

Board of Trustees

Jamie Vericker
Constance Pepple
Ron Zufall
Mike Doran
Andrea Hoheisel

Student Board Member

Jackson Richards

Superintendent

Jim Cloney

**Shasta Union High School District
Board of Trustees Special Meeting**

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
April 19, 2023
5:00 p.m. – Call to Order
5:00 p.m. – Open Session

Mission:

To inspire and prepare every student to succeed in high school and beyond.

Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.

Vision:

Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Jim Cloney at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. OPEN SESSION – OPENING BUSINESS
 - 3.1 Pledge of Allegiance
 - 3.2 Mission and Vision Statements
4. PUBLIC COMMENT

The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

5. APPROVAL OF AGENDA

6. BUSINESS

6.1 Administration

- A. The Board will conduct a discussion regarding a Board philosophical statement (*Discussion*)
- B. The Board will conduct a discussion on Board Bylaws and protocols (*Discussion*)
- C. Review current year Board self-evaluation method (*Information*)

6.2 Budget, Finance, Facilities

- A. Approve Change Order #1.2 for FHS fire building from KYA in the amount of \$82,445.33 (*Action*)

6.3 Instructional Services

- A. The Superintendent will update the Board on the Local Control and Accountability Plan (LCAP) (*Discussion*)
- B. The Associate Superintendent will update the Board on the use of facilities (*Discussion*)

7. CLOSED SESSION

7.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)

7.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential.

8. RECONVENE IN OPEN SESSION

9. ADJOURNMENT

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Philosophical Statement

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION:

- ☐ Action
- ☒ Discussion
- ☐ Information

BACKGROUND:

The Superintendent and Board of Trustees will review and discuss a philosophical statement that was drafted by Trustee Ron Zufall.

Ron Zufalls' (I would love to insert SUHSD here) ideas and philosophy statement of how a public school district Board of Trustees should govern the district and ultimately the philosophy under which schools should be run.

- 1) Parents are the ultimate authority in a student's life. Because of this, they must choose where their children attend school, be it public, private or home education.
- 2) Our purpose is to educate students in the traditional academic studies. To prepare them for college, career or military service. We also provide for social education through athletics and club opportunities.
- 3) It is not our purpose to support, encourage, propagate, initiate or otherwise encourage, cultural, political, social, sexual ideologies of the day.
- 4) Parents of public-school students deserve to know what is being taught in their public school and have a voice in what is or is not being taught to their students.
- 5) As an elected governing board we understand that while we represent our local voters, we must also govern our public schools under the guidelines set by the State of California and in accordance to federal, state and local laws.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Bylaws and Protocols

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: ☐ Action
☒ Discussion
☐ Information

BACKGROUND:

The Superintendent and Board of Trustees will review current Board Bylaws, protocols, and norms.

In the packet for review are the following documents:

- 1) Governance Team Operations (Board Member Handbook, pages 4-5)
- 2) Guidelines for Conducting Orderly Legislative Body Meetings (Lozano Smith Brown Act Handbook, Appendix 7)
- 3) Bylaw 9000 Role of the Board (CSBA Board Policy Manual)
- 4) Bylaw 9005 Governance Standards (CSBA Board Policy Manual)
- 5) Bylaw 9006 Board and Superintendent Protocols (CSBA Board Policy Manual)
- 6) Bylaw 9323 Meeting Conduct (CSBA Board Policy Manual)

WHAT EVERY NEW BOARD MEMBER NEEDS TO KNOW ABOUT

Shasta Union High School District - Governance Team Operations -

Need to Know:

1. Board meeting dates and times: 2nd Tuesday of each month at 5:30pm unless otherwise noted on the District website.

2. Board Officers:

Role:

President:	Lead the board meeting; consult with Superintendent on the board agenda and to ensure that Board members have necessary information; sign required documents.
Vice President:	Serve as presiding officer in the absence of the president.
Clerk:	Serve as presiding officer in the absence of the president and president-elect; sign required documents.
Secretary:	Record all board proceedings; perform duties assigned by the board; sign required documents.

3. Order of items on the board meeting agenda:

- (1) Call Public Session to Order
- (2) Roll Call
- (3) Public comment on closed session
- (4) Closed session
- (5) Opening Business – Pledge of Allegiance, Mission & Vision Statements
- (6) Public Comment
- (7) Recognition and Presentations
- (8) Approval of agenda
- (9) Approval of consent agenda
- (10) Consent agenda by department (Administration, Budget/Finance/Facilities, Instructional Services, and Human Resources)
- (11) Reports – Employee Associations, Principals, Superintendent, Board Members
- (12) Business – Action/Discussion items by department (Administration, Budget/Finance/Facilities, Instructional Services, and Human Resources)
- (13) Advance Planning
- (14) Adjournment

4. The purpose of the Public Comment section of the board meeting:

The public can share opinions/concerns on items both on and off of the agenda to the Board.

