices – what worked, what didn't and what might you do differently next time?
- Creating collective awareness from diverse interpretations of the content of the conversations.

Serving: The Third Leg of the ALF Mission (1 Day)

As leaders, you are already involved in many practices of service to your community. ALF's mission is to *SERVE the community by working collaboratively to make significant positive contributions*. As an ALF class you begin to explore the issues, interests and values that will guide your collective exploration of service.

The focus of learning for this session includes:

- Applying and negotiating the appropriate tension of generative dialogue.
- Advancing collective wisdom – creating choices through collective insight into the group and community.
- Ensuring trust and safety while negotiating roles and responsibilities.

Taking Stock Retreat (2 Days, Overnight)

These two days are a time to reflect on our progress as a class and our individual leadership journeys. At the Taking Stock retreat we will move toward a deeper investigation of each person's challenges and opportunities with anticipation of where you would like to be in the future and how your ALF class might become part of your journey.

The focus of learning for this session includes:

- Re-establishing and enhancing the class spirit developed in the Wilderness.
- Assessing the development of the class as a team.
- Individually focusing and reflecting on your personal values, vision and leadership journey.
- Exploring the role of spirit in leadership.

Leadership In Action (1 Day)

How can the network of ALF advance your work in the community? How can your participation help others? How can the class leverage its collective capacity to serve? These will be the questions explored by the class as individuals highlight ways that they are already engaging the ALF network and ponder how ALF Fellows engage the work of community change. The class will explore its values and a sense of collective action that will carry it beyond commencement. The class will also take the lead in designing the March session.

The focus of learning for this session includes:

- Exploring best practices in generating collective action without getting stuck in consensus efforts.
- Sharing personal learning about your leadership stance – how is being with this group of diverse leaders influencing how you hold yourself as a leader and in taking action in your work?
- Generating collective insight into the diverse forces that are holding community issues in unproductive ways.

Leadership In Action (1 Day)

How am I participating as citizen and leader in this class? How are we moving ahead? What are we building together and how can we build it better? These will be the reflective questions as the class, now fully exploring its sense of purposeful action, continues to learn from reflection about how to expand upon new thinking and develop action.

The focus of learning for this session includes:

- Understanding how values are being generated collectively.
- Understanding of how trust and safety must be challenged to create new potential.
- Exploration of how commitment emerges from relationships generated by transformational leaders.

Commencement (1 Day with Banquet Dinner)

Commencement is a celebration of the class' history together and a bold look forward exploring the possibilities present in active and continual involvement with ALF as a Senior Fellow. Fellows will present to one another their commitment to civic engagement and how they plan to build on their ALF experience. Later, spouses, partners and Senior Fellows join us in celebration of the class' accomplishments.

The anticipated outcomes for this session include:

- Reflection on the ALF Fellows' year and lessons learned.
- Renewing one's individual commitment to ALF, the Class and to the community.
- Celebrating individual and class accomplishments.
- Transition to the Senior Fellow network assuming the rights and responsibilities of being a Senior Fellow.

Sr. Fellows Service Opportunities

- Serve on the ALF Board.
- Serve on ALF committees: Connections Committee, Nomination Committee, Fund Development Committee, etc.
- Facilitate Fellows sessions when asked.
- Volunteer for Ad Hoc committees for special events or issue forums.
- Serve on ALF National board and committees.

Sr. Fellows Responsibilities

- Pay annual dues (scholarships available) and contribute to the scholarship fund if able.
- Accept phone calls from ALFers, or if unable to accept, return the call within 24 hours.
- Stay connected to your class and to the ALF network by attending at least *three* Senior Fellows events a year, in addition to the Exemplary Leader Award Dinner.
- Attend the Senior Fellows Retreat in the Fall
- Attend Fellows Commencement Dinner and Orientation reception.
- Attend the Exemplary Leader Award Dinner.
- Nominate excellent candidates for Fellows classes.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
 209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.841 Consent Calendar
Presenter: Karen Schauer	Action Item: XX Information Item:
<ul style="list-style-type: none"> a. Approval of the Agenda b. Minutes: October 25, 2017 Regular Board Meeting c. Payment of Warrants: <u>Vendor Warrant Numbers:</u> 18370810-18370872, 18372045-18372114, 18373340-18373436 <u>Certificated/Classified Payrolls Dated:</u> 10/31/17 and 11/9/17 d. Personnel <ul style="list-style-type: none"> 1. Resignations/Retirement 2. Leave of Absence Requests 3. New Hires e. Donations 	

Galt Joint Union Elementary School District
Board of Education
“Building a Bright Future for All Learners”

Regular Board Meeting

Board of Education
Galt Joint Union Elementary School District

Wednesday, October 25, 2017

Galt City Hall Chambers
380 Civic Drive, Galt, CA 95632

Board Members Present

Kevin Papineau
John Gordon
Grace Malson
Matthew Felix
Wesley Cagle- absent

Stephanie Simonich
Lois Yount
Jennifer Porter
Judith Hayes
Donna Gill
Jamie Hughes

Administrators Present

Karen Schauer , Donna Mayo-Whitlock, David Nelson and Gerardo Martinez participated via teleconference from Hampton Inn 831 Hambley Blvd. Pikeville, KY 41501

MINUTES

- A.** Present for closed session: Tom Barentson, Claudia Del Toro-Anguiano, Kevin Papineau, John Gordon, Grace Malson and Matthew Felix. Karen Schauer and Donna Mayo-Whitlock participated via telephone.

