

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT  
1301 E. Orangethorpe Avenue  
Placentia, CA

Minutes  
Special Meeting  
Board of Education

4:35 p.m., Tuesday, June 3, 2014  
District Educational Center  
1301 E. Orangethorpe Avenue  
Placentia, CA 92870

A Special Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called to order by Mrs. Carrie Buck, President, at 4:35 p.m., Tuesday, June 3, 2014 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia.

**CLOSED SESSION**

Adjourned to Closed Session for the purpose of discussing matters expressly authorized by Government Code Sections 3549.1, 54957, and 54957.6 at 4:36 p.m.

**REPORT OUT OF CLOSED SESSION**

1. The Board took action to appoint Minerva Gandara as Director I, English Language Development and AVID, effective July 1, 2014

Action: Carried  
Ayes: 5  
Noes: 0

Motion: Mrs. Judi Carmona  
Second: Mr. Eric Padget

2. The Board took action to appoint Kelli Keller as Elementary School Principal, effective July 1, 2014.

Action: Carried  
Ayes: 5  
Noes: 0

Motion: Mrs. Karin Freeman  
Second: Mrs. Carol Downey

**OPEN SESSION**

Reconvened to Open Session at 5:11 p.m.

**PLEDGE OF ALLEGIANCE**

**ROLL CALL**

Members Present: Mrs. Carrie Buck, President  
Mr. Eric Padget, Vice President  
Mrs. Judi Carmona, Clerk  
Mrs. Karin Freeman, Trustee  
Mrs. Carol Downey, Trustee  
Dr. Doug Domene, Board Secretary

Early Departure: Mr. Eric Padget (6:08 p.m. – to attend student event)

**SUBJECT OF THE CALL**

Closed Session

Public Hearings:

- Local Control and Accountability Plan
- 2014-2015 Proposed Budget

Business & Financial

Personnel

Superintendent's Monitoring Report

**APPROVAL OF AGENDA**

Approved the June 3, 2014 Special Board Meeting agenda as recommended by the Superintendent.

Action: Carried

Ayes: 5

Noes: 0

Motion: Mrs. Karin Freeman

Second: Mr. Eric Padgett

**PUBLIC HEARINGS**

1. A Public Hearing was held relative to the adoption of the 2014-2015 Local Control and Accountability Plan (LCAP).

President Buck declared the Public Hearing open at 5:13 p.m. Having received no comments, the Public Hearing was closed at 5:14 p.m.

2. A Public Hearing was held relative to the adoption of the 2014-2015 Proposed Budget.

President Buck declared the Public Hearing open at 5:14 p.m. Having received no comments, the Public Hearing was closed at 5:15 p.m.

**RECOGNITIONS/PRESENTATIONS**

None

**PUBLIC COMMENT**

None

**SUPERINTENDENT'S REPORT**

None

**COMMUNICATIONS AND BOARD REPORT**

None

**BUSINESS & FINANCIAL**

Certified AB1200/2756 report for Association of Placentia-Linda Educators (APLE) as proposed. (See attached.)

Action: Carried  
Ayes: 5  
Noes: 0

Motion: Mr. Eric Padget  
Second: Mrs. Carol Downey

**PERSONNEL**

Approved the Tentative Agreement between the Association of Placentia-Linda Educators (APLE) and the Placentia-Yorba Linda Unified School District. (See attached.)

Action: Carried  
Ayes: 5  
Noes: 0

Motion: Mrs. Karin Freeman  
Second: Mr. Eric Padget

**STUDY SESSION**

Discussion regarding the Superintendent's Monitoring Report to the Board of Education

**ADJOURNMENT**

Time: 8:34 p.m.

Mrs. Carrie Buck, President, adjourned the June 3, 2014 Special Meeting of the Board of Education at 8:34 p.m.

Action: Carried  
Ayes: 5  
Noes: 0

Motion: Mrs. Judi Carmona  
Second: Mrs. Karin Freeman

**NEXT SCHEDULED MEETING**

June 17, 2014

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Placentia Yorba Linda Unified School District - Association of Placentia Linda

**School District - Bargaining Unit:** Educators (APLE)

**Certificated, Classified, Other:** Certificated

The proposed agreement covers the period beginning: July 1, 2014 June 30, 2017  
(date) (date)

The Governing Board will act upon this agreement on: June 3, 2014  
(date)

**The cost below reflects a 2% salary increase effective July 1, 2014, and an additional 1% increase effective February 1, 2015.**