5. The purpose of the Board Report section of the board meeting:

Board members are encouraged to discuss events they attended and to update the board on their liaison assignments.

6. Governance Norms – How we behave toward members of the governance team and others:

- 1) Operating in a climate of trust and respect
- 2) Maintaining honest and open communication
- 3) Carrying out effective deliberation
- 4) Implementing sound decision-making
- 5) Managing conflict among team members

7. Governance Protocols – How we do business:

How the board meeting agenda is developed and reviewed and by whom:	District Office Administrators refer to the Board Action Calendar and submit agenda items to the Executive Assistant who compiles the agenda. The Board President reviews the agenda with Administration prior to finalizing the agenda.
Placing items on the board meeting agenda:	Initially partner with the Superintendent and then make a recommendation at the Board meeting.
Obtaining additional information about board meeting agenda items before the meeting:	Email the Superintendent or Executive Assistant directly. The question will be answered for all board members via email.
Alerting the board president of the desire to speak on a particular agenda item:	Use a nonverbal q (such as raising your hand) or speak when the moment would be appropriate.
Introducing new ideas for the board's consideration:	Partner with the Superintendent.
Responding to staff or community complaints or concerns at board meetings:	No response is recommended until further discussion can occur amongst the Superintendent and the Board.
Communications between the board and other staff:	Work with the Superintendent when communicating with staff.
Responding to community or staff complaints or concerns outside of board meetings:	Refer the staff member to follow the proper complaint procedures - contact Associate Superintendent of Human Resources. If complaint is in regards to a board member or the Superintendent, the person may speak in public forum at the next board meeting and submit their complaint.
How, when and whom to notify about visiting school sites or participating in district activities:	Executive Assistant to the Superintendent will provide the appropriate information.
Individual board member requests for information from staff:	Partner with the Superintendent or the Executive Assistant to contact staff.
Board member participation on district committees and in district activities:	Executive Assistant to the Superintendent will provide the appropriate information.

GUIDELINES FOR CONDUCTING ORDERLY LEGISLATIVE BODY MEETINGS

GENERAL RULE OF CONDUCT FOR LEGISLATIVE BODY MEETINGS:

All legislative body meetings and hearings shall be conducted in an orderly, efficient manner, without willful disruption by any person(s) in attendance. These guidelines apply to all legislative body meetings and hearings, whether conducted by the legislative body or by a designee of the legislative body such as an administrative panel, and whether conducted in closed or open session.

PROCEDURE FOR DEALING WITH DISRUPTION:

In order to prevent disruption, the legislative body has the right to request that any person immediately stop the following conduct: (1) willfully disrupting a meeting, (2) interrupting a person who is addressing the legislative body, or (3) preventing the legislative body from attending to the purpose of a meeting. "Disrupting" is defined as "engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting."

A. Initial Disruption. The chairperson of the meeting or hearing should immediately address the person, stating the following (or similar admonition):

"Excuse me, your actions are having the effect of disrupting this meeting [or hearing]. I am asking you to immediately stop [specify objectionable behavior, such as shouting, or interrupting, etc.] so that we can continue with the business of this meeting."

B. Second Warning. If a person refuses to stop the objectionable behavior, the chairperson should repeat the request to stop, and emphasize that the person will be asked to leave if the behavior continues. It should also be stated that the meeting or hearing will continue in the person's absence after he/she leaves. The following is appropriate:

"I must repeat that your actions are disruptive, and remind you of the request for you to stop your behavior. If you do not promptly cease this behavior, you will be asked to leave. The meeting will then continue only after you have left the room."

C. Order the Person to Leave. If the person refuses to stop after the second warning, he/she should be asked to leave, by stating the following:

"You have been warned twice that you are disrupting this meeting and have been told to immediately stop your disruptive actions. Since you have chosen to disregard these requests and continue your disruptive behavior, I am ordering you to leave this meeting immediately."

D. If the Person Refuses to Leave. If the person refuses to leave, he/she can be escorted from the room, assuming that this can be accomplished without resulting in physical injury to legislative body members or others in the room. If this cannot be accomplished by those already present, the police can be summoned.

E. No warning is required if the person's behavior includes the use of force or a true threat of force. In that circumstance, the person may be immediately removed.

F. Emptying the Room. The legislative body also has the right, in cases of extreme disruption involving one or more persons, to order the room cleared of all members of the public

(except for members of the press who have not caused the disruption, if any are present). In such cases, the legislative body can continue with the meeting or hearing on matters appearing on the agenda. The mayor or chairperson should state:

“All members of the public must immediately leave the room. The legislative body will proceed with its meeting [hearing] on items on the agenda.”