Closed Session was called to order at 6:15 p.m. by Kevin Papineau to discuss the following items:

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Tom Barentson, Donna Mayo-Whitlock, Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

- B. Closed Session Adjourned** at 7:02 p.m. The open meeting was called to order at 7:05 p.m. by Kevin Papineau followed by the flag salute. He announced no action taken in closed session.

C. Reports

LCAP GOAL 3

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

1. Karen Schauer reported a GJUESD team is visiting the Kentucky Valley Education Cooperative (KVEC) through RTT-D grant funds in coordination with WestEd. Attendees include Karen Schauer, Donna Mayo-Whitlock, David Nelson, Gerardo Martinez, Kimberly Frizzi and Karen Albert. Dr. Schauer highlighted KVEC efforts towards

increased professional learning opportunities to build capacity. The GJUESD team met with KVEC leadership, national advisors and university representatives. GJUESD will go to KVEC headquarters to share and collaborate the innovative cradle to career work KVEC is doing in personalized learning and explore ways to work together. She indicated that GJUESD and KVEC have similar visions and may be able to work effectively and efficiently together. KVEC leadership may visit Galt on November 15th to visit school and community programs in action, meet GJUESD team, Board of Trustees and Galt Bright Future partners.

David Nelson reported on educator presentation posters at the Finding Innovation in Rural Education (FIRE) summit. The posters describe innovative projects that educators are implementing in their classrooms through \$1000 grant proposals they applied for and received. Mr. Nelson stated that these educators presented their proposals at workshops during the summit describing the results they expected to get, planning and resource use. He indicated that these educators would be reporting the results of their proposals in the spring.

Donna Mayo-Whitlock reported on an educator workshop at the FIRE summit called "When 95% Is Not An A". She stated that when a student misses school they miss lessons. This educator purchased a swivel camera to video tape her lessons so students could view them at any time. The educator also indicated that these videos provide reflective teaching for improvement.

Karen Schauer shared a Problem of Practice model related to teachers at various stages of instructional techniques from the FIRE summit. Teachers apply innovative projects to improve this problem of practice. She indicated it is the first time the teachers were sharing what they were going to do. Each teacher receives audience feedback and will share their results in the spring. The KVEC emphasis was on collaboration, partnerships and meaningful community engagement to move forward for youth.

John Gordon asked if there was anything shared related to community engagement as it relates to public education.

Karen Schauer responded that they spoke about student led conferences and upcoming work with John Trybus from Georgetown University focusing on social impact for community engagement.

LCAP GOAL 4

School facilities are safe, healthy, hazard free, clean and equipped for 21st century learning.

1. Tom Barentson provided a Measure K, Citizens Oversight Committee, and Facilities update. He shared project priorities, portable classrooms update and site project process and prioritization.

Nick Svobado, Food Services Supervisor shared his understanding discussing options for school cafeterias with the architects during staff design walks and study session.

Robert Milligan, Maintenance Supervisor shared his contribution to storage challenges in the district during the multi-purpose /kitchen design planning session at Valley Oaks Elementary.

Tom Silva, Citizen Oversight Committee Chairperson, reported that from his perspective the meetings have been very well attended, meaningful and important.

Tom Barentson announced the next Citizens Bond Oversight meeting at McCaffrey Middle School Bright Future Learning Center, November 6, 5:30-7:30pm.

ADDITIONAL REPORTS

1. Karen Schauer reported no complaints during the 1st Quarter Williams Uniform Complaint Process.

D. Recommended Actions

1. Routine Matters/New Business

- | | | |
|---------|--|---|
| 171.834 | A motion was made by John Gordon to approve the Consent Calendar, seconded by Grace Malson and unanimously carried.

a. Approval of the Agenda

b. Minutes: September 27, 2017 Regular Board Meeting
Minutes: September 28, 2017 Board Discussion Meeting

c. Payment of Warrants:
<u>Vendor Warrant Numbers:</u> 18366058–18366126;
18367451–18367498; 18368481–18368577;
18369104; 18369699–18369762
<u>Certificated/Classified Payrolls Dated:</u> 9/29/17, 10/10/17,
10/13/17

d. Job Description: Human Resources Coordinator

e. Personnel
1. Resignations/Retirement
2. Leave of Absence Requests
3. New Hires | Consent
Calendar |
| 171.835 | Consent Calendar (Continued) – Items Removed for Later Consideration | CC
Items Removed |
| 171.836 | A motion was made by Kevin Papineau to approve Resolution #5: 2017-2018 GANN Limit, seconded by John Gordon and unanimously carried. | Resolution #5 |
| 171.837 | Blair Aas, SCI Consultant, addressed the Board regarding the GJUESD School Facility Needs Analysis. He stated his recommendation to levy an alternative school facility fee at the rate of \$3.00 per square foot for all new residential development, with the exception of any residential development that is paying mitigation through a developer mitigation agreement, Mello-Roos special tax or other special tax. The current fee is \$2.85 per square foot. | PUBLIC
HEARING
Resolution #7
Facility Needs
Analysis |

A Public Hearing of the School Facility Needs Analysis and Resolution #7 to Adopt An Alternative Level 2 Fee on New Residential Construction was held.

