MEETINGS OF THE BOARD OF TRUSTEES

WEDNESDAY, APRIL 11, 2018

SPECIAL MEETING OF THE BOARD 6:15 P.M.
REGULAR MEETING OF THE BOARD 7:00 P.M.

MEETING LOCATION:
BOARD ROOM, 100 ADMINISTRATION BUILDING
11555 OLD OREGON TRAIL, REDDING, CALIFORNIA

MISSION STATEMENT

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA
4. RECESS TO CLOSED SESSION TO CONSIDER, DISCUSS, AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:
   4.1 *California Government Code Section 54956.9(d)(1):* CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
       Name of Case: Chinn v. Shasta College, et al. (#181173)
   4.2 *California Government Code Section 54956.9(d)(1):* CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
       Name of Case: Hicks v. Shasta College, et al. (#181993)
5. RECONVENE IN OPEN SESSION
6. COMMENTS FROM INDIVIDUAL MEMBERS OF THE BOARD
7. COMMENTS FROM THE AUDIENCE
8. ADJOURN

The Shasta-Tehama-Trinity Joint Community College District welcomes public comment on issues within the jurisdiction of the college. The college’s “Dear Visitor” letter (available at all Board meetings), explains how to address the Governing Board regarding items on the agenda or issues not on the agenda. Pursuant to Board Policy 2342, comments should be limited for two to five minutes, subject to the discretion of the Board Chairperson. At the conclusion of public comment, the Board Members may respond to the comments made by the public to the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda. Members of the Board, however, may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion and action.

In our ongoing efforts as an institution to be more sustainable, conserve natural resources, and reduce mailing costs, we are asking that you review our Board Agendas online via the Shasta College web site versus being sent a hard copy. According to District policy, “The public has access to the agenda through the college internet site, by requesting a paper copy, and by viewing a copy posted in the lobby of the Administration Building 100, at 11555 Old Oregon Trail, Redding, California.”

The Board Agendas, Minutes, and Attachments are available via the following:
- Web: [http://www.shastacollege.edu/President/Board%20of%20Trustees/Pages/4308.aspx](http://www.shastacollege.edu/President/Board%20of%20Trustees/Pages/4308.aspx)
- Phone: (530) 242-7510 / Fax: (530) 225-4994 / Email: ablanchier@shastacollege.edu

Persons with disabilities needing assistance such as listening devices or other accommodations, please notify the President’s Office at (530) 242-7510 as soon as possible so arrangements can be made.
MEETING OF THE BOARD OF TRUSTEES
SHASTA-TEHEMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
11555 OLD OREGON TRAIL, BUILDING 100, BOARD ROOM
REDDING, CALIFORNIA
WEDNESDAY, APRIL 11, 2018
7:00 P.M.
AGENDA

General Matters

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2. ROLL CALL ......................................................................................................................... 1
3. FLAG SALUTE .................................................................................................................... 1
4. INTRODUCTION OF SPECIAL GUESTS ........................................................................ 1

Public Comment and Reports

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The Shasta-Tehama-Trinity Joint Community College District welcomes public comment on issues within the jurisdiction of the college. The college’s “Dear Visitor” letter (available at all Board meetings), explains how to address the Governing Board regarding items on the agenda or issues not on the agenda. Pursuant to Board Policy 2342 – Meeting Conduct, comments should be limited for two to five minutes, subject to the discretion of the Board Chairperson. At the conclusion of public comment, the Board Members may respond to the comments made by the public to the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda. Members of the Board, however, may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion and action.

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The Board Agendas, Minutes, and Attachments are available via the following:
- Web: http://www.shastacollege.edu/President/Board%20of%20Trustees/pages/308.aspx
- Phone:(530) 242-7510 / Fax:(530) 225-4994 / Email: ablancheir@shastacollege.edu

Persons with disabilities needing assistance such as listening devices or other accommodations, please notify the President’s Office at (530) 242-7510 as soon as possible so arrangements can be made.
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- June 13, 2018
- July 11, 2018

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- May 18, 2018

11. COMMENTS FROM INDIVIDUAL MEMBERS OF THE BOARD

12. COMMENTS FROM THE AUDIENCE
13. RECESS TO CLOSED SESSION TO CONSIDER, DISCUSS, AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING CONSENT ITEMS:

13.1 *California Government Code Section 48912*: CONSIDERATION OF STUDENT SUSPENSION OR OTHER DISCIPLINARY ACTION – NOT EXPULSION

13.2 *California Government Code Section 54957*: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

13.3 *California Government Code Section 3549.1*: COLLECTIVE BARGAINING SESSION

14. RECONVENE IN OPEN SESSION

15. ADJOURN
TO: BOARD OF TRUSTEES
DATE: 4/11/2018

FROM: Dr. Joe Wyse,
Superintendent/President
ITEM NO.: 6.10

INITIATOR: Mr. Morris Rodrigue,
Assistant Superintendent/Vice President of Administrative Services

SUBJECT: REPORTS
ADMINISTRATIVE SERVICES REPORT

BACKGROUND

Mr. Morris Rodrigue will provide an update on Administrative Services, as well as on the following reports:

- Budget to Actuals – Funds 11 and 12 Combined (General and Categorical Funds) year-to-date through February 28, 2018.

RECOMMENDATION

No action is required.
<table>
<thead>
<tr>
<th></th>
<th>2016/17 Expenditures</th>
<th></th>
<th>2017/18 Expenditures</th>
<th></th>
<th>% of Budget</th>
<th>% of Budget</th>
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<tr>
<td><strong>Salaries &amp; Wages</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Academic Instructional</td>
<td>6,679,402</td>
<td>70.62%</td>
<td>7,183,087</td>
<td>69.10%</td>
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<tr>
<td>Academic Administrators</td>
<td>1,808,137</td>
<td>57.66%</td>
<td>2,065,952</td>
<td>58.02%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Non Instructional Contract</td>
<td>1,682,926</td>
<td>72.09%</td>
<td>1,707,585</td>
<td>70.02%</td>
<td></td>
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</tr>
<tr>
<td>Instructional Hourly</td>
<td>3,053,258</td>
<td>65.12%</td>
<td>3,271,952</td>
<td>71.76%</td>
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<tr>
<td>Non Instructional Hourly</td>
<td>299,988</td>
<td>36.70%</td>
<td>348,556</td>
<td>79.91%</td>
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<tr>
<td>Classified Contract</td>
<td>4,651,414</td>
<td>63.65%</td>
<td>5,020,514</td>
<td>59.30%</td>
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<td>Instructional Aides Contract</td>
<td>355,990</td>
<td>60.54%</td>
<td>445,304</td>
<td>61.87%</td>
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<td>Classified Management</td>
<td>1,825,485</td>
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<td>2,020,729</td>
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<tr>
<td>Non Instructional Hourly</td>
<td>709,841</td>
<td>65.00%</td>
<td>814,516</td>
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<tr>
<td>Instructional Aides Hourly</td>
<td>115,495</td>
<td>36.74%</td>
<td>110,597</td>
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<td>Student Hourly</td>
<td>313,320</td>
<td>45.45%</td>
<td>328,879</td>
<td>52.49%</td>
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<td><strong>Benefits</strong></td>
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<tr>
<td>STRS</td>
<td>1,403,220</td>
<td>67.30%</td>
<td>1,708,778</td>
<td>65.94%</td>
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<tr>
<td>PERS</td>
<td>1,038,380</td>
<td>75.52%</td>
<td>1,299,735</td>
<td>64.38%</td>
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<td>Social Security and Medicare</td>
<td>839,839</td>
<td>60.83%</td>
<td>911,230</td>
<td>67.94%</td>
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<tr>
<td>Health Insurance</td>
<td>2,518,191</td>
<td>61.32%</td>
<td>2,588,609</td>
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<td>Unemployment Insurance</td>
<td>30,119</td>
<td>61.41%</td>
<td>32,684</td>
<td>64.80%</td>
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<tr>
<td>Workers’ Comp Insurance</td>
<td>421,175</td>
<td>61.90%</td>
<td>441,662</td>
<td>65.29%</td>
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<tr>
<td>Retirees Health Benefits</td>
<td>2,302,560</td>
<td>71.75%</td>
<td>2,397,606</td>
<td>70.55%</td>
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<tr>
<td><strong>Supplies</strong></td>
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<tr>
<td>Instructional</td>
<td>387,203</td>
<td>52.43%</td>
<td>415,370</td>
<td>61.69%</td>
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<tr>
<td>Non Instructional</td>
<td>877,584</td>
<td>44.96%</td>
<td>949,100</td>
<td>53.03%</td>
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<tr>
<td><strong>Operating Expenses</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Insurance</td>
<td>408,676</td>
<td>96.99%</td>
<td>398,233</td>
<td>94.91%</td>
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<tr>
<td>Building and Copier Leases</td>
<td>107,971</td>
<td>63.67%</td>
<td>104,166</td>
<td>62.43%</td>
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<tr>
<td>Repairs</td>
<td>282,563</td>
<td>68.92%</td>
<td>282,403</td>
<td>77.46%</td>
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<tr>
<td>Utilities / Telephone</td>
<td>716,185</td>
<td>70.57%</td>
<td>736,779</td>
<td>71.85%</td>
<td></td>
<td></td>
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<tr>
<td>Service Fees / Other Charges</td>
<td>1,980,780</td>
<td>40.79%</td>
<td>1,970,360</td>
<td>59.88%</td>
<td></td>
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<tr>
<td>Software Licenses</td>
<td>832,196</td>
<td>72.14%</td>
<td>860,359</td>
<td>86.25%</td>
<td></td>
<td></td>
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<tr>
<td>Other Operating Costs</td>
<td>1,794,962</td>
<td>44.02%</td>
<td>1,661,962</td>
<td>47.02%</td>
<td></td>
<td></td>
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<tr>
<td>(Advertising, Printing, Staff Development, Audits, Dues, Election, Postage, etc.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td><strong>Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Site Improvement</td>
<td>2,875</td>
<td>9.57%</td>
<td>595</td>
<td>3.13%</td>
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<tr>
<td>Building Improvement</td>
<td>8,327</td>
<td>89.54%</td>
<td>0</td>
<td>0.00%</td>
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<tr>
<td>Library Books</td>
<td>76,248</td>
<td>78.86%</td>
<td>81,899</td>
<td>89.77%</td>
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<tr>
<td>Equipment</td>
<td>695,974</td>
<td>27.10%</td>
<td>496,805</td>
<td>33.94%</td>
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<tr>
<td>Debt Retirement</td>
<td>53,590</td>
<td>49.99%</td>
<td>53,590</td>
<td>49.99%</td>
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<tr>
<td>Student Aid</td>
<td>643,534</td>
<td>81.81%</td>
<td>626,608</td>
<td>72.68%</td>
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<tr>
<td>Interfund Transfers</td>
<td>226,149</td>
<td>23.58%</td>
<td>471,867</td>
<td>46.89%</td>
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<tr>
<td><strong>Totals</strong></td>
<td>39,143,557</td>
<td>59.58%</td>
<td>41,809,071</td>
<td>63.24%</td>
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Shasta-Tehama-Trinity Joint Community College District
General Obligation Bonds
Cumulative Recap of Bond Activity
September 7, 2017 - March 22, 2018

Bond Income/Outflow

<table>
<thead>
<tr>
<th>Bond Sales Series A (09-07-17)</th>
<th>$50,000,000</th>
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<tbody>
<tr>
<td>Net Issuance Costs</td>
<td>($208,359)</td>
</tr>
<tr>
<td>Refunded 2009A/2008A Bonds</td>
<td>($7,987,268)</td>
</tr>
<tr>
<td>Additional Funds from Other Sources</td>
<td>49,379</td>
</tr>
<tr>
<td>Interest Proceeds</td>
<td>175,514</td>
</tr>
<tr>
<td>Transfer of Interest for Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Net Available Funds for Projects</td>
<td>$42,029,266</td>
</tr>
<tr>
<td>Project Expenditures, including</td>
<td></td>
</tr>
<tr>
<td>Encumbrances</td>
<td>(926,866) *</td>
</tr>
<tr>
<td>Budgeted Balance</td>
<td>(22,185,888)</td>
</tr>
<tr>
<td>Ending Available Funds for Projects</td>
<td>$18,916,512</td>
</tr>
</tbody>
</table>

*Includes $259,190.22 Reimbursement Allocation

Cumulative Recap of Project Budgets, Additional Revenues and Expenditures

<table>
<thead>
<tr>
<th>Projects</th>
<th>Original Budget</th>
<th>Adjusted Budget</th>
<th>Additional Funds from Other Sources</th>
<th>Source</th>
<th>New Adjusted Budget</th>
<th>Expenses to Date incl. Encumb.</th>
<th>Budget Remaining</th>
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<tr>
<td>Measure H General Expenses</td>
<td>1,390,000</td>
<td>1,390,000</td>
<td>0</td>
<td>1,390,000</td>
<td>118,368</td>
<td>1,271,632</td>
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<tr>
<td>Information Technology Projects</td>
<td>1,470,000</td>
<td>1,470,000</td>
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<td>1,470,000</td>
<td>327,608</td>
<td>1,142,392</td>
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<tr>
<td>Property Purchases</td>
<td>1,500,000</td>
<td>1,500,000</td>
<td>0</td>
<td>1,500,000</td>
<td>5,000</td>
<td>1,495,000</td>
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<tr>
<td>18-001 Security Department Relocation</td>
<td>468,750</td>
<td>2,268,750</td>
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<td>2,268,750</td>
<td>72,561</td>
<td>2,196,189</td>
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<tr>
<td>18-002 Athletic Fieldhouse Bldg w/Restrooms</td>
<td>562,500</td>
<td>562,500</td>
<td>0</td>
<td>562,500</td>
<td>0</td>
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<td>18-003 Veterans Center Building</td>
<td>1,560,000</td>
<td>1,560,000</td>
<td>49,379</td>
<td>(1)</td>
<td>1,609,379</td>
<td>15,287</td>
<td>1,594,092</td>
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<tr>
<td>15-016 Regional Public Safety Training Center - Phase One</td>
<td>2,300,000</td>
<td>2,300,000</td>
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<td>2,300,000</td>
<td>343,841</td>
<td>1,956,159</td>
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<tr>
<td>18-004 Regional Public Safety Ctr Classroom</td>
<td>3,250,000</td>
<td>3,250,000</td>
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<td>3,250,000</td>
<td>6,000</td>
<td>3,244,000</td>
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<tr>
<td>18-006 Tehama Campus Student Services Bldg</td>
<td>3,000,000</td>
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<td>3,000,000</td>
<td>11,888</td>
<td>2,988,113</td>
<td></td>
</tr>
<tr>
<td>18-007 Gymnasium Air Conditioning</td>
<td>600,000</td>
<td>915,000</td>
<td>0</td>
<td>915,000</td>
<td>26,313</td>
<td>888,688</td>
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<tr>
<td>18-008 CTE Building and Covered Storage</td>
<td>4,316,000</td>
<td>4,316,000</td>
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<td>4,316,000</td>
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<tr>
<td>18-009 Campus Wide Infrastructure - Project Scoping</td>
<td>105,000</td>
<td>105,000</td>
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<td>105,000</td>
<td>0</td>
<td>105,000</td>
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<tr>
<td>18-010 SC Main Campus Keying &amp; Access Control</td>
<td>426,125</td>
<td>426,125</td>
<td>0</td>
<td>426,125</td>
<td>0</td>
<td>426,125</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$20,948,375</strong></td>
<td><strong>$23,063,375</strong></td>
<td><strong>$49,379</strong></td>
<td><strong>$23,112,754</strong></td>
<td><strong>$926,866</strong></td>
<td><strong>$22,185,888</strong></td>
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</tr>
</tbody>
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Additional Funding Sources:

(1) California Community Colleges Chancellor’s Office - Veterans Resource Center (VRC) Funding

Report prepared for the Citizens’ Bond Oversight Committee for Bond Measure H and the Shasta College Board of Trustees
For questions on this financial report, please contact Theresa Markword, Bond Program Manager at tmarkword@shastacollege.edu or at (530) 242-7699
## MEASURE H
### GENERAL EXPENSES

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ADJUSTED BUDGET | | | | | | | | | | | | 89,000.00 | 2,300,000.00

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- EDS Engineering & Land Surveying 841075 2015-2016 2,750.00
- EDS Engineering & Land Surveying 841075 10/11/2017 1,800.00
- Fire Facilities, Inc. 843312 2015-2016 58,400.00
- Fire Facilities, Inc. 843312 2016-2017 70,200.00
- Mid Pacific Engineering Inc. 752377 2015-2016 11,405.00
- Mid Pacific Engineering Inc. 752377 2016-2017 16,551.91
- Nichols, Melburg & Rossetto 239 2015-2016 28,101.38
- Nichols, Melburg & Rossetto 239 2016-2017 18,399.39
- Nichols, Melburg & Rossetto 239 2/25/2018 17,275.42

#### Testing/Inspection
- Rico Montenegro 1459 2016-2017 1,600.00
- Rico Montenegro 1459 12/8/2017 2,600.00
- Aztec Construction (Asbestos Testing) 748843 12/28/2017 4,150.00
- Quercus Consultants (Env. Impact Rep.) 701522 3/20/2018 45,000.00

#### Other Fees
- Dept. of Conservation (Geol. Assess.) 844125 2015-2016 3,600.00
- Shasta County Clerk (Env. Impact Filing) 656202 3/20/2018 2,338.75

#### Site Improvements
- Public Agency Law Group 678361 12/4/2017 2,212.50
- Public Agency Law Group 678361 1/31/2018 0.20
- A-1 Tree Service & Stump Removal 885864 2/21/2018 22,453.00
- Herc Rentals 869602 3/9/2018 2,563.28
- Strange & Son Fencing, Inc. 862944 3/21/2018 17,960.23
- Axner Excavating, Inc. 27 3/22/2018 748.01

#### Buildings/Construction

#### Furniture, Fixtures & Equipment

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### Budget Remaining
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### REGIONAL PUBLIC SAFETY TRAINING CENTER
#### CLASSROOM (18-004)

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- Nichols, Melburg & Rossetto 239 1/31/2018 3,000.00

**Testing/Inspection**

**Other Fees**

**Site Improvements**

**Buildings/Construction**

**Furniture, Fixtures & Equipment**

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- 0.00

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## TEHAMA CAMPUS STUDENT SERVICES BUILDING (18-006)

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| Architectural/Engineering | LIONAKIS | 686950 | 2/15/2018 | 11,887.50 | | | | | | |
| Testing/Inspection | | | | | | | | | | |
| Other Fees | | | | | | | | | | |
| Site Improvements | | | | | | | | | | |
| Buildings/Construction | | | | | | | | | | |
| Furniture, Fixtures & Equipment | | | | | | | | | | |

| TOTAL - 71611 | 0.00 | 0.00 | 11,887.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 11,887.50 |

| Budget Remaining | 2,988,112.50 |

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### Notes:
- GL Activity Code: 212000, 439900, 612000, 620000, 640000
- Vendor #: 686950
- Date: 2/15/2018
- Architectural/Engineering: LIONAKIS
- Testing/Inspection: 11,887.50
- Other Fees: 0.00
- Site Improvements: 0.00
- Buildings/Construction: 0.00
- Furniture, Fixtures & Equipment: 0.00
- Contingency: 0.00
- Total: 2,988,112.50

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* TEHAMA CAMPUS STUDENT SERVICES BUILDING
* (18-006)
TO: BOARD OF TRUSTEES  
FROM: Dr. Joe Wyse, Superintendent/President  
INITIATOR: Dr. Joe Wyse, Superintendent/President  
SUBJECT: APPROVAL OF MINUTES  
          MINUTES OF THE SPECIAL MEETING OF THE BOARD HELD ON  
          JANUARY 12, 2018  

**BACKGROUND**

The unapproved minutes of the Special Meeting of the Board held January 12, 2018 are attached.

**RECOMMENDATION**

The Superintendent/President recommends that the Board approves the minutes, as submitted.
The Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District met in a Special Meeting of the Board on Friday, January 12, 2018 in the Board Room of the Shasta College Administration Building located at 11555 Old Oregon Trail, Redding, California.

1. **CALL TO ORDER**

   The meeting was called to order by Mr. Scott Swendiman, Board President, at 12:35 p.m.

2. **ROLL CALL**

   Roll call indicated the following:

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<td>Mr. Pat Carr</td>
<td>Dr. Rob Lydon</td>
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<tr>
<td>Ms. Rhonda Nehr</td>
<td>Mr. Robert Steinacher</td>
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<tr>
<td>Mr. Kendall Pierson</td>
<td>Mr. Evan Weston</td>
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<tr>
<td>Mrs. Rayola Pratt</td>
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<tr>
<td>Mr. Scott Swendiman</td>
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3. **CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA**

   Mr. Swendiman asked if there were speaker cards indicating requests from the audience to speak to any items on the agenda. There were none.

4. **DISCUSSION/ACTION AGENDA**

   4.1 **PERSONNEL ITEMS – EMPLOYMENT ADMINISTRATIVE/CONFIDENTIAL STAFF**

   Dr. Wyse, Superintendent/President, said the reason that we have called a special meeting is to get some of the hiring approved before the beginning of the semester. There are both some administrative and academic staff to be approved – with the academic staff being key. I do want to recognize that James Kortuem is here today and to say congratulations to him for being hired as an ESL & Foundational Skills Instructor, subject to approval at this meeting.

   We have also filled a couple of technology positions. We are excited to have Jeff Blankenship move up to the Information Technology Programmer/Analyst position and to welcome Philip Churchill as a new hire. Then we have an interim position for the Deputy Sector Navigator – Small Business position as well. We are happy to have Angela Cordell join the team – she has worked in a very similar role at another college.

   Janet Janus has been the interim Program Director for HIM and HIT and she has been leading the accreditation work on these programs. We are excited to have her in a permanent position.

   The 21st Century Skills – New World of Work grant has been expanding and Rajinder Gill has already been helping us and she has been doing a good job. She has been appointed as the interim Senior Project Coordinator for this program.

   Mr. Pierson asked why is it an “interim” position?
Dr. Wyse said that we can appoint an Interim for up to 2 years. This is helpful to keep work going instead of doing a 2-month search.

Mr. Carr asked, does that mean that there is uncertainty in the length of employment?

Dr. Wyse said yes, interim position holders know that they will have to go through an interview selection process.

Mr. Carr asked, how stable are the programs?

Dr. Wyse said that we have had the Deputy Sector Navigator – Small Business grant for the last 5 years. The New World of Work grant we have had for about a year – uncertainty is part of working in the grant world.

Mr. Carr asked, is there any link with the new online college and New Work of Work initiative?

Dr. Wyse said that the Vice Chancellor is working on both initiatives, but I am not aware of a formal link.

Mrs. Pratt asked what is included in New World of Work?

Dr. Wyse said that this is focused on soft skills – the new term is employability skills – such as being on time, resiliency, customer service, etc.

It was moved by Mr. Pierson and seconded by Mrs. Pratt TO APPROVE/RATIFY THESE EMPLOYMENT ITEMS AS SUBMITTED. The matter passed 5-0.

4.2 PERSONNEL ITEMS – EMPLOYMENT ACADEMIC STAFF

Dr. Wyse said that we need to approve these faculty hires prior to the new hires being able to start classes. This is in accordance with the Education Code.

There are two ESL & Foundation Skills Instructor positions be filled. We are excited to be expanding our ESL and Foundational Skills offerings using the ABEG grant funds. We also need to approve the part-time, temporary, hourly faculty list as well.

It was moved by Ms. Nehr and seconded by Mr. Pierson TO APPROVE/RATIFY THESE EMPLOYMENT ITEMS AS SUBMITTED. The matter passed 5-0.

5. COMMENTS FROM INDIVIDUAL MEMBERS OF THE BOARD

Mr. Swendiman asked if there were any comments from the individual members of the Board. There were no comments.

6. COMMENTS FROM THE AUDIENCE

Mr. Swendiman asked if there were any comments from the audience. There were no comments.
7. **ADJOURN**

   It was moved by Mr. Pierson and seconded by Ms. Nehr TO ADJOURN THE MEETING. The vote was 5-0 in favor of adjournment.

   Board President Scott Swendiman adjourned the meeting at 12:44 p.m.

   Respectfully submitted,

   **Andree Blanchier**

   Andree Blanchier
   Recorder
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<td>INITIATOR:</td>
<td>Dr. Joe Wyse, Superintendent/President</td>
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<td>SUBJECT:</td>
<td>APPROVAL OF MINUTES</td>
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<td>MINUTES OF THE REGULAR MEETING OF THE BOARD HELD ON MARCH 14, 2018</td>
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**BACKGROUND**

The unapproved minutes of the Regular Meeting of the Board held March 14, 2018 are attached.