Bylaw 9000: Role Of The Board

Status: ADOPTED

Original Adopted Date: 11/15/2007

The Board of Trustees has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the district by:

a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 2121 - Superintendent's Contract)

(cf. 4000 - Concepts and Roles)

(cf. 4111 - Recruitment and Selection)

(cf. 4211 - Recruitment and Selection)

(cf. 4311 - Recruitment and Selection)

b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

d. Establishing budget priorities and adopting the budget

(cf. 3000 - Concepts and Roles)

(cf. 3100 - Budget)

(cf. 3312 - Contracts)

e. Providing safe, adequate facilities that support the district's instructional program

(cf. 3517 - Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

(cf. 7210 - Facilities Financing)

f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

a. Establishing and adhering to standards of responsible governance

(cf. 9005 - Governance Standards)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9200 - Limits of Board Member Authority)

(cf. 9270 - Conflict of Interest)

b. Making decisions and providing resources that support district priorities and goals

c. Upholding Board policies

d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons

(cf. 9240 - Board Development)

(cf. 9400 - Board Self-Evaluation)

4. Ensuring accountability to the public for the performance of the district's schools by:

a. Evaluating the Superintendent and setting policy for the evaluation of other personnel

(cf. 2140- Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

b. Monitoring and evaluating the effectiveness of policies

c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4117.3 - Personnel Reduction)

(cf. 4117.4 - Dismissal)

(cf. 4144/4244/4344 - Complaints)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

(cf. 0500 - Accountability)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

e. Monitoring and adjusting district finances

(cf. 3460 - Financial Reports and Accountability)

f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 9010 - Public Statements)

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Bylaw 9005: Governance Standards

Status: ADOPTED

Original Adopted Date: 05/08/2001

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

(cf. 9000 - Role of the Board)

(cf. 9270 - Conflict of Interest)

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education

(cf. 9010 - Public Statements)

3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential

(cf. 9011 - Disclosure of Confidential/Privileged Information)

6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader

(cf. 9240 - Board Development)

7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff

(cf. 2110- Superintendent Responsibilities and Duties)

8. Understand that authority rests with the Board as a whole and not with individuals

(cf. 9200 - Members)

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students
2. Communicate a common vision

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures

(cf. 9311 - Board Policies)

(cf. 9312 - Board Bylaws)

6. Take collective responsibility for the Board's performance

7. Periodically evaluate its own effectiveness

(cf. 9400 - Board Self-Evaluation)

8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

(cf. 1220 - Citizen Advisory Committees)

(cf. 9323 - Meeting Conduct)

Bylaw 9006: ^Board And Superintendent Protocols

Status: ADOPTED

Original Adopted Date: 11/13/2001 | **Last Reviewed Date:** 11/13/2001

Functioning as a Team

Each member of the team is dedicated to making all other members of the team successful by:

- Defining and understanding the difference between administration and policy-making and respecting the roles of each other;
- Refraining from bringing any matters to a public meeting that may be a surprise to other board members and the Superintendent;
- Apprising all Board members, in a timely manner, of all significant administrative actions and any incident to which they may be called upon to answer or explain;
- Communicating questions and clarification of Board agenda items to the Superintendent prior to board meetings;
- Seeking accommodation and compromise and not allowing divisiveness between the Superintendent and his staff or between Board members;
- Not accepting "grandstanding" or "playing to the audience" at Board meetings or the use of the media as a forum by individual team members;

Confidentiality

Team members will support, at all times the confidentiality of certain situations by:

- Ensuring all closed session conversations are absolutely confidential;
- Never discussing individual personnel issues in open session;
- Not discussing confidential personnel or negotiations matters with members of the bargaining unit.

Good Decision-making

Every action by a member of the team should be directed toward improving the educational program for students by:

- Acknowledging the importance of flexibility in adjusting priorities and areas of focus to meet changing needs;
 - Recognizing that openly considering options and alternatives is a vehicle to good decision-making;
 - Working toward being open-minded to changes that break traditions but may move the district forward;
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Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 03/14/2017 | **Last Revised Date:** 03/14/2023 | **Last Reviewed Date:** 03/14/2023

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)

1. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
2. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual

information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

3. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
4. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

5. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
6. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Self-Evaluation

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION:

- ☐ Action
- ☐ Discussion
- ☒ Information

BACKGROUND:

The Board of Trustees shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that District governance effectively supports student achievement and the attainment of the District's vision and goals. The Board will review the self-evaluation process and evaluation method. The results of the self-evaluation will be discussed at the July 11, 2023 Board meeting.

REFERENCE:

Board Policy 9400



Shasta Union High School District Board of Trustees Self-Evaluation

The information contained in the Board self-evaluation report is preliminary; it is the first step in the Board self-evaluation process. The Board will set aside time at the July Board meeting to discuss the results of the evaluation, their individual assessments of the Board's progress toward their goals, and how the Board might best improve Board performance.