There was no public comment.

- | | | |
|---------|--|--|
| 171.838 | A motion was made by Matthew Felix to approve Resolution #7 Approving An Alternative Level 2 Fee on New Residential Construction for the Galt Joint Union Elementary School District, seconded by Grace Malson and unanimously carried. | Resolution #7
Facility Needs
Analysis |
| 171.839 | A motion was made by Grace Malson to approve Resolution #8; To Implement an Internal Revenue Code (IRC) Section 125 Flexible Fringe Benefits Plan, seconded by John Gordon and unanimously carried. | Resolution #8
125 Flexible
Fringe Benefits
Plan |
| 171.840 | A motion was made by Kevin Papineau to approve Memorandum of Understanding Between GJUESD and Galt Elementary Faculty Association Regarding Modification of Article XIII, A 4 for the 2017-18 School Year seconded by John Gordon and unanimously carried. | GEFA MOU
Class Sizes |

E. Pending Agenda Items

1. School Furniture Analysis and Pilot Programs

F. Adjournment

The meeting adjourned at 8:00 pm

Grace Malson, Clerk

Date



CONSENT CALENDAR
Human Resources

Recommend approval of the following:

Resignations/Retirements

Name	Position	Effective Date	Site
Martindale, Chad	Instructional Asst.	10/24/2017	River Oaks
Reher, Jessica	Teacher, Sp Ed	11/17/2017	Lake Canyon

Leave of Absence Requests

Name	Position	Effective Date	Site
Quintana, Darlene	Instructional Asst.	11/27/2017	Lake Canyon

New Hires

Name	Position	Site
Rodriguez, Antonio	Classified Substitute	
Therault, Lori	Classified Substitute	
Villano, Alicia	Administrative Assistant	District Office

Transfers

Name	Position	Site
Baumback, Crystal	Yard Supervisor	River Oaks
Bravo, Martha	Custodian	Lake Canyon
Burkett, Lori	Instructional Asst., Sp Ed	Marengo Ranch
Espinoza, Vanessa	Instructional Asst., ASES	Greer
Rivera, Diana	Instructional Asst., Bilingual	Lake Canyon



CONSENT CALENDAR DONATIONS

Greer

- The Kula Foundation made a monetary donation towards site use
- Julio and Regina Gonzalez made a monetary donation towards site use
- Sonja Shands donated \$1886.88 over two months through the PG&E YourCause program towards Sly Park Science Camp

Lake Canyon

- Shoparoo receipt collections earned \$66.56 in cash donation for school site use

Marengo Ranch

- Wesley and Gina Cagle made a monetary donation towards Sight Word t-shirts

River Oaks

- Parents/Guardians made various monetary donations totaling \$1914.00 towards school supplies
- Margo Aguirre donated \$520.00 over two months through the PG&E YourCause program towards Mrs. Dawley's class
- Gaspar Castro donated \$1040.00 over two months through the PG&E YourCause program towards Mrs. Surjan's class

Valley Oaks

- Parthasarathy Vasudevan made a monetary donation towards the band program



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.842 Consent Calendar (continued)- Items Removed For Later Consideration
Presenter: Karen Schauer	Action Item: XX Information Item:

The Board will have the opportunity to address any items that are moved from the consent calendar.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.843 Board Consideration to Establish December 6, 2017 at 7:00 p.m. at Galt City Hall Chamber as the Annual Organizational Meeting and Regular Monthly Meeting per Education Code §35143
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>Under provisions of Education Code section 35143, the governing board is required to set an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.”</p> <p>The 15-day period for 2017 is December 1 -15.</p> <p>The day and time of the annual meeting are to be selected by the governing board at its regular meeting held (in November) immediately prior to the first day of such 15-day period, and the board shall notify the County Superintendent of Schools of the day and time selected.</p> <p>Board approval is recommended to set the annual organizational meeting for December 6, 2017.</p>	



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.844 Board Consideration of Nominations for CSBA (California School Boards Association) Delegate Assembly, Subregion 6-B
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. It sets CSBA's general policy direction and fulfills a critical governance role within the Association. The Delegate Assembly is comprised of Delegates who are elected by local board members in 21 geographic regions throughout the state. The Delegate Assembly meets twice each year. Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until Sunday, January 7, 2018.</p> <p>Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses, however, it is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name. Delegates serve a two-year term beginning April 1, 2018 through March 31, 2020.</p>	



2018 Delegate Assembly Nomination Form

DUE: Sunday, January 7, 2018

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | Or fax: (916) 371-3407 |
Or email: nominations@csba.org.

CSBA Region/subregion # _____

The Board of Education of the _____ wishes to
(Nominating District)
nominate _____ . The nominee is a member of the
(Nominee)

_____, which is a member of the California
(Nominee's Board)
School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted.
- The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted, will be sent by Sunday, January 7, 2018.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The nomination and candidate biographical sketch forms must either be emailed no later than **11:59 p.m. on Sunday, January 7, 2018** to nominations@csba.org, or faxed to (916) 371-3407, or mailed to CSBA, Attn: Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95691, postmarked by the U.S.P.S. no later than **Sunday, January 7, 2018**. ***It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by the due date. Late submissions cannot be accepted.*** If you have any questions, please contact the Executive Office or Leanne Gosselin, lgosselin@csba.org or (800) 266-3382, ext. 3302. Thank you.