**RECOMMENDATION**

The Superintendent/President recommends that the Board approves the minutes, as submitted.
MEETING OF THE BOARD OF TRUSTEES
OF THE SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
WEDNESDAY, MARCH 14, 2018

MINUTES

The Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District met in regular session on Wednesday, March 14, 2018 in the Board Room of the Shasta College Administration Building located at 11555 Old Oregon Trail, Redding, California.

1. CALL TO ORDER
The meeting was called to order by Mr. Scott Swendiman, Board President, at 7:00 p.m.

2. ROLL CALL
Roll call indicated the following:

<table>
<thead>
<tr>
<th>Trustees Present</th>
<th>Trustees Absent</th>
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<tr>
<td>Mr. Pat Carr</td>
<td>Mr. Evan Weston, Student Trustee</td>
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<td>Dr. Rob Lydon</td>
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<td>Ms. Rhonda Nehr</td>
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<td>Mr. Kendall Pierson</td>
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<td>Mrs. Rayola Pratt</td>
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<td>Mrs. Pratt excused herself from the meeting at 8:47 p.m., prior to closed session, due to illness.</td>
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<td>Mr. Robert Steinacher</td>
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<td>Mr. Scott Swendiman</td>
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3. FLAG SALUTE
Mr. Carr led the flag salute.

4. INTRODUCTION OF SPECIAL GUESTS
Superintendent/President Dr. Joe Wyse said I would like to welcome Rose Miranda and Dhabih Hendershot, they are two of the faculty members that are on the tenure approval list. We have 8 faculty, pending on your approval of the consent agenda, that will have tenure.

We also have Mike Mari who is here to tell you a little bit about the items in front of you.

Mr. Mike Mari, Dean of PEAT & Director of Athletics, said that our teams have done very well. The football team won the 2017 Pacific 7 League Championship and the American Division Championship. The men’s’ basketball team won the Golden Valley Conference Championship. Notice that the signed basketball is an Adidas basketball – we are an Adidas school – that makes us just that much cooler!

5. CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA
Mr. Swendiman asked if there were speaker cards indicating requests from the audience to speak to any items on the agenda. There were none, but Mrs. Pratt said that item 8.8 would need to be voted on separately as she would like to abstain from the vote for this item.

6. REPORTS
6.1 FACULTY ASSOCIATION REPORT
Dr. John Whitmer, Faculty Association President was absent.
6.2 ACADEMIC SENATE REPORT
Ms. Cathy Anderson, Academic Senate President, greeted the Board and provided the following report:

I would like to describe the tenure process – this is a big night -- we have 8 people getting tenure!

The tenure process is a four-year process. A new faculty member is assigned a mentor teacher in their first year. They meet each week throughout the year. Then for each faculty member going through the tenure process there is a Review Committee formed that comprises of 3 faculty members and one administrator. At the beginning of each semester, the Review Committee meets and then each committee member visits the new faculty member’s class. Based on my calculations, there are 75 meetings required for each new faculty member – these meetings are just about their tenure. Then there are 28 class visits. The tenure process is a big time commitment for everyone involved. The Research Department invests their time working with the student observations as well. So it is really a big accomplishment for the College.

Mrs. Pratt said that I recall when this wasn’t our process and a lot more of the responsibility on confirming faculty for tenure was put on the Board. Now the process has really been cleaned up and it has given a lot of good teachers.

Ms. Anderson said that both the Review Committee members and the mentors are highly trained and they take their responsibility very seriously.

Mr. Pierson said that the mentoring and investment resonated with me, it is a big investment, and we need to do it right – and it sounds like we are doing it right!

6.3 CLASSIFIED EMPLOYEES’ ASSOCIATION REPORT
Mr. Chris Petersen, President of CSEA Chapter 381, greeted the Board and provided the following report:

Non-contract negotiations are ongoing; we meet monthly. We have a couple of position descriptions coming and some Memos of Understanding – we are looking forward to getting them finalized.

As the Assistant Coach of my son’s soccer team, I got to see the day when everyone got their jerseys and you could just see it in their faces when they looked around, they were part of a team. I am proud to be part of this team, I am proud to work with the instructors. There are things happening at the class level that are pretty special, so thank you to everyone who makes this a great team.

6.4 STUDENT SENATE REPORT
Mr. Evan Weston, Student Trustee, was absent due to a family obligation so there was no report.

6.5 BOARD MEMBER REPORTS
Mr. Swendiman asked if there were any Board Member reports.

Mrs. Pratt said that I would like to say thank you to the Agriculture and Resource students. I attended the Temple Grandin event and it was fabulous. They had to change the venue 3 times, which is like having 3 different productions, and the students did a wonderful job – they took care of everything.
Mr. Swendiman said that I went to the multi-cultural event, there was ton of talent at the event. The Shasta Historical Society joined us and they did a great job.

6.6 **SUPERINTENDENT/PRESIDENT’S REPORT**

Dr. Wyse said I was invited to present on a panel presentation at the Association of California Community College Administrators (ACCCA) conference. I presented with 3 other presidents on Guided Pathways.

Today, I went over to Simpson University and kicked off their 8th Annual Undergraduate Research Day.

I am excited that we are getting good coverage on the Shasta College Promise Program. We have made it “above the fold.” It is a bit confusing because they renamed the Board of Governors Fee Waiver (BOG) to be the California Promise Program. With the Shasta College Promise, we have identified $350,000 of funding to help fund more of the waivers and this will add to the state funding that will be coming (if approved in the final state budget in June).

Mr. Rodrigue and I are on a statewide Task Force Committees to try to influence the revision of the funding formula. There are about 10 CEOs and 10 CBOs on each committee. We all know that the trailer language is not acceptable so we are working on it to try to make it better.

Based on our projections, the proposed formula could result in some schools being down 1 million in funding and others being down as much as 3-5 million or more. On the other end of the scale, there are some schools that will have significant increases in funding.

Tomorrow I am invited to go to the Consultation Council to report on the 50% Law Workgroup recommendations and also the CEO Workgroup recommendations on the funding formula.

Mrs. Pratt asked, what do you need for support?

Dr. Wyse said that right now we are working on proposing things and we are trying to get scenarios run to see what the ramifications would be – then we will go from there.

Mr. Carr asked if there was a specific overlay that pertains to colleges of different sizes, etc.?

Dr. Wyse said that there are 72 college districts and each one is different. Some colleges have bigger no-credit programs, so if this type of funding is cut, it would result in significant reductions for these colleges. Others are located right next to a CSU so they are going to have more transfer degrees which could result in more funding. We are trying to make it as fair as possible for everyone.

6.7 **INSTRUCTION REPORT**

Dr. Frank Nigro, Assistant Superintendent/Vice President of Instruction, greeted the Board and provided the following report:

Happy National Pi Day (the 3.14 day . . .). We have some of our members from the English department here who are going to present on some of the work that we have been doing to get students through transfer level English classes.
We also had Flex Day last week, and even though we have not yet had the satisfaction surveys tallied, we get the sense that everyone enjoyed both the keynote and external presenters as well as the workshops facilitated by our own faculty members.

The keynote speaker was Dr. Rob Johnstone. He gave an engaging presentation on Guided Pathways. We also had several faculty members from British Columbia who presented on a wide range of topics as well.

The Theatre Department is putting on the production of “A Day in the Death of Joe Egg.” The play is set in the 1960s and it is the story of a couple and their disabled daughter – the acting is amazing. On Sunday with the support from PACE, the performance featured “shadow” American Sign Language Interpreters and a talk on disability with local experts after the performance.

Talking about the tenure process, you also have to take into consideration the stringent hiring process – so really it is more like a four and a half year process. So congratulations to all of our new tenured faculty members.

I would like to introduce two of our English faculty members Scott Yates and Kylee Duran-Cox.

**Mr. Scott Yates and Ms. Kylee Duran-Cox**

Mr. Yates said that we are here from the English Department to address the needs of our students and the state mandates. The presentation is attached hereinto as *Exhibit A*.

In the past, students were having trouble getting through transfer level English. We have been supporting these efforts with the idea that the more support that students receive, the more these students will be able to get through these classes.

Ms. Duran-Cox said that before, too many students were placed below transfer level. But the pipeline of courses required to get to the transfer level was too long, so many students never got out or achieved their goals.

Mr. Yates said that in the past, we had placement policies that put many students in remedial courses. There were a lot of exit points, so by the time they got to the transfer level, we would have lost quite a few students. As a result there was a low entry level into English 1A (transfer level) and a low completion level.

Then AB 705 passed and this requires Community Colleges to maximize the probability that a student will enter the transfer level in a one-year period. So, this resulted in a continuation of the strategy on which we had been working on.

Ms. Duran-Cox said that the lower the placement, the less chance that a student would succeed. So, we have shortened the pathway. We discontinued a couple of the courses and created several new accelerated courses. Students were primarily placed in either transfer level or pre-transfer level English classes.

Mr. Yates said that one of the main differences was to modify our placement policies. This had the greatest impact on our students. With the Compass Placement Test, there were 55% of the students placed in transfer level. By using Multiple Methods, there were 86% of the students that were placed in transfer level classes. This is largely due to the students being placed based on their high school G.P.A.
Mr. Carr asked are we challenging the students, and is this a challenge that the students can rise up to?

Mr. Yates, replied, yes the students can rise up to the challenge. We are also seeing that the Compass Test was not very effective at determining if a student was ready to be in English 1A.

Dr. Lydon asked, the increase in the numbers of students in the course did not decrease the success rate?

Ms. Duran-Cox said yes that is true.

Ms. Nehr asked are these students right out of high school?

Mrs. Pratt asked, does the high school use a placement test?

Mr. Yates said that their placement is based on 7th and 8th grades.

Mr. Carr asked are you seeing a different population coming into the classroom, or are they the same students?

Ms. Duran-Cox said that I think there are some changes, we are getting more diverse capabilities, but we still have similar challenges as before.

Mr. Yates said I think that we are seeing students entering just like before, but the cultural environment is different. Students now come into contact with a lot more information, so they have a wide breadth of information, but not necessarily a deep understanding in any certain area.

Mr. Carr said that I have heard that we are creating the greatest generation of reactive thinkers because we are in such a state of data overload.

Mr. Yates said that what is exciting as an English teacher is that we get to present the information in a way to help the students think and analyze it.

Ms. Duran-Cox said here is the new class sequence.

Mr. Yates said that you can see that it is much shorter. In the past, we had a place for every student, but sometime it took so long that the students never made it through.

Ms. Duran-Cox said that it looks like we created more classes, but actually English 196 takes students from both English 280 and English 190. Plus there is also a new lab that goes along with English 1A. The students get more support as they are actually writing and more students are placed in transfer level English 1A or just one level below. We are also providing an increase in instructional time. They are getting more one-on-one remediation instead of teaching an entire class at a lower level.

Mr. Carr asked, do students come in from high school and go straight to English 1A?

Ms. Duran-Cox said yes they do.

Mr. Pierson asked if there was a feedback loop to tell the high schools how many students go straight into English 1A?
Dr. Wyse said that we are doing that through North State Together (NST). We have been speaking to high school superintendents about placements into transfer level classes.

Mr. Yates said that English 196 is for students who used to be placed 2 or 3 levels below transfer level. Now almost any student that doesn’t go into English 1A can go into this course. This course is backward designed from English 1A, so the skills that are essential to pass English 1A are embedded into the class and there is also embedded tutoring and just-in-time remediation. This course is also high challenge – we are giving challenging assignments but with more support.

Mr. Carr said that I know other universities who have essays as part of their application – do we incorporate those kinds of things to give them an idea of why it is important to learn these things?

Mr. Yates said that all the instructors try to make those connections in the classroom. But if you are thinking about specific work-related assignments, then there are business courses that would give those type of assignments.

Ms. Nehr asked, are all the Community Colleges offering similar types of courses?

Ms. Duran-Cox said that everyone is dealing with AB 705 and we had already started this before because we saw this trend and we wanted to do something about it.

Mr. Yates said that the California Acceleration project has been working on this for quite a while, and we have attended their conferences.

Ms. Duran-Cox said that the other course is English 1A with 101A Lab – this supports the students who can go straight into transfer level English. Students also really struggle with college level reading.

Mr. Carr asked, what about speed reading? Do we offer that as a course?

Mr. Yates said that speed reading has fallen out of favor in Community College instruction – now it is more about critical reading. I don’t think we offer this course at all. This is a connection to the current cultural environment, some things like speed reading is not influenced by technological improvements.

Ms. Duran-Cox said here are the next things that we want to work on to meet the Chancellor’s Office goals and student goals. Over time, all of this work should decease the expense for students and for the college. We have been really focused on trainings and a lot more emphasis on the data and results. We want to create an in-house training program to train more faculty.

Dr. Nigro said that Tim Johnston and his team have been instrumental in the implementation of Multiple Measures. They have been shepherding us through this process and I would like to acknowledge all of their hard work.

Mr. Swendiman said thank you to Mr. Yates and Ms. Duran-Cox for their presentation.

6.8 **STUDENT SERVICES REPORT**

Dr. Kevin O’Rorke, Assistant Superintendent/Vice President of Student Services, is absent because he is attending a statewide Student Services conference, so there is no report this month.
6.9 **ADMINISTRATIVE SERVICES REPORT**

Mr. Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services, greeted the Board and provided the following report:

I am going to start with a presentation about the North State Campus Camp from Jessie Ballard, Compliance Coordinator, and Karah Harbuck, a student.

**Ms. Ballard and Ms. Harbuck**

Good evening, my name is Jessie Ballard and I was one of the staff members who helped organize the North State Campus Camp. I am here tonight to introduce one of our students, Karah Harbuck, to discuss the impacts of the camp.

A little background: for the last 3 years, one of our esteemed faculty members, Chris Rodriguez has led 11 students to California Campus Camp hosted by De Anza College. This is a 2-day retreat that trains students and faculty to strengthen community and campus organizing.

Upon returning from the 2017 California Campus Camp, Karah recognized the need to bring this information to the north state in order to make it more accessible for rural communities to attend, and to gear the training toward the specific issues that we face on our campuses and in our communities. She took the initiative alongside other students, faculty and staff to bring this leadership training to the north state.

This retreat and training was designed to develop self-empowerment, critical thinking, effective communication, and leadership and community-organization skills.

Thanks to the support and generous funding of the Shasta College Foundation, our Office of Economic and Workforce Development, our Office of Student Equity and Inclusion and the Shasta College Innovation mini-grant, this training was provided at no cost to over 40 participants!

We are looking forward to the 2nd annual training, September 28th – 30th, 2018 as we have already have received more responses from campuses than during our initial outreach.

Without further ado, Ms. Harbuck will now share her reflections on the North State Campus Camp.

Ms. Harbuck said that by helping to organize the camp, I learned a lot about budgets and what really needs to get done when organizing such a big event. When it first began, I was worried because I suffer from social anxiety. But I quickly was introduced to students from other colleges and we decided to establish a club, called Student Solutions, and we got it up and running.

Mr. Swendiman asked, was it here?

Ms. Harbuck said that we held the camp out at the Whiskeytown Environmental Camp.

Ms. Ballard said that the camp is a Camp Wellstone. The 2 trainers were Wellstone trainers. Paul Wellstone, a former senator from Minnesota, created the Wellstone Triangle for Social Change. The triangle incorporates taking political action, policy change, and developing relationships. He has left that legacy through these camps.

Mr. Swendiman said thank you Ms. Ballard and Ms. Harbuck for that presentation.
Mr. Rodrigue said now if we take a look at the monthly Budget to Actuals report on page 6, we see our target is about 58% and we are tracking at 55%. The non-instructional hiring is a bit higher as percentage compared to last year, but overall most of the numbers are looking pretty good.

As part of my report, we want to be sure to give you an update on the Bond projects. Theresa Markword developed a nice summary of what projects are happening and what you can look forward to. This summary is attached hereinto as Exhibit B. We are focusing on the projects and the budget commitments – this does not reflect the final budget, it is only the budget commitment that we have at this point. We are working on the Facilities Master Plan and we will be bringing it to you soon. There are $7.2 billion of projects in DSA right now, and there are escalating costs because there are not enough qualified workers statewide. In addition, there have also been increases in lumber costs and other material costs.

Mr. Carr asked, have there been any impacts from the Napa fires?

Mr. Rodrigue said that there are a lot of bonds that have been passed across the state, so even before the fires, there were shortages. There is also a lot of private building occurring as well. So prices are escalating a lot higher than originally projected, so we will have to deal with that.

Mrs. Pratt asked how are we going to deal with that?

Mr. Rodrigue said that it is important to keep the projects to the same size, and then we are transferring some of the budgets from other projects. We are also earning interest on the funds and Dr. Wyse is focused on fund-raising efforts. There are also grants that can help. There are some later projects that might be postponed – for example, the project that entails moving the road, this project might get cut.

Dr. Wyse said that if you look on page 7, you can see that so far we identified an additional $49,000 for the Veterans Center and we also have $175,000 of interest.

Mr. Rodrigue said that when we funded the initial bonds, we paid off some lease revenue bonds. If we pay those back to ourselves, then we can end up with more money than we spent – this is extra money that can be applied to future projects.

Looking at the additional summary report, across the top, you can see the progress of the projects. For example, you can see where we have added the athletic field house. Every project has a planning committee with which we are working to ensure that their needs are met. So the process is to work with the architects and these committees to make sure everything is in line.

The infrastructure project is just an evaluation of the current state of things. We are looking at general things like sewage, etc.

Mr. Carr asked what percent of the project is that commitment?

Mr. Rodrigue said that it is just an estimate of what we thought it might be, but know that we are working with the architect to define the project more. We start with a per square foot estimate, then we work with the architect and this gets refined. This report will let you see how things progress.
Mr. Carr asked, for the infrastructure project, does this represent 10% of the budget?

Mr. Rodrigue said that the $105,000 is just to investigate the current state of things – only then can we come up with a reasonable estimate.

Mrs. Pratt asked how are you going to prioritize?

Mr. Rodrigue said the sewers are a must do, this project is only a needs assessment. When we built Measure H, a large percentage of the dollars were slotted for this type of project.

Mrs. Pratt asked, is there a timeline?

Mr. Rodrigue said that for every project here, we are ready to move forward on it.

Mr. Swendiman asked what is the keying access control?

Mr. Rodrigue said that our keying is a mess. We have keys that get into one or multiple doors. We are looking at digital access – this will require less keys and it will also enable lock down procedures to be improved.

Dr. Wyse said that when you look at the report, the projects with the most check marks are the projects in which we are furthest along.

Mr. Rodrigue said that one of the most awaited projects is the installation of the air conditioning in the gym. The Public Safety Training Ground is the furthest along.

In the Fire Ground project, we are using pre-fabricated props that are on a GSA contract. So we will purchase the props separately, and then we will bring you the budget for the assembly of the props.

Mr. Rodrigue said that if you look at the last page, you will see two really big projects – the CIS Building and the 1000 Building. These are the most expensive projects with the 1000 Building being estimated in the $11-12 million and the CIS Building in the $3-5 million range. We are looking at shifting classrooms and trying to understand how many classes that we want to bring into the new buildings. We have less students in the actual classrooms as a result of online classes, Guided Pathways, etc. The number of students will be changing and we need to take that into consideration.

Ms. Nehr said that I see solar, are we purchasing new solar?

Mr. Rodrigue said yes we are working on this – potentially we will be doing a $5 million project, so don’t be surprised when you see more information on this in later reports.

7. APPROVAL OF MINUTES

7.1 MINUTES OF THE REGULAR MEETING OF THE BOARD HELD ON FEBRUARY 7, 2018

It was moved by Dr. Lydon and seconded by Mr. Carr TO APPROVE THE MINUTES OF THE REGULAR MEETING OF THE BOARD HELD FEBRUARY 7, 2018. The matter passed 5-0. Mrs. Pratt and Mr. Pierson abstained.

8. CONSENT/ACTION AGENDA

Dr. Wyse said that I heard Mrs. Pratt’s earlier request to vote independently on Item 8.8 – Authorization to Reissue Accounts Payable Warrants. I recommend that you vote on Item
8.8 and then vote on the rest of the Consent/Action Agenda.

It was moved by Dr. Lydon and seconded by Mr. Steinacher TO AUTHORIZE THE BUSINESS OFFICE TO REQUEST THAT THE SHASTA COUNTY AUDITOR DRAW NEW WARRANTS IN FAVOR OF THE PAYEES AS PRESENTED. The matter passed 6-0. Mrs. Pratt abstained.

It was moved by Ms. Nehr and seconded by Dr. Lydon TO APPROVE THE CONSENT/ ACTION AGENDA. The matter passed 7-0.

9. DISCUSSION/ACTION AGENDA

9.1 APPROVAL/RATIFICATION OF REVISED PROJECT ASSIGNMENT AMENDMENT (BOND PROJECT-SECURITY DEPARTMENT RELOCATION AND STORAGE BUILDING)

Mr. Rodrigue said this is a Project Assignment Amendment (PAA) that you have previously seen. This PAA concerns the move of Campus Safety to the Museum. We added a structure to the project. We are looking at putting a storage structure behind the new Campus Safety. In this structure we will store some of the museum items, some archived records, and additional Campus Safety items.

Mr. Carr asked, is there a museum?

Mr. Rodrigue said, no there is not a museum now, but we had a museum and are responsible for protecting the collection. We are looking at using a pre-fabricated building for this purpose.

Mrs. Pratt said, there are buildings that are selected for demolition. Couldn’t we use some of those to meet our needs instead of building a new building?

Mr. Rodrigue said that we are trying to revamp how the campus is established, and transform it into a “neighborhood” configuration so we have certain constraints so that everything works together. For example, when we are looking at the 1000 building, we are looking at making it an area for students.

Mrs. Pratt said, it is just that the demolition costs are extremely high.

Mr. Rodrigue said yes, that is taken into account when evaluating the overall plan for the campus layout.

It was moved by Mr. Carr and seconded by Mr. Steinacher TO APPROVE/RATIFY THE REVISED PROJECT ASSIGNMENT AMENDMENT AS PRESENTED. The matter passed 6-1. Mrs. Pratt opposes.

9.2 NEW CERTIFICATE PROPOSAL: SUSTAINABLE LANDSCAPE CERTIFICATE

Dr. Nigro said we are asking approval for this new certificate in the Agriculture department. Since 2013 they discontinued 9 certificates, and now they are very excited about adding a new certificate back.

It was moved by Mr. Pierson and seconded by Mrs. Pratt TO APPROVE THIS CERTIFICATE AS SUBMITTED. The matter passed 7-0.

9.3 BOARD APPROVAL FOR NEW COURSES

Dr. Nigro said that we are asking approval for these 12 new courses.
It was moved by Mrs. Pratt and seconded by Mr. Pierson TO APPROVE THESE COURSES AS SUBMITTED. The matter passed 7-0.

9.4 APPROVAL OF REVISIONS TO STUDENT FEE SCHEDULE

Mr. Rodrigue said we bring this fee schedule to the Board a couple of times a year. The main revision at this time is that there were a bunch of fees that used to be listed as optional (page 63) and they have been moved to mandatory fees. We have found that trying to collect the fee at the end of the course is harder than having it paid in the beginning. If the student does not achieve in something for which they paid the fee, then they will be refunded the fee amount.

It was moved by Mr. Pierson and seconded by Mr. Carr TO APPROVE THE STUDENT FEE SCHEDULE MODIFIED FOR SUMMER AND FALL 2018. The matter passed 7-0.

9.5 FIRST READING OF REVISED OR NEW BOARD POLICIES/ADMINISTRATIVE PROCEDURES

Dr. Wyse said the Board Policy Review Subcommittee reviewed these BP/APs this evening prior to the regular meeting. Tonight there is no action required.

There is no action requested.

9.6 SEXUAL ASSAULT/DOMESTIC VIOLENCE ON CAMPUS GRANT

Mr. Rodrigue said that we have had this grant before. It allows us to work with One Safe Place, and to bring on Jessie Ballard, and to do other things. We are looking at expanding our programs to the Tehama Campus as well.

It was moved by Mr. Carr and seconded by Dr. Lydon TO APPROVE THIS GRANT PROPOSAL AND AUTHORIZE ACCEPTANCE OF THE FUNDS SHOULD SHASTA COLLEGE BE SELECTED TO RECEIVE THIS GRANT AWARD. The matter passed 7-0.

9.7 NWOW STUDY PROGRAM GRANT

Ms. Jimenez, Associate Vice President of Economic and Workforce Development said that this grant is ongoing funding for New World of Work (NWOW). This program is a big focal point across the state. This is one of the smaller grants, but it is to be used to enhance the existing curriculum, work-based learning components, and the assessment and credentialing component including 21st Century Skills badging.