Data collection and report distribution

The link to the evaluation will be emailed to each Board Member from the Superintendent's office. Each Board Member will complete an online self-evaluation to record their individual thoughts; Board Members will not have access to each other's responses. Each Board Member will be asked to provide a score between 1 through 4 for each question based on the following criteria:

4. Almost Always
3. Often
2. Less Often
1. Rarely

What does the report mean?

This report is a record of individual perceptions at the time Board Members took the survey. The report indicates the range of their perceptions. However, these are only perceptions, not facts. The purpose in collecting and organizing these perceptions is to give the Board a starting place to have an effective conversation about their governance work.

Why do school Boards evaluate themselves?

The Board self-evaluation can strengthen Board performance and lead to improved District performance and greater community confidence in the Board and the District. The Board self-evaluation is an important responsibility for the Board for three reasons:

1. *School Boards evaluate themselves to demonstrate that Districts leadership is committed to continuous learning at every level.* To do this, Districts must invest in the professional development of every adult in the system, including the District's governing Board.
2. *School Boards evaluate themselves to create a culture of using feedback to get better.* If Districts need to be data-driven, so do Boards. By conducting the self-evaluation, Boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School Boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the Board has an obligation to report back to the community on how well the Board is performing in its service to the students and the District that serves them.

The results will help the Board model continuous improvement, create the culture of reflecting on performance, and engage the community more fully in the challenge and the importance of school District governance.

Shasta Union High School District Board of Trustees Self-Evaluation

1. Conditions of Effective Governance

Board unity

1. The Board is focused on achievement for all students.
2. The Board is committed to a common vision.
3. The Board stays focused on District priorities.
4. The Board works well together.
5. The Board commits the time to become informed.
6. Individual Board Members do not undermine Board decisions

Roles and responsibilities

7. Board Members agree on the role and responsibilities of the Board and the Superintendent.
8. Board Members follow Board agreements regarding speaking for the Board.
9. Board Members keep confidential matters confidential.
10. The Board gives direction to the Superintendent only at Board meetings.
11. Individual Board Members do not attempt to direct the Superintendent.

Board culture

12. The Board treats the Superintendent with respect.
13. The Board manages internal conflicts in a productive manner.
14. Board Members follow agreements on how they will act towards each other.
15. Board Members treat each other with respect.
16. Board Members demonstrate they understand other perspectives.
17. Board Members usually discuss questions about agenda items with the Superintendent prior to the Board meeting.

Board operations

18. The Board governs within Board-adopted policies, bylaws and protocols to manage Board operations.
19. Board Members receive timely information.
20. Board Members receive adequate information.
21. All Board Members receive the same information.
22. Board Members follow agreements about how to request clarifying or additional information about agenda items.
23. Board Members follow agreements on how to bring up new ideas.
24. Board Members follow agreements on how concerns from the community will be handled.

Board meetings

25. The Board agrees on the role of the Board president in managing Board meetings.
26. Board meeting agendas reflect District priorities.
27. Board Members come to meetings prepared.
28. The Board effectively uses data in its decision-making.
29. The Board confines its meetings to a reasonable length of time.
30. There is a good relationship between how long the Board spends on an agenda item and the importance of the item.
31. The Board effectively manages community input at Board meetings.

Board development

32. The Board agrees on the process for identifying officers.
33. The Board plans for the development and training of the Board.
34. The Board effectively orients new Members.
35. The Board reviews its governance agreements regularly

2. Board Responsibilities

Setting direction

- 36. The Board provides opportunity for community input when developing the District's mission, core beliefs and vision.
- 37. The Board adopts long-range priorities.
- 38. The Board uses the District's mission, core beliefs and vision to drive District performance.
- 39. The Board adopts clear and measurable indicators to assess District performance.

Structure

- 40. The Board adopts a fiscally responsible budget aligned to the District's vision and goals.
- 41. The Board regularly monitors the fiscal health of the District.
- 42. The Board has an effective process to review, revise and adopt policies.
- 43. The Board establishes priorities for the District's collective bargaining process that support the District vision and goals.

Support

- 44. The Board demonstrates commitment to District priorities and goals.
- 45. The Board demonstrates support for the Superintendent in carrying out Board directives.
- 46. The Board is represented at key District events.
- 47. The Board celebrates District accomplishments.

Accountability

- 48. The Board monitors student progress against established benchmarks.
- 49. The Board monitors progress towards District goals based on established success indicators.
- 50. The Board monitors the implementation of the adopted budget.
- 51. The Board monitors the implementation of Board policies.
- 52. The Board evaluates the performance of the Board.
- 53. The Board evaluates the performance of the Superintendent based on established expectations.