2017 DELEGATE ASSEMBLY ROSTER (as of November 1, 2017)
DELEGATES (Year=term expiration; ♦=appointed by district)



REGION 1 – 4 Delegates (4 elected)

Director: Jennifer Owen (Fort Bragg USD)

Subregion 1-A (Del Norte, Humboldt)

Donald McArthur (Del Norte County USD), 2019

Lisa Ollivier (Eureka City SD), 2018

Subregion 1-B (Lake, Mendocino)

Taja Odom (Kelseyville USD), 2018

County: David Browning (Lake COE), 2019

REGION 2 – 4 Delegates (4 elected)

Director: Sherry Crawford (Siskiyou COE)

Subregion 2-A (Modoc, Siskiyou, Trinity)

Gregg Gunkel (Siskiyou Union HSD), 2019

Subregion 2-B (Shasta)

Teri Vigil (Fall River Joint USD), 2019

Subregion 2-C (Lassen, Plumas)

Dwight Pierson (Plumas County & USD), 2018

County: Brenda Duchi (Siskiyou COE), 2018

REGION 3 – 8 Delegates (8 elected)

Director: A.C. (Tony) Ubalde (Vallejo City USD)

Subregion 3-A (Sonoma)

Ron Kristof (Santa Rosa City Schools), 2019

Cassandra Maitlen-Jones (Bennett Valley Union SD), 2018

Subregion 3-B (Napa)

Indira Lopez (Calistoga Joint USD), 2019

Subregion 3-C (Solano)

Michele (Shelley) Dally (Vacaville USD), 2018

Diane Ferrucci (Benicia USD), 2019

David Isom (Fairfield-Suisun USD), 2019

Subregion 3-D (Marin)

Barbara Owens, (Tamalpais Union HSD) 2018

County: Herman Hernandez (Sonoma COE), 2019

REGION 4 – 8 Delegates (8 elected)

Director: Paige Stauss (Roseville Joint Union HSD)

Subregion 4-A (Glenn, Tehama)

Rod Thompson (Red Bluff Jt. Union HSD), 2018

Subregion 4-B (Butte)

Judith Peters (Paradise USD), 2019

Subregion 4-C (Colusa, Sutter, Yuba)

Paul Broughton (Yuba City USD), 2019

Jim Flurry (Marysville Joint USD), 2018

Subregion 4-D (Nevada, Placer, Sierra)

Julann Brown (Auburn Union ESD), 2019

Linda Campbell (Nevada Joint Union HSD), 2019

Renee Nash (Eureka Union SD), 2018

County: Suzanne Jones (Placer COE), 2018

REGION 5 – 10 Delegates (7 elected/3 appointed ♦)

Director: Alisa MacAvoy (Redwood City ESD)

Subregion 5-A (San Francisco)

Emily Murase (San Francisco County USD) ♦, 2019

Rachel Norton (San Francisco County USD) ♦, 2019

Shamann Walton (San Francisco County USD) ♦, 2018

Subregion 5-B (San Mateo)

Davina Drabkin (Burlingame ESD), 2019

Carrie Du Bois (Sequoia Union HSD), 2019

Marc Friedman (San Mateo Union HSD), 2018

Clayton Koo, (Jefferson ESD), 2018

Kevin Martinez (San Bruno Park ESD), 2019

Kalimah Salahuddin (Jefferson Union HSD), 2018

County: Beverly Gerard (San Mateo COE), 2019

REGION 6 – 19 Delegates (12 elected/7 appointed ♦)

Director: Darrel Woo (Sacramento City USD)

Subregion 6-A (Yolo)

Jackie Wong (Washington USD), 2018

Subregion 6-B (Sacramento)

Michael A. Baker (Twin Rivers USD) ♦, 2019

Pam Costa (San Juan USD) ♦, 2019

Craig DeLuz (Robla ESD), 2018

John Gordon (Galt Joint Union ESD), 2019

Jay Hansen (Sacramento City USD) ♦, 2019

James Hendricks (Arcohe Union ESD), 2018

Susan Heredia (Natomas USD), 2019

Lisa Kaplan (Natomas USD), 2019

Crystal Martinez-Alire (Elk Grove USD) ♦, 2019

Mike McKibbin (San Juan USD) ♦, 2018

Christina Pritchett (Sacramento City USD) ♦, 2020

JoAnne Reinking (Folsom-Cordova USD), 2018

Rebecca Sandoval (Twin Rivers USD), 2019

Edward (Ed) Short (Folsom-Cordova USD), 2019

Bobbie Singh-Allen (Elk Grove USD) ♦, 2018

Subregion 6-C (Alpine, El Dorado, Mono)

Misty DiVittorio (Placerville Union ESD), 2018

Suzanna George (Rescue Union ESD), 2019

County: Shelton Yip (Yolo COE), 2018

2017 DELEGATE ASSEMBLY ROSTER (as of November 1, 2017)
DELEGATES (Year=term expiration; ◇=appointed by district)



REGION 7 – 20 Delegates (15 elected/5 appointed ◇)

Director: Anne White (Livermore Valley USD)