Mr. Carr asked what is 21st Century Skills badging?

Ms. Jimenez said that it is referring to digital badging. I had questions behind what it was and if employers do look at it. And as it turns out, employers do look at these things. Essentially they are digital badges that can be linked to digital social media profiles such as LinkedIn.

It was moved by Dr. Lydon and seconded by Mr. Carr TO APPROVE THIS GRANT PROPOSAL AND AUTHORIZE ACCEPTANCE OF THE FUNDS SHOULD SHASTA COLLEGE BE SELECTED TO RECEIVE THIS GRANT AWARD. The matter passed 7-0.

9.8 WEEK OF THE YOUNG CHILD 2018 MINI GRANT

Dr. Nigro said that this mini-grant will allow our ECE team to participate in the Shasta County Week of the Young Child event.

It was moved by Mrs. Pratt and seconded by Mr. Pierson TO APPROVE THIS GRANT
9.9 **QUARTERLY FINANCIAL REPORT**
Mr. Rodrigue said that I bring you Mrs. Pratt’s favorite report – because of the tiny printing! When you take a look at this report, there is a timing of income factor. If you look on page 100, in section IV Unrestricted General Fund Revenue, Expenditure and Fund Balance, the year-to-date and actual revenues are tracking below expenditures. But, we will be receiving another big inflow of revenue in April.

When you look at the fiscal problems for next year – this is where the uncertainty around the funding formula and the declining enrollment is reflected. For at least the next two years, there is a lot of uncertainty even with the hold harmless clause.

Mr. Carr asked, so you prepare this, then Dr. Wyse signs it, and then it gets sent to the Chancellor’s Office?

Mr. Rodrigue said that the Business Office completes all of the financial figures and I complete the written responses. This is how the Chancellor’s Office compares the schools. Then we get the final 311 Report which is included in the annual audit.

It was moved by Mr. Steinacher and seconded by Mr. Carr **TO ACKNOWLEDGE RECEIPT OF THE 2017-2018 SECOND QUARTER FINANCIAL STATUS REPORT IN COMPLIANCE WITH EDUCATION CODE 84040.3.** The matter passed 7-0.

9.10 **INCOME AND EXPENDITURES – CASH BASIS**
Mr. Rodrigue said if we take a look at page 104, we can see that Fund 74 – Student Financial Aid Fund received about $2 million and then this was transferred over to Fund 11 – General Fund. We also see that Fund 34 – Revenue Fund transferred about $500,000 over to Fund 11 – General Fund so that we can pay the folks who work in Food Services.

It was moved by Mr. Pierson and seconded by Dr. Lydon **TO APPROVE THE INCOME AND EXPENDITURES – CASH BASIS REPORT FOR THE MONTH OF JANUARY 2018.** The matter passed 7-0.

9.11 **AUTHORIZATION TO ENTER INTO CONTRACTS WITH IMMER1 TECHNOLOGY GROUP AND AMS.NET, INC. FOR THE DISTRICT WIRELESS PROJECT**
Mr. Rodrigue said this is a project to improve wireless access on campus. This is one of our Bond projects and this is under a State CMAS contract for Ruckus Wireless, Inc. The State Department of biddable services has already negotiated these rates – and they allow us to piggy back off this contract.

Mr. Pierson said is this a bigger, better and faster, state of the art technology? What is the useful life?

Mr. James Crandall, Director of Technology, said that the devices that we have are already 10 years old, I estimate a useful life of at least 5 years. This includes the switches necessary to increase the WiFi speed to the end points.

Dr. Wyse said that these costs will be covered by the Bond and it is also a project that rose to the top of the Area Initiative List.

It was moved by Mr. Pierson and seconded by Mr. Steinacher **TO AUTHORIZE DISTRICT**
ADMINISTRATION TO PURCHASE THE IMMER1 TECHNOLOGY GROUP WIRELESS COMPONENTS IN THE AMOUNT OF $177,988.64 AND THE AMS.NET, INC. SWITCHING COMPONENTS IN THE AMOUNT OF $171,954.06 AS PRESENTED. The matter passed 7-0.

9.12 **AUTHORIZATION TO CLOSE FUND 21 – BOND INTEREST AND REDEMPTION FUND**

Mr. Rodrigue said that these bonds date back to when they sold the bonds in the 1960s. The funny part about this is that there are still bonds out there, and these bonds can still be redeemed – so everyone check your safes. By closing the account, it doesn’t mean that these bonds can’t be collected.

It was moved by Mrs. Pratt and seconded by Mr. Steinacher TO AUTHORIZE THE CLOSURE OF THE BOND INTEREST AND REDEMPTION FUND. The matter passed 7-0.

9.13 **RESOLUTION TO EXCUSE ABSENCE OF GOVERNING BOARD MEMBER (NO. 2017-18-11)**

Dr. Wyse said that Mrs. Pratt has requested to address the Board on this item.

Mrs. Pratt said that the February meeting was on the 7th and I did not put it on my calendar. But on that day, I was in dire pain and in bed when the meeting happened. So I just wanted to be clear on that prior to the Board voting on this resolution.

It was moved by Dr. Lydon and seconded by Mr. Steinacher TO ADOPT RESOLUTION NO. 2017-18-11. Mrs. Pratt abstained. The matter passed 6-0.

10. **ANNOUNCEMENTS**

10.1 **FUTURE REGULAR BOARD MEETING DATES**

Mr. Swendiman announced the future regular Board Meeting dates as:

- April 11, 2018
- May 9, 2018
- June 13, 2018

11. **COMMENTS FROM INDIVIDUAL MEMBERS OF THE BOARD**

Mr. Swendiman asked if there were any comments from the individual members of the Board. There were none.

12. **COMMENTS FROM THE AUDIENCE**

Mr. Swendiman asked if there were any comments from the audience. Ms. Ballard said that in regards to Paul Wellstone, it was he and his wife who put in place the Violence Against Women Act.

13. **RECESS TO CLOSED SESSION**

Mr. Swendiman recessed the meeting to Closed Session at 8:47 p.m. regarding:

13.1 *California Government Code Section 48912:*
CONSIDERATION OF STUDENT SUSPENSION OR OTHER DISCIPLINARY ACTION – NOT EXPULSION

13.2 *California Government Code Section 54957:*
PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE
13.3  *California Government Code Section 3549.1:*
COLLECTIVE BARGAINING SESSION

Mrs. Pratt excused herself for the rest of the meeting due to illness.

14.  **RECONVENE IN OPEN SESSION**
Mr. Swendiman reconvened the meeting in Open Session at 9:36 p.m. and said with respect to all Closed Session items, there is nothing to report.

15.  **ADJOURN**
It was moved by Ms. Nehr and seconded by Mr. Steinacher TO ADJOURN THE MEETING. The vote was 7-0 in favor of adjournment.

Board President Scott Swendiman adjourned the meeting at 9:37 p.m.

Respectfully submitted,

*Andree Blanchier*

Recorder
Exhibit A

Report: Accelerated English at Shasta College

With more and better support, students can pass higher level English classes than assessed.

Problem: Most students placed below transfer will never access college level education, but many can do it.

History:
- Placement policies placed many students in remedial English courses.
- English pathways were too long and gave students many "exit points."
- These students had very low rates of entry and completion in transfer level English (1A).
- AB 705 passed by the state & mandates that students be placed in transfer level English and math.

How we addressed this:
- Changed placement policies & shortened the English pathway
- Created several new accelerated English courses with increased support open to students traditionally placed in basic skills English
- To help support students being placed one level below transfer, and for transfer level students who needed more support and our group pursued the following PD:
  - Conference on Acceleration in Developmental Education
  - California Acceleration Project's Summer Institute & Conferences
  - Reading Apprenticeship Training

"AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer level coursework in math and English within a one-year timeframe."
Strategy 1:
Changing Placement Policies

- Stopped using the Compass placement test
- Started using multiple measures, including subject specific grades

Results: A pilot study showed that multiple measures placement resulted in a higher percentage of student taking transfer level English. These students pass at the same rates as compared to students placed by traditional assessments.

Strategy 2:
Shortened English Sequence

Old Sequence: 2014

\[260 \rightarrow 270 \rightarrow 280 \rightarrow 190 \rightarrow 1A\]

- Had a place for all students
- Students could progress slowly
- Low student throughput rates

New Sequence: 2017

\[\underline{2017} \rightarrow 260 \rightarrow 280 \rightarrow 190 \rightarrow 1A\]

- More students are placed in transfer level and one level below transfer
- Increased instructional time, individual remediation
- Embedded student support services
### Strategy 3: Accelerated English with Increased Support

<table>
<thead>
<tr>
<th>ENGL 196</th>
<th>ENGL 1A+101A (Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Open to 280 students or above; one level below transfer</td>
<td>• Open to 190 students or above</td>
</tr>
<tr>
<td>• Backward-designed from 1A</td>
<td>• 1A curriculum with increased instructional time</td>
</tr>
<tr>
<td>• Increased instructional time</td>
<td>• Embedded tutor</td>
</tr>
<tr>
<td>• Embedded tutor</td>
<td>• One-on-one remediation</td>
</tr>
<tr>
<td>• One-on-one remediation</td>
<td>• Increased reading/writing support</td>
</tr>
<tr>
<td>• Increased reading/writing challenge with support</td>
<td>• Allows students to skip pre-transfer level English</td>
</tr>
</tbody>
</table>

### Acceleration: Taking Steps Forward

#### Meeting the needs of the Chancellor and Shasta College

- Clear decision rules for placement
- Increase access and success rates for transfer level English & one level below transfer
- Increase throughput rates and decrease exit points
- Decrease expense for students and college

#### Meeting the needs of students & faculty

- Offer more accelerated English course sections with embedded student support
- Acceleration Faculty Workgroup: Curriculum Design, Faculty Training, & Outcomes Assessment
- Ongoing Acceleration PD for English Faculty
# Exhibit B

## Measure H Projects Update

**As of 3/13/2018**

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>PRE-DESIGN</th>
<th>SCHEMATIC DESIGN</th>
<th>DESIGN DEVELOPMENT</th>
<th>CONSTRUCTION DOCUMENTS</th>
<th>IN DSA REVIEW</th>
<th>BIDDING</th>
<th>CONSTRUCTION ADMINISTRATION</th>
<th>CLOSEOUT</th>
<th>NOTES</th>
<th>BUDGET COMMITMENT TO DATE</th>
<th>EXPENDITURES TO DATE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure H General Expenses (Facilities Master Plan, Measure H Legal Fees, etc.)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>ARCHITECT: NM&amp;R NM&amp;R working under 2015-2016 Master Agreement and Amendments LAW FIRM: Public Agency Law Group</td>
<td>1,390,000</td>
<td>98,559</td>
<td></td>
</tr>
<tr>
<td>Information Technology Projects</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>BOT approving on 3/14/18 - Wireless Project: - Wireless Components - Switching Components</td>
<td>1,470,000</td>
<td>327,608</td>
<td></td>
</tr>
<tr>
<td>Property Purchases</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>No Update</td>
<td>1,500,000</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>Athletic Fieldhouse w/Restrooms</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ARCHITECT: NM&amp;R NM&amp;R completed revised design based upon Project Committee input. Meeting scheduled for review.</td>
<td>562,500</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Campus Wide Infrastructure Project</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ARCHITECT: NM&amp;R - NM&amp;R secured to provide project scoping and design for campus-wide infrastructure improvements (sewer, electrical, storm drains, etc.) - To be ratified by BOT 4/11</td>
<td>105,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CTE Building</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ARCHITECT: NM&amp;R Project Committee meeting today (3/14) to discuss building placement on site and equipment placement</td>
<td>4,316,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Gymnasium Air Conditioning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ARCHITECT: NM&amp;R Construction documents being prepared by NM&amp;R for submission to DSA on April 18</td>
<td>915,000</td>
<td>13,850</td>
<td></td>
</tr>
<tr>
<td>Main Campus Keying &amp; Access Control</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ARCHITECT: NM&amp;R - NM&amp;R secured to provide design services for Campus Safety project - To be ratified by BOT 4/11</td>
<td>426,125</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Measure H Projects Update  
As of 3/13/2018

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>PRE-DESIGN</th>
<th>SCHEMATIC DESIGN</th>
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<th>IN DSA REVIEW</th>
<th>BIDDING</th>
<th>CONSTRUCTION ADMINISTRATION</th>
<th>CLOSEOUT</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Regional Public Safety Training Center - Classroom | ✓ | ✓ | ✓ | | | | | | ARCHITECT: NM&R  
Initial design development drawings to be presented to the RPSTC Project Committee on March 22 |
| Regional Public Safety Training Center – Phase One (Fire Training Props) | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ARCHITECT: NM&R  
- DSA approval received for fire training props (HC-1 Hall Crawler and Fire Training Tower)  
- Preparing for bid process on: 1) infrastructure of RPSTC grounds 2) installation of props |
| Security Department Relocation | ✓ | ✓ | ✓ | | | | | | ARCHITECT: NM&R  
- Updated PAA for BOT approval tonight (3/14) to add @10,000 s.f. storage building  
- Museum items moved temporarily to Hemsted's Storage  
- Interior of building cleared  
- Final design plans in progress |
| Tehama Campus Student Services Building | ✓ | ✓ | | | | | | | ARCHITECT: LIONAKIS  
LIONAKIS preparing design drawings based upon Project Committee input |
| Veterans Center Building | ✓ | ✓ | ✓ | | | | | | ARCHITECT: NM&R  
- Final floor plan design complete  
- NM&R to present rendering of design exterior (along with 100 building) to Facilities Planning Committee on Friday, 3/30 |

**TOTAL** | 23,112,754 | 736,289 |
### Definitions

<table>
<thead>
<tr>
<th><strong>Pre-Design Phase</strong></th>
<th>Project Planning Committees comprised of user group representatives and Administrative Services staff being formed. Initial design ideas/considerations being discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schematic Design</strong></td>
<td>A representation of the space using simple graphics that represent the scale and relationship of project components.</td>
</tr>
<tr>
<td><strong>Design Development Documents</strong></td>
<td>This phase includes developing structural, mechanical, and electrical drawings, specifying materials, and estimating the probable cost of construction.</td>
</tr>
<tr>
<td><strong>Construction Documents</strong></td>
<td>The written specifications and drawings that provide the requirements of a construction project (AKA – blueprints). These submitted to DSA for approval, when required.</td>
</tr>
<tr>
<td><strong>Bidding</strong></td>
<td>A process of competitive bidding for award of the contract for construction where the previously approved contractors bid on projects.</td>
</tr>
<tr>
<td><strong>Construction Administration</strong></td>
<td>Overseeing the fulfillment of the responsibilities of all parties to the contract for construction projects.</td>
</tr>
<tr>
<td><strong>Closeout</strong></td>
<td>The time period from substantial completion until all punch list items have been addressed and are completed. The contractor finishes all remaining items and completes all final invoices for the work. The building can be occupied while the architect completes DSA closeout.</td>
</tr>
</tbody>
</table>

### Architects

- JK Architecture Engineering (JKAE)
- LIONAKIS
- Nichols, Melburg & Rossetto (NM8)
- tBP/Architecture, Inc. (tBP)

### Future Projects

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>PROJECT PLANNING COMMITTEE FORMED</th>
<th>DESIGN QUESTIONS COMPLETED</th>
<th>PAA TO ARCHITECT(S)</th>
<th>PAA REVIEWED BY PAA COMMITTEE</th>
<th>RECOMMENDATION TO FAC PLAN COMMITTEE</th>
<th>RECOMMENDATION TO PRES/VPAS</th>
<th>PAA APPROVED BY BOARD OF TRUSTEES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS Building</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000 Building</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solar Project</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Currently soliciting proposals</td>
</tr>
</tbody>
</table>

- Project Planning Committee meeting tomorrow (3/15) to review design questions.
- PAA request to be sent to architects on Friday, 3/16.
- Project Planning Committee meeting being scheduled to review survey results and discuss design parameters.
TO:    BOARD OF TRUSTEES
FROM:  Dr. Joe Wyse,   
       Superintendent/President
INITIATOR:  Mr. Gregory Smith,  
            Associate Vice President of Human Resources
SUBJECT:  CONSENT/ACTION AGENDA 
          PERSONNEL ITEMS – RETIREMENTS/RESIGNATIONS

BACKGROUND

Resignations

Classified

Sharon Felder, Student Success Facilitator, has resigned effective March 7, 2018.

Retirements

Faculty

Dennis O'Lea, Part-time Engineering Instructor, has resigned for the purpose of retirement effective December 17, 2017. Dennis taught Engineering graphics and wood shop at West Valley High School for 16 years from 1998 to 2014 when he retired from West Valley. Dennis began teaching Engineering classes for Shasta College as a part-time instructor in the Fall of 2006, mostly teaching ENGR 22, Engineering Graphics. He also taught ENGR 29, Computer Aided Drafting, for a few semesters. Dennis thoroughly enjoyed teaching at Shasta College and continued doing so for 11 years until fall of 2017.

Stefan Plyley, Part-time Physical Sciences Instructor, has resigned for the purpose of retirement effective May 23, 2018. Stefan has taught geography at Shasta College since 1999. He has also taught at Butte College for many years. Stefan is a physical geographer with expertise to geomorphology and meteorology, in particular the unique phenomena of tornados in California. A long-time instructor of California’s diverse geography, Stefan shared his passion for learning and making connections between the State’s physical landscapes and human populations, especially its indigenous inhabitants. Stefan is also a long-time pilot, having logged hundreds of flight hours taking in California from the eagles-eye perspective. Stefan will look forward to retirement around his home on the ridge east of Chico.

RECOMMENDATION

The Superintendent/President recommends that the Board approves these employment items.
BACKGROUND

New Position Description – Dean of Learning Pathways

Attached is a new position description for Dean of Learning Pathways, an educational administrator position, up to 8 hours per day, up to 40 hours per week, up to 12 months per year, Range 55, $121,235.30 per year on the Administrative/Confidential Salary Schedule. The appropriate parties have reviewed this position description.

RECOMMENDATION

The Superintendent/President recommends that the Board approves this employment item as submitted.
POSITION TITLE: Dean of Learning Pathways

JOB CLASSIFICATION:  x Administrator - Educational  ___ Confidential

___ Administrator - Classified  ___ Classified

___ Faculty

RANGE:  55

HOURS PER DAY: Up to 8

HOURS PER WEEK: Up to 40

MONTHS PER YEAR: Up to 12

REPORTS TO: Assistant Superintendent/Vice President of Instruction or designee

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This position will work collaboratively with faculty and other staff to plan, develop, coordinate, promote, and monitor the programs and activities of an instructional division dedicated to increasing student retention, persistence, transfer, and completion. It will oversee several departments and programs in the Foundational Skills area, oversee the learning centers, promote initiatives related to guided pathways, support programs such as dual enrollment, Associate Completion in the Evenings (ACE), and Bachelor’s through Online and Local Degrees (BOLD), and support faculty professional development. The position will exercise leadership in carrying out the District’s strategic plan in close collaboration with Instruction, Student Services, and community organizations. Employees in this job class are overtime exempt, receive administrative direction within a framework of general guidelines, and exercise supervision over faculty and support staff. This is an educational administrative position, which requires dedication to equity, excellent communication, an ability to work with others, and strong leadership skills.

TYPICAL DUTIES

Essential Functions:

− Provides innovative leadership in the development, execution, evaluation and improvement of strategies that result in increased student success, goal attainment, and successful transition into the workforce or on to a 4-year college or university.
− Fosters a culture of collaboration, innovation, and continuous improvement District-wide; encourage professional excellence and promotes a culture that is dedicated to student and District needs.
− Develops strategic direction and sets priorities for retention and completion efforts in accordance with the District’s goals and changing student needs.
− Works collaboratively with faculty, Student Services, and Technology to
  o identify and implement ways to improve alignments and maintain seamless pathways from K-12 and adult education programs, through Shasta College and on to gainful employment and/or 4-year colleges and universities;
improve student access and the closing of equity gaps by contributing to help develop a class schedule and counseling services that are in alignment with students’ needs; provide follow up activities and interventions to increase completion and achievement rates; and create and modify District pathways-related websites.

− Plans, directs, and coordinates the activities, operations, and programs of an instructional division which includes departments in the Foundational Skills; ensures the provision of appropriate courses and instructional programs related to the division.
− Develops, implements, and evaluates division policies and procedures in accordance with existing District, state, and federal policies.
− Communicates and interprets the curriculum of the division as it relates to the characteristics and needs of students; communicates and collaborates with counseling staff.
− Directs and coordinates the operations of the learning centers at the Redding campus; collaborates with other divisions as needed.
− Provides academic and administrative support for specialized programs such as dual enrollment, ACE, and BOLD.
− Provides support for faculty professional development.
− Participates in the selection, orientation, and evaluation of faculty and support staff.
− Directs and supervises the work of others; reviews, approves, and conducts performance appraisals; directs and participates in the selection, training, and development of staff; administers employment contracts; informs staff of applicable policies and procedures.
− Determines staffing needs and makes appropriate recommendations for the division.
− Develops, coordinates, and administers budgets; controls and monitors expenditures in the division.
− Plans, directs, and coordinates the activities and operations of the Basic Skills initiatives and other categorical funding of the District.
− Oversees the updating and maintenance of division websites.
− Leads by example through participation in a variety of administrative, board, and other meetings; conducts division meetings; organizes, advises, and facilitates appropriate advisory committees; prepares and distributes information, agendas, minutes, etc.
− Promotes cooperative relationships with community, regional agencies, and 4-year universities as appropriate.
− Performs other related duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS

Knowledge of:
− Student success, retention, and completion strategies and theory.
− Principles and best practices of guided pathways.
− Best practices for career assessment and integration, and web-based applications and delivery.
− Current challenges/opportunities facing California community colleges as well as strategies for dealing with them.
− Principles of leadership, management, and supervision including planning, organizing, assigning, and reviewing work; performance appraisal and discipline; employee selection and professional development.
- Budget development and implementation.
- Computer technology related to student success, retention, completion, and transfer.

**Ability to:**
- Manage the activities and operations of a college division.
- Exercise initiative and creativity to meet educational needs and solve problems.
- Motivate and collaborate with faculty, staff, and colleagues District-wide to continually improve programs and services.
- Identify problems, determine effective solutions, and take independent action for successful results.
- Prepare and present effective reports, recommendations, and correspondence.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.
- Understand the rules and regulations that apply to California community colleges, including the role of faculty in participatory governance.

**Physical ability to:**
- Read and comprehend printed matter and text and data on computer monitors
- Effectively communicate in both oral and written forms
- Sit or stand for extended periods of time
- Lift and/or carry up to 25 pounds
- Exert manual dexterity sufficient for keyboard and other office equipment operation

**QUALIFICATIONS**

**Education Required:**
- Master's degree from an accredited institution or equivalent.

**Experience Required:**
- One year of formal training, internship, or leadership experience reasonably related to the administrative assignment, which may, but need not be, concurrent with the required full-time service.

**Other Required or Preferred Qualifications:**
- Demonstrated sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students, as well as staff and students with physical and/or learning disabilities.

**License**
- Valid California driver's license and/or eligibility to obtain California driver's license upon hire.
The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran. (AP 3410 – Nondiscrimination)
TO: BOARD OF TRUSTEES                      DATE: 4/11/2018
FROM: Dr. Joe Wyse, Superintendent/President
      Mr. Gregory Smith, Associate Vice President of Human Resources
INITIATOR: Mr. Gregory Smith, Associate Vice President of Human Resources
SUBJECT: CONSENT/ACTION AGENDA
         PERSONNEL ITEMS – EMPLOYMENT
         ACADEMIC STAFF

BACKGROUND

_Probationary/Regular_

_New Hires/Promotions_

_Faculty_

**Michael Boucher**, Associate Degree Nursing Instructor, received his Bachelor of Science and Master of Science in Nursing from Saint Joseph’s College in 2000 and 2011 respectively. In addition, Mr. Boucher is currently working on his dissertation for the Doctor of Education program at Northeastern University. Mr. Boucher’s clinical teaching experience includes Nursing Faculty Member and Intensive Care RN at Maine College of Health Professions and Central Maine Medical Center, Nursing Faculty Member BSN Program at Kaplan University, and Clinical Educator – Single Stay Unit at Central Maine Medical Center and Maine College of Health Professions. Mr. Boucher’s professional experience also includes Assistant Nurse Manager – Emergency Department, Registered Nurse and Secondary Science Teacher. Mr. Boucher’s educational experience as a nursing faculty member, critical care educator, and ICU nurse make him well qualified to assume his duties as Associate Degree Nursing Instructor, beginning Fall 2018. The starting annual salary range is $48,359.83 - $87,813.51 (175 day assignment) commensurate with previous education and experience.