Community leadership

- 54. The Board uses cohesive messages to communicate District priorities, goals and needs.
- 55. The Board provides community leadership on educational issues.
- 56. The Board pursues partnerships to support District efforts.
- 57. The Board advocates on behalf of students and public education at the local, state and federal levels.
- 58. The Board informs the community on District priorities, progress, needs and opportunities for involvement.

Suggestions on future amendments to the evaluation:

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: KYA Group Change Order 1.2 for the Foothill High School Metal CTE Building

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: ☒ Action
☐ Discussion
☐ Information

BACKGROUND:
KYA Group has submitted the following change order for the Foothill High School CTE metal fire building, in the amount of \$82,445.33.

KYA Group		
Foothill High School Metal Building Change Order #1.2		
#	Description	Amount
1.2	Installation costs for ceiling fans, upgraded electrical, exterior hose bibs, garage door openers, and flagpole. The ceiling fan material and labor is split between the district and KYA. There was a new compressor purchased for CTE fire requiring 3 phase power. Exterior hose bibs, garage door openers and flag pole were district requests. The installation and labor of the interior and exterior lights, switches, outlets, and junction boxes will be covered by KYA.	\$82,445.33
Total		\$82,445.33

Change Order Request Document



COR No.: 01.2

District Name: Shasta Unified School District
Project Name: Foothill High School Metal Building
To: David Flores
From: KYA Services, LLC
(Contractor)

Ref. No.: _____
Date: 3/20/2023
Project Number: 1-2-22357
Contract Number: _____

Description of Work: See White Sheet

A. Subcontractor Cost of the Work

Materials & Labor	\$ 82,445.33	
	\$ -	
	\$ -	
	\$ -	
	\$ -	
	\$ -	
	\$ -	
	\$ -	Subtotal A: \$82,445.33

B. Contractor Cost of the Work

Payroll Costs (See attached supporting documentation.)	\$ -	
Fringe Benefits at 0.00% of Labor	\$ -	
Materials and Equipment (See attached supporting documentation.)	\$ -	
Taxes at 8.75% of Material.	\$ -	
Consultant Costs (See attached supporting documentation.)	\$ -	
Supplemental Costs (See attached supporting documentation.)	\$ -	
		Subtotal B: \$ -

C & D: Contractor's Fee:

10% overhead and profit of Subtotals A	Subtotal C: \$ -
10% overhead and profit of Subtotals B	Subtotal D: \$ -

E. Bond Percentage: Bond at 2.00% of Subtotals A + B + C + D Subtotal E: \$ -

Grand Total = (A + B + C + D + E) Grand Total: \$82,445.33

the Milestones and/or Contract Time by TBD calendar days.

Oscar Perez

Signature

Project Manager

Title

Date

Signature

Title

Date

Signature

Title

Date

cc:



PRICING SHEET

School Name: Shasta Unified School District
 Project Name: Foothill High School Metal Building
 To: David Flores
 From: KYA Services, LLC

C.O.R. No. 1.2
 Ref. No.: 0
 Date: 20-Mar-2023
 Project Number: 1-2-22357
 Contract Number: 0

Description	Quantity	Units	Labor RATE	Material Cost	Material Extension	Labor Extension	Total
Lights (Interior)	42	EA	\$ 308.33	\$ 270.83	\$ 3,249.96	\$ 3,699.96	\$ 6,949.92
Lights (Exterior)	40	EA	\$ 330.00	\$ 325.00	\$ 3,250.00	\$ 3,300.00	\$ 6,550.00
Switches and Outlets	42	EA	\$ 680.00	\$ 170.00	\$ 2,040.00	\$ 8,160.00	\$ 10,200.00
Junction Boxes (future use)	40	EA	\$ 750.00	\$ 190.00	\$ 1,900.00	\$ 7,500.00	\$ 9,400.00
Ceiling Fans (50%) (Material)	6	EA	\$ -	\$ 350.00	\$ 2,100.00	\$ -	\$ 2,100.00
Ceiling Fans (50%) (Labor)	22	HRS	\$ 140.90	\$ -	\$ -	\$ 3,099.80	\$ 3,099.80
125a 3-phase Circuit (Trench)	1	LS	\$ 28,500.00	\$ 12,500.00	\$ 12,500.00	\$ 28,500.00	\$ 41,000.00
Superintendent	25	HRS	\$ 152.00	\$ -	\$ -	\$ 3,800.00	\$ 3,800.00
Exterior Hose Bibs each end (Labor) (x2)	25	HRS	\$ 140.90	\$ -	\$ -	\$ 3,522.50	\$ 3,522.50
Exterior Hose Bibs each end (Material) (x2)	1	LS	\$ -	\$ 2,000.00	\$ 2,000.00	\$ -	\$ 2,000.00
Garage Door Opener Motors	4	EA	\$ -	\$ 3,486.00	\$ 13,944.00	\$ -	\$ 13,944.00
Flag Pole (Labor)	16	HRS	\$ 135.00	\$ -	\$ -	\$ 2,160.00	\$ 2,160.00
Flag Pole (Material)	1	LS	\$ -	\$ 1,500.00	\$ 1,500.00	\$ -	\$ 1,500.00
Superintendent	12	HRS	\$ 152.00	\$ -	\$ -	\$ 1,824.00	\$ 1,824.00
10% Overhead	1	LS	\$ -	\$ -	\$ -	\$ -	\$ 7,495.03
					\$ 32,044.00	\$ 42,906.30	\$ 82,445.33