Subregion 7-A (Contra Costa)

Elizabeth (Liz) Bettis (Walnut Creek ESD), 2019
Elizabeth Block (West Contra Costa USD)◇, 2018
Laura Canciamilla (Pittsburg USD), 2018
Craig Cheslog (Acalanes Union HSD), 2019
Linda K. Mayo (Mt. Diablo USD)◇, 2019
Kathi McLaughlin (Martinez USD), 2018
Yolanda Pena Mendrek, (Liberty Union HSD), 2019
Raymond Valverde (Liberty Union HSD), 2018

Subregion 7-B (Alameda)

Valerie Arkin (Pleasanton USD), 2018
Desrie Campbell (Fremont USD), 2018
Ann Crosbie (Fremont USD)◇, 2019
Beatriz Leyva-Cutler (Berkeley USD), 2019
Jody London (Oakland USD)◇, 2019
William McGee (Hayward USD), 2019
Amy Miller (Dublin USD), 2018
Diana J. Prola (San Leandro USD), 2019
Nancy Thomas (Newark USD), 2019
Rosie Torres (Oakland USD)◇, 2018
Jamie Yee Hintzke (Pleasanton USD), 2018
County: Fatima Alleyne (Contra Costa COE), 2019

REGION 8 – 14 Delegates (12 elected/2 appointed ◇)

Director: Matthew Balzarini (Lammersville Joint USD)

Subregion 8-A (San Joaquin)

Kathleen Garcia (Stockton USD)◇, 2019
Kathy Howe (Manteca USD), 2018
George Neely (Lodi USD), 2019
Christopher (Kit) Oase (Ripon USD), 2019
Angela Phillips (Stockton USD)◇, 2018
Jenny Van De Pol (Lincoln USD), 2018
Vacant, 2018

Subregion 8-B (Amador, Calaveras, Tuolumne)

Zerrall McDaniel (Calaveras USD), 2019

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD), 2018
Cynthia (Cindi) Lindsey (Sylvan Union ESD), 2019
Paul Wallace (Neman-Crows Landing USD), 2019

Subregion 8-D (Merced)

Adam Cox (Merced City ESD), 2019
Greg Opinski (Merced Union HSD), 2018
County: Juliana Feriani (Tuolumne COE), 2018

REGION 9 – 8 Delegates (8 elected)

Director: Tami Gunther (Atascadero USD)

Subregion 9-A (San Benito, Santa Cruz)

Phil Rodriguez (Soquel Union ESD), 2018
Deborah Tracy-Proulx (Santa Cruz City Schools), 2018
George Wylie (San Lorenzo Valley USD), 2019

Subregion 9-B (Monterey)

Lila Cann (Salinas Union HSD), 2019
Rita Patel (Carmel USD), 2018

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD), 2018
Vicki Meagher (Lucia Mar USD), 2019
County: Janet Wohlgemuth (Monterey COE), 2019

REGION 10 – 15 Delegates (11 elected/4 appointed ◇)

Director: Susan Markarian (Pacific Union ESD)

Subregion 10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), 2019

Subregion 10-B (Fresno)

Daniel Babshoff (Kerman USD), 2019
Connie Brooks (Kings Canyon Joint USD), 2018
Darrell Carter (Washington USD), 2018
Gilbert Coelho (Firebaugh-Las Deltas USD), 2018
Valerie Davis (Fresno USD)◇, 2019
Brian Heryford (Clovis USD)◇, 2019
William (Bill) Johnson (Clay ESD), 2019
Marcy Masumoto (Sanger USD), 2019
Carol Mills (Fresno USD)◇, 2018
Elizabeth (Betsy) Sandoval (Clovis USD)◇, 2018
Norman Saude (Sierra USD), 2018
Kathy Spate (Caruthers USD), 2019

Subregion 10-C (Kings)

Karen Frey (Corcoran Joint USD), 2018
County: Sara Wilkins (Madera COE), 2018

REGION 11 – 9 Delegates (9 elected)

Director: Suzanne Kitchens (Pleasant Valley SD)

Subregion 11-A (Santa Barbara)

Jack C. Garvin (Santa Maria Joint Union HSD), 2018
Luz Reyes-Martin (Goleta Union SD), 2019

Subregion 11-B (Ventura County and Las Virgenes USD)

John Andersen (Conejo Valley USD), 2018
William Daniels (Simi Valley USD), 2018
Vianey Lopez (Hueneme ESD), 2018
Veronica Robles-Solis (Oxnard SD), 2018
Christina (Tina) Urias (Santa Paul USD), 2019
John Walker (Ventura USD), 2019

County: Mark Lisagor (Ventura COE), 2019

2017 DELEGATE ASSEMBLY ROSTER (as of November 1, 2017)
DELEGATES (Year=term expiration; ♦=appointed by district)



REGION 12 – 13 Delegates (11 elected/2 appointed ♦)
Director: Bill Farris (Sierra Sands USD)

Subregion 12-A (Tulare)

Peter Lara, Jr. (Porterville USD), 2018
Cathy Mederos (Tulare Joint Union HSD), 2019
Dean Sutton (Exeter USD), 2019
Lucia Vazquez (Visalia USD), 2018

Subregion 12-B (Kern)