**Consideration of Reduced Teaching Service Option for the 2018-2019 Academic Year**

- Mark Blaser, Chemistry, 82.5%

In accordance with the provisions of Article 7.1.4 of the Academic Master Contract Agreement and STRS, the District must file a certification form documenting the agreement to provide a reduced workload program as well as the eligibility requirements of the participant.

The program requires that the eligible participant be at least 55 years of age prior to the effective date of the action, be employed for a minimum of ten (10) years in an academic position, and be employed full-time in a position with the District for five (5) consecutive years immediately preceding the reduced workload program.

The above mentioned employee meets the eligibility requirements.
2018-2019 Non Instructional, Part-Time, Temporary Hourly Faculty/Extra Assignment:
Placement on the applicable hourly faculty salary schedule commensurate with previous education and experience: $43.30 – $63.50 per hour. The following positions are non-benefitted and are a maximum of 28 hours per week:

- Cheryl Cruse, Librarian
- Diane Gustafson, Librarian
- Kathryn Leach, Librarian
- Carolyn Singh, Librarian

Substitute
Placement on the applicable hourly faculty salary schedule commensurate with previous education and experience: $44.19 – $64.77 per hour. The following positions are non-benefitted and are a maximum of 28 hours per week:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Sowles</td>
<td>ENGL 1A, S7430</td>
<td>March 13, 2018 through March 22, 2018</td>
</tr>
</tbody>
</table>

Stipends
The following employees have been offered a stipend as listed. The following assignments are non-benefitted and are a maximum of 28 hours per week.

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Performed</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorraine Haas</td>
<td>Faculty Training and Implementation of iPads and Learning Genie – March 2, 2018 through May 18, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Karla Martin</td>
<td>AEBG Reporting – March 1, 2018 through March 31, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Jill North</td>
<td>Student Success Workshop, Intext Citations and Quotes – February 15, 2018</td>
<td>$150</td>
</tr>
<tr>
<td>Jill North</td>
<td>Cultural Events for Puente Program – January 1, 2018 through June 30, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Jill North</td>
<td>Field Trips for Puente Program – January 1, 2018 through June 30, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Jill North</td>
<td>Outreach for Puente Program – January 1, 2018 through June 30, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Jill North</td>
<td>Research for Puente Program – January 1, 2018 through June 30, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Rick Osbrink</td>
<td>Career Pathways, Training and Instruction to Los Molinos HS Instructor – March 5, 2018 through April 30, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Debbie Whitmer</td>
<td>Faculty Training and Implementation of iPads and Learning Genie – March 2, 2018 through May 18, 2018</td>
<td>$500</td>
</tr>
<tr>
<td>Heather Wylie</td>
<td>New World of Work Workshop, Social Diversity – February 28, 2018</td>
<td>$350</td>
</tr>
</tbody>
</table>

RECOMMENDATION
The Superintendent/President recommends that the Board approves/ratifies the employment items as submitted.
BACKGROUND

New Hires/Promotions

Barbara “Michaela” Carrera, Student Services Coordinator (Global Education/Umoja, Part-time), Range 33, Step 2, $19.21 per hour, 20 hours per week, 12 months per year, beginning on March 16, 2018.

Jeff Perry, Custodian, Range 24, Step 2, $32,002.11 per year, 40 hours per week, 12 months per year, beginning on April 1, 2018.

Jolene VanRaam, Instructional Paraprofessional (Agriculture/Natural Resources, Grant Funded, Part-time), Range 28, Step 2, $16.98 per hour, 28 hours per week, 12 months per year, beginning on April 1, 2018.

Kamari Zoll, Administrative Secretary II (Economic and Workforce Development, Grant Funded), Range 35, Step 2, $41,989.55 per year, 40 hours per week, 12 months per year, beginning on March 5, 2018.

Approval of Reclassification Request

Terri Schindler, Reclassification from District Receptionist/Mailroom Clerk, Range 22 to Staff Secretary, Range 25, effective March 1, 2018.

Short-Term, Hourly Employees

Substitute/Temporary Assignment
The following assignments are non-benefitted and are a maximum of 28 hours per week.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Range/Hourly Rate</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse Meeder</td>
<td>Staff Secretary</td>
<td>25/$15.77</td>
<td>March 1, 2018 through June 30, 2018</td>
</tr>
</tbody>
</table>
Special Services Provider, $11.00 per hour, to work as needed during the 2017-2018 and 2018-2019 school year:

The following positions are non-benefitted and are a maximum of 28 hours per week:

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Dearman</td>
<td>Teacher’s Assistant, EMT Skills Lab, Tehama – January 3, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Caleb Hampton</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – April 1, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Caleb Hampton</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – July 1, 2018 through August 1, 2018</td>
</tr>
<tr>
<td>Melissa Morgan</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – April 1, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Melissa Morgan</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – July 1, 2018 through August 1, 2018</td>
</tr>
<tr>
<td>Hiroko Mori</td>
<td>Community Education, Karate Classes – July 1, 2018 through December 30, 2018</td>
</tr>
<tr>
<td>Kalista Sandhofner</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – April 1, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Kalista Sandhofner</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – July 1, 2018 through August 1, 2018</td>
</tr>
<tr>
<td>Tracy Sell</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – April 1, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Tracy Sell</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – July 1, 2018 through August 1, 2018</td>
</tr>
<tr>
<td>Amber Shobash</td>
<td>Teacher’s Assistant, EMT Skills Lab, Tehama – January 3, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Jordan Spaschak</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – April 1, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Jordan Spaschak</td>
<td>TRIO Upward Bound, Assist with Field Trips and Summer Program – July 1, 2018 through August 1, 2018</td>
</tr>
<tr>
<td>Scott Stanfield</td>
<td>EMT Skills Coach – February 12, 2018 through June 30, 2018</td>
</tr>
</tbody>
</table>

Lead Special Services Provider, $15.00 per hour, to work as needed during 2017-2018 and 2018-2019 school year

The following positions are non-benefitted and are a maximum of 28 hours per week:

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendra Hornbeck</td>
<td>Classroom Aide, College to Career Students – July 1, 2018 through June 30, 2019</td>
</tr>
<tr>
<td>Kendra Hornbeck</td>
<td>Classroom Aide, PACE Students – July 1, 2018 through June 30, 2019</td>
</tr>
<tr>
<td>Chelsea Hunter</td>
<td>LSO Office Assistant – July 1, 2018 through June 30, 2019</td>
</tr>
<tr>
<td>Jesse Meeder</td>
<td>Specialized Work Assignments, Human Resources – July 1, 2018 through June 30, 2019</td>
</tr>
<tr>
<td>Jessica Noble</td>
<td>Specialized Assistance for PACE Students – July 1, 2018 through June 30, 2019</td>
</tr>
<tr>
<td>Derrick Skinner</td>
<td>GIS Student, GIS App Mini Grant – February 20, 2018 through June 30, 2018</td>
</tr>
<tr>
<td>Robert Thomas II</td>
<td>Classroom Aide, College to Career Students – July 1, 2018 through June 30, 2019</td>
</tr>
</tbody>
</table>
Specialists: $18.00 per hour; Consultants/Community Education Presenters: $20.00 - $34.00 per hour; Professional Experts/Contract & Community Education Professional/Consultants: $35.00 - $50.00 per hour; to work as needed during the 2017-2018 and 2018-2019 school year

The following positions are non-benefitted and are a maximum of 28 hours per week:

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Performed</th>
<th>Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luke Blehm</td>
<td>Professional Expert, CPR and AED Professional Instructor – July 1, 2018 through June 30, 2019</td>
<td>$50</td>
</tr>
<tr>
<td>Jerry Brown</td>
<td>Professional Expert, Community Education, Basketball Camps – June 1, 2018 through June 30, 2018</td>
<td>$50</td>
</tr>
<tr>
<td>Liz Kohn</td>
<td>Professional Expert, Dual Enrollment Pathways – July 1, 2018 through June 30, 2019</td>
<td>$40</td>
</tr>
<tr>
<td>Heidi Lee</td>
<td>Professional Expert, Community Education, Head Coach, Summer Tennis Camps – July 1, 2018 through July 30, 2018</td>
<td>$50</td>
</tr>
<tr>
<td>Hiroko Mori</td>
<td>Professional Expert, Community Education, Self-Defense – July 1, 2018 through June 30, 2019</td>
<td>$50</td>
</tr>
<tr>
<td>Debbie Parisot</td>
<td>Professional Expert, Capital &amp; Special Projects Analyst – July 1, 2018 through June 30, 2019</td>
<td>$43.28</td>
</tr>
<tr>
<td>John Schmidt</td>
<td>Professional Expert, DSN Advanced Manufacturing – March 1, 2018 through March 31, 2018</td>
<td>$35</td>
</tr>
<tr>
<td>Elaine Vrismo</td>
<td>Instructional Presenter, Community Education, Aqua Aerobics – July 2018 through July 30, 2018</td>
<td>$20</td>
</tr>
</tbody>
</table>

Approval of Short-Term Classified Positions

The following positions are non-benefitted and are a maximum of 28 hours per week:

04-18-100, Campus Safety Officer I, Range 38, $21.74 per hour, beginning on July 1, 2018 through June 30, 2019, to provide security at special events and extra patrol as needed.

- Identified employee are: Lorne Atwood, Jake Capraro, Tim Larios, Jake Lindsey, Dustin Martina, Allison Morrow, Rich Nance, Wilberforce Ndyanabo, Jamie Schmidt, and Adam Zamudio.

04-18-101, Senior Staff Secretary (AEBG, Tehama), Range 29, $17.41 per hour, beginning on June 18, 2018 through June 30, 2018, to provide cross training and coverage for leaves.

- Identified employee to be determined at a later date.

04-18-102, Senior Staff Secretary (AEBG, Tehama), Range 29, $17.41 per hour, beginning on July 1, 2018 through June 30, 2019, to provide cross training and coverage for leaves.

- Identified employee to be determined at a later date.

04-18-103, Interpreter/Transliterator I, Range 34, $19.69 per hour, beginning on July 1, 2018 through June 30, 2019, to provide sign language interpreting for PACE students.

- Identified employees to be determined at a later date.
04-18-104. Interpreter/Transliterator II, Range 43, $24.60 per hour, beginning on July 1, 2018 through June 30, 2019, to provide sign language interpreting for PACE students.
   - Identified employees to be determined at a later date.

04-18-105. Interpreter/Transliterator III, Range 48, $27.83 per hour, beginning on July 1, 2018 through June 30, 2019, to provide sign language interpreting for PACE students.
   - Identified employees to be determined at a later date.

04-18-106. Student Success Facilitator (EOPS), Range 26, $16.16 per hour, beginning on July 1, 2018 through June 30, 2019, to assist EOPS staff and students, provide general clerical support to include typing, filing, reception, record keeping and scheduling.
   - Identified employees to be determined at a later date.

04-18-107. Student Success Facilitator (Access & Equity), Range 26, $16.16 per hour, beginning on April 12, 2018 through June 30, 2018, to provide student success support services to equity populations and to contact and follow up with students to connect students with student support resources.
   - Identified employees to be determined at a later date.

Employee Identification of Prior Approved Temporary Assignment

8-17-101. Admissions and Records Technician III, Range 31, $18.29 per hour, beginning on April 12, 2018 through June 30, 2018, to assist students with matriculation, billing, repayments, graduation checks, and transcript evaluations.
   - Identified employees are Timothy Baumgarten and Patt Funderberg.

New Position Description – Student Services Specialist
Attached is a new position description for Student Services Specialist, a classified position, up to 8 hours per day, up to 40 hours per week, up to 12 months per year, Range 35, $3,499 per month on the Classified Salary Schedule. The appropriate parties have reviewed this position description.

RECOMMENDATION
The Superintendent/President recommends that the Board approves/ratifies these employment items as submitted.
POSITION TITLE: Student Services Specialist

JOB CLASSIFICATION: ___ Administrator - Educational ___ Confidential
                          ___ Administrator - Classified  X ___ Classified
                          ___ Faculty

RANGE: 35

HOURS PER DAY: 8

HOURS PER WEEK: 40

MONTHS PER YEAR: 12

REPORTS TO: Dean of Enrollment or Designee

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

To perform a variety of highly responsible and technical duties involved in student financial aid, admissions, as well as other student support services. To assist all students with matriculation, financial aid, scholarships, veteran’s affairs, assessment, Career/Transfer, EOPS, PACE and other student support services processes from start to finish. Processes student services transactions; maintains students records while complying with FERPA; provides technical assistance and information to students, staff, and the public regarding college services, policies and procedures. To plan, organize, and implement outreach events; and to maintain and update student services records and reports as assigned. Employees in this classification receive very limited supervision within a framework of standard policies and procedures and may direct, train, oversee, and monitor the work of student assistants, work study employees, and temporary employees as needed. This job class requires a proficient knowledge of various student services programs and eligibility requirements as well as organizational, problem solving, and record keeping skills and requirements.

TYPICAL DUTIES

− Plans, organizes, and implements student services campus and outreach activities and operations.
− Identifies, monitors and coordinates student services requests and needs for data processing services.
− Assists in planning and evaluating student services computer applications.
− Collects and processes student services applications as prescribed by the college, state, and federal guidelines.
− Reviews and analyzes student services applications and determines eligibility.
− Processes student requests and inquiries in a timely manner, such as but not limited to: enrollment verification, transcripts, financial statements, award letters,
and consortium agreements.

− Reviews and evaluates student services applications and student records seeking graduation requirements, student support program services, and/or financial aid ensuring that appropriate requirements are met.

− Awards and issues student support program assistance, degrees, and/or financial aid packages following all federal and state regulations, as well as local policies and procedures.

− Determines and notifies students of status and eligibility for programs such as, but not limited to: financial aid, veterans' benefits, scholarships, admissions, academic standing, residency, athletics, fees/refunds, international students and/or EOPS/PACE.

− Monitors, interprets and applies all federal and state regulations pertaining to student services programs.

− Monitors, checks, and evaluates student progress for continued eligibility in student services programs.

− Disseminates information related to student services programs; assists prospective students in completing applications ensuring that all necessary information is obtained.

− Advises students regarding money management and their responsibilities as it pertains to student success, financial aid and EOPS.

− Utilizes and links computer software to program processes following established IT procedures.

− Establishes, maintains, and updates confidential student files following policies and procedures.

− Bookkeeping, maintains accurate accounts and ledgers for all financial transactions on student accounts.

− Cash receipts checks and initiates payment to third parties and students. Works closely with the Business Office to assist with account reconciliation.

− Performs a variety of calculations and recalculation related, but not limited, to financial aid and eligibility determination.

− Performs a variety of clerical support duties involving typing, filing and maintaining records or reports in support of various student services programs.

− Notifies release dates of any refunds and/or awards issued to students.

− Collects and prepares for federal work study payroll processing; maintains individual accounts for each student and coordinates federal work study activities with all offices involved.

− Assists in compiling statistical data for use in the preparation of local, state and federal reports.

− Works with and monitors third parties that the District has entered into agreements with on a case by case basis.

− Assists in the development and review of the budget, eligibility compliance, and access for programs such as EOPS.

− Participates on college committees as assigned.
POSITION DESCRIPTION

POSITION TITLE: Student Services Specialist

− Assists in the development of forms necessary for the operation of student services programs.
− Compiles and maintains a waitlist for specific student services programs.
− Plans, coordinates, and presents at student services outreach events.
− Assigns, trains and oversees the work of short-term and student employees.
− Works collaboratively with all student services departments and offers support as needed in other offices.
− Operates a variety of office equipment to perform assigned activities such as a personal computer and applicable software, calculator, copier and others.
− Performs other related duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS

Knowledge of:
− Data processing applications pertaining to computerized student services functions.
− District, state and federal policies and regulations related to student services operations.
− Rules, regulations, and interpretations for determining student eligibility for all state, federal, and local student services programs.
− College, community agencies, services, and resources available to students.
− Effective customer service techniques in person and over-the-phone.
− Effective communication techniques including speaking in front of large groups.
− Office methods, practices, and procedures including information systems and electronic data processing.

Ability to:
− Assume responsibility for carrying out general policies without immediate supervision.
− Communicate effectively in both oral and written form.
− Operate modern office equipment including automated systems.
− Work within exacting timelines and deadlines.
− Quickly identify problem areas or situations, isolate problem causes, and take appropriate action to resolve problems identified.
− Interpret state, federal, and local regulations and requirements related to student services programs and apply them with good judgment in practical situations.
− Organize, prioritize, and process assigned workload and tasks within stringent time lines.
− Perform mathematical calculations quickly and accurately.
− Effectively work under pressure.
− Flexibility in supporting various student services offices as needed.
− Establish and maintain effective work relationships with those contacted in the performance of required duties.
− Establish and maintain cooperative and effective working relationships with others, including those from diverse academic, socio-economic, cultural, ethnic, and disability backgrounds.

EXPERIENCE/EDUCATION:
− Three years of increasingly responsible experience in student services, preferably in a position requiring the exercise of independent judgment and decision making; experience in customer service, and bookkeeping and/or accounting preferred.
− At least two years of college or equivalent; AA Degree preferred.
− Directly related practical experience may be substituted for education.

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran. (AP 3410 – Nondiscrimination)
TO: BOARD OF TRUSTEES  DATE: 4/11/2018
FROM: Dr. Joe Wyse, Superintendent/President  ITEM NO.: 8.5
INITIATOR: President’s Cabinet
SUBJECT: CONSENT/ACTION AGENDA
STAFF TRAVEL

BACKGROUND

The following staff travel (in order of funding) is submitted for Board approval:

<table>
<thead>
<tr>
<th>Staff Member(s)</th>
<th>Event</th>
<th>Destination</th>
<th>Date(s)</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Esparza, Asst. Program Director, TRIO</td>
<td>2018 Collective Impact Convening</td>
<td>Austin, TX</td>
<td>04/02/18-04/05/18</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Kevin O’Rorke, Assistant Superintendent/ Vice President Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate Mahar, Dean of Institutional Effectiveness</td>
<td>Lumina Talent Hub Convening</td>
<td>Denver, CO</td>
<td>04/24/18-04/27/18</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Sara Phillips, Research Analyst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Strazzo, Executive Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brad Peters, Culinary Instructor</td>
<td>Taste of Ashland</td>
<td>Ashland, OR</td>
<td>04/27/2018-04/29/2018</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Landa Peters, Culinary Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Brisolara, Associate Dean, Equity and Inclusion</td>
<td>NCORE 2018 National Conference on Race and Ethnicity</td>
<td>New Orleans, LA</td>
<td>05/29/18-06/02/18</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Sue Huizinga, Director – TRIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia Esparza, Assistant Director - Student Services (TRIO)</td>
<td>Priority 6 TRIO Training</td>
<td>Salt Lake City, UT</td>
<td>05/05/18-05/09/18</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Haley Mulvihill, Athletic Trainer</td>
<td>NATA Annual Convention</td>
<td>New Orleans, LA</td>
<td>06/25/18-06/29/18</td>
<td>PD Funds/District/Personal</td>
</tr>
</tbody>
</table>
Staff Member(s) | Event | Destination | Date(s) | Funding
--- | --- | --- | --- | ---
Nancy Berkey, Program Director – Gateway to College | Allegra Davis, Assistant Director – Student Services | Kellie Weigel, Categorical Program Coordinator | Arlene Miranda, Senior Staff Secretary | 2018 Peer Learning Conference: Gateway to Program Success | Portland, OR | 07/23/2018-07/25/2018 | District Funded

RECOMMENDATION

The Superintendent/President recommends that the Board approves/ratifies the staff travel.
The following field trips (in order of funding) are submitted for Board approval/ratification:

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Course/Area</th>
<th>Destination</th>
<th>Date(s)</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tina Duenas, Director of Student Life</td>
<td>Umoja</td>
<td>Regional Symposium: Umoja Programs, UC Davis, Davis, CA</td>
<td>03/09/2018</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Talia Shirer, Counselor</td>
<td>PACE</td>
<td>Transport Tehama students to attend Homeless Rockstar Event Shasta College Main Campus Redding, CA</td>
<td>03/13/2018</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Sue Huizinga, TRIO Director</td>
<td>TRIO</td>
<td>Preview Day Humboldt State University Arcata, CA</td>
<td>04/05/2018 - 04/06/2018</td>
<td>Grant Funded</td>
</tr>
<tr>
<td>Megan McQueen, Counselor</td>
<td>CalWORKs</td>
<td>Highlight North State to attendees of statewide CalWORKs training: Shasta Dam Shasta Lake, CA</td>
<td>04/16/2018</td>
<td>Grant Funded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shasta Caverns Lakehead, CA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sundial Bridge Redding, CA</td>
<td>04/17/2018</td>
<td></td>
</tr>
<tr>
<td>John Livingston, Heavy Equipment Instructor</td>
<td>Logging Sports Team</td>
<td>AWFC Western Regional Logging Sports Conference, Cal Poly, SLO San Luis Obispo, CA</td>
<td>03/26/2018 – 03/31/2018</td>
<td>Club Funded</td>
</tr>
<tr>
<td>Tim Shelton, Chemistry Instructor</td>
<td>Science Club</td>
<td>Science Club Guided Snowshoeing Winter Ecology Session Lassen Volcanic National Park</td>
<td>03/17/2018</td>
<td>No Cost to District</td>
</tr>
</tbody>
</table>
### RECOMMENDATION

The Superintendent/President recommends that the Board approves/ratifies these field trips.
TO: BOARD OF TRUSTEES  
FROM: Dr. Joe Wyse, Superintendent/President  
INITIATOR: Mr. Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services  
SUBJECT: CONSENT/ACTION AGENDA RATIFICATION OF CONTRACTS AND AGREEMENTS  
DATE: 4/11/2018  
ITEM NO.: 8.7

BACKGROUND

To meet the requirements of the Education Code and in accordance with Board Policy 6340 – Bids and Contracts, a list of contracts and agreements is being presented to the Governing Board for ratification.