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Local Control and Accountability Plan (LCAP)

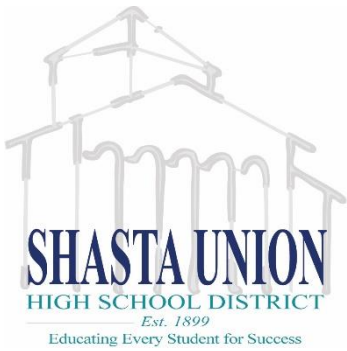
PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☐ Action
☒ Discussion
☐ Information

BACKGROUND:
The Associate Superintendent of Instructional Services will review the LCAP process, present the current LCAP infographic, and get feedback from the Board on the development of the 2023-24 LCAP.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

District Overview



5
SCHOOLS

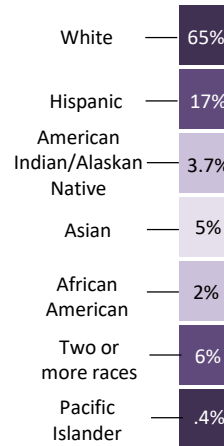
3 Comprehensive
1 Continuation

1 Independent Study

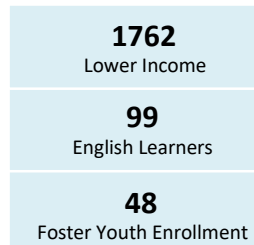


3,981
STUDENTS

STUDENT ETHNICITY



SUBGROUPS



463
EMPLOYEES

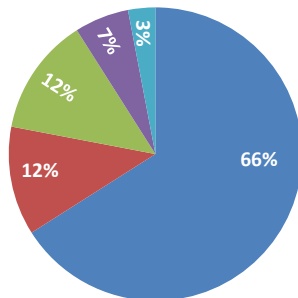
STAFF

Teachers/ Counselors	235
Certificated Admin	13
Classified Staff	194
Classified Supervisory	21

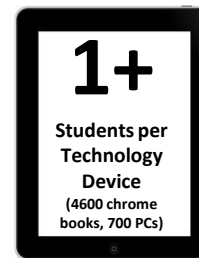
2022/23 ANNUAL LCFF REVENUE



\$47 million



- Instruction/Related Services
- Pupil Services
- Plant/Ancillary Services
- General Admin
- Other Outgo



STAFFING RATIO OF 32:1

Estimated Supplemental Funding for

2022/23 is \$3.79 million

2200 Eureka Way Suite B, Redding, CA 96001 | (530) 241-3261 Phone | (530) 225-8499 Fax

About this Data: The figures above represent the most recently reported data from the California Department of Education ranging from 2020-2021.

Some values may not match exactly due to rounding, reporting delays, or anomalies.



386

PARENT SURVEY
RESPONSES



258

STUDENT SURVEY
RESPONSES



177

STAFF SURVEY
RESPONSES



5

SITE COUNCIL/ADVISORY
MEETINGS



3

BOARD
MEETINGS

1

DELAC
MEETING



4

FOSTER YOUTH
MEETING



1

BARGAINING UNIT
MEETINGS

GOAL #1

All graduates will successfully complete the required courses to allow access to all postsecondary options.



SERVING THESE

State Priorities



Basic Services



Academic Standards



Parent Involvement



Course Access



Other Outcomes



Student Achievement

Expected Measurable Outcomes



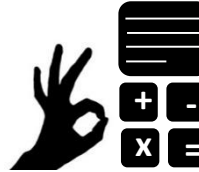
Increase "A-G" completion rate at Comprehensive Schools by 2% each year
Current Rate: 44%



Increase percentage of students prepared for college level English as measured by the EAP by 3% each year
Current Rate: 66%



Increase percentage of students prepared for college level Math as measured by the EAP by 3% each year
Current Rate: 50%



Achieve District wide AP exam pass rate of 65% (score 3 or higher) while increasing participation each year
Pass Rate: 58.7%
Participation Rate: 23.1%



Maintain 100% implementation of adopted state standards for all students
Current Rate: 100%



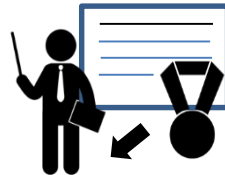
Achieve 0% of teacher miss assignments for all students
Current Rate: 2%