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY	Year 2 Increase/(Decrease) FY	Year 3 Increase/(Decrease) FY
1 <b>Salary Schedule</b> Increase (Decrease)	\$ 87,056,267.00	\$ 2,176,407	\$ 446,163	\$ -
		2.50%	0.51%	0.00%
2 <b>Step and Column</b> Increase (Decrease) Due to movement plus any changes due to settlement	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
3 <b>Other Compensation -</b> Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.)  <b>Description of other compensation</b>	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
4 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.</b>	\$ 10,777,566	\$ 269,439	\$ 55,235	\$ -
		2.50%	0.51%	0.00%
5 <b>Health/Welfare Plans</b>	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
6 <b>Total Compensation -</b> Increase (Decrease) (Total Lines 1-5)	\$ 97,833,833	\$ 2,445,845.82	\$ 501,398.39	\$ -
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	1,066.08	0	0	0
8 <b>Total Compensation Average Cost per Employee</b>	\$ 91,770	\$ -	\$ -	\$ -
		0.00%		

- 9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The agreement includes a 2% salary increase effective July1, 2014, and an additional 1% increase effective February 1, 2015 over the 2007-2008 salary schedule.

- 10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

This agreement does not add steps, columns or ranges to the schedule.

- 11. Please include comments and explanations as necessary.

N/A

- 12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

All employees hired prior to Jan. 1, 2009 pay an amount equal to the prior year plus 10% of the increase in premium over the prior year for Blue Cross or Kaiser HMO. Employees hired after Jan. 1, 2009 pay 10% of the premium for any PPO or HMO plan. (existing agreement)

**B. Proposed Negotiated Changes in Noncompensation Items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Planning time, technology use, and other adjustments do not have a fiscal impact.

**C. What are the specific impacts on instructional and support programs to accommodate the settlement?**

Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Language includes class size maximums as a "collectively bargained alternative average class enrollment for each school site" in grades TK through 3 in accordance with California Education code section 42238.02 (d) (3) (D). Class sizes have been modified for Transitional Kindergarten (32:1), Industrial Arts, Vocational Shop, Fine Arts, Homemaking (33:1), Continuation School (20:1), and Physical Education (50:1). This will result in an additional 15 FTE over the 2013/2014 level.

**D. What contingency language is included in the proposed agreement?** Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

The agreement does not include reopener language.

**E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s)**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

The agreement will not increase deficit spending in the current or subsequent years.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

N/A

**G. Source of Funding for Proposed Agreement**

1. Current Year

All costs will be funded through LCFF and will begin in the 2014/15 Fiscal Year.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

Ongoing costs will be funded through the Local Control Funding Formula.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

This is a 3 year agreement, of which a salary increase will be applied in the first year (2014-15). The costs of the increase are ongoing; however, the agreement does not include automatic annual increases to the salary schedule.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Unrestricted General Fund**

Enter Bargaining Unit: **Association of Placentia Linda Educators (APLE)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03/11/14 ) Fiscal Year 2014-15	Adjustments as a Result of Settlement For Fiscal Year 2014-15	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)	\$ 175,198,406	\$ -	\$ 1,438,031	\$ 176,636,437
Remaining Revenues (8100-8799)	\$ 6,755,309	\$ -	\$ -	\$ 6,755,309
<b>TOTAL REVENUES</b>	\$ 181,953,715	\$ -	\$ 1,438,031	\$ 183,391,746
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 85,279,105	\$ 1,741,125	\$ (1,224,000)	\$ 85,796,230
Classified Salaries (2000-2999)	\$ 22,425,161	\$ -	\$ -	\$ 22,425,161
Employee Benefits (3000-3999)	\$ 35,139,640	\$ 219,208	\$ (154,102)	\$ 35,204,746
Books and Supplies (4000-4999)	\$ 6,678,712	\$ -	\$ (300,000)	\$ 6,378,712
Services, Other Operating Expenses (5000-5999)	\$ 8,722,510	\$ -	\$ -	\$ 8,722,510
Capital Outlay (6000-6599)	\$ 304,600	\$ -	\$ -	\$ 304,600
Other Outgo (7100-7299) (7400-7499)	\$ 1,893,236	\$ -	\$ -	\$ 1,893,236
Direct Support/Indirect Cost (7300-7399)	\$ (775,423)	\$ -	\$ -	\$ (775,423)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 159,667,541	\$ 1,960,333	\$ (1,678,102)	\$ 159,949,772
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 22,286,174	\$ (1,960,333)	\$ 3,116,133	\$ 23,441,974
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 500,000	\$ -	\$ 250,000	\$ 750,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 297,175	\$ -	\$ -	\$ 297,175
CONTRIBUTIONS (8980-8999)	\$ (21,429,503)	\$ -	\$ (271,716)	\$ (21,701,219)
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 1,059,496	\$ (1,960,333)	\$ 3,094,417	\$ 2,193,580
<b>BEGINNING BALANCE</b>	\$ 8,336,821			\$ 8,336,821
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 9,396,317	\$ 7,435,984	\$ 10,530,401	\$ 10,530,401
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)	\$ 373,758	\$ -	\$ -	\$ 373,758
Restricted Reserves (9740)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ 1,059,496	\$ -	\$ (1,059,496)	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ 7,963,063	\$ -	\$ -	\$ 10,156,643