RECOMMENDATION

The Superintendent/President recommends that the Board ratifies the contracts and agreements on the attached list for the month of March 2018.
<table>
<thead>
<tr>
<th>Vendor ID</th>
<th>Contract Type</th>
<th>Department</th>
<th>Background</th>
<th>Fund</th>
<th>Consideration</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Western Plus Humboldt Bay Inn</td>
<td>Agreement</td>
<td>TRiO-SSS</td>
<td>Room reservation agreement for Shasta College Upward Bound field trip scheduled for April 5-6.</td>
<td>12</td>
<td>$2,950.00</td>
<td>4/5/2018</td>
<td>4/6/2018</td>
</tr>
<tr>
<td>Butte-Glenn Community College District</td>
<td>Agreement</td>
<td>Library</td>
<td>Butte-Glenn Community College District, the host of the Library Services Platform for the California Community Colleges, establishes an MOU with Shasta College as part of the LSP Pilot. This is a state funded project to obtain a single cloud-based LSP to replace the various integrated library systems currently in use by the community colleges.</td>
<td>N/A</td>
<td>N/A</td>
<td>2/26/2018</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Crestwood Wellness &amp; Recovery Center</td>
<td>General Clinical Nursing</td>
<td>HSUP</td>
<td>Student Clinical Agreement for students in the Nursing Program to complete clinical training.</td>
<td>N/A</td>
<td>N/A</td>
<td>9/1/2018</td>
<td>8/31/2020</td>
</tr>
<tr>
<td>Dewhirst, Nancy</td>
<td>Personal Services Agreement</td>
<td>HSUP</td>
<td>Professional Services Agreement for contractor to present an annual OSHA training &amp; Infection Control Update for Educational Institutions.</td>
<td>11</td>
<td>$4,000.00</td>
<td>1/1/2018</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Dorian, Jennifer</td>
<td>Personal Services Agreement</td>
<td>Access &amp; Equity</td>
<td>Contractor to provide seven (7) hours training for faculty, staff, and tutors with the purpose of understanding and implementing the Brain Food Project with EASE (Empathy, Awareness, and Sensitivity for equity).</td>
<td>12</td>
<td>$2,500.00</td>
<td>3/1/2018</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>HercRentals</td>
<td>Agreement</td>
<td>BAITS</td>
<td>Rental Agreement for the use of a Dump truck to be used by the student heavy equipment program to removed debris from the fire training grounds location. To be funded from Measure H bond funds.</td>
<td>43</td>
<td>$2,563.49</td>
<td>3/12/2018</td>
<td>4/3/2018</td>
</tr>
<tr>
<td>Kaufman, Amalia</td>
<td>Personal Services Agreement</td>
<td>EWD</td>
<td>Personal Service Agreement to deliver New World of Work 21st Century Employability Skills training at Worksystems in Portland Oregon on 4/19/18</td>
<td>12</td>
<td>$2,000.00</td>
<td>4/19/2018</td>
<td>4/19/18</td>
</tr>
<tr>
<td>Nichols, Melburg &amp; Rossetto</td>
<td>Professional Services Agreement</td>
<td>Admin. Services</td>
<td>Amendment 3 for the Agreement to Develop Projects for Future Bond. To accommodate work required for ongoing bond implementation planning and preparation of amendment to the Project Development of the Future Bond. Additional Services to be compensation up to an additional amount of $10,000 (agreement total not to exceed $45,000).</td>
<td>41</td>
<td>$10,000.00</td>
<td>3/5/2018</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Nichols, Melburg &amp; Rossetto</td>
<td>Professional Services Agreement</td>
<td>Admin. Services</td>
<td>Agreement for Architectural Services for the schematic design and project scope of the Starbucks on Shasta College Campus project.</td>
<td>41</td>
<td>$6,500.00</td>
<td>3/20/2018</td>
<td>12/31/2018</td>
</tr>
<tr>
<td>Northwest Association of Education Opportunity Program (NAEOP)</td>
<td>Personal Services Agreement</td>
<td>TRiO-SSS</td>
<td>Personal Services Agreement for a Peer Review of the Shasta College TRiO Program.</td>
<td>12</td>
<td>$7,236.00</td>
<td>4/23/2018</td>
<td>4/25/2018</td>
</tr>
<tr>
<td>Stephenson, James</td>
<td>Personal Services Agreement</td>
<td>ACSS</td>
<td>Personal Services Agreement for contractor to attend the rehearsal of the Shasta Symphonic Band on March 15, 2018 and provide feedback regarding the performance to the conductor and/or instructor.</td>
<td>36</td>
<td>$200.00</td>
<td>3/15/2018</td>
<td>3/15/2018</td>
</tr>
<tr>
<td>VendorID</td>
<td>Contract Type</td>
<td>Department</td>
<td>Background</td>
<td>Fund</td>
<td>Consideration</td>
<td>Start</td>
<td>End</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>Study Smart Tutors, Inc.</td>
<td>Personal Services Agreement</td>
<td>TRiO-SSS</td>
<td>Contract with SmartStudy Tutors Inc to provide Shasta College TRiO with 3-hour SAT/ACT Workbook and SAT/ACT Practice Problems in electronic format; and to provide two 3-hour SAT/ACT Prep Course for Shasta College TRiO Students on either Saturday, March 24th or April 7th. Additionally, Study Smart Tutors agrees to provide summaries of content covered in the workshop and to provide support for the TRiO Staff via email or phone throughout the course of the contract.</td>
<td>12</td>
<td>$2,000.00</td>
<td>2/27/2018</td>
<td>6/30/2018</td>
</tr>
<tr>
<td>Surrenda, Rhiannon</td>
<td>Personal Services Agreement</td>
<td>EWD</td>
<td>Personal Services Agreement for the purpose of delivering New World of Work 21st Century Employability Skills at a two-day training with Co-Trainer at Worksystems, Portland Oregon on April 19, 2018.</td>
<td>12</td>
<td>$2,500.00</td>
<td>4/19/2018</td>
<td>4/19/2018</td>
</tr>
<tr>
<td>Surrenda, Rhiannon</td>
<td>Personal Services Agreement</td>
<td>EWD</td>
<td>Personal Services Agreement for the purpose of delivering New World of Work 21st Century Employability Skills out of state one-day workshop with Co-Trainer in Portland Oregon on April 20, 2018.</td>
<td>12</td>
<td>$2,500.00</td>
<td>4/20/2018</td>
<td>4/20/2018</td>
</tr>
<tr>
<td>Surrenda, Rhiannon</td>
<td>Personal Services Agreement</td>
<td>EWD</td>
<td>Personal Services Agreement for the purpose of delivering New World of Work 21st Century Employability Skills of a two-day workshop with Co-Trainer at Diablo Valley College.</td>
<td>12</td>
<td>$3,500.00</td>
<td>6/27/2018</td>
<td>6/28/2018</td>
</tr>
<tr>
<td>Tevis, Royce</td>
<td>Personal Services Agreement</td>
<td>ACSS</td>
<td>Personal Service Contract for contractor to perform as a guest conductor during the Shasta Symphonic Band concert and rehearsal scheduled for April 26 - 28, 2018</td>
<td>36</td>
<td>$300.00</td>
<td>4/26/2018</td>
<td>4/28/2018</td>
</tr>
</tbody>
</table>
TO: BOARD OF TRUSTEES  
FROM: Dr. Joe Wyse,  
Superintendent/President  
INITIATOR: Mr. Morris Rodrigue,  
Assistant Superintendent/Vice President of Administrative Services  
SUBJECT: CONSENT/ACTION AGENDA  
AUTHORIZATION TO REISSUE ACCOUNTS PAYABLE WARRANTS  

DATE: 4/11/2018  
ITEM NO.: 8.8

BACKGROUND

The Shasta County Auditor’s Office has notified the District that they have a stale-dated account payable warrant. The check, including check number, date, payee and amount are listed below. The check was not cashed within the six-month time-period allowed by Government Code Section 29802. The payee has been contacted and has requested that a new check be issued.

<table>
<thead>
<tr>
<th>Check #</th>
<th>Date</th>
<th>Vendor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>535534</td>
<td>07/05/17</td>
<td>Susan M. Williams</td>
<td>$400.00</td>
</tr>
</tbody>
</table>

RECOMMENDATION

The Superintendent/President recommends that the Board authorizes the Business Office to request that the Shasta County Auditor draw a new warrant in favor of the payee as presented.
BACKGROUND

The California Legislature established through SB20/SB50 a system for collection and recycling of certain electronic wastes. The Physical Plant Division, in conjunction with the Information Services & Technology Department, has identified a valid electronic waste recycling center to dispose of equipment and materials the District has identified as electronic waste.

STATUS

All technology equipment comes to the Information Services & Technology Department for evaluation, possible upgrade, and/or reallocation. Any equipment that cannot be donated, upgraded, reallocated or damaged beyond economical repair is then determined eligible for electronic recycling.

The Information Services & Technology Department has accumulated both broken and obsolete equipment and supplies deemed appropriate for electronic recycling. Attached is a list of the items identified for recycling.

RECOMMENDATION

The Superintendent/President recommends that the Board approves the recycling of eligible District electronic property as submitted.
<table>
<thead>
<tr>
<th>Description</th>
<th>Brand Name</th>
<th>Model#</th>
<th>Qty</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor-CRT</td>
<td>Princeton Graphics Systems</td>
<td>HX-12RGB 12”</td>
<td>1</td>
<td>Obsolete. Determined no longer useful to the District.</td>
</tr>
<tr>
<td>Monitor-LCD</td>
<td>Dell</td>
<td>17”—E172FP, E173FP, E177FP, 1707FP, 1708FP</td>
<td>50</td>
<td>Obsolete (standard format vs. widescreen), at end-of-life, or non-functional. Majority were purchased prior to January 2008. Determined no longer useful to the District.</td>
</tr>
<tr>
<td>Monitor-LCD</td>
<td>Dell</td>
<td>19”—1907FP, FPV, 1908FP, E198FP</td>
<td>50</td>
<td>Obsolete (standard format vs. widescreen), at end-of-life, or non-functional. Majority were purchased prior to January 2008. Determined no longer useful to the District.</td>
</tr>
<tr>
<td>Scanner</td>
<td>Visioneer</td>
<td>Documate 510</td>
<td>1</td>
<td>Obsolete; purchased 2007. Determined no longer useful to the District.</td>
</tr>
<tr>
<td>TV-CRT</td>
<td>Sony</td>
<td>CVM-1720</td>
<td>1</td>
<td>Obsolete. Replaced with other options--video projector, flat screen TV, etc. Determined no longer useful to the District.</td>
</tr>
</tbody>
</table>
TO: BOARD OF TRUSTEES
FROM: Dr. Joe Wyse, Superintendent/President
INITIATOR: Dr. Joe Wyse, Superintendent/President
SUBJECT: CONSENT/ACTION AGENDA MINUTES OF THE BOARD’S SABBATICAL LEAVE SUBCOMMITTEE HELD ON MARCH 14, 2018

BACKGROUND

The Governing Board has numerous subcommittees on which three or fewer Board members serve. At the advice of legal counsel, the minutes of these meetings are to be reviewed and approved by the committee Chair or acting Chair, and presented to the Governing Board as an information item at its next regular meeting.

STATUS

The following subcommittee meeting minutes are being presented for information only:

- Minutes from the Board’s Sabbatical Leave Subcommittee held on Wednesday, March 14, 2018.

RECOMMENDATION

There is no action required.
The Board of Trustees’ Sabbatical Leave Subcommittee of the Shasta-Tehama-Trinity Joint Community College District met on Wednesday, March 14, 2018 in the Board Room of the Shasta College Administration Building located at 11555 Old Oregon Trail, Redding, California.

1. CALL TO ORDER
   The meeting was called to order by Mr. Pierson, Chair of the Sabbatical Leave Subcommittee, at 6:00 p.m.

2. ROLL CALL
   Roll Call indicated the following:

<table>
<thead>
<tr>
<th>Trustees Present</th>
<th>Trustees Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Rhonda Nehr</td>
<td></td>
</tr>
<tr>
<td>Mr. Kendall Pierson</td>
<td></td>
</tr>
<tr>
<td>Mr. Scott Swendiman</td>
<td></td>
</tr>
</tbody>
</table>

3. CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA
   Mr. Pierson asked if there were any speaker cards indicating requests from the audience to speak to any item on the agenda. There were none.

4. SABBATICAL LEAVE CANDIDATE PRESENTATIONS
   Dr. Wyse, Superintendent/President said that this year we had one application for a sabbatical and it is from Ms. Susan Schimke an Art Instructor. Ms. Schimke has been teaching for us for 28 years and she is requesting to do a documented Study/Research sabbatical which she will present now.

   **Ms. Susan Schimke**
   Ms. Susan Schimke, Art Instructor, greeted the Board and provided the following report. The presentation is attached hereinto as **Exhibit A**.

   I have been teaching for 28 years and when I decided to apply for a sabbatical and I was going through all of the paperwork, I thought to myself, what is the best way for me to be a more effective teacher. Students come into the art classes with preconceived notions of what is art – often it is Bob Ross or anime based styles. But art is more than that, the learning objectives are to communicate visually and think critically. Based on my experience, I have learned that the best way to be an effective teacher is by being an artist myself. As a student I was attracted to faculty coming off sabbaticals because they were renewed and excited about what they were teaching.

   I am planning to do an exhibition in Fall 2019 here at Shasta College. I will be documenting the creation of these pieces in movies and these pieces will be donated to the permanent collection.

   This sabbatical will result in several benefits to students:
   - Conceptually – it is important to show the student that art is not just painting generic type of images. It is on a more personal level, what are their experiences, how is
that reflected in their work. So if I can do that by creating new pieces, than it is much easier to show them how I have done that, and how I have used lines, colors, paints, or charcoal to communicate these experiences.

- Study – I intend to study, I am planning to go to NYC to visit all the major museums. Last time I was taking pictures and sending them back to students while I was still at NYC. I will also have time to study studio assignments and books.

- Bridge the Gap – I plan to go visit other universities with strong visual arts programs, such as UC Davis, UC Berkeley, CSU - Chico, and Humboldt State. The art faculty at all of these institutions has changed quite a bit over the years so it is more difficult to advise students where to go without being as familiar with each of the programs.

People often think art is an auxiliary course, but IBM recently conducted a study of 1,500 CEOs that concluded that “creativity trumps other leadership characteristics.” Art is important and it is more than just simply Bob Ross . . .

Mr. Pierson asked how many students at Shasta College have art in their background?

Ms. Schimke said that there are very few.

Mr. Pierson said that I agree, art is important in the workplace. Creativity is important in our society.

Ms. Schimke said that with the generation of “no child left behind classrooms,” the students weren’t asked to take on a problem and to find a solution.

Mr. Swendiman asked do some come in with a flare or just cold turkey?

Ms. Schimke said that some are just cold turkey, some have watched videos and have had some coaching, and a minority of the students have had formal training. But even the formal training tends to be more exploring art or playing rather than have strict goals they have to meet in their work.

Dr. Wyse said that I am excited about being able to offer sabbaticals for our faculty. It is a wonderful opportunity for our faculty to refresh their love for teaching.

5. COMMENTS FROM THE AUDIENCE

Mr. Pierson asked if there were any comments from the audience. There were none.

6. ADJOURN

It was moved by Mr. Swendiman and seconded by Ms. Nehr TO ADJOURN THE MEETING. The vote was 3-0 in favor of adjournment.

Committee Chair Mr. Pierson adjourned the meeting at 6:13 p.m

Respectfully submitted,

Andree Blanchier

Andree Blanchier

Recorder
Sabbatical Proposal

Fall 2018

Susan Schimke, Art Instructor

How to become a more effective teacher?
“Style”

Art Dept. Learning Objectives:

Communicate visually.

Think critically.
I. Creative Works/ Studio Practice

Fall 2018
(Exhibition Fall 2019)

My Studio Practice will benefit my students:

• Conceptual
• Formal
• Technical
II. Study

Time devoted to study during sabbatical will benefit my students through:

- insights gained in NYC
- studio assignments
- books
Bridge gap between Visual Arts Transfer Institutions and Shasta College

- UC-Davis
- UC-Berkeley
- Chico State University
- Humboldt State

IBM recently conducted a series of more than 1,500 CEOs worldwide and concluded that “creativity trumps other leadership characteristics” in this era of relentless complexity and disruptive change.
BACKGROUND

The Governing Board has numerous subcommittees on which three or fewer Board members serve. At the advice of legal counsel, the minutes of these meetings are to be reviewed and approved by the committee Chair or acting Chair, and presented to the Governing Board as an information item at its next regular meeting.

STATUS

The following subcommittee meeting minutes are being presented for information only:

- Minutes from the Board’s Policy Review Subcommittee held on Wednesday, March 14, 2018.

RECOMMENDATION

There is no action required.
MEETING OF THE BOARD POLICY REVIEW SUBCOMMITTEE
OF THE SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
WEDNESDAY, MARCH 14, 2018

MINUTES

The Board of Trustees’ Board Policy Review Subcommittee of the Shasta-Tehama-Trinity Joint Community College District met on Wednesday, March 14, 2018 in the Board Room of the Shasta College Administration Building located at 11555 Old Oregon Trail, Redding, California.

1. CALL TO ORDER
   The meeting was called to order by Mr. Swendiman at 6:23 p.m.

2. ROLL CALL
   Roll Call indicated the following:

<table>
<thead>
<tr>
<th>Trustees Present</th>
<th>Trustees Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Rhonda Nehr</td>
<td></td>
</tr>
<tr>
<td>Mr. Bob Steinacher (arrived late at 6:28 pm)</td>
<td></td>
</tr>
<tr>
<td>Mr. Scott Swendiman</td>
<td></td>
</tr>
</tbody>
</table>

3. CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA
   Mr. Swendiman asked if there were any speaker cards indicating requests from the audience to speak to any item on the agenda. There were none.

4. REVIEW OF BOARD POLICIES/ADMINISTRATIVE PROCEDURES
   Dr. Wyse said all the pages are referenced throughout the agenda.

   Tonight you see a pretty good list before you -- we haven't met for a couple of months. This time there are a lot of BP/APs in the 2000 series. The reason for this is that this year, based on our AP for the review of BP/APs, we are supposed to be reviewing all of the 1000 and 2000 series. Some of these BP/APs are just for review, with only minor changes. The BP/APs on the Board agenda have more substantive changes.

   **Board Policy Review Subcommittee – Review Only**
   *Page numbers refer to the pages in the Board Policy Review Subcommittee Agenda.*

   **BP 2000 – Organization [Confirmed, Local Practice]**
   Dr. Wyse said that you will notice that there are not any changes proposed. We are just presenting the BP so that we have record that it has completed the participatory review process and no changes were required.

   **BP 2745 – Board Self-Evaluation [Updated, Legally Required]**
   Dr. Wyse said that the reference standards have been updated.

   **BP 3820 – Gifts [Mandated Update, Legally Advised]**
   **AP 3820 – Gifts [Updated, Suggested as Good Practice]**
   Dr. Wyse said that they renumbered some of the education code without making any changes to the code, so we have updated these code references. We also made similar changes to the AP and we updated the titles through the document.

   Mr. Swendiman asked, have we ever received a hazardous gift?
Dr. Wyse said, yes, I have heard of someone wanting to donate some mining equipment to the college and part of this equipment included Mercury. So this would have been very expensive for us to dispose of if we had accepted the donation.

Board Policies/Administrative Procedures to be presented at the Board’s Regular Meeting on March 14, 2018 at 7:00PM
Page numbers refer to the pages in the March Regular Board Meeting Agenda, Discussion Item 9.5 - First Reading of Revised or New Board Policies/Administrative Procedures

BP 2305 - Annual Organization Meeting [Revised, Legally Required]
Dr. Wyse said that these have gone through the participative processes. There are not a lot of changes, the main change is in the first line which involves just correcting a mistake. It should be “first” Friday and not “last” Friday.

Mr. Swendiman said that there is an extra word in the first sentence, it reads “. . . a second as Vice President, a third one as Clerk . . .” and it should read “. . . a second as Vice President, a third as Clerk . . .”

BP 2310 - Regular Meetings of the Board [Revised, Legally Required]
Dr. Wyse said that there are a few revisions here – the CCLC BP does not have anything about adjourned meetings. In 11 years, we have never had an adjourned meeting, so this language has been deleted. There is also a sentence about quorums that has been moved from another BP.

Mr. Steinacher arrived at 6:28 p.m.

BP 2340 - Agendas [Revised, Legally Required]
AP 2340 - Agendas [Revised, Legally Required]
Dr. Wyse said that it looks like we made a lot of changes, but it is more that we have reorganized the text for clarification purposes and to follow the CCLC language more closely. For example, the first line was moved up from the bottom of the BP. The last sentence on the page was moved up to the middle of the paragraph.

Dr. Wyse said that in the AP, the sentence that is being deleted is being covered in another procedure. As we are moving away from paper agendas and being more electronic based, we are proposing to have an administrative fee associated with providing paper copies of agendas.

BP 2342 - Meeting Conduct [Deleted, Local Policy]
Dr. Wyse said that we would like to delete this local BP because all of the information is already being addressed in other BPs/APs. So in this document, we detailed a bit more where all of these items are covered in other BPs/APs. The document is attached as Exhibit A. We are eliminating items that are duplicated in other BPs.

BP 2350 - Speakers [Revised, Legally Required]
Dr. Wyse said that this is one of the BPs that received some of the information from BP 2342. We believe that it will be more clear to have the information consolidated into one policy instead of having to reference several policies.

BP 2725 - Board Member Compensation [Revised, Suggested as Good Practice]
Dr. Wyse said that we are cleaning this one up a bit – and we are deleting information about Board Member health benefits. All of the health benefit information exists in its own policy, so this is redundant. We also clarified the Student Trustee compensation as well.
BP 2735 - Board Member Travel [Revised, Legally Required]
AP 2735 - Board Member Travel [Deleted, Optional]
Dr. Wyse said that we are moving the AP language into the BP. There is nothing in policy saying that the Board has to take action on the budget, the Board only has to approve the travel requests. If the Board wants to change the travel budget, then we can bring it to the Board as an action item instead of updating the AP every year.

BP 2740 - Board Education [Revised, Legally Required]
Dr. Wyse said that the added language is from the CCLC – this seems like a good addition.

BP 2760 - Business Requiring Board Review and Approval [Deleted, Local Policy]
Dr. Wyse said that this is a local policy, and there is no similar policy at the CCLC. I don’t know how this has evolved over the time, but there are several other BPs/APs that address things such as purchasing. The COLA has been applied over time so the budget limit is now much higher than the $50,000. At one point, we had to call a special meeting to approve a purchase of an item over $50,000 as a result of this policy. That is when we decided to analyze the BP and see if it was really necessary. What we found was all of these items are already addressed in other BPs/APs.

Mr. Rodrigue said that it is frustrating having a $50,000 limit – especially when it is not a CCLC policy. When we really looked at all of these items, they are already addressed elsewhere. The CCLC advises against duplicating items in multiple policies because it leads to inconsistencies. So it is better to refer to the standard CCLC policies to govern these items. Just note that if we bring a contract to the Board for ratification, this contract is not enforceable until the Board approves it.

AP 5045 - Student Records - Challenging Content and Access Log [Revised, Legally Required]
Dr. Wyse said that there is one deletion in the AP. There were some new law changes, then there were some questions asked by College Council, so we went to our legal team and asked for their recommendation. The legal team recommended that this language should not be included in the policy – this is really the participatory process at work.

AP 7270 - Student Employment [Revised, Suggested as Good Practice]
Dr. Wyse said that I would like to commend the HR team, they have worked hard to clean up the language in the AP. We have students that work for the District directly and we have students working as part of a federal Work Study program. With these changes, we have better defined the difference in these two cases and it allows us to address the unique requirements with each type of employment (while still being consistent when necessary).

Mr. Swendiman asked, what happens if they fall under 6 units?

Dr. Wyse said that in those cases we work with the students through Counseling and Financial Aid so that they are sure they understand the conditions of their employment and help them stay on track.

Now the AP also gives us little more leeway to offer opportunities to students at risk – for example, we can offer more opportunities for some of our STEP UP students. This is an important part of their education; there are a lot of studies that show that students are more connected to the campus if they work on campus.

5. COMMENTS FROM THE AUDIENCE
Mr. Swendiman asked if there were any comments from the audience. There were none.
6. ADJOURN

It was moved by Mr. Steinacher and seconded by Ms. Nehr TO ADJOURN THE MEETING. The vote was 3-0 in favor of adjournment.

Mr. Swendiman adjourned the meeting at 6:46 p.m.

Respectfully submitted,

Andree Blanchier

Andree Blanchier
Recorder
Meetings will be conducted by the Chairperson, who is normally the President of the Board of Trustees. In his/her absence, the Vice President of the Board will act as Chairperson. If the event that neither is present, the Clerk will preside. If four members other than officers are in attendance, those members will select a presiding member for that meeting.

No action may be taken at a regular or special meeting if a quorum is not present. Meetings may be recessed by the Chairperson with the consent of the majority of members present.

The Board of Trustees shall conduct all of its meetings in accordance with parliamentary procedure acceptable to its membership, with the presiding officer having the right of vote.

Should members of the public wish to speak to any matter on the agenda prior to Board action, the following procedure shall be followed:

1. At the beginning of the meeting, the Board Chairperson will call for “Requests from the Audience to Speak to Any Item on the Agenda.” At that time, those wishing to speak should stand and indicate the agenda item to which they wish to speak.
2. After the agenda item has been introduced, those wishing to speak to the matter should stand to be recognized by the Chairperson.
3. Comments should be limited from two to five minutes, subject to the discretion of the Chairperson.

Reviewed by the Board Ad Hoc Committee on Policy 8/08/07
TO: BOARD OF TRUSTEES
FROM: Dr. Joe Wyse, Superintendent/President
INITIATOR: Mr. Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services
SUBJECT: CONSENT/ACTION AGENDA
DONATION OF TONER CARTRIDGE

BACKGROUND

The Network & Technology Support Department has determined that three (3) toner cartridges for an HP LJ4650 CN Color Printer are no longer usable by the District. It is their desire to donate the toner cartridges to a public school to support its programs.

STATUS

Anderson Union High School District, has submitted a letter of interest in receiving the donation of the three (3) toner cartridges. Pursuant to Education Code Section 81450.5 the request has been reviewed and it is the desire of the District to offer the toner cartridges to the Anderson Union High School District.

RECOMMENDATION

The Superintendent/President recommends that the Board authorize Administration to donate the three (3) toner cartridges to the Anderson Union High School District as presented.
TO: BOARD OF TRUSTEES
FROM: Dr. Joe Wyse, Superintendent/President
INITIATOR: Dr. Joe Wyse, Superintendent/President
SUBJECT: DISCUSSION/ACTION AGENDA APPROVAL OF SABBATICAL LEAVE REQUESTS FOR 2018-2019

BACKGROUND

The Board’s Sabbatical Leave Subcommittee met on March 14, 2018. According to the Academic Master Contract Agreement:

No later than March 1, the Sabbatical Leave Committee shall forward to the Superintendent/President all applications, noting those not recommended for approval and ranking those recommended for approval.