Maintain 0% of students lacking their own assigned textbook or instructional materials.
Current Rate: 0%



Increase District ELPAC score average by .25 each year
Current Score: 2.66



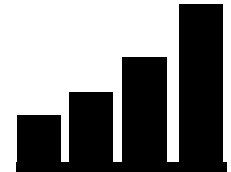
Maintain English Learner Reclassification rate
Current Rate: 27.1%



Increase number of students completing CTE concentrator courses by 3% each year
Current Rate: 1043



Maintain access to a broad course of study as described in Ed Code 51220 for all students
Current Rate: 100% Access



Increase percentage of students enrolled in dual enrollment courses by 3% each year
Current Rate: 49%

#1 All graduates will successfully complete the required course to allow access to all postsecondary options

Actions/Services:	➡ "Supplemental Funding"	Budget
Offer EL courses and a monitor period for EL students	➡	\$150,000
Assign a certificated staff member to support EL students where applicable	➡	\$5,000
PLC Coach at each comp site to support staff/students	➡	\$75,000
Counselors complete 4 year grad plans with all students including CTE	➡	\$150,000
Transportation during school day to ensure access to all CTE programs	➡	\$150,000
Career Centers at each comprehensive school	➡	\$60,000
Provide Standards Aligned Curriculum		\$150,000
Chromebooks for all students		\$500,000
Offer full complement of CTE courses (Med Careers, AOJ, Fire Science, Chef Prep, Ag Science, Robotics)		\$1,100,000
Offer a variety of dual enrollment courses in collaboration with Shasta College		\$15,000
Offer a variety of Advanced Placement (AP) courses		\$1,250,000
Provide teaching staff with online tools for remote learning		\$30,000
WiFi on busses		\$30,000
Maintain appropriately credentialed staff through Associate Superintendent of HR		\$8,500

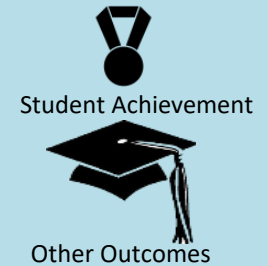
GOAL #2

Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math



SERVING THESE

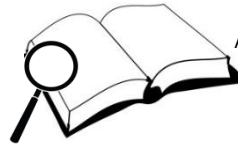
State Priorities



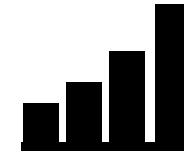
Expected Measurable Outcomes



Maintain scores at or above state average in English as measured by the CAASPP
CAASPP suspended Spring 2020
Spring 2019: 14.9 points above average



Achieve scores at or above state average in Math as measured by the CAASPP
CAASPP suspended Spring 2020
Spring 2019 Rate: 39.6 below average



Increase % of students who earn a 2.0 GPA in a broad course of study by 1%
Current Rate: 85%

Actions/Services:

➡ "Supplemental Funding"

Budget

Pioneer Continuation High School for students (credit deficient, behavior, attendance)	➡ \$1,500,000
Gateway to College program for students who have dropped out of school	➡ \$230,000
Offer success labs during school to keep students on track & passing core classes	➡ \$220,000
Credit recovery labs during school allowing students to recover credits	➡ \$180,000
English and Math labs for students who are not at grade level	\$350,000
Summer School for students to recover failed classes (transportation, food, counseling provided)	\$150,000
Anytime School after school or Academic Saturday School for credit recovery	\$30,000
After or before school peer tutoring facilitated by a staff member	\$25,000
Professional Development on instruction (grading equity and differentiated instruction)	\$30,000

GOAL #3

Improve student engagement, support, school climate, safety and environment



SERVING THESE

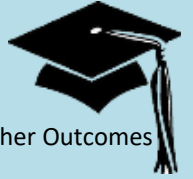
State Priorities



Basic Services



Parent Involvement



Other Outcomes



Student Engagement

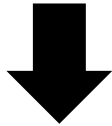


School Climate

Expected Measurable Outcomes



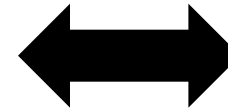
Achieve District wide overall student attendance of 95% annually
Current Rate: 92.6%



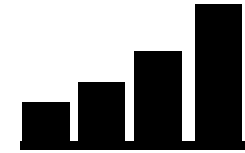
Reduce District wide chronic absenteeism by 1%
Current Rate: 11.35%



Achieve District wide out of school suspensions less than 3%
Current Rate: 4.4%



Maintain pupil expulsion rate below 1%
Current Rate: .017%



Engage 100% of students and/or parents in the postsecondary planning process
Current Rate: 100%



Maintain overall "Good" rating on the annual facilities inspection for all facilities
Current Rating: Good



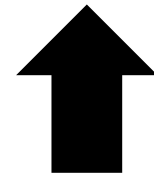
Enroll no less than 15 families per school site in the "Student Success Academy" each year
Current at EHS: 6
Current at FHS: 10
Current at SHS: 13