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Restricted General Fund**

Enter Bargaining Unit: **Association of Placentia Linda Educators (APLE)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03/11/14 )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 27,084,987	\$ -	\$ -	\$ 27,084,987
<b>TOTAL REVENUES</b>	\$ 27,084,987	\$ -	\$ -	\$ 27,084,987
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 20,580,198	\$ 435,281		\$ 21,015,479
Classified Salaries (2000-2999)	\$ 11,855,543	\$ -	\$ -	\$ 11,855,543
Employee Benefits (3000-3999)	\$ 9,850,509	\$ 54,802	\$ -	\$ 9,905,310
Books and Supplies (4000-4999)	\$ 1,233,327	\$ -	\$ -	\$ 1,233,327
Services, Other Operating Expenses (5000-5999)	\$ 7,132,255	\$ -		\$ 7,132,255
Capital Outlay (6000-6599)	\$ 74,898	\$ -	\$ -	\$ 74,898
Other Outgo (7100-7299) (7400-7499)	\$ 88,229	\$ -	\$ -	\$ 88,229
Direct Support/Indirect Cost (7300-7399)	\$ 274,064	\$ -	\$ -	\$ 274,064
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 51,089,022	\$ 490,083	\$ -	\$ 51,579,105
OPERATING SURPLUS (DEFICIT)	\$ (24,004,035)	\$ (490,083)	\$ -	\$ (24,494,118)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 21,429,503	\$ -	\$ 271,716	\$ 21,701,219
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (2,574,532)	\$ (490,083)	\$ 271,716	\$ (2,792,899)
<b>BEGINNING BALANCE</b>	\$ 2,574,532			\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ (490,083)	\$ (218,367)	\$ (2,792,899)
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Reserves (9740)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ -	\$ -	\$ -	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ -	\$ -	\$ -	\$ -

\* Please see question on page 7.

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Combined General Fund**

Enter Bargaining Unit: **Association of Placentia Linda Educators (APLE)**

	Column 1 Latest Board- Approved Budget Before Settlement (As of 03/11/14 )	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)	\$ 175,198,406	\$ -	\$ 1,438,031	\$ 176,636,437
Remaining Revenues (8100-8799)	\$ 33,840,296	\$ -	\$ -	\$ 33,840,296
<b>TOTAL REVENUES</b>	\$ 209,038,702	\$ -	\$ 1,438,031	\$ 210,476,733
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 105,859,303	\$ 2,176,406	\$ (1,224,000)	\$ 106,811,709
Classified Salaries (2000-2999)	\$ 34,280,704	\$ -	\$ -	\$ 34,280,704
Employee Benefits (3000-3999)	\$ 44,990,149	\$ 274,010	\$ (154,102)	\$ 45,110,056
Books and Supplies (4000-4999)	\$ 7,912,039	\$ -	\$ (300,000)	\$ 7,612,039
Services, Other Operating Expenses (5000-5999)	\$ 15,854,765	\$ -	\$ -	\$ 15,854,765
Capital Outlay (6000-6599)	\$ 379,498	\$ -	\$ -	\$ 379,498
Other Outgo (7100-7299) (7400-7499)	\$ 1,981,465	\$ -	\$ -	\$ 1,981,465
Direct Support/Indirect Cost (7300-7399)	\$ (501,360)	\$ -	\$ -	\$ (501,360)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 210,756,563	\$ 2,450,416	\$ (1,678,102)	\$ 211,528,877
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (1,717,861)	\$ (2,450,416)	\$ 3,116,133	\$ (1,052,144)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 500,000	\$ -	\$ 250,000	\$ 750,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 297,175	\$ -	\$ -	\$ 297,175
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (1,515,036)	\$ (2,450,416)	\$ 3,366,133	\$ (599,319)
<b>BEGINNING BALANCE</b>	\$ 10,911,353			\$ 10,911,353
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 9,396,317	\$ 6,945,901	\$ 10,312,034	\$ 7,737,502
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)	\$ 373,758	\$ -	\$ -	\$ 373,758
Restricted Reserves (9740)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ 1,059,496	\$ -	\$ (1,059,496)	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ 7,963,063	\$ -	\$ -	\$ 7,363,744

\* Please see question on page 7.