After taking into consideration all of the factors listed below, the Superintendent/President will develop a recommendation regarding sabbatical leaves.

1. Recommendations of the Sabbatical Leave Committee.
2. District budget.
3. Whether an application is for a first or subsequent sabbatical leave.
4. Anticipated contribution of the applicant to the District following his/her sabbatical leave.
5. Overall distribution of leaves among departments and centers.
6. Impact on curriculum, programs, and operation of departments/centers should a sabbatical leave be granted.

If the Superintendent/President’s priority ranking of sabbatical leave applications differs from that of the Sabbatical Leave Committee, the reasons for the difference shall be communicated to the committee.

The recommendations of both the Sabbatical Leave Committee and the Superintendent/President will be presented to the Board of Trustees in April.

STATUS

The members of the Board’s Sabbatical Leave Subcommittee received the recommendations of the Sabbatical Leave Committee and the Superintendent/President. At this time, the members of the Board’s Sabbatical Leave Subcommittee will report on their recommendations regarding the proposed sabbatical leaves.

RECOMMENDATION

The Superintendent/President recommends that the Board accepts the recommendations regarding the requested Sabbatical Leaves and take action on the leave requests.
TO: BOARD OF TRUSTEES  DATE: 4/11/2018
FROM: Dr. Joe Wyse, Superintendent/President  ITEM NO.: 9.2
INITIATOR: Dr. Joe Wyse, Superintendent/President
SUBJECT: DISCUSSION/ACTION AGENDA
       RESOLUTION NO. 2017-18-12 IN HONOR OF CALIFORNIA DAY OF THE TEACHER

BACKGROUND

“The League of Extraordinary Educators” is this year’s theme for California Day of the Teacher being held on May 9, 2018. California owes much of its success to its public schools, colleges and universities that produce the scientists, technicians, engineers, and educated workforce. Teachers are deeply committed to the success of every student.

“Day of the Teacher” arose out of legislation co-sponsored by the California’s Teacher Association and the Association of Mexican American Educators. Senator Joseph Montoya wrote the bill, which was adopted in 1982. California has patterned its celebration after the traditional “El Dia del Maestro” festivities observed in Mexico and other Latin American countries.

Attached is Resolution No. 2017-18-12 proclaiming May 9, 2018 as California Day of the Teacher.

RECOMMENDATION

The Superintendent/President recommends the Board adopts Resolution No. 2017-18-12 in recognition of our dedicated faculty.
WHEREAS, an educated citizenry serves as the foundation of our democracy; and

WHEREAS, today’s teachers mold the minds and train the workforce of the future; and

WHEREAS, no other profession touches as many persons with such a lasting effect; and

WHEREAS, good teaching grows in value and pays dividends far beyond the classroom.

NOW, THEREFORE, BE IT RESOLVED, we do hereby recognize May 9, 2018, as California Day of the Teacher. We urge all citizens to observe this day by taking the time to remember and honor those who give the gift of knowledge through teaching.

Ayes: ____________
Noes: ____________
Abstentions: ____________
Absent: ____________

Signed: ____________________________ Date: ________________
Dr. Rob Lydon, Vice President, Board of Trustees

Attest: ____________________________ Date: ________________
Dr. Joe Wyse, Secretary, Board of Trustees
BACKGROUND

Denim Day is a sexual violence prevention education campaign the invites communities to wear jeans with a purpose, showing that there is no excuse and never an invitation to rape.

For the past 19 years, Peace Over Violence has run its Denim Day campaign on a Wednesday in April in honor of Sexual Violence Awareness Month. The campaign was originally triggered by a ruling by the Italian Supreme Court where a rape conviction was overturned because the justices felt that since the victim was wearing tight jeans she must have helped her rapist remove her jeans, thereby implying consent. The following day, the women in the Italian Parliament came to work wearing jeans in solidarity with the victim. Peace Over Violence developed the Denim Day campaign in response to this case and the activism surrounding it. Since then, wearing jeans on Denim Day has become a symbol of protest against erroneous and destructive attitudes about sexual assault. In this rape prevention education campaign we ask community members, elected officials, businesses and students to make a social statement with their fashion by wearing jeans on this day as a visible means of protest against the misconceptions that surround sexual assault. This year’s Denim Day is April 25, 2018.

RECOMMENDATION

The Superintendent/President recommends that the Board adopts Resolution No. 2017-18-13 in recognition of Sexual Assault Awareness Month and to proclaim April 25, 2018 as Denim Day at Shasta College.
WHEREAS, the United States Government has declared April as Sexual Assault Awareness Month and Peace Over Violence has declared April 25, 2018 as Denim Day; and

WHEREAS, both events are intended to draw attention to the fact that rape and sexual assault remain a serious issues in our society; and

WHEREAS, harmful attitudes about rape and sexual assault allow these crimes to persist and allow victims and/or survivors to be re-victimized; and

WHEREAS, Sexual Assault Awareness Month and Denim Day were also instituted to call attention to misconceptions and misinformation about rape and sexual assault, and the problem that many in society remain disturbingly uninformed with respect to issues of assault and forcible rape; and

WHEREAS, every two minutes, someone in America, someone is sexually assaulted, approximately 1-in-6 women are raped during their lifetime and youths under 18 account for about 44% of all reported; and

WHEREAS, with proper education on the matter, there is compelling evidence that we can be successful in reducing incidents of this alarming and psychologically damaging crime; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District supports the efforts to educate our community about the true impact of rape and sexual assault in northern California and encourages everyone to wear jeans on April 25, 2018 to further communicate the message that there is “no excuse and never an invitation to rape.”

PASSED AND ADOPTED by the Governing Board of the Shasta-Tehama-Trinity Joint Community College District at their regular meeting held on the 11th day of April, 2018 by the following vote:

Ayes: __________
Noes: __________
Abstentions: __________
Absent: __________

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Signed: ________________________________ Date: 4/11/2018
Dr. Rob Lydon, Vice President, Board of Trustees

Attest: ________________________________ Date: 4/11/2018
Dr. Joe Wyse, Secretary, Board of Trustees
BACKGROUND

The campus infrastructure projects which are funded by the Measure H Bond have been identified and assigned to a designated architectural firm from the Pool of Qualified Architects approved at the July 2017 Board meeting. The Project Assignment Amendment (PAA) to the Architect Master Agreement sets forth the scope and services to be provided by the architect for the Project, the compensation, and other specific obligations of the architect relating to the Project.

STATUS

The following Projects have been assigned to Nichols, Melburg & Rossetto, Inc. The Project Assignment Amendments for these projects are attached.

<table>
<thead>
<tr>
<th>Project</th>
<th>Preliminary Budget</th>
<th>Contract Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Campus Keying &amp; Access</td>
<td>$350,000</td>
<td>10%</td>
</tr>
<tr>
<td>SC Campus Wide Infrastructure</td>
<td>To be determined</td>
<td>$105,000 flat fee, to be included in 10% fee based on Preliminary Budget, when determined</td>
</tr>
</tbody>
</table>

RECOMMENDATION

The District Superintendent/President recommends that the Project Assignment Amendments be approved/ratified as presented.
PROJECT ASSIGNMENT AMENDMENT
EXHIBIT A TO
AGREEMENT FOR ON-GOING ARCHITECTURAL SERVICES

This Project Assignment Amendment ("PAA") is entered by and between Shasta-Tehama-Trinity Joint Community College District and Nichols, Melburg & Rossetto ("Architect") as of February 26, 2018.

Whereas, the District entered into a written Agreement entitled Agreement for On-Going Architectural Services ("Agreement") generally establishing terms and conditions for the Architect's design professional services for Projects assigned by the District to the Architect.

Whereas, this PAA sets forth the specific terms and conditions applicable to the District assignment of the Assigned Project to the Architect for completion of design professional services.

NOW THEREFORE, the District and Architect and agree as follows:

1. **Assigned Project Description.** The Assigned Project is described as follows: Shasta College Main Campus Keying & Access Control

2. **Assigned Project Construction Budget.** The Construction Budget for the Assigned Project is Three Hundred Fifty Thousand Dollars ($350,000).

3. **Assigned Project Basic Services and Design Disciplines.** The Basic Services for the Assigned Project and the Design Disciplines/Design Consultant services included within the Basic Services are:

<table>
<thead>
<tr>
<th>Basic Services Phases</th>
<th>Design Disciplines Design Consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design (Programming)</td>
<td>Structural</td>
</tr>
<tr>
<td>Preliminary Plans</td>
<td>Mechanical</td>
</tr>
<tr>
<td>Working Drawings</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Bidding</td>
<td>Electrical</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Post-Construction</td>
<td></td>
</tr>
</tbody>
</table>

4. **Assigned Project Schedule.** The Architect's Completion of Basic Services for the Assigned Project shall be in accordance with the following:

<table>
<thead>
<tr>
<th>Basic Services Phases</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design (Programming)</td>
<td>March 30, 2018</td>
</tr>
<tr>
<td>Preliminary Plans</td>
<td>April 30, 2018</td>
</tr>
<tr>
<td>Working Drawings</td>
<td>May 31, 2018</td>
</tr>
<tr>
<td>Bidding</td>
<td>June 2018</td>
</tr>
<tr>
<td>Construction</td>
<td>July – August 2018</td>
</tr>
<tr>
<td>Post-Construction</td>
<td>September 2018</td>
</tr>
</tbody>
</table>
5. **Assigned Project Contract Price.** The Contract Price for completion of the Assigned Project Basic Services is 10% of construction cost. The Contract Price is allocated to the Basic Services Phases as follows:

<table>
<thead>
<tr>
<th>Basic Services Phases</th>
<th>Contract Price Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design (Programming)</td>
<td>15%</td>
</tr>
<tr>
<td>Preliminary Plans</td>
<td>35%</td>
</tr>
<tr>
<td>Working Drawings</td>
<td>25%</td>
</tr>
<tr>
<td>Bidding</td>
<td>5%</td>
</tr>
<tr>
<td>Construction</td>
<td>18%</td>
</tr>
<tr>
<td>Post-Construction</td>
<td>2%</td>
</tr>
</tbody>
</table>

6. **Design Consultants.** Design Consultants to the Architect for the design disciplines required for the Assigned Project are as set forth in the Architect’s RFQ Response, except: Civil, Landscape, and Telecommunications services will be provided if accepted by District as additional services based on the following percentages of the project construction cost:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Projects Under $5,000,000</th>
<th>Projects Over $5,000,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil</td>
<td>1%</td>
<td>1/2%</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>1/2%</td>
<td>1/3%</td>
</tr>
<tr>
<td>Landscape</td>
<td>1/4%</td>
<td>1/8%</td>
</tr>
</tbody>
</table>

7. **Agreement Terms.** All terms of the Agreement are incorporated herein and applicable to the Assigned Project, except as modified by the terms of this PAA.

The District and Architect have executed this PAA as of the date set forth above.

---

**District**

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

By: [Signature]

Morris Rodrigue

Title: V.P. Administrative Services

---

**Architect**

NICHOLS, MELBURG & ROSSETTO

By: [Signature]

Wesley King

Title: Principal
PROJECT ASSIGNMENT AMENDMENT
EXHIBIT A TO
AGREEMENT FOR ON-GOING ARCHITECTURAL SERVICES

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Whereas, this PAA sets forth the specific terms and conditions applicable to the District assignment of the Assigned Project to the Architect for completion of design professional services.

NOW THEREFORE, the District and Architect and agree as follows:

1. **Assigned Project Description.** The Assigned Project is described as follows: Shasta College Campus Wide Infrastructure (A) Project Scoping and (B) Design

2. **Assigned Project Construction Budget.** The Construction Budget for the Assigned Project is to be determined after completion of Project Scoping Phase.

3. **Assigned Project Basic Services and Design Disciplines.** The Basic Services for the Assigned Project and the Design Disciplines/Design Consultant services included within the Basic Services are:

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<tr>
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<th>Completion Date</th>
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</thead>
<tbody>
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<td>April 27, 2018</td>
</tr>
<tr>
<td>Preliminary Plans</td>
<td>May 31, 2018</td>
</tr>
<tr>
<td>Working Drawings</td>
<td>June 30, 2018</td>
</tr>
<tr>
<td>Bidding</td>
<td>July 2018</td>
</tr>
<tr>
<td>Construction</td>
<td>August – December 2018</td>
</tr>
<tr>
<td>Post-Construction</td>
<td>January 2019</td>
</tr>
</tbody>
</table>
5. **Assigned Project Contract Price.** The Contract Price for completion of the Assigned Project Basic Services is 10% of construction cost. (A) Project Scoping will be included in services if project proceeds to (B) Design. If project does not proceed to (B) Design then the contract price shall be **One Hundred Five Thousand ($105,000)**. The Contract Price is allocated to the Basic Services Phases as follows:

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<th>“Architect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHASTA-TEHAMA-TRINITY JOINT</td>
<td>NICHOLS, MELBURG &amp; ROSSETTO</td>
</tr>
<tr>
<td>COMMUNITY COLLEGE DISTRICT</td>
<td></td>
</tr>
<tr>
<td>By:</td>
<td>By:</td>
</tr>
<tr>
<td>V.P. Administrative Services</td>
<td>Principal</td>
</tr>
</tbody>
</table>

By: [Signature] Morris Rodrigue

By: [Signature] Wesley King
BACKGROUND

The election of members of the California Community College Trustees’ (CCCT) Board of Directors will take place between March 10 and April 25, 2018. This year there are five (5) seats up for reelection on the board, with three incumbents running and two vacancies due to the three-term limit.

Each member community college district board of the Community College League of California (League) shall have one vote for each of the vacancies on the CCCT Board of Directors. Only one vote may be cast for any nominee or write-in candidate. The five candidates who receive the most votes will serve a three-year term. Attached to this agenda is a sample of the CCCT 2018 Board Official Ballot which includes the names of the seven trustees who have been nominated for election to the board.

Official ballots must be returned to the CCCT Elections Committee, League office, postmarked no later than April 25, 2018.

An Ad Hoc Committee of the Board of Trustees (comprised of Kendall Pierson and Rayola Pratt) was appointed on January 22, 2018, to study the candidate information and prepare a recommendation for the Board.

RECOMMENDATION

The Superintendent/President recommends that at this time:

- the Ad Hoc Committee make its recommendations to the full Governing Board;
- the Board of Trustees take action on its choice of 5 out of the 7 candidates; and
- the Board of Trustees authorize the filing of the official ballot in a timely manner.
**CCCT 2018 BOARD OFFICIAL BALLOT**

Vote for no more than five (5) by checking the boxes next to the names.

### NOMINATED CANDIDATES

*List order based on Secretary of State’s February 9, 2018 random drawing.*

- [ ] *Ann Ransford, Glendale CCD
- [ ] Eric Payne, State Center CCD
- [ ] Greg Pensa, Allan Hancock CCD
- [ ] Greg Bonaccorsi, Ohlone CCD
- [ ] *Brent Hastey, Yuba CCD
- [ ] *Don Edgar, Sonoma County CCD
- [ ] Suzanne Woods, Palo Verde CCD

* Incumbent

### WRITE-IN CANDIDATES

Type each qualified trustee’s name and district on the lines provided below.

<table>
<thead>
<tr>
<th>Name</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Board Secretary and Board President or Board Vice President must sign below:**

This ballot reflects the action of the board of trustees cast in accordance with local board policy.

District: ________________________________

Secretary of the Board

President or Vice President of the Board
BACKGROUND

In accordance with Board Policy 2745 – Board Self-Evaluation (attached), an ad hoc committee of the Board shall be appointed annually in April to determine the instrument or process to be used in the Board’s self-evaluation. Administrative Procedure 2745 – Board Self-Evaluation is also attached, which includes the Board’s self-evaluation instrument.

Once the ad hoc committee has completed its work, it will recommend a process which must be approved by the Board. If the same self-evaluation instrument is used as presented, all Board members will be asked to complete the evaluation instrument by June 29, 2018 and submit them to the Board Secretary.

RECOMMENDATION

The Superintendent/President recommends that the Board President appoints an ad hoc committee on Board self-evaluation.
Board Self-Evaluation

Reference: ACCJC Accreditation Standard IV.C.10 (formerly IV.B.1.e & g)

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board has established the following processes:

- A committee of the Board shall be appointed annually in April to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.

- The process for evaluation shall be recommended to and approved by the Board.

- If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit them to the Board Secretary.

- A summary of the evaluations will be presented and discussed at a board session scheduled annually between the spring and fall semesters for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Board Approved 04/11/01
Board Approved Revisions 06/11/03
Instruments Approved 07/13/05
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 06/11/08
Board Approved Revisions 04/10/13
Reviewed by the Ad Hoc Committee on Policy 02/18/15
Board Approved 04/15/15
Board Policy Review Subcommittee Reviewed 03/14/18
Board Self-Evaluation

Reference:  Accreditation Standard IV

Attached is the Board self-evaluation instrument.

Board Reviewed 7/09/08
Reviewed by the Board Policy Committee on 10/14/09
Reviewed & Revised by the Board Ad Hoc Committee on the Regular Review of
  Board Policy 11/11/09
Board Reviewed Revisions 1/20/10
Board Reviewed Revisions 6/12/13
Rank responses to the following statements 1 to 6, with 1 being “Never” and 6 being “Always.”

1. Board members actively seek community input regarding college programs and services.
   
   Ranking________ Comments:________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Board members have sound knowledge of the communities and regional areas they serve, and effectively listen to and communicate local concerns.
   
   Ranking________ Comments:________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Board members attend community functions.
   
   Ranking________ Comments:________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
4. Board members participate in community activities and/or clubs in order to seek community feedback in more informal ways.

Ranking_____   Comments:__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

5. Once the Board reaches a decision, it acts as a whole.

Ranking_____   Comments:__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

6. Board members support Board decisions in appropriate public forums.

Ranking_____   Comments:__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

7. Board members shield the college from unwarranted personal, public, and/or political pressures.

Ranking_____   Comments:__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

8. Board members stay informed about, and publicly advocate for, college goals and programs.

Ranking_____   Comments:__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
9. Board members establish and review policies consistent with the college mission statement.

Ranking_____   Comments:_________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

10. Board members consider information about programs and services in order to assess their quality.

Ranking_____   Comments:_________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

11. Board members gather and consider information about fiscal issues that affect, or might affect, the college/district, and give direction to the Superintendent/President.

Ranking_____   Comments:_________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

12. Board members stay current regarding legal matters that affect, or might affect, the college/district, and give direction to the Superintendent/President.

Ranking_____   Comments:_________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
13. The Board reviews, revises, and publishes policies specifying the Board’s size, duties, responsibilities, structure, and operating procedures.

   Ranking____  Comments:_________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

14. Board members act in a manner consistent with the Board’s policies and procedures, and regularly and fairly evaluates itself.

   Ranking____  Comments:_________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

15. Board members participate in Board development activities.

   Ranking____  Comments:_________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

16. Board members require and conduct comprehensive new member orientations when appropriate.

   Ranking____  Comments:_________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

17. Board members have an effective code of ethics and hold to it regardless of settings or situations.

   Ranking____  Comments:_________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________
18. Board members are informed about, and actively participate in, accreditation activities and outcomes.

Ranking_____ Comments:__________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

19. Board members regularly evaluate the Superintendent/President and hold him/her accountable for the operations of the District.

Ranking_____ Comments:__________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

20. Board members are aware of the District's plans and participatory processes.

Ranking_____ Comments:__________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

21. The Board strives to integrate and align its annual goals with District and State educational goals.

Ranking_____ Comments:__________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
## BACKGROUND

Attached is a copy of proposed revisions to, or new, Board Policies/Administrative Procedures, as follows:

- BP 2130 - Term Limits [New, Legally Required]
- BP 2210 - Officers [Revised, Legally Required]
- AP 2745 - Board Self-Evaluation [Deleted, Local Procedure]
- AP 4103 - Work Experience [New, Legally Required]
- BP 4105 - Distance Education [Revised, Local Policy]
- AP 4105 - Distance Education [Mandated Revisions, Legally Required]
- AP 4231 - Grade Changes [Revised, Legally Required]
- AP 4236 - Advanced Placement Credit [New, Legally Required]
- AP 7208 - Hiring Procedures for Adjunct Faculty [Deleted, Local Procedure]

The proposed changes were reviewed by Cabinet and forwarded to members of the College Council and other constituencies in accordance with the participatory governance process.

## RECOMMENDATION

There is no action requested.
Reference:  

**Education Code Section 72103(c)**

The District does not currently limit the number of terms a member of the Board of Trustees may serve on the Board.

The Board may adopt, or the residents of the District may propose, by initiative, a proposal to limit the number of terms a member of the Board of Trustees may serve on the Board. Any proposal to limit the number of terms a member of the Board may serve shall not become operative unless it is submitted to the electors of the District at a regularly scheduled election and a majority of the votes cast on the question favor the adoption of the proposal. Any such proposal shall be subject to requirements set forth in Elections Code Sections 9500 et seq.
At the annual organizational meeting, the Board shall elect from among its members a President of the Board, Vice President of the Board, and Clerk of the Board.

The terms of officers shall be for one year. The Board does not have an official system of rotation of officers; it elects the officers each year from among all its members.

The duties of the President of the Board are:

- Serve as Chairperson and preside over all meetings of the Board;
- Enforce appropriate parliamentary rules;
- Call emergency and special meetings of the Board as required by law;
- Consult with the Superintendent/President on Board meeting agendas;
- Communicate with individual Board members about their responsibilities;
- Participate in the orientation process for new Board members;
- Assure Board compliance with policies on board education, self-evaluation and the Superintendent/President evaluation;
- Represent the Board at official events or ensure board representation; and
- Perform other functions as are ordinarily delegated to the President by the California Education or Administrative Code.

The Vice President shall perform the regular duties of the President in his/her absence.

The Clerk and Secretary shall perform such duties as may be prescribed by the Board of Trustees.

In the event that neither the President nor the Vice President is present at a meeting of the Board, the Clerk will serve as the Chairperson and will preside over the meeting. If four members other than Officers are in attendance, those members will select a Chairperson to preside for that meeting.

The Superintendent/President shall typically serves as Secretary to the Board.

The duties of the Secretary are:

- Notify members of the Board of regular, special, emergency and adjourned meetings;
- Prepare and post Board meeting agendas;
- Give appropriate notice of all meetings of the Board as required by law;
- Keep full and accurate minutes of regular and special meetings, and after approval, preserve them in a permanent manner;
- Attend all Board meetings and closed sessions, unless excused, and in such cases to assign a designee;
- Conduct the official correspondence of the Board;
- Certify as legally required all Board actions;
- Sign, when authorized by law or by Board action, any documents that would otherwise require the signature of the Secretary or the Clerk of the Board;
Officer duties as may be prescribed by the Board.

BP 2210

<table>
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<tr>
<th>Officers</th>
<th><em><strong>Revised, Legally Required</strong></em></th>
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<td>- Sign and execute contracts, interdistrict agreements, and any other official documents authorized by the Board;</td>
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<tr>
<td>- Keep an accurate account of all records and official documents of the Board of Trustees, including contracts, bonds, deeds, and correspondence;</td>
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<td>- Publish, file, and/or post all required legal notices or reports; and</td>
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<td>- Perform such other duties as may be prescribed by the Board.</td>
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Board Approved 04/23/03
Reviewed by the Board Ad Hoc Committee on Policy 08/08/07
Board Ad Hoc Committee on Policy Reviewed [Updated] 06/14/17
Submitted by the Office of the President 02/08/18
Cabinet 1st Reading 02/13/18
Cabinet 2nd Reading 02/20/18
College Council 1st Reading 03/06/18
College Council 2nd Reading 03/27/18
Board 1st Reading 04/11/18
Board Self-Evaluation***Deleted, Local Procedure*** AP 2745

Reference: Accreditation Standard IV

Attached is the Board self-evaluation instrument.

Board Reviewed 7/09/08
Reviewed by the Board Policy Committee on 10/14/09
Reviewed & Revised by the Board Ad Hoc Committee on the Regular Review of
Board Policy 11/11/09
Board Reviewed Revisions 1/20/10
Board Reviewed Revisions 6/12/13
Submitted by the Office of the President 12/15/17
Cabinet 1st Reading 12/19/17
Cabinet 2nd Reading 01/12/18
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 04/11/18
GOVERNING BOARD SELF-EVALUATION INSTRUMENT

Rank responses to the following statements 1 to 6, with 1 being “Never” and 6 being “Always.”

1. Board members actively seek community input regarding college programs and services.
   Ranking_____ Comments: _____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Board members have sound knowledge of the communities and regional areas they serve, and effectively listen to and communicate local concerns.
   Ranking_____ Comments: _____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Board members attend community functions.
   Ranking_____ Comments: _____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
4. Board members participate in community activities and/or clubs in order to seek community feedback in more informal ways.