Achieve more than 75% "Excellent" or "Good" overall rating on Student Success Academy exit survey
Current Rate: 100%



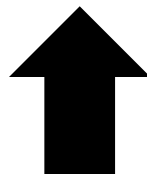
Increase student self reporting of campus safety as "neutral", "agree", or "strongly agree" by 2%
Current Rate: 91%



Increase student self reporting of participating in school activities as "neutral", "agree", or "strongly agree" by 2%
Current Rate: 61%



Maintain parent reporting of their student feeling safe at school as "neutral", "agree", or "strongly agree" above 90%
Current Rate: 94%



Increase parent reporting of their student feeling connected at school as "neutral", "agree", or "strongly agree" by 2%
Current Rate: 83%



Maintain staff reporting of their school being safe as "neutral", "agree", or "strongly agree" above 90%
Current Rate: 97%



District graduation rate above 93%
Current Rate: 90%



District dropout rate below 3%
Current Rate: 4.11%

#3 Improve student engagement, support, school climate, safety and environment

Actions/Services:

➡ "Supplemental Funding"

Budget

Teacher on Assignment at comp sites & SCA to improve attendance/engagement ➡	\$285,000
Offer Student Success Academy for students and families ➡	\$16,000
Foster Youth Liaison at each comprehensive school and District level ➡	\$40,000
Maintain low counselor to student ratio at each comprehensive school ➡	\$390,000
School Resource Officers at each campus ➡	\$250,000
Offer Pregnant and Parenting Teen Program ➡	\$75,000
In School Suspension Program as alternative to out of school suspension ➡	\$175,000
Contract with a private vendor for Mental Health Counseling for students	\$275,000
Additional School Psychologist to assist in social and emotional learning	\$125,000
New online Anonymous Reporting System for students (bullying, harassment, crisis, etc.)	\$10,000
Add additional School Nurse and Health Clerk to assist with COVID-19 pandemic	\$175,000
Offer intramural activities at lunch on comp sites to improve campus climate	\$10,000
Contract with private security to increase supervision & maintain safe environment	\$175,000
Employ and provide resources to Maintenance and Custodial Department	\$2,650,000
Provide attendance incentives for at risk students	\$7,500
Contract with outside mentoring program to provide mentors to students	\$1,000
Offer Restorative Justice Program at comp sites as an alternative to suspension	\$20,000
Site admin to maintain Site Councils, parent booster and PTSA groups	\$60,000

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Use of Facilities

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☐ Action
☒ Discussion
☐ Information

BACKGROUND:

The Associate Superintendent of Instructional Services will review our current use of facilities charges and fees and get feedback from the Board on adjusting the current fee structure.

REFERENCES:

The current Use of Facilities Application was provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

Shasta Union High School District				
Facilities Use Charges				
	Personnel Fees (hourly)		Facility Charges	
	Normal	Overtime	Hourly	Daily
Large Gym				
School use/ NFP		\$35	\$17	\$136
For-Profit	\$25	\$35	\$25	\$200
Small Gym				
School use/ NFP		\$35	\$17	\$136
For-Profit	\$25	\$35	\$25	\$200
Turf field/ Track				
School use/ NFP		\$35	\$17	\$136
For-Profit	\$25	\$35	\$25	\$200
Baseball/ Softball Field				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Baseball/ Softball Batting Cages				
School use/ NFP				
For-Profit				
Classrooms/ Activity room				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Small Theatre				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Swimming Pool- Non heated				
School use/ NFP		\$35	\$17	\$136
For-Profit	\$25	\$35	\$25	\$200
Wrestling Room				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Tennis Courts				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Cafeteria				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Kitchen				
School use/ NFP		\$35	\$12	\$96
For-Profit	\$25	\$35	\$17	\$136
Miscellaneous Charges				
	Charge		Charge	
Prep Baseball/ Softball	\$100	Lights (hourly) Football Stadium	\$100	
PA SYstem	\$50	Bases (if not returned)	\$125	
Score Board	\$50	Swimlanes	\$100	
Prep Soccer	\$155	Prep Tennis	\$35	
Lights (hrly) Baseball/ Softball	\$50			

Definitions
Normal: normal operating hours, in which security, custodial, or maintenance personnel are normally available.
Overtime: hours in which security, custodial, and maintenance are not normally available.
Fees may be charged based on facility usage.
Personnel hours: School year Custodial: Mon-Fri 6 am - 11 pm Field Tech: Tues-Sat 7 am - 3:30 pm
Hours may change during holidays and summer or upon the needs of the district. Check with administration to determine hours.
*There may be charges depending on the needs of users at the discretion of the Superintendent or designee. *The Superintendent or designee will make the final determination for all charges.