**I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS****Combined General Fund**Enter Bargaining Unit: **Association of Placentia Linda Educators (APLE)**

	2013-14	2014-15	2015-16
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula Sources (8010-8099)	\$ 161,242,970	\$ 176,636,437	\$ 189,296,422
Remaining Revenues (8100-8799)	\$ 42,022,477	\$ 33,840,296	\$ 33,392,896
<b>TOTAL REVENUES</b>	\$ 203,265,447	\$ 210,476,733	\$ 222,689,318
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 100,161,377	\$ 106,811,709	\$ 109,760,011
Classified Salaries (2000-2999)	\$ 32,973,116	\$ 34,280,704	\$ 36,203,100
Employee Benefits (3000-3999)	\$ 41,826,112	\$ 45,110,056	\$ 51,809,950
Books and Supplies (4000-4999)	\$ 12,722,268	\$ 7,612,039	\$ 8,087,330
Services, Other Operating Expenses (5000-5999)	\$ 16,941,793	\$ 15,854,765	\$ 13,745,273
Capital Outlay (6000-6999)	\$ 404,098	\$ 379,498	\$ 454,498
Other Outgo (7100-7299) (7400-7499)	\$ 1,981,534	\$ 1,981,465	\$ 1,981,465
Direct Support/Indirect Cost (7300-7399)	\$ (501,360)	\$ (501,360)	\$ (501,360)
Other Adjustments		\$	\$
<b>TOTAL EXPENDITURES</b>	\$ 206,508,938	\$ 206,508,938	\$ 221,540,267
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (3,243,491)	\$ (1,052,144)	\$ 1,149,051
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 2,000,000	\$ 750,000	\$ (6,647)
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 297,175	\$ 297,175	\$ 797,822
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (1,515,037)	\$ (599,319)	\$ 351,229
<b>BEGINNING BALANCE</b>	\$ 12,452,019	\$ 10,911,352	\$ 7,737,502
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 10,911,352	\$ 7,737,502	\$ 8,088,731
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Reserves (9711-9719)	\$ 373,758	\$ 373,758	\$ 373,758
Restricted Reserves (9740)	\$ 2,574,531	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ -	\$ -	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ 7,963,063	\$ 7,363,744	\$ 7,714,973

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		2013-14	2014-15	2015-16
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 204,993,901	\$ 205,909,619	\$ 221,891,496
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$50,000	\$ 6,149,817	\$ 6,177,289	\$ 6,656,745

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 7,963,063	\$ 7,363,744	\$ 7,714,973
c.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)	\$	\$	\$
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$	\$	\$
g.	Total Available Reserves	\$ 7,963,063	\$ 7,363,744	\$ 7,714,973
h.	Reserve for Economic Uncertainties Percentage	3.88%	3.58%	3.48%

3. Do unrestricted reserves meet the state minimum reserve amount?

2013-14	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2014-15	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below:

N/A

6. Please include any additional comments and explanations of Page 4 as necessary:

The Multiyear Projection (MYP) reflects revenues and expenditures as of the last Board approved budget at Second Interim on 03/11/2014. The total revenues reflect the new Local Control Funding Formula (LCFF) classification. Adjustments to the MYP will be reflected in the 2014/15 budget which will include an increase in ongoing revenue as a result of higher ADA. The 2nd Interim MYP also reflected an additional 32 teachers. As a result of this agreement, only 15 teachers will be added in 2014/15.

Public Disclosure of Proposed Collective Bargaining Agreement  
Page 8

**K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT**

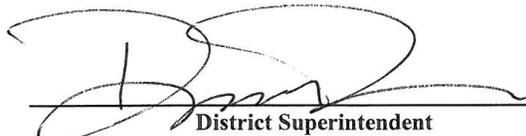
The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of the Placentia-Yorba Linda Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the APLE Bargaining Unit, during the term of the agreement from 2014-2015 to 2016-2017.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources (ADA/LCFF)</u>	<u>\$ 1,438,031</u>
<u>Expenditures/Other Financing Uses (salary increase/reduction in expenditures)</u>	<u>\$ 772,314</u>
<u>Ending Balance Increase (Decrease)</u>	<u>\$ 915,717</u>

N/A  (No budget revisions necessary)

  
\_\_\_\_\_  
District Superintendent  
(Signature)

5/30/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chief Business Officer  
(Signature)

5/30/14  
\_\_\_\_\_  
Date

**L. CERTIFICATION NO. 2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**President or Clerk of Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

Jennifer Miller, Director of Fiscal Services  
**Contact Person**

(714) 985-8431  
**Phone**

**Association of Placentia-Linda Educators (APLE)  
and  
The Placentia-Yorba Linda Unified School District (PYLUSD)  
Tentative Agreement 2014-15**

1. This agreement is entered into this 20th day of May, 2014 by and between the Board of Education of the Placentia-Yorba Linda Unified School 'District, hereinafter referred to as "District" and the Association of Placentia-Linda Educators/California Teachers Association/National Education Association, hereinafter referred to as "Association". This agreement shall supersede any rules, regulations or practices of the District which are contrary to or inconsistent with its terms. This Agreement shall remain in effect until June 30, 2017.