   Ranking_____ Comments:

    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

5. Once the Board reaches a decision, it acts as a whole.

   Ranking_____ Comments:

    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

6. Board members support Board decisions in appropriate public forums.

   Ranking_____ Comments:

    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

7. Board members shield the college from unwarranted personal, public, and/or political pressures.

   Ranking_____ Comments:

    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

8. Board members stay informed about, and publicly advocate for, college goals and programs.

   Ranking_____ Comments:

    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
9. Board members establish and review policies consistent with the college mission statement.

   Ranking______ Comments:
   
   
   
10. Board members consider information about programs and services in order to assess their quality.

   Ranking______ Comments:
   
   
   
11. Board members gather and consider information about fiscal issues that affect, or might affect, the college/district, and give direction to the Superintendent/President.

   Ranking______ Comments:
   
   
   
12. Board members stay current regarding legal matters that affect, or might affect, the college/district, and give direction to the Superintendent/President.

   Ranking______ Comments:
   
   
   
   


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<tr>
<th><strong>Board Self-Evaluation</strong><em>Deleted, Local Procedure</em>**</th>
<th>AP 2745</th>
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<tr>
<td>13. The Board reviews, revises, and publishes policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.</td>
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<td>Ranking______ Comments:</td>
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<td>14. Board members act in a manner consistent with the Board's policies and procedures, and regularly and fairly evaluates itself.</td>
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<td>Ranking______ Comments:</td>
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<td>15. Board members participate in Board development activities.</td>
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<td>16. Board members require and conduct comprehensive new member orientations when appropriate.</td>
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<td>Ranking______ Comments:</td>
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<td>17. Board members have an effective code of ethics and hold to it regardless of settings or situations.</td>
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<td>Ranking______ Comments:</td>
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18. Board members are informed about, and actively participate in, accreditation activities and outcomes.

Ranking______ Comments:
   
   
   
   

19. Board members regularly evaluate the Superintendent/President and hold him/her accountable for the operations of the District.

Ranking______ Comments:
   
   
   
   

20. Board members are aware of the District's plans and participatory processes.

Ranking______ Comments:
   
   
   
   

21. The Board strives to integrate and align its annual goals with District and State educational goals.

Ranking______ Comments:
   
   
   
   

   
   
   
   

Cooperative Work Experience Education, also known as Worksite Learning, provides on-the-job experience.

The Shasta College Cooperative Work Experience program is based on a plan submitted to the Chancellor's Office, which includes:

- The systematic design of a program whereby students gain learning experiences through work;
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
- Guidance services;
- A sufficient number of qualified academic personnel to direct the program;
- Processes that assure students’ on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
- Adequate clerical and instructional services are provided.

In addition, procedures address the maintenance of records that include:

- The type and units of work experience in which the student is enrolled;
- Where the student is employed;
- The job held;
- Basis for determining student qualifications;
- Statement of student hours worked;
- Evaluation of performance;
- And that a work permit was issued, if required.

Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student’s achievement, and the final grade.
Distance Education***Revised, Local Policy***  BP 4105

Reference: Title 5, Sections 55200- et seq; Education Code Sections 66700, 70901 and 70902; Title 29 USC 794d; Title 42 USC 12100 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17.

Title 5, Sections 55200-55210; Education Code Sections 66700, 70901 and 70902; Title 29 USC 794d; Title 42, 12100 et seq.; ACCJC Accreditation Standards I-IV

Definition and Application

Distance education, or distance learning, “is defined as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students.” Most often, interaction occurs through the assistance of communication technology and may be synchronous or asynchronous. All distance education is subject to the general requirements of Title 5 and have the same quality, accountability, and focus on student outcomes as the traditional course offerings. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and sections 504 and 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d). Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

The Board of Trustees will assure that the Superintendent/President has procedures in place to meet the accreditation requirements as well as those of State and Federal statutes.

Reporting

Administration will provide the Board of Trustees, no later than August 31 of each year, a report on all distance education activity.

Responsibilities of the District

The District will address and meet distance education Eligibility Requirements for Accreditation and ensure compliance with standards, policies, and statutes. The District, through its current organizational structure and decision-making framework, will continue to strive for proficiency and continuous improvement in distance education services, resources, and governance to serve the District’s vast region.

The District shall maintain appropriate records of distance education offerings and report the necessary distance education data annually through both the California Community Colleges Chancellor’s Office Management Information System and the Accrediting Commission for Community and Junior College’s Accreditation Annual Report.

See Administrative Procedure 4105
Distance Education***Revised, Local Policy***

Reviewed by Distance Education Committee 10/01/08
Approved by Academic Senate 10/27/08
Board Approved 03/11/09
Submitted by the Office of Instruction 10/16/17
Cabinet 1st Reading 10/24/17
Cabinet 2nd Reading 11/13/17
Academic Senate 1st Reading 11/27/17
Academic Senate Approved 12/11/17
College Council 1st Reading 03/06/18
College Council 2nd Reading 03/27/18
Board 1st Reading 04/11/18
Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same as a student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Assistant Superintendent / Vice President of Instruction shall utilize one or more of the methods to authenticate or verify the student’s identity:

- Secure credentialing/login and password;
- Proctored examinations; or
- New or other technologies and practices that are effective in verifying student identifications.

The Assistant Superintendent / Vice President of Instruction shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Definition

Distance education is defined as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. The District utilizes both Internet-based and interactive television (ITV) delivery methods. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made by the District curriculum review process.

Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and students, the course shall be separately reviewed and approved by the District’s adopted course approval process.
All distance education courses approved by the District will follow the same curriculum review cycle standard as applies to other courses. See Administrative Procedure 4020 – Program and Curriculum Development.

Faculty Selection and Workload

Instructors shall possess the minimum qualifications for the discipline into which the course’s subject matter most appropriately falls. Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments: needs of the District, workload, and preparation.

Instructional Quality Standards for Distance Education Instruction

The District recognizes that distance education instruction differs from that of a traditional classroom setting. Because of that difference, instructors wanting to be involved in distance education instruction shall be trained in the development and use of ITV or learning management system (LMS) platforms adopted by the District, and course design of materials and resources to ensure accessibility. When instruction is intended in a fully online or hybrid format, instructors shall be trained in online pedagogy. Acceptable training methods will be determined by the Distance Education Committee.

Instructor Contact

All courses conducted through distance education shall ensure that there is regular, effective, and substantive contact between the instructor and the students through such synchronous or asynchronous mechanisms as group or individual meetings, discussion boards and chat rooms, online orientations and review sessions, supplemental seminars or study sessions, field trips, telephone contact, correspondence, voice mail, email, or other comparable activities.

Authentication and Verification of Student Identity

To authenticate and verify a student’s identity in an Internet-based course, the District will require secure login and password to the LMS and affirmation that the person entering the login is the student registered in the course. If the instructor chooses to conduct a proctored exam, the District will continue to provide proctoring at each of its campuses within the District. The District will review/adopt other technologies and practices as they become available.

The District will continue to promote academic honesty in all courses and incorporate training to promote academic honesty in Internet-based course design.

State Authorization

The District will comply with federal and any applicable state regulations regarding non-resident enrollment in Internet-based classes and will, when practical, seek the necessary authorization to accommodate registration for students permanently residing outside California. Statements apprising potential non-resident students of the regulations will be included in the course catalog and maintained on the District’s Distance Education web page.
Distance Education***Mandated Revisions, Legally Required*** AP 4105

Other factors which may require the District to seek authorization from other states include, but are not limited to, advertising or marketing within another state, or employing faculty or other representatives within another state.

Reporting

Administration will provide the Board of Trustees, no later than October 31st of each year, a report on all distance education activity.

Reviewed by DEC 10/01/08
Approved by Academic Senate 10/27/08
Board Reviewed 03/11/09
Revised by DEC 04/18/13
Board Reviewed 07/10/13
Submitted by the Office of Instruction 10/16/17
Cabinet Informed 10/24/17
Academic Senate Informed 11/13/17
College Council Informed 11/28/17
Board 1st Reading 04/11/18
Grade Changes ***Revised, Legally Required*** AP 4230 4231

Reference:  Education Code Section 76224 and 76232; Title 5, Section 55025

Grade Appeal Procedure

To conform to the provision of Section 55025 of the California Administrative Code, Title 5, the determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence. All changes or modifications to a student record must be requested no later than one year from end of the semester in which the grade was posted. If a grade is found to have been given in error, the incorrect grade will be replaced with the correct grade.

The procedure for appealing a final grade is as follows:

**Level 1**

Student contacts instructor within one semester of receiving the grade. Instructor makes a change or not.

In the event that an instructor is no longer available to hear the appeal and make a change, then the Division Dean may assign a discipline peer to evaluate the information and make the change, or not, based on the legal requirements of mistake, calculation error, fraud, bad faith, or incompetence. If a change is warranted, then the reviewing faculty member will provide the Division Dean and Admissions & Records with a written summary of the evidence for the change (for evidentiary purposes) and the recommended grade change.

**Level 2**

If the student is not satisfied with the outcome of the Level 1 appeal, he/she may appeal directly to the Division Dean in writing within 30 days of the instructor’s response. The Dean will review the appeal, investigate, and either support a change or support the original assigned grade.

If the Division Dean supports a change, he/she will prepare a written recommendation, with evidence and a recommended grade change, and forward it to the Vice President of Academic AffairsAssistant Superintendent/Vice President of Instruction. The Division Dean will also direct the student to submit a written appeal to the Vice President citing the Division Dean’s support. Within 30 days the student will submit the written appeal to the Assistant Superintendent/Vice President of Instruction.

If the Division Dean does not find cause, as per the statutory requirements, he/she will notify the students of that decision. The Dean will also notify the student that he/she may appeal the decision to the Vice President of Academic AffairsAssistant Superintendent/Vice President of Instruction.

**Level 3**

If the student is not satisfied with the Dean’s decision, he/she may appeal to the Vice President of Academic AffairsAssistant Superintendent/Vice President of Instruction within 30 days of the
Grade Changes ***Revised, Legally Required*** AP 4230-4231

Division Dean's response. The Vice President of Academic Affairs/Assistant Superintendent/Vice President of Instruction will review the appeal and render a decision regarding the appeal. The final determination concerning removal or change of grade will be made by the Vice President of Academic Affairs/Assistant Superintendent/Vice President of Instruction or his/her designee.

If the Vice President/Assistant Superintendent/Vice President of Instruction does not feel the appeal has merit, then he/she will inform the student of that decision in writing.

Approved by Academic Senate 04/29/02
Approved by Academic Senate 10/27/08
Board Reviewed 12/10/08
Board Reviewed 11/09/11
Submitted by the Office of Instruction 10/17/17
Cabinet 1st Reading 10/24/17
Cabinet 2nd Reading 11/13/17
Cabinet 3rd Reading 11/28/17
Academic Senate 1st Reading 12/11/17
Academic Senate Approved 02/12/18
College Council Informed 03/06/18
Board 1st Reading 04/11/18
Advanced Placement Credit***New, Legally Required*** AP 4236

Reference: **Education Code section 79500**

Any student who passes a College Board Advanced Placement (AP) Examination with a minimum score of three in a subject matter will be awarded credit in a General Education area with a subject matter similar to that of the AP Examination.

For any AP Examination that the District does not offer a course similar in content, the District will award credit in the General Education area shown on the California Community College General Education AP List. If there is no General Education area that fits the AP Examination, the District may award elective credit.

The District shall post its Advanced Placement Credit procedure in the College Catalog.

Submitted by the Office of instruction 12/12/17
Cabinet 1st Reading 01/12/18
Cabinet 2nd Reading 01/23/18
Academic Senate 1st Reading 02/12/18
Academic Approved 02/26/18
College Council Informed 03/06/18
Board 1st Reading 04/11/18
Hiring Procedures for Adjunct Faculty

Hiring Criteria Procedures

Overview
The intent of the procedure delineated below is to ensure quality of instruction at all Shasta College campus and satellite sites. Essential to this goal is communication among entities that offer parallel or overlapping classes. These procedures should be followed in conjunction with course scheduling procedures.

Step 1 — Identification of Teaching Positions:
Potential positions are identified by the appropriate center dean and/or Extended Education administrator in consultation with full-time faculty within the discipline or closely aligned discipline. This process applies to all courses offered by Shasta College.

Step 2 — Teaching Position Description:
The personnel office will provide a generalized adjunct faculty teaching position description. Specific position qualifications will be identified by the appropriate Center Dean in consultation with full-time faculty within the discipline or closely aligned discipline.

Step 3 — Advertisement:
Personnel Office/Affirmative Action Officer advertises position as described in the Affirmative Action Policy. The center dean of the appropriate discipline or closely aligned discipline will sign-off on all positions to be advertised. Applications are accepted by the personnel office on an ongoing basis. Copies of applications are forwarded to appropriate center deans who review and determine minimum qualifications and confirm with full-time faculty. Interviews are arranged as needed.

Step 4 — Screening:
An Adjunct Faculty Selection Committee will be established and will be composed of the center dean, one full-time faculty within the discipline or closely aligned discipline, and one or more qualified individuals (full-time faculty from a closely aligned discipline, an experienced adjunct faculty member who has achieved a positive evaluation, or a professional in the field). The center dean may make hiring decisions in emergency circumstances, and will be subject to evaluation procedures outlined in step 8.

This committee will review the candidate applications and determine whether applicants meet professional qualifications including the following: subject area knowledge, competency and experience; teaching and communication skills; commitment to professional growth and service; and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the district’s students.

Step 5 — Interview:
The Adjunct Faculty Selection Committee will formulate interview questions. An evaluative rating form will be used to ensure a thorough assessment of the candidate’s qualifications. The interview questions will reflect the criteria established by the committee and considered to be the working characteristics of the position for the teaching position.
Step 6: Selection:
The Adjunct Faculty Selection Committee with the assistance of the personnel office will confirm the following for each recommended candidate: reference check, FSA or equivalency, and course specific qualifications. An Adjunct Faculty Qualification form will be completed by the Center dean. A list of qualified adjunct faculty will be maintained and distributed by the personnel office.
TO: BOARD OF TRUSTEES  DATE: 4/11/2018

FROM: Dr. Joe Wyse, Superintendent/President  ITEM NO.: 9.8

INITIATOR: Dr. Joe Wyse, Superintendent/President

SUBJECT: DISCUSSION/ACTION AGENDA
SECOND READING OF REVISED OR NEW BOARD POLICIES/ADMINISTRATIVE PROCEDURES

BACKGROUND

Attached is a copy of proposed revisions to, or new, Board Policies/Administrative Procedures, as follows:

- BP 2305 – Annual Organization Meeting [Revised, Legally Required]
- BP 2310 – Regular Meetings of the Board [Revised, Legally Required]
- BP 2340 – Agendas [Revised, Legally Required]
- AP 2340 – Agendas [Revised, Legally Required]
- BP 2342 – Meeting Conduct [Deleted, Local Policy]
- BP 2350 – Speakers [Revised, Legally Required]
- BP 2725 – Board Member Compensation [Revised, Suggested as Good Practice]
- BP 2735 – Board Member Travel [Revised, Legally Required]
- AP 2735 – Board Member Travel [Deleted, Optional]
- BP 2740 – Board Education [Revised, Legally Required]
- BP 2760 – Business Requiring Board Review and Approval [Deleted, Local Policy]
- AP 5045 – Student Records – Challenging Content and Access Log [Revised, Legally Required]
- AP 7270 – Student Employment [Revised, Suggested as Good Practice]

The proposed changes were reviewed by Cabinet and forwarded to members of the College Council and other constituencies in accordance with the participatory governance process.

RECOMMENDATION

The Superintendent/President recommends that the Board approve the revised Board policies as presented. Since we are recommending the deletion of the following policies, a roll call vote is required:

- BP 2342 – Meeting Conduct [Deleted, Local Policy]
- BP 2760 – Business Requiring Board Review and Approval [Deleted, Local Policy]

The Administrative Procedures are provided for information only.
Annual Organizational Meeting***Revised, Legally Required*** BP 2305

Reference:  Education Code Section 72000(c)(2)(A)

The annual organizational meeting of the Board will be held within 15 days of the last-first Friday in December, at which time the Board will elect one of its members as President, a second as Vice President, and a third one as Clerk, and conduct any other business as required by law or determined by the Board. The Governing Board will also elect a Secretary to the Board, this normally being the District Superintendent/President.

Reviewed by the Board Ad Hoc Committee on Policy 08/08/07
Submitted by the Office of the President 11/17/17
Cabinet 1st Reading 11/21/17
Cabinet 2nd Reading 11/28/17
College Council 1st Reading 12/05/17
College Council 2nd Reading 02/06/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Regular Meetings of the Board***Revised, Legally Required*** BP 2310

Reference: Education Code Section 72000(d); Government Code Sections 54952.2, 54953 et seq. and 54961

Regular meetings of the Board are commonly held at the main campus District office at 11555 Old Oregon Trail, Administration Building 100, Board Room, on the second Wednesday of the month, except when the Wednesday is a holiday. In this case, the Board will set another date.

All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney’s office is outside the District.

A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.

All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

The Board of Trustees shall conduct all of its meetings in accordance with parliamentary procedure acceptable to its membership, with the Chairperson having the right of vote.

No action may be taken at a regular or special meeting if a quorum is not present. Meetings may be recessed by the Chairperson with the consent of the majority of members present.

The Board of Trustees may call meetings as they deem such meetings to be necessary or desirable. In addition to regular meetings, the Board may call special, adjourned, and closed executive sessions.

Adjourned Meetings

Adjourned meetings may be held as the business of the District Governing Board requires. Such adjourned meetings shall serve as a continuation of the regular meeting and not as a special meeting. Per Government Code 54955, “A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment.”

Board Approved 04/09/03
Reviewed by the Board Ad Hoc Committee on Policy 08/08/07
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 06/11/08
Reviewed by Board Ad Hoc Committee on Policy 11/11/09
Board Approved Revisions 01/20/10
Regular Meetings of the Board***Revised, Legally Required***

Submitted by the Office of the President 12/08/17
Cabinet 1st Reading 12/12/17
Cabinet 2nd Reading 12/19/17
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Reference: **Education Code Sections 72121 and 72121.5; Government Code Sections 54954 et seq. and 6250 et seq.**

Agendas shall be developed by the Superintendent/President in consultation with the Board President.

An agenda shall be posted adjacent to the place of meeting **as well as on the District’s Internet website** at least 72 hours prior to the meeting time for regular meetings. The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an “emergency situation” as defined for emergency meetings;
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the District subsequent to the agenda being posted;
- an item appeared on the agenda of and was continued from a meeting held not more than five days earlier.

The order of business may be changed by consent of the Board.

The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Superintendent/President. The written summary must be signed by the initiator. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.

Agendas shall be developed by the Superintendent/President in consultation with the Board President.

Agenda items submitted by members of the public must be received by the Office of the Superintendent/President no later than 12:00 noon the Wednesday two weeks prior to the regularly scheduled Board meeting. If Thursday and Friday are holidays, the item shall be submitted by 4:00 p.m. the previous Tuesday.

Agenda items initiated by members of the public shall be placed on the Board’s agenda following the items of business initiated by the Board and by staff. Agendas shall be developed by the Superintendent/President in consultation with the Board President. The Board reserves the right to
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<tr>
<th>Agenda</th>
<th><strong>BP 2340</strong></th>
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<td><strong>Agendas</strong>* Revised, Legally Required***</td>
<td>consider and take action in closed session on items submitted by members of the public as permitted or required by law. Any agenda item submitted by a member of the public and heard at a public meeting cannot be resubmitted before the expiration of a 90-day period following the initial submission.</td>
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<td>The Superintendent/President shall establish administrative procedures that provide for public access to agenda information and reasonable annual fees for the service.</td>
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<td>The agenda for any Board meeting shall be prepared for electronic posting on the District’s website and for mailing by the office of the District Superintendent/President. The agenda shall be posted on the District’s website and in a prominent location at each Shasta College campus so as to be available for public inspection.</td>
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<td>Reviewed by the Board Ad Hoc Committee on Policy 08/08/07</td>
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<td>Submitted by the Office of the President 12/08/17</td>
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<td>Cabinet 1st Reading 12/12/17</td>
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<td>Board 2nd Reading 04/11/18</td>
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Agendas***Revised, Legally Advised*** AP 2340

Reference:  Education Code Section 72121

The agenda for any Board meeting shall be prepared for electronic posting on the District’s website, shall be posted in a prominent location at each Shasta College campus, and for mailing by the office of the District Superintendent/President.

Any person desiring to have an item placed on the agenda which directly relates to the business of the District shall submit a written summary of the item, signed by the initiator, to the office of the Superintendent/President no later than 12:00 noon the Wednesday two weeks prior to the regularly scheduled Board meeting. If Thursday and Friday are holidays, the item shall be submitted by 4:00 p.m. the previous Tuesday.

The public has open access to the agenda through the District’s website, by requesting a paper copy, and/or by viewing the copy posted in a prominent location at each Shasta College campus. A hard copy of an agenda or agenda packet may be obtained from the Superintendent/President’s Office upon payment of the standard copying charge of 25¢ per page plus a $5.00 shipping fee. Payments may be made by cash or check payable to “Shasta-Tehama-Trinity Joint Community College District.”

Board Reviewed Revisions 04/13/05
Board Reviewed Revisions 04/09/14
Submitted by the Office of the President 12/08/17
Cabinet 1st Reading 12/12/17
Cabinet 2nd Reading 12/19/17
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Meetings will be conducted by the Chairperson, who is normally the President of the Board of Trustees. In his/her absence, the Vice President of the Board will act as Chairperson. In the event that neither is present, the Clerk will preside. If four members other than officers are in attendance, those members will select a presiding member for that meeting.

No action may be taken at a regular or special meeting if a quorum is not present. Meetings may be recessed by the Chairperson with the consent of the majority of members present.

The Board of Trustees shall conduct all of its meetings in accordance with parliamentary procedure acceptable to its membership, with the presiding officer having the right of vote.

Should members of the public wish to speak to any matter on the agenda prior to Board action, the following procedure shall be followed:

1. At the beginning of the meeting, the Board Chairperson will call for "Requests from the Audience to Speak to Any Item on the Agenda." At that time, those wishing to speak should stand and indicate the agenda item to which they wish to speak.
2. After the agenda item has been introduced, those wishing to speak to the matter should stand to be recognized by the Chairperson.
3. Comments should be limited from two to five minutes, subject to the discretion of the Chairperson.

Reviewed by the Board Ad Hoc Committee on Policy 8/08/07
Submitted by the Office of the President 12/11/17
Cabinet 1st Reading 12/12/17
Cabinet 2nd Reading 12/19/17
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The President of the Board/Chairperson may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.

- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.

- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.

- No member of the public may speak without being recognized by the President of the Board/Chairperson.

- Comments should be limited from two to five minutes, subject to the discretion of the Chairperson.

- A member of the public who utilizes a translator shall be given at least four to ten minutes, subject to the discretion of the Chairperson, to ensure that non-English speakers receive the same opportunity to directly address the Board.

- Each speaker will be allowed a maximum of five minutes per topic. Thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Board, these time limits may be extended.

- Each speaker coming before the Board is limited to one presentation per specific agenda item before the Board, and to one presentation per meeting on non-agenda matters.
Speakers***Revised, Legally Required***

BP 2350

Board Approved 04/09/03
Reviewed by the Board Ad Hoc Committee on Policy 08/08/07
Submitted by the Office of the President 12/08/17
Cabinet 1st Reading 12/12/17
Cabinet 2nd Reading 12/19/17
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Board Member Compensation***Revised, Suggested as Good Practice*** BP 2725

Reference:  Education Code Section 72024

The District provides actual and necessary expenses incurred by Trustees Board members in authorized travel or school business or at conferences or professional meetings. Board members will be reimbursed in accordance with BP 2735 – Board Member Travel, for all "out of pocket" expenses incurred in serving the District, and will receive per mile mileage for such services, including transportation to and from Board meetings, at the established District mileage rate.

Compensation of Board Members (non-student)

Board Members shall receive health benefits in accordance with BP 2730 – Board Member Health Benefits.

Board members attendance at meetings will be compensated as follows:

- Each Member of the Governing Board of the District who actually attends all meetings held by the Board shall receive as compensation for his or her services a sum not to exceed two hundred forty dollars ($240) in any month. In addition, Board Members will receive per mile mileage for transportation to and from Board meetings attended, at the established District mileage rate.

