Background Information

for the

September 10, 2007

Board of Trustees Meeting Agenda
Minutes of Previous Meeting

Status: Action Scheduled

Presented by: Bill Scroggins
Superintendent/President

Issue

Minutes of the August 13, 2007 Board of Trustees meeting are presented for approval.

Recommended Action

Approval of the Consent Calendar items is recommended.
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES
OF THE
COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

Monday, August 13, 2007

Board Room

Board of Trustees
Lori Cardoza, Earl Mann, Sue Shannon, Greg Sherman, John A. Zumwalt, Johana Avila, Student Trustee
Bill Scroggins, Superintendent/President

MEMBERS PRESENT: Trustees Lori Cardoza, Earl Mann, Sue Shannon, Greg Sherman, and John Zumwalt

MEMBERS ABSENT: Student Trustee Johana Avila

COS STAFF PRESENT: Bill Scroggins, Rod Frese, Frances Gusman, Ron Johnson, Cindy DeLain, Linda Fontanilla, Lamel Harris, Kristin Hollabaugh, Tim Hollabaugh, Gary Kunci, Jennifer LaSerna, Don Mast, Eric Mittistead, Linda Paredez, Steve Renton and Sharman Wood

3:00 P.M. - Tour of the New John Muir Building

4:00 P.M. - Board Room

I. CALL TO ORDER

Board President John Zumwalt called the meeting to order at 4:00 pm.

II. PUBLIC COMMENT

There were no comments. The meeting was adjourned into closed session.

III. RECESS TO CLOSED SESSION - President's Conference Room
(The Board will report on any reportable action/s taken during Closed Session.)

1. Employee Negotiations:
   • College of the Sequoias Teachers' Association (COSTA)
   • California School Employees Association (CSEA), Chapter 408

2. Personnel
   • Discipline/Dismissal of Release of Public Employee

3. Possible or Pending Litigation [Government Code 54956.9(1)(b)(c)]
   • Following Conference with Legal Counsel – Anticipated Litigation/Potential Case(s) Update(s) Case name(s) unspecified as disclosure would jeopardize service of process and/or existing/possible settlement negotiations.
Minutes - Board of Trustees Meeting, August 13, 2007

5:00 P.M. - RECONVENE TO OPEN SESSION

IV. CLOSED SESSION PUBLIC REPORTS

President Zumwalt called the meeting to order at 5:08 pm. He reported that the Board had met in Closed Session at 4:00 pm to discuss the items on the agenda. There were no reportable conclusions. Student Trustee Johana Avila led the Pledge of Allegiance.

V. PUBLIC COMMENT

- Public Comments Concerning Items On the Agenda - There were no comments.
- Public Comments Concerning Items Not on the Agenda - There were no comments.

VI. HANFORD GENERAL OBLIGATION BOND/MEASURE C

Dr. Scroggins reported that there had been no activity since the June meeting.

VII. BOARD AND EXECUTIVE STAFF REPORTS (NON-DISCUSSION ITEMS)

a. STUDENT TRUSTEE REPORT

Student Trustee Johana Avila reported that the ASB was eager to help enhance the community college experience for students. The new leadership class will meet tomorrow and they are eagerly looking forward to the semester. The Executive Board went on retreat in July. During the retreat they welcomed new members to the Board and discussed the upcoming events and fund raisers for this year. Ms. Avila advised that the two weeks prior to the beginning of the fall semester, the Executive Board members helped the Outreach Office staff host tours of the campus. They also helped with the Student Services Fair the previous week. During the first few days of the semester, they will be having students act as ambassadors to the college to welcome students and provide help and information to anyone needing assistance.

b. BOARD MEMBERS REPORTS

Trustees Mann and Sherman reported on sessions they attended at the recent Association of Community College Trustees 2007 Governance Leadership Institute in Reno, Nevada.

c. COS FOUNDATION REPORT

Kristin Hollabaugh, Executive Director, COS Foundation/Institutional Advancement, reported that the scholarship information for 2008-09 was now available on the COS website. There is over $129,000 available for students. When a student completes the application they are considered for all scholarships for which they qualify. The Mane Event fundraiser will be held on Saturday, October 7. The Foundation has set a goal to raise $125,000 at this year's event. A grant proposal/development process has been established. They are looking for corporate funding for an endowed chair. The Foundation is in a 30-day escrow for another house on Laurel Avenue. Only one home remains on Laurel Avenue that is not owned by the college.