For the year 2014-15 and 2015-16, the Association and/or District may each reopen the article on wages and benefits and two other articles at the choice of the Association and two other articles at the choice of the District. For the year 2016-17 either party may open any article.

2. PLC/Common Core Planning Time
  - a. (See Attached MOU's)
3. Modify Article XV to add and read as follows:
  - a. "K. Each school site shall collaboratively (between school site staff and administration) create a progressive school-wide discipline plan that has well defined tiers of intervention to address high risk and/or aggressive student behavior. The District shall approve and support the plans established by each school site."
4. Modify Article XVI to add and read as follows:
  - a. "Q. Technology Use
    1. Unit members shall receive adequate and relevant training in any technology that is required by the District. The District shall provide a release time option for all required technology trainings.
    2. Use of technology in the classroom shall not be required in an arbitrary and capricious manner.
    3. Unit members shall not be required to utilize any technology in the classroom that is not in good repair and capable to perform the required function(s). Unit members shall notify the school site or Technology Department of the need for repairs in a timely manner."
5. Modify Article XVIII to add and read as follows:
  - a. "J. Special Education Support
    1. Special Education teachers shall have the right to be on the interview committee for a posted position assigned to their classroom.

- 2. Every three years the District shall survey all special education teachers in order to identify support services needed in their classrooms or based on their caseload. The District shall utilize this information to determine staffing needs and ensure appropriate services to students.”

6. Modify Article XI to read as follows:

Beginning with the 2020-21 school year, the Association and the District shall work jointly to explore means to fund a reduction of class size across the district by a minimum of five (5) students per class.

7. Modify Article XI Section A to read as follows:

“Actual class size shall be expressed as the following maximums: The “maximum” number recognizes that scheduling, facilities and growth patterns may affect class size.

The Class Size Maximums stated below affirm the parties’ specific agreement as it pertains to Article XI of the Collective Bargaining Agreement covering the period of 2014-2017. The parties hereby agree that this agreement constitutes a “collectively bargained alternative average class enrollment for each school site” in grades TK through 3 in accordance with California Education code section 42238.02 (d) (3) (D).

If at any time the District learns that compliance with the foregoing contractual provisions will likely result in penalties which would reduce or eliminate the additional funding grant for K-3 CSR under LCFF, the parties agree to meet and negotiate to discuss and implement a mutually agreed upon solution. The District and the Association are in agreement that lowering class size is a high priority and agree to annually revisit this issue in line with the overall district budget.”

8. Modify Article XI as follows:

- |                               |               |     |
|-------------------------------|---------------|-----|
| 1. “Transitional Kindergarten |               | 32  |
| 2. Industrial Arts            | <del>36</del> | 33  |
| 3. Vocational Shops           | <del>36</del> | 33  |
| 4. Fine Arts                  | <del>36</del> | 33  |
| 5. Homemaking (Lab)           | <del>36</del> | 33  |
| 6. Continuation School        | <del>25</del> | 20  |
| 7. Physical Education         | <del>55</del> | 50” |

9. Delete Article XI Section C as Follows:

~~Unless the maximums are exceeded beyond any continuous three week period by 2, or otherwise provided by item 3 below, the relief measures outlined in provision C(2) of Article XI of the Collective Bargaining Agreement will not be implemented~~

10. Add Article XI Section C as Follows:

“If maximums are exceeded beyond any continuous three-week period, means shall be sought to provide relief by:”

11. Delete Article XI Section C3 as Follows:

~~“Any class that contains 1 or more SDC, or 1 or more RSP, or two or more students on a 504 plan and exceeds the class size maximums outlined in Article XI, sections A and B, shall receive the relief measures as set forth in the provisions of Article XI, Section C(2). All relief measure agreements pursuant to Article XI, Section C(2) shall be in writing and signed by the site administrator and the unit member. A copy of these agreements shall be sent to the District Human Resources Office and the Association.”~~

12. XIV Wages and Benefits

Effective July 1, 2014 unit members will receive a 2% increase over the 2007-2008 (4/1/2008-6/30/2008) Salary Schedule. Effective February 1, 2015 unit members will receive an additional 1% increase.