Pamela (Pam) Baugher (Bakersfield City SD), 2019
Jeff Flores (Kern Union HSD) ♦, 2019
Tim Johnson (Sierra Sands USD), 2019
Phillip Peters (Kern Union HSD) ♦, 2018
Geri Rivera (Arvin Union SD), 2019
Keith Wolaridge (Panama-Buena Vista Union SD), 2019
Vacant, 2018
Vacant, 2018

County: Donald P. Cowan (Kern COE), 2018

REGION 15 – 27 Delegates (18 elected/9 appointed ♦)
Director: Meg Cutuli (Los Alamitos USD)

County: Orange

Alfonso Alvarez (Santa Ana USD) ♦, 2019
Valerie Amezcua (Santa Ana USD) ♦, 2018
Dana Black (Newport-Mesa USD), 2018
Lauren Brooks (Irvine USD), 2018
Carrie Buck (Placentia-Yorba Linda USD), 2019
Bonnie Castrey (Huntington Beach Union HSD), 2019
Jeff Cole (Anaheim ESD), 2019
Ian Collins (Fountain Valley ESD), 2019
Lynn Davis (Tustin USD), 2018
Judy Franco (Newport-Mesa USD), 2018
Karin Freeman (Placentia-Yorba Linda USD), 2019
Al Jabbar (Anaheim Un. HSD), 2019
Gila Jones (Capistrano USD) ♦, 2019
Candice (Candi) Kern (Cypress ESD), 2018
Martha McNicholas (Capistrano USD) ♦, 2018
Lan Nguyen (Garden Grove USD) ♦, 2018
Annemarie Randle-Trejo (Anaheim Union HSD) ♦, 2018
Teri Rocco (Garden Grove USD) ♦, 2019
Rosemary Saylor (Huntington Beach City ESD), 2018
Francine Scinto (Tustin USD), 2018
Michael Simons (Huntington Beach Union HSD), 2018
Robert A. Singer (Fullerton Joint Union HSD), 2019
Suzie R. Swartz (Saddleback Valley USD), 2019
Sharon Wallin (Irvine USD) ♦, 2018
Dolores Winchell (Saddleback Valley USD), 2019
Vacant Appointment (Saddleback Valley USD) ♦, 2019
County: John (Jack) Bedell (Orange COE), 2019

REGION 16 – 20 Delegate (15 elected/5 appointed ♦)
Director: Karen Gray (Silver Valley USD)

Subregion 16-A (Inyo)

Susan Patton (Lone Pine USD), 2019

Subregion 16-B (San Bernardino)

Christina Cameron-Otero (Needles USD), 2018
Niccole Childs (Hesperia USD), 2018
Tom Courtney (Lucerne Valley USD), 2019
Barbara J. Dew (Victor Valley Union HSD), 2018
Gwen Dowdy-Rodgers (San Bernardino City USD) ♦, 2019
Barbara Flores (San Bernardino City USD) ♦, 2018
Peter Garcia (Fontana USD) ♦, 2019
Margaret Hill (San Bernardino City USD), 2019
Sylvia Orozco (Chino Valley USD) ♦, 2019
Caryn Payzant (Alta Loma ESD), 2018
Barbara Schneider (Helendale SD), 2018
Matt Slowik (Fontana USD) ♦, 2018
Jane Smith (Yucaipa-Calimesa Joint USD), 2018
Wilson So (Apple Valley USD), 2019
Eric Swanson (Hesperia USD), 2019
Kathy A. Thompson (Central ESD), 2019
Charles Uhalley (Chaffey Joint Union HSD), 2019
Donna West (Redlands USD), 2018
County: Mark Sumpter (San Bernardino COE), 2018

REGION 17 – 24 Delegates (18 elected/6 appointed ♦)
Director: Katie Dexter (Lemon Grove SD)

County: San Diego

Elvia Aguilar (South Bay Union SD), 2018
Barbara Avalos (National SD), 2018
Richard Barrera, (San Diego USD) ♦, 2019
Leslie Ray Bunker (Chula Vista ESD), 2019
Brian Clapper (National SD), 2018
Gelia Cook (Lakeside Union SD), 2019
Eleanor Evans (Oceanside USD), 2018
Al Guerra, (Alpine Union SD), 2018
Beth Hergesheimer (San Dieguito Union HSD), 2019
Claudine Jones (Carlsbad USD), 2018
Michael McQuary (San Diego USD) ♦, 2018
Tamara Otero (Cajon Valley Union SD), 2019
Dawn Perfect (Ramona USD), 2019
Eduardo Reyes (Chula Vista ESD), 2018
Barbara Ryan (Santee SD), 2019
Debra Schade (Solana Beach ESD), 2018
Nicholas Segura (Sweetwater Union HSD) ♦, 2018
Charles Sellers (Poway USD) ♦, 2019
Louis Smith (Coronado USD), 2019
Arturo Solis (Sweetwater Union HSD) ♦, 2019
Marla Strich (Encinitas Union ESD), 2018
Cipriano Vargas, (Vista USD), 2018
Sharon Whitehurst-Payne (San Diego USD) ♦, 2019
County: Guadalupe Gonzalez (San Diego COE), 2019

2017 DELEGATE ASSEMBLY ROSTER (as of November 1, 2017)
DELEGATES (Year=term expiration; ◇=appointed by district)



REGION 18 – 21 Delegates (16 elected/5 appointed ◇)