- Any Member of the Governing Board who does not attend all meetings held by the Board in any month shall receive as compensation for his or her services an amount not greater than a pro rata share of the number of regular meetings actually attended based upon the maximum compensation of two hundred forty dollars ($240) in any month.

- A Governing Board Member shall be paid for any meeting, when absent, if the Board, by Resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board.

Upon application, Board members will be awarded the same fringe benefits enjoyed by the staff members of the college, including health, dental and vision insurance paid for by the District. In addition, directors’ and officers’ insurance will be provided for each Board Member.

For Board Members first elected to a term of office that began before January 1, 1995, the District shall pay the full health insurance premium of former Board Members and their dependents who have reached the age of fifty-five (55) and who have rendered fifteen (15) or more years of service to the District as a Board Member. In no event shall the District provide a higher benefit level of coverage for any former Board Member than the District provides for current Board members. When such a former Board Member reaches age sixty-five (65), the District shall then contribute the premium necessary to provide Medicare supplemental health insurance coverage for the former Board member and his/her dependent(s). If it elects to do so, the Dis-
Board Member Compensation

The District may continue to provide the full health insurance premium for former Board members after the former Board member reaches age sixty-five (65). At its sole discretion, the District retains the right to determine whether the District will provide Medicare supplemental health insurance coverage (Medigap) or the full health insurance premium provided to current Board members.

For Board Members first elected to a term of office that began January 1, 1995 or after, the District shall not pay the health insurance premiums for those former Board Members or their dependents.

Compensation of Student Trustee

The Student Trustee will receive per mile mileage for transportation to and from Board meetings at the established District mileage rate.

The Student Trustee who attends all public meetings held by the Board shall receive as compensation for services a sum not to exceed one hundred dollars ($100) in any month. If the Student Trustee does not attend all meetings held by the Board in any month he/she shall receive as compensation for his or her services an amount not greater than a pro rata share of the number of regular meetings actually attended based upon the compensation of one hundred dollars ($100) in any month.

Student Trustee attendance at meetings will be compensated as follows:

- The Student Trustee who attends all public meetings held by the Board shall receive as compensation for his or her services a sum not to exceed one hundred ($100) in any month. In addition, the Student Trustee will receive per mile mileage for transportation to and from Board meetings attended, at the established District mileage rate.

- If the Student Trustee does not attend all meetings held by the Board in any month he/she shall receive as compensation for his or her services an amount not greater than a pro rata share of the number of regular meetings actually attended based upon the maximum compensation of one hundred dollars ($100) in any month.
Board Member Compensation

***Revised, Suggested as Good Practice***  BP 2725

Submitted by the Office of the President 12/08/17
Cabinet 1st Reading 12/12/17
Cabinet 2nd Reading 12/19/17
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
Board Member Travel***Revised, Legally Required*** BP 2735

Reference: Education Code Section 72423; Government Code Section 11139.8

Members of the Board shall have travel expenses paid whenever they travel as representatives of and perform services directed by the Board of Trustees.

Members of the Governing Board will receive actual and necessary expenses in accordance with appropriate administrative procedures.

Authorization for individual board member conference travel will be granted by action of the Board of Trustees at an open meeting and in advance of the occurrence.

The Governing Board of Trustees will establish an annual budget for trustee conference travel expenses with an equal pro-rata expenditure limit allocated to each trustee. The student trustee will be authorized for expenses related to the annual state conference of student trustees. Travel expenses will be reimbursed in accordance with AP 7400 – Employee Travel.

Authorization for individual board member conference travel will be granted by action of the Board of Trustees at an open meeting and in advance of the occurrence. Should a Board Member exceed their equal pro-rata expenditure allocation, this information will be noted when authorization by the Board of Trustees is being requested.

Committee/Organization Representative

A Governing Board member may be selected to serve as the Board’s representative on committees, or other organizations related to Board responsibilities, by action of the Board of Trustees at an open meeting. Such action serves as authorization to reimburse travel expenses receive actual and necessary expenses incurred by the Governing Board member in connection with committee service. Said expenses are not subject to the annual board allocation for conference travel.

See Administrative Procedure 2735

Board Approved 04/09/03
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 06/11/08
Submitted by the Office of the President 12/15/17
Cabinet 1st Reading 12/19/17
Cabinet 2nd Reading 01/12/18
College Council 1st Reading 02/06/18
College Council 2nd Reading 02/20/18
Board 1st Reading 03/14/18
Board 2nd Reading 04/11/18
According to Board Policy 2735, "The Governing Board will establish an annual budget for trustee conference travel expense with an equal pro-rata expenditure limit allocated to each trustee. The student trustee will be authorized for expenses related to the annual state conference of student trustees."

The 2015-16 trustee conference travel expense budget is set at $12,000 total allocation, to be disbursed as needed, with $1,000 of the $12,000 for the student trustee to attend the Community College League of California student trustee workshop.
Reference:  
**ACCJC Accreditation Standard IV.C.9**

The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation.

**To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.**

Members of the Governing Board are encouraged to attend educational conferences and professional meetings when the purpose of such activities is to improve the operation of the District.

It shall be the policy of the Governing Board to utilize on a planned basis means of keeping itself abreast of new needs and practices. The Board President and the District Superintendent/President may recommend the following to the Board:

1. Consultants who may desirably confer with the Board and the administration on particularly significant areas.

2. Professional meetings on a state and national basis which should be attended by Board members.

3. Books and magazine articles that are of particular relevance.

4. Reports and publications from District staff with which the Board should be familiar.

5. That representative Board members should visit and observe other community colleges in which new practices of significance are developing. The expenses incidental to carrying out much of the foregoing and similar plans as are approved by the Board shall be considered a cost of administering the District and budgetary provision shall be made to cover such cost. Expense accounts may be submitted to the District Superintendent/President and the established methods of approval accounting will be followed.
**Deleted, Local Policy**

**BP 2760**

Business Requiring Board Review and Approval

The following items are designated as matters requiring Board review or approval as a general policy. In cases where exceptions to this general policy are necessary because of extenuating circumstances or exigency, it is recommended that the District Superintendent/President or his/her designated representative be authorized to act on behalf of the Board, and seek Board ratification of these actions as part of a formal Board agenda as soon after the fact as possible.

(a) Student, faculty, or administration attendance at conferences which require travel out of the state and out of the country.

(b) All new or substantially changed formal project proposals and applications prepared on behalf of the District for funds from any source, whether public or private funding agencies.

(c) Any new instructional program of 18 or more units, degrees, or certificates.

(d) All new full-time and part-time employees.

(e) All locations where Shasta College classes are to be held which require financial agreements with outside agencies whose facilities are being utilized.

(f) Any District assignment for which extra duty is to be performed by Shasta College personnel and for which they receive supplementary remuneration beyond the regular contract responsibilities compensation.

(g) All paid consultants.

(h) Acceptance and acknowledgment of gifts, donations and bequests in accordance with the guidelines set forth in BP 3820 – Gifts, Donations, Bequests.

(i) Approval of the purchase of all real property and the construction or substantial remodel of buildings.

(j) All non-employee contracts, agreements, MOUs, etc. of $50,000 or more, before the contract can be signed.

(k) The Board must approve all grant applications made by the District and authorize the acceptance of all grant awards received by the District. When there are time constraints for approval of a grant application, Board ratification is permissible.
Student Records – Challenging Content and Access Log

Reference:  *Education Code Sections 76222 and 76232; Title 5 Section 54630*

**Challenging Content**

Any student may file a written request with the Assistant Superintendent/Vice President of Student Services or designee to correct or remove information recorded in his or her student records that the student alleges to be:

1. inaccurate;
2. an unsubstantiated personal conclusion or inference;
3. a conclusion or inference outside of the observer’s area of competence; or
4. not based on the personal observation of a named person with the time and place of the observation noted.

Within 30 days of receipt of the request, the Assistant Superintendent/Vice President of Student Services or designee shall meet with the student and the employee who recorded the information in question, if any, if the employee is presently employed by the District. The Assistant Superintendent/Vice President of Student Services or designee shall then sustain or deny the allegations.

If the Assistant Superintendent/Vice President of Student Services or designee sustains any or all of the allegations, he/she shall order the correction or removal and destruction of the information. If the Assistant Superintendent/Vice President of Student Services or designee denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the Superintendent/President. If the Superintendent/President denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal, may appeal the decision in writing to the Board of Trustees.

Within 30 days of receipt of an appeal, the Governing Board shall, in closed session with the student and the employee who recorded the information in question, determine whether to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the Superintendent/President or his/her designee, to immediately correct or remove and destroy the information. The decision of the governing board shall be final.

If the final decision is unfavorable to the student, the student shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

Whenever there is included in any student record information concerning any disciplinary action, the student shall be allowed to include in such record a written statement or response concerning the disciplinary action.

Whenever there is included in any student record information concerning any disciplinary action in connection with any alleged sexual assault or physical abuse, or threat of sexual assault, or
any conduct that threatens the health and safety of the alleged victim, the alleged victim of that sexual assault or physical abuse shall be informed within three days of the results of the disciplinary action and the results of any appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.

**Access Log**

A log or record shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the record and their legitimate interests. The listing need not include any of the following:

- Students seeking access to their own records;
- Parties to whom directory information is released;
- Parties for whom written consent has been executed by the student;
- Officials or employees having a legitimate educational interest.
- The log or record shall be open to inspection only by the student and the Assistant Superintendent/Vice President of Student Services or designee, and to the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, and state educational authorities as a means of auditing the operation of the system.
A student employed by the District on an "at-will", part-time basis and meeting the relevant enrollment criteria below is defined as a student worker. While Shasta College provides employment opportunities for its students through various funded programs, the District believes that a student worker’s primary role is that of a student. The following criteria define student worker eligibility:

GUIDELINES FOR STUDENT EMPLOYMENT

A. Students must meet one of the following categories in order to be a paid employee at Shasta College:

1. District Student Employment – Employment paid solely with District funds.

    District student workers’ job assignments are contingent upon the employing department’s budget. If funding permits, the student may work the complete fiscal year, July 1 - June 30.

    a. Must be enrolled in at least six (6) units at Shasta College during the fall or spring terms. Students must also maintain a minimum 2.0 GPA each term and maintain Satisfactory Academic Progress. For clarification purposes: maintain a minimum 2.0 GPA each term and maintain Satisfactory Academic Progress;

    b. Must be enrolled in at least six (6) units at Shasta College during the fall or spring terms;

    c. Enrollment status must be maintained throughout the term of employment. Falling below the minimum number of units may impact the student worker’s employment with the District. Exception: Summer term student workers who are not enrolled in any classes may be eligible based upon enrollment status as of the end of the previous or subsequent term (spring or fall) as indicated below. The Student Employment Coordinator/Human Resources Office will verify student enrollment requirements.

    d. Students who are enrolled and eligible to work during the spring semester may work during the subsequent summer break period.

    e. Students who are enrolled in the fall semester may work during the preceding summer break period.

2. Work Study Employment – Must be enrolled in at least six (6) units at Shasta College, maintain a minimum 2.0 GPA each term, maintain Satisfactory Academic Progress, and participate in one of the following: 1a) Federal Work Study Program or 2b) Categorically-funded Work Study programs financed by categorical funds.
Shasta-Tehama-Trinity Joint Community College District
Board of Trustees
Administrative Procedures Manual

**Student Employment***Revised, Suggested as Good Practice*** AP 7270

a. **Award Period**Federal Work Study: Federal Work Study students are paid with Federal Financial Aid Work Study funding.

1) Students must be enrolled in at least six (6) units at Shasta College.

2) Students must be in good standing academically or have an appeal and contract on file with the Financial Aid office to be awarded;

3) Students are awarded for the academic year: July 1 through June 30. The students must stop working no later than the last day of instruction each academic year even if they have not earned all of their allocation.

4) Shasta College reserves the right to adjust Federal Work Study awards at any time due to changes in availability of funding. Students are “at will” employees.

b. **Categorically-funded Work Study** students are paid at least in part with Categorical funds.

1) Students may work in college work study or work experience programs financed by state or federal funds such as CalWORKs, EOPS, CARE, PACE, Co-Operative Education, VATEA, CalWORKs, etc.; Part-time students may be enrolled in fewer than six (6) units and have a cumulative GPA below 2.0 as permitted by the funding program’s eligibility requirements.

2) Students paid with categorical funds and performing jobs comparable to other student workers will be paid comparable wages as non-Federal Work Study and other student workers.

b. **Part-Time Students.** Part-time students may work in college work study or work experience programs financed by state or federal funds (including Federal Work Study, EOPS, CARE, DSPS, Co-Operative Education, VATEA, CalWORKs, etc.) Part-time students may be enrolled in fewer than nine (9) units, but must be enrolled in at least six (6) units during the fall or spring terms or less if permitted by eligibility requirements of the program that is providing funding.

b. **Categorically-funded Work Study** students are paid at least in part with Categorical funds.

1) Students may work in college work study or work experience programs financed by state or federal funds such as CalWORKs, EOPS, CARE, PACE, Co-Operative Education, and VATEA.

2) Students in these programs may be enrolled in fewer than six (6) units and have a cumulative GPA below 2.0 as permitted by the funding program’s eligibility requirements.

3) Students paid with categorical funds and performing jobs comparable to other student workers will be paid comparable wages as non-Federal Work Study and other student workers.

**B. Students must be legally eligible to work.** All student workers must pass a LiveScan background check. The full cost of the LiveScan background check will be paid for by the District.

1. **No person may serve as a student worker if they have been determined to be a sexual psychopath under the provisions of Article 1 (commencing with Section 5500), Chapter 1, Part 1.5, Division 6 of the Welfare and Institutions Code or similar provisions of law of any other state; convicted of or if he/she has charges pending which pertain to any sexual offense (as defined in Education Code Section 87010) or controlled substance offense (as defined in Education Code Section 87011).**
Student Employment***Revised, Suggested as Good Practice*** AP 7270

2. The Associate Vice President of Human Resources, in consultation with the appropriate administrators and staff, will review the following criteria to determine eligibility for student employment: He/she has been convicted of a crime and the Associate Vice President of Human Resources determines that the nature of the crime is too serious to serve as a student worker or if the crime was too recent.
   a. The nature and gravity of any criminal conviction(s);
   b. The temporal scope of any conviction(s); and,
   a-c. The nature of the job duties to be performed to determine if any criminal conviction(s) would negatively impact safe and efficient performance.

2-3. Students will not be eligible for employment He/she will be ineligible if they are not in good standing as it relates to with the Student Code of Conduct until cleared by the Vice President of Student Services and the Associate Vice President of Human Resources.

3.4. Student employees are not part of the classified service and may not be used to displace classified or academic positions in the District.

C. Individuals must adhere to the following regulations:

1. District student workers’ job assignments are contingent upon the employing department’s budget. If funding permits, the student may work the complete fiscal year, July 1 – June 30.

2. Job Placement Steps. Student workers will consult the Student Employment Handbook for a complete description of job placement steps, job responsibilities and payment processes. Student workers must not promote religious doctrine or involve political lobbying. The student may not replace or fill a permanent staff position.

3. All student employment is temporary and based on the needs of the District. Students may not work more than a total of 20 hours per week regardless of the number of positions in which employed, while class is in session. Students may be allowed to work more than 20 hours per week during non-school periods including winter break, summer, and spring break.

4. Students with appropriate authorization may be allowed to work up to 28 hours per week during non-school periods including winter break, summer, and spring break. Students are not allowed to work more than 8 hours in a day. Students are not allowed to work on days that the college is closed and/or holidays. Students are not permitted to work during their scheduled class times. Students are not permitted to take work home. Overtime is not allowed for students.

5. Breaks and Lunch. Student workers are entitled to a 15-minute break after working four (4) consecutive hours and two 15-minute breaks when working a full, 8-hour day. If he/she is Students working six (6) or more consecutive hours, he/she must also take a 30-minute unpaid lunch break. Breaks may not be taken at the beginning or end of the work period and are not cumulative.
6. Benefits. Human Resources shall maintain a list of Board-approved positions and pay rates. Student employees are covered during working hours by Workers' Compensation Insurance against job-related illness or injury. Work-study students and student workers are not entitled to other employment benefits such as District-paid health and welfare benefits, social security, Medicare, retirement benefits, shift differentials, overtime, paid holidays, vacation, unemployment insurance, or permanent status. Federal Work Study funds cannot pay sick leave.

Student workers are provided with twenty-four (24) hours of paid sick leave per fiscal year. Sick leave hours represent 1/1, one hour of sick leave for one hour of scheduled work. Students must notify the work coordinator of their absence prior to the start of scheduled work time, and must indicate sick hours on their time card. Unused sick leave does not accrue, and will not be carried forward into the next fiscal year.

7. Nepotism. The District does not prohibit the employment of relatives [or domestic partners as defined by Family Code Section 290 et seq.] in the same department or division is allowed, with the exception that the students shall not be assigned to a regular position within the same department, division, or site that has with an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative [or domestic partner as defined by Family Code Section 290 et seq.].

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee’s home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

8. Educational worksite learning and internship courses are not covered by these guidelines.

Revisions Submitted by Student Services 08/24/15
Reviewed by the Board’s Ad Hoc Committee on Policy 02/17/16
Reviewed by the Board’s Ad Hoc Committee on Policy 04/13/16
Board Reviewed Revisions 04/13/16
TO: BOARD OF TRUSTEES
FROM: Dr. Joe Wyse, Superintendent/President
INITIATOR: Mr. Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services
SUBJECT: DISCUSSION/ACTION AGENDA – OTHER BUSINESS INCOME AND EXPENDITURES – CASH BASIS

DATE: 4/11/2018
ITEM NO.: 9.9

BACKGROUND

In accordance with Board Policy 6330 – Purchasing, the Superintendent/President (or designee) is delegated the authority to purchase supplies, materials, apparatus, equipment, and services as necessary to the efficient operation of the District. No such purchase shall exceed the amounts specified by Section 20651 of the California Public Contract Code as amended from time to time.

All such transactions will be available for review by the Board every 60 days.

RECOMMENDATION

The Superintendent/President recommends that the Board approves the Income and Expenditures – Cash Basis Report for the month of February 2018. Detailed transactions are available for review in the Shasta College Business Office.
Shasta-Tehama-Trinity Joint Community College District

Report of Income and Expenditures - Cash Basis

February 1 - February 28, 2018

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Cash Balance</strong></td>
<td>10,644,471</td>
<td>25,000</td>
<td>1,310,590</td>
<td>16,551</td>
<td>5,547,465</td>
<td>540,126</td>
<td>326,992</td>
<td>521,440</td>
<td>646,257</td>
</tr>
<tr>
<td><strong>Cash Received (+)</strong></td>
<td>5,825,807</td>
<td>-</td>
<td>8,306</td>
<td>-</td>
<td>3,290</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Cash Disbursed (-)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td>2,056,540</td>
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<td></td>
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<tr>
<td>Benefits</td>
<td>1,983,196</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Operating Expenses</td>
<td>5,253,929</td>
<td>440</td>
<td>-</td>
<td></td>
<td>42,115</td>
<td>26,920</td>
<td>8,518</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Operating Disbursements</strong></td>
<td>9,293,665</td>
<td>-</td>
<td>440</td>
<td>-</td>
<td>-</td>
<td>42,115</td>
<td>-</td>
<td>26,920</td>
<td>8,518</td>
</tr>
<tr>
<td>Interfund Transfers In(Out)</td>
<td>2,551,271</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Ending Cash Balance</strong></td>
<td>9,727,884</td>
<td>25,000</td>
<td>1,318,457</td>
<td>16,551</td>
<td>5,550,755</td>
<td>498,011</td>
<td>326,992</td>
<td>494,520</td>
<td>637,739</td>
</tr>
</tbody>
</table>

(*) HDVL, worker's compensation insurance, unemployment insurance, PERS, STRS, FICA and federal/state tax payments
### Shasta-Tehama-Trinity Joint Community College District

Report of Income and Expenditures - Cash Basis

February 1 - February 28, 2018

<table>
<thead>
<tr>
<th></th>
<th>Capital Outlay Project Fund 41</th>
<th>Lease Revenue Project Fund 42</th>
<th>2016 GO Bond Bldg Fund 43</th>
<th>Student Senate Fund 71</th>
<th>Student Rep Fee Fund 72</th>
<th>Student Fin. Aid Fund 74</th>
<th>Scholarship/Loan Fund 75</th>
<th>Clubs Fund 78</th>
<th>Phi Theta Kappa Fund 89</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Cash Balance</strong></td>
<td>2,775,198</td>
<td>0</td>
<td>41,795,635</td>
<td>129,978</td>
<td>7,767</td>
<td>1,466,579</td>
<td>498,540</td>
<td>149,287</td>
<td>5,386</td>
<td>66,407,263</td>
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<tr>
<td><strong>Cash Received (+)</strong></td>
<td>0</td>
<td>0</td>
<td>32,641</td>
<td>-</td>
<td>-</td>
<td>2,551,271</td>
<td>750</td>
<td>-</td>
<td>-</td>
<td>8,422,066</td>
</tr>
<tr>
<td><strong>Cash Disbursed (-)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Payroll</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Operating Expenses</td>
<td>86,867</td>
<td>122,756</td>
<td>1,090</td>
<td>393</td>
<td>-</td>
<td>600</td>
<td>15,778</td>
<td>-</td>
<td></td>
<td>9,599,143</td>
</tr>
<tr>
<td><strong>Total Operating Disbursements</strong></td>
<td>86,867</td>
<td>-</td>
<td>122,756</td>
<td>1,090</td>
<td>393</td>
<td>-</td>
<td>600</td>
<td>15,778</td>
<td>-</td>
<td>9,599,143</td>
</tr>
<tr>
<td>Interfund Transfers In(Out)</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(2,551,271)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Ending Cash Balance</strong></td>
<td>2,688,331</td>
<td>0</td>
<td>41,705,520</td>
<td>128,888</td>
<td>7,374</td>
<td>1,466,579</td>
<td>498,690</td>
<td>133,509</td>
<td>5,386</td>
<td>65,230,186</td>
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</table>
TO: BOARD OF TRUSTEES
DATE: 4/11/2018

FROM: Dr. Joe Wyse, Superintendent/President
ITEM NO.: 9.10

INITIATOR: Mr. Morris Rodrigue, Assistant Superintendent/Vice President of Administrative Services

SUBJECT: DISCUSSION/ACTION AGENDA – OTHER BUSINESS
AWARD OF CONTRACT FOR AUDIT SERVICE

BACKGROUND
As required by California Education Code, the District is required to identify an independent auditor to provide at least an annual audit of District funds, including the Measure H General Obligation Bond. Additionally, the Shasta College Foundation self-requires an annual audit, which has typically been performed by the same auditor used by the District.

The current contract for these services with K∙Coe Isom, LLP, expired with the 2016-2017 audit year.

STATUS
The District, in order to secure competitive bids for these services, developed a formal, written request for proposals (RFP). Three responses were received to the RFP for audit services. District administration evaluated the proposals and conducted reference checks. The three proposals met the minimum qualifications. The quoted costs are summarized below.

<table>
<thead>
<tr>
<th>Audit Firm</th>
<th>Year ended June 30, 2018</th>
<th>Year ended June 30, 2019</th>
<th>Year ended June 30, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cossolias</td>
<td>Wilson</td>
<td>Dominguez</td>
<td>Leavitt</td>
</tr>
<tr>
<td></td>
<td>Measure H</td>
<td>$8,895</td>
<td>$9,074</td>
</tr>
<tr>
<td></td>
<td>Foundation</td>
<td>$6,069</td>
<td>$6,190</td>
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<tr>
<td></td>
<td>Total Quote</td>
<td>$47,036</td>
<td>$47,976</td>
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<tr>
<td>K∙Coe Isom, LLP</td>
<td>District</td>
<td>$48,100</td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td>Measure H</td>
<td>$3,500</td>
<td>$3,600</td>
</tr>
<tr>
<td></td>
<td>Foundation</td>
<td>$6,250</td>
<td>$6,500</td>
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<tr>
<td></td>
<td>Total Quote</td>
<td>$57,850</td>
<td>$60,100</td>
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<tr>
<td>Crowe Horwath</td>
<td>District</td>
<td>$53,000</td>
<td>$53,000</td>
</tr>
<tr>
<td></td>
<td>Measure H</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td>Foundation</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td>Total Quote</td>
<td>$65,000</td>
<td>$65,000</td>
</tr>
</tbody>
</table>
RECOMMENDATION

The Superintendent/President recommends that District administration be authorized to enter into an agreement with Cossolias Wilson Dominguez Leavitt (CWDL) Certified Public Accountants in connection with audit services as presented.
The Shasta-Tehama Trinity Joint Community College District (“Shasta College”) does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.