\_\_\_\_\_  
For the District                      Date

\_\_\_\_\_  
For the Association                      Date

## 2014 – 2015 Teacher Calendar

### July 2014

S	M	T	W	T	F	S
		1	2	3	H 4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

0

### August 2014

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	N 29	30
31						

T 4

### September 2014

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

T 21

### October 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

T 23

### November 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	N 10	H 11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	N 26	H 27	H 28	29
30						

T 15

### December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	X 22	X 23	H 24	H 25	X 26	27
28	X 29	X 30	H 31			

T 15

### July

### August

- 25 District Pre-Service
- 26 ½ School Pre-Service A.M.  
½ Teacher Prep P.M.
- 27-28 Teacher Prep
- 29 Non-Student / Non-Work Day

### September

- 1 Labor Day Holiday
- 2 1<sup>st</sup> Day of School

### October

### November

- 10 Non-Student Non-Work Day
- 11 Veterans' Day
- 26 Non-Student Non-Work Day
- 27 Thanksgiving Holiday
- 28 Holiday

### December

- 22-31 Winter Recess

### January

- 1-2 Winter Recess Cont'd
- 19 M.L. King Day

### February

- 16 President's Day Holiday

### March

### April

- 6-10 Spring Recess

### May

- 25 Memorial Day Holiday

### June

- 12 Last day of School
- 12 Last day of Service

### January 2015

S	M	T	W	T	F	S
				H 1	X 2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H 19	20	21	22	23	24
25	26	27	28	29	30	31

T 19

### February 2015

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8	9	10	11	12	13	14
15	H 16	17	18	19	20	21
22	23	24	25	26	27	28

T 19

### March 2015

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T 22

### April 2015

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

T 17

### May 2015

S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	H 25	26	27	28	29	30
31						

T 20

### June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

T 10

TOTAL TEACHER DAYS – 185

TOTAL STUDENT DAYS - 180

**Clarification of Elementary PLC Procedures and Protocols  
Elementary Weekly Early Release Reinstatement Agreement  
May 2014**

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD for the past nine years. Teachers work collaboratively to create common assessments, analyze results, adjust instructional practices, share best practice, participate in staff development and prepare to implement Common Core State Standards (CCSS). A commitment to release time for teacher collaboration continues to be a valuable component of professional development.

**In the 2007-2008 school year, PYLUSD and APLE jointly agreed on the importance and structure of PLCs. The purpose of this memo is to further clarify the goals and vision of our Professional Learning Communities as we shift to a new model.**

The critical question in a PLC is not *do we collaborate?* but rather, *What do we collaborate about?* Effective PLCs are structures in which teachers collaborate to do the real work of education. This collaboration could include:

- **Thinking together about student tasks – the work we are asking kids to do and the implications for learning.**
- **Exploring the standards, and how they relate to the current curriculum and instructional strategies.**
- **Studying new summative assessments to understand what kinds of work our students need to be doing.**
- **Identifying, trying out, and refining an expanded repertoire of instructional strategies that bring greater rigor and variety to teaching and learning.**
- **Designing or re-designing curriculum units to better align with the CCSS, respond to intervention, and differentiate according to student need.**
- **Reviewing current and/or new formative assessments to understand how they do or don't align with the new standards.**
- **Creating clarity around the definitions of the 5 Cs (Communication, Collaboration, Critical Thinking, Creativity and Digital Citizenship) and how they apply to classroom strategies in support of the different content areas.**
- **Sharing ideas about how to leverage technology and 21<sup>st</sup> century tools in the classroom.**

Embedded in each PLC meeting are the basic questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they don't learn or already know it?

**The District and APLE believe in the power of teacher collaboration. To that end, weekly elementary PLC time is being reinstated within their school day according to previous PLC weekly schedule. As a result, we agree to the following beliefs and practices related to teacher collaboration time:**

- Weekly PLC early release days have been re-established beginning in 2014-15.
- PLC weekly minimum days are 60 minutes in duration and are designed with the intent of providing time during the school day for grade levels to collaborate and implement the CCSS and 21<sup>st</sup> Century skills.
- All teachers, general and special education, will participate in weekly PLC meetings.

- Early and late start kindergartners remain on daily schedule at sites with no lunch built into the day. Schools with lunch built into the kindergarten day will add 2 minutes to the late start students' daily schedule and release 60 minutes early with the remainder of the school.
- All teachers are required to receive a 30 minute uninterrupted lunch time on early release days including kindergarten teachers. Kindergarten teachers without lunch built into their school day will be provided coverage at dismissal.
- Two early release days per month will be documented through team agendas. These agendas **will be determined by grade-level teachers** and only provided to the site administrator for informational purposes prior to each meeting.
- Sign in sheets will be submitted to the site administrator after each meeting. Meeting minutes or additional written documentation is not required.
- One PLC meeting per month will be at the discretion of the site administrator. Site administrators will set agendas for these designated meetings. These agendas will be provided to teachers for informational purposes prior to the meeting. At the conclusion of the meeting, APLE will be provided time to meet.
- One early release day per month will be dedicated for structured teacher planning time. This date will be identified by the district and will be for the purpose of teacher planning. This planning may be done in teams or individually. It is the discretion of the teacher as to the structure of this day; however the planning time must be done at a **district school site**.
- PLC time is a valuable part of the educational fabric of a school. Teachers should not be called away from collaboration time for other purposes (including but not limited to IEP's), except in extenuating circumstances.
- Site administrators are encouraged to attend and may participate in PLC collaborations.
- Additional staff meetings may be convened to address emergency and/or compelling circumstances.
- In months with less than 4 Wednesdays, sites will always include a structured individual teacher planning time and a site administrator staff meeting/staff development.