Director: Wendy Jonathan (Desert Sands USD)

Subregion 18-A (Riverside)

Alfredo Andrade (Banning USD), 2019
Bruce N. Dennis (Riverside COE), 2019
Kenneth Dickson (Murrieta Valley USD), 2019
Tom Elliott (Perris ESD), 2018
Robert Garcia (Jurupa USD), 2019
Tom Hunt (Riverside USD)◇, 2019
Cleveland (CJ) Johnson (Moreno Valley USD)◇, 2019
Marla Kirkland (Val Verde USD), 2018
Susan Lara (Beaumont USD), 2018
Patricia Lock-Dawson (Riverside USD)◇, 2018
David Nelissen (Perris Union HSD), 2018
Bill Newberry (Corona-Norco USD)◇, 2018
John Norman (San Jacinto USD), 2019
Kristi Rutz-Robbins (Temecula Valley USD), 2019
Susan (Sue) Scott (Lake Elsinore USD), 2018
Blanca Torres Hall (Coachella Valley USD), 2018
Mary Helen Ybarra (Corona-Norco USD)◇, 2019

Subregion 18-B (Imperial)

Ralph Fernandez (Brawley Union HSD), 2019
Diahna Garcia-Ruiz (Heber ESD), 2019
Gloria Santillan (Brawley ESD), 2018
County: Susan Manger (Imperial COE), 2018

REGION 20 – 12 Delegates (11 elected/1 appointed ◇)

Director: Albert Gonzalez (Santa Clara USD)

County: Santa Clara

Frank Biehl (East Side Union HSD), 2018
Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD), 2018
Danielle Cohen (Campbell Union SD), 2019
Pamela Foley (San Jose USD)◇, 2019
Anjali Kausar (Cupertino Union SD), 2019
Bonnie Mace (Evergreen ESD), 2019
Joe Mitchner (Mountain View-Los Altos Un. HSD), 2018
Jodi Muirhead, (Santa Clara USD), 2018
Reid Myers (Sunnyvale SD), 2019
Andres Quintero (Alum Rock Union ESD), 2019
George Sanchez (Franklin-McKinley ESD), 2019
County: Rosemary Kamei (Santa Clara COE), 2018

REGION 21 – 7 Delegates (0 elected/ 7 appointed ◇)

Director: Vacant

County: Los Angeles

Monica Garcia (Los Angeles USD)◇, 2021
Kelly Gonez (Los Angeles USD)◇, 2022
George McKenna (Los Angeles USD)◇, 2020
Nick Melvoin (Los Angeles USD)◇, 2022
Ref Rodriguez (Los Angeles USD)◇, 2020
Scott Schmerelson (Los Angeles USD)◇, 2020
Richard Vladovic (Los Angeles USD)◇, 2020
County: Douglas Boyd (Los Angeles COE)◇, 2018

REGION 22 – 6 Delegates (6 elected)

Director: Keith Giles (Lancaster ESD)

Los Angeles County: North Los Angeles

Susan Christopher (Castaic Union SD), 2018
John Curiel (Westside Union ESD), 2019
Steven DeMarzio (Westside Union ESD), 2018
R. Michael Dutton (Antelope Valley Union HSD), 2019
Nancy Smith (Palmdale ESD), 2018
Steven M. Sturgeon (William S. Hart Union HSD), 2019

REGION 23 – 15 Delegates (13 elected/2 Appointed ◇)

Director: Xilonin Cruz-Gonzalez (Azusa USD)

Los Angeles County: San Gabriel Valley & East Los Angeles

Subregion 23-A

Suzie Abajian (South Pasadena USD), 2019
Adele Andrade-Stadler (Alhambra USD), 2019
Bob Bruesch (Garvey ESD), 2018
Gregory Krikorian (Glendale USD), 2018
Gary Scott (San Gabriel USD), 2018

Subregion 23-B

Jessica Ancona (El Monte City SD), 2019
Anthony Duarte (Hacienda La Puente USD), 2018
Helen Hall (Walnut Valley USD), 2019
Gino (J.D.) Kwok (Hacienda La Puente USD)◇, 2018

Subregion 23-C

Steven Llanusa (Claremont USD), 2018
Christina Lucero (Baldwin Park USD), 2019
Eileen Miranda Jimenez (West Covina USD), 2019
Roberta Perlman (Pomona USD)◇, 2019
Camie Poulos (West Covina USD), 2018
Paul Solano (Bassett USD), 2018

REGION 24 – 16 Delegates (14 elected/2 Appointed ◇)

Director: Donald E. LaPlante (Downey USD)

Los Angeles County: Southwest Crescent

Darryl Adams (Norwalk-La Mirada USD), 2019
Leighton Anderson (Whittier Union HSD), 2018
Jan Baird (South Whittier ESD), 2019
Paul Gardiner (East Whittier City ESD), 2018
Margie Garrett (Compton USD), 2018
Vivian Hansen (Paramount USD), 2019
Megan Kerr (Long Beach USD)◇, 2019
Eugene Krank (Hawthorne SD), 2018
Jose Lara (El Rancho USD), 2019
Sylvia V. Macias (South Whittier ESD), 2018
John McGinnis (Long Beach USD)◇, 2018
Karen Morrison (Norwalk-La Mirada USD), 2018
Ann M. Phillips (Lawndale ESD), 2018
Jesse Urquidi, (Norwalk-LaMirada USD), 2018
Ana Valencia (Norwalk-La Mirada USD), 2019
Satra Zurita, (Compton USD), 2019