Teachers will be provided 270 minutes of release time every two weeks in the following way:

Grades 1 <sup>st</sup> -4 <sup>th</sup>	Grades 5 <sup>th</sup> -6 <sup>th</sup>	Kindergarten
<ul style="list-style-type: none"> <li>▪ PE (180 minutes),</li> </ul>	<ul style="list-style-type: none"> <li>▪ PE (180 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 30 minutes end of teaching day</li> </ul>
<ul style="list-style-type: none"> <li>▪ Library (60 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instrumental/Vocal Music (90 minutes)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Computers (30 minutes) (Teachers take students into computers on non-release weeks)</li> </ul>	<p>(Computers and library are no longer release time; teachers take students into computers and library weekly.)</p> <p>*Instrumental music will continue to be provided two times per week for 45 minutes. When vocal and instrumental music are provided it is deemed release time.</p>	<ul style="list-style-type: none"> <li>• Kindergarten students go to computers and library, but not as release time</li> </ul>

*\*This equates to 60 minutes per month over the contractual minimum*

- Make up for release time will **only** be required if release time falls below the contractual agreement of 240 minutes in a two week period or 720 minutes every six weeks.
- Schools with the QEIA grant may require additional meetings over and beyond district requirement. However, these meetings will be held during the work day whenever possible.

**Clarification of Elementary PLC Procedures and Protocols  
Elementary Monthly Early Release Reinstatement Agreement  
May 2014**

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD for the past eight years. Teachers work collaboratively to create common assessments, analyze results, adjust instructional practices, share best practice, participate in staff development and prepare to implement Common Core State Standards. A commitment to release time for teacher collaboration continues to be a valuable component of professional development.

**In the 2007-2008 school year, PYLUSD and APLE jointly agreed on the importance and structure of PLCs. The purpose of this memo is to further clarify the goals and vision of our Professional Learning Communities as we shift to a new model.**

The critical question in a PLC is not *do we collaborate?* but rather, *What do we collaborate about?* Effective PLCs are structures in which teachers collaborate to do the real work of education. As we begin the implementation of the CCSS and 21<sup>st</sup> century learning, this collaboration could include:

- **Thinking together** about student tasks – the work we are asking kids to do and the implications for learning.
- **Exploring** the standards, and how they relate to the current curriculum and instructional strategies.
- **Studying** new summative assessments to understand what kinds of work our students need to be doing.
- **Identifying**, trying out, and refining an expanded repertoire of instructional strategies that bring greater rigor and variety to teaching and learning.
- **Designing** or re-designing curriculum units to better align with the CCSS, respond to intervention, and differentiate according to student need.
- **Reviewing** current and/or new formative assessments to understand how they do or don't align with the new standards.
- **Creating** clarity around the definitions of the 4 Cs and how they apply to classroom strategies in support of the different content areas.
- **Sharing ideas** about how to leverage technology and 21<sup>st</sup> century tools in the classroom.

Embedded in each PLC meeting are the basic questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they don't learn or already know it?

**The District and APLE believe in the power of teacher collaboration. To that end, monthly elementary PLC time is being reinstated within their school day according to previous PLC monthly schedule. As a result, we agree to the following beliefs and practices related to teacher collaboration time:**

- Two PE release periods a month will be dedicated to grade level collaboration
  - Kindergarten designates two after school release times per month
  - Moderate/Severe Special Education designates two times per month using instructional aides
  - Agendas **will be created** by teachers at each grade level and submitted to the site administrator prior to the meeting
  - Sign in sheets will be submitted to the site administrator after each meeting with identified agenda items for the next session (Meeting minutes or additional written documentation is not required)
  - Site administrators are encouraged to attend and may participate in PLC collaborations

- One 60 minute monthly early release Wednesday
  - Monthly collaboration may include, but is not limited to, school-wide staff development, preparing for Common Core State Standards, additional grade level PLC time, program evaluation, etc.
- One staff meeting per month (60 minutes, not to exceed 90 minutes per meeting)
  - Staff meetings conducted during the student school year shall not exceed nine (9) meetings per year (additional meetings may be called to address emergencies/compelling circumstances)

Teachers will be provided 270 minutes of release time every two weeks in the following way:

Grades 1 <sup>st</sup> -4 <sup>th</sup>	Grades 5 <sup>th</sup> -6 <sup>th</sup>	Kindergarten
▪ PE (180 minutes),	▪ PE (180 minutes)	▪ 30 minutes end of teaching day
▪ Library (60 minutes)	▪ Instrumental/Vocal Music (90 minutes)	
▪ Computers (30 minutes) ▪ Teachers will take students into computers on non-release weeks.	▪ Computers and library are not release time; teachers take students into computers and library weekly. ▪ Instrumental music will continue to be provided two times per week for 45 minutes. When vocal and instrumental music are provided it is deemed release time.	• Kindergarten students go to computers and library, but not as release time

*\*This equates to 60 minutes per month over the contractual minimum*

- Make up for release time will **only** be required if release time falls below the contractual agreement of 240 minutes in a two week period which has been caused by the closing of a lab or library, inability to provide music or PE. Holidays and non-student days will not be counted as missed release time.
- Schools with the QEIA grant may require additional meetings over and beyond district requirement. However, these meetings will be held during the work day whenever possible.

## Secondary PLC Procedures and Protocols May 2014

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD for the past eight years. Teachers work collaboratively to create common assessments, analyze results, adjust instructional practices, share best practice, participate in staff development and prepare to implement Common Core State Standards (CCSS). A commitment to release time for teacher collaboration continues to be a valuable component of professional development.

**In the 2007-2008 school year, PYLUSD and APLE jointly agreed on the importance and structure of PLCs. The purpose of this memo is to further clarify the goals and vision of our Professional Learning Communities as we shift to a new model.**

The critical question in a PLC is not *do we collaborate?* but rather, *What do we collaborate about?* Effective PLCs are structures in which teachers collaborate to do the real work of education. This collaboration could include:

- **Thinking together** about student tasks – the work we are asking kids to do and the implications for learning.
- **Exploring** the standards, and how they relate to the current curriculum and instructional strategies.
- **Studying** new summative assessments to understand what kinds of work our students need to be doing.
- **Identifying**, trying out, and refining an expanded repertoire of instructional strategies that brings greater rigor and variety to teaching and learning.
- **Designing** or re-designing curriculum units to better align with the CCSS, respond to intervention, and differentiate according to student need.
- **Reviewing** current and/or new formative assessments to understand how they do or don't align with the new standards.
- **Creating** clarity around the definitions of the 5 Cs (Communication, Collaboration, Critical Thinking, Creativity and Digital Citizenship) and how they apply to classroom strategies in support of the different content areas.
- **Sharing ideas** about how to leverage technology and 21<sup>st</sup> century tools in the classroom.

Embedded in each PLC meeting are the basic questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they don't learn or already know it?

**The District and APLE believe in the power of teacher collaboration. To that end, time has been set aside for teachers to work together within their school day. As a result, we agree to the following beliefs and practices related to teacher collaboration time:**

- PLC rotation schedules will be collaboratively designed by department chairs and site administrators and then presented to the staff for consensus at/or prior to the first administrative PLC meeting of the school year. WASC meetings may be included as part of the rotation schedule. The rotation schedule should include:
  - One PLC meeting per month will be at the discretion of the site administrator. Site administrators will set agendas for these designated meetings. These agendas will be provided to teachers for informational purposes prior to the meeting. At the conclusion of the meeting, APLE will be provided time to meet.

- One late start/early release day per month will be dedicated to structured individual teacher professional development time. This professional development time may be done in teams or as individuals. The Unit Member maintains the right to individually select their professional development activity. Unit members are expected to be on site (unless prior approval has been given to attend a meeting at an alternate District sponsored event) Unit Members will notify the Department Chair via email of their professional development activity and location prior to each professional development day, The Department Chair will forward this information to the designated site administrator.
- Two late start/early release days per month will be documented through department agendas. These agendas will be determined by departments/team/home group/grade/focus group as determined by the rotation schedule and only provided to the site administrator for informational purposes prior to each meeting.
- Sign in sheets will be submitted to the site administrator after each meeting. Meeting minutes or additional written documentation is not required.
- PLC time is a valuable part of the educational fabric of a school. Teachers should not be called away from collaboration time for other purposes (including but not limited to IEP's), except in extenuating circumstances.
- Site administrators are encouraged to attend and may participate in PLC collaborations.
- Additional staff meetings may only be convened to address emergency and/or compelling circumstances.
- Unit members are expected to be on site (unless prior approval has been given to attend a meeting at an alternate District sponsored event), on time and engaged in the process.
- In months with less than 4 PLC/planning days sites will always include a individual teacher professional development and a site administrator staff meeting/staff development.