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.845 Board Consideration of Approval of Resolution #9; Authorized Signatures for the GJUESD
Presenter: Tom Barentson	Action Item: XX Information Item:
<p>The attached resolution is an update of our previous resolution designating authorized signatures for the financial documents of the district. This resolution is required by the Sacramento County Office of Education (SCOE) along with other entities such as financial institutions.</p> <p>Board approval is recommended.</p>	

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION # 9

Authorized Signatories for the Galt Joint Union School District

BE IT RESOLVED AND ORDERED by the Governing Board of the Galt Joint Union School District, that Karen Schauer, Tom Barentson and Tracy Stinson, employees of the Galt Joint Union School District, whose signatures are appended to this Resolution, shall be hereby authorized and empowered to sign orders for the legally authorized expenses of the District on the funds of the Galt Joint Union School District; and

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the Sacramento County Superintendent of Schools; and

BE IT FURTHER RESOLVED that all previous Resolutions made by the Galt Joint Union School District Board of Education, authorizing employees of said District to sign orders for the legally authorized expenses of the District, are hereby rescinded.

IN WITNESS WHEREOF, we, the members of the Governing Board of the Galt Joint Union School District of Sacramento County, California, hereunto set our hands this 15th day of November, 2017.

Signatures of Authorized Employees

_____ Karen Schauer Ed. D. District Superintendent	_____ Tom Barentson Director of Business Services	_____ Tracy Stinson Fiscal Services Supervisor
--	---	--

AYES:

NOES:

ABSTAIN:

ABSENT:

Kevin Papineau, President

John Gordon, Vice President

Grace Malson, Clerk

Matthew Felix, Board Rep.

Wesley Cagle, Member



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.846 Galt Joint Union Elementary School District Proposal for Fiscal Year 2017-18 with California School Employees Association and its Galt Joint Union School District Chapter No. 362
Presenter: Tom Barentson	Action Item: Information Item: XX

The Galt Joint Union Elementary School District (GJUESD) is announcing its proposal to begin the collective bargaining process with the California School Employees Association Chapter 362. The proposal includes:

- Article XV: Transportation
- Article XII: Re-classification

No action is needed at this time. The proposal will be brought back to the December 6, 2017 board meeting for a public hearing and adoption.



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: 11/15/17	Agenda Item: 171.847 California School Employees Association and its Galt Joint Union School District Chapter No. 362 Proposal for Fiscal Year 2017-18 with Galt Joint Union Elementary School District
Presenter: Tom Barentson	Action Item: Information Item: XX

The California School Employees Association (CSEA) is announcing its proposal to begin the collective bargaining process with Galt Joint Union Elementary School District. The proposal includes:

- Article V: Hours and Overtime
- Article XVII: Professional Growth
- Article XVII: Fringe Benefits
- Article XIX: Wages
- Article XXII: Yard Supervisors (amend this article to comply with the passage of AB670)

No action is needed.



California
School
Employees
Association

8217 Auburn Boulevard
Citrus Heights, CA 95610

(916) 725-1188
(800) 582-7314
FAX: (916) 725-3735

www.csea.com

Member of the AFL-CIO

The nation's largest
independent classified
employee association



October 31, 2017

Superintendent Karen Schauer
Galt Joint Union Elementary School District
1018 C St, Suite 210
Galt, CA 95632

RE: CSEA Public Notice Letter – Initial Proposal Reopeners 2017/2018

Dear Superintendent Schauer,

Pursuant to Government Code Section 3547, the California School Employees Association, and its Galt Joint Union Elementary School District Chapter No. 362 (CSEA) hereby present its initial proposal for the 2017/2018 school year as follows:

- **Article V Hours and Overtime:** CSEA proposes to increase Bilingual Office Assistants to eight (8) hours. CSEA proposes to increase Cafeteria Lead positions to eight (8) hours.
- **Article XVII Professional Growth:** CSEA proposes to add language that encourages more participation in a professional growth program.
- **Article XVII Fringe Benefits:** CSEA intends to negotiate an increase to the District's contribution to health benefits.
- **Article XIX Wages:** CSEA intends to negotiate fair and equitable increase to the salary schedule and a safety footwear stipend for Custodians and Maintenance classifications. CSEA proposes to add a bilingual stipend for employees that regularly provide translation services.
- **XXII Yard Supervisors:** CSEA proposes to amend this article to comply with the passage of AB 670.

In order to comply with public notice requirements, please present CSEA's Initial Proposal at the next scheduled School Board Meeting. After completion of public notice requirements by CSEA and the District, CSEA is prepared to meet and begin negotiations.

If there are any questions regarding this notice, please feel free to contact me at (916) 727-7352 or sbarreiro@csea.com.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Sandra Barreiro
Labor Relations Representative

SB/tw

C: Field Director; Area A Director; Regional Representative #72; Chapter President #362;
Tom Barentson, CBO; File

Our mission: To improve the lives of our members, students and community.