d. SUPERINTENDENT/PRESIDENT'S REPORT

Dr. Scroggins introduced two new staff members, Lamel Harris, Athletic Director, and Dr. Jennifer Vega LaSerna, Dean, Arts and Letters. Mr. Harris came to COS from Cal State Dominguez Hills where he
served as the Assistant Director of Athletics for seven years. Dr. LaSerna also came to COS from Cal State Dominguez Hills where she was the director of the Ronald E. McNair Post-baccalaureate Achievement Program. Jennifer graduated from COS with a degree in Liberal Arts.

Don Mast, Dean, Student Services, reported that enrollment had increased by 786 students over the same time last fall. The retention rate also increased by 12 percent over last year.

Dr. Scroggins advised that the Board had expressed its desire to meet the new managers and an interest in learning more about what each unit does. He has asked each of the three vice presidents to make presentations highlighting programs in their areas at sessions just prior to the September, October and November Board meetings. Student Services will do its presentation in September beginning at 3 pm in Room 1.

VIII. REPORTS

e. ACADEMIC SENATE PRESIDENT'S REPORT/UPDATE

There was no report.

f. COSTA PRESIDENT'S REPORT/UPDATE

COSTA President Kevin Picciuto reported that the faculty is pleased with the enrollment numbers and is willing to work to help keep them up.

g. CSEA PRESIDENT'S REPORT/UPDATE

CSEA President Steve LaMar reported that the classified staff is also off to a busy start of the semester with the increased enrollment. He reported that the classified staff was very appreciative of the breakfast held for them last week.

h. COSAFA PRESIDENT'S REPORT/UPDATE

There was no report.

IX. CONSENT CALENDAR

Trustee Sherman moved to approve the Consent Calendar as presented; Trustee Mann seconded the motion; motion carried.

1. MINUTES OF PREVIOUS MEETING: July 9, 2007

2. PERSONNEL REPORT - 2007-08 - 2

3. OUT-OF-STATE TRAVEL REQUEST – ASSOCIATED STUDENT BODY STUDENTS TO WASHINGTON, DC

Approval of request for the ASB President, the Student Trustee and their advisors to attend the American Student Government Association's National Student Government Summit in Washington, DC.

4. GRANT APPLICATIONS

The following grant applications are being submitted for consideration:

Title of Grant #1: Title V PASEO Program
Application Due Date: August 10, 2007
COS Contact: Ron Johnson, Vice President Academic Services and Frances Gusman, Vice President Student Services
Granting Agency: U.S. Department of Education
Office of Postsecondary Education
Title V, Developing Hispanic Serving Institutions (HSI) (CFDA Number 84.031S)

Total Project Budget: Approx. $675,000 per year for five years ($3,375,000 total)
Amount Requested: $575,000 per year for five years ($2,875,000 total)
Match Requirements: None required, but some in-kind match is included
Performance Period: October 1, 2007 - September 30, 2012 (up to 60 months)

Advanced Manufacturing Program, Phase II
Application Due Date: September 6, 2007
COS Contact: Larry Dutto, Dean, Academic Services
Career Technical Education

Chancellor's Office, California Community Colleges
Economic and Workforce Development Program

Industry-Driven Regional Collaboratives (07-02326)
Total Project Budget: Approx. $1,000,000 for two years
Amount Requested: Approx. $250,000 per year ($500,000 total)
Match Requirements: Dollar-for-Dollar (Cash or In-Kind)
To be provided by COS, ProcessTec and Sierra Forge and Fire
Performance Period: October 1, 2007 - June 30, 2009 (21 months)

5. AGREEMENT FOR STATEWIDE INDEPENDENT LIVING PROGRAM BETWEEN COS AND THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

Approval of the agreement between COS and the Foundation for California Community Colleges for grant funding, fiscal management and accountability for the California Department of Social Services Statewide Transitional Independent Living Program.

6. COOPERATIVE AGREEMENT FOR THE STATEWIDE DISCIPLINE/INDUSTRY COLLABORATIVE PROJECT BETWEEN COLLEGE OF THE SEQUOIAS AND REEDLEY COLLEGE

Approval of the MOU between COS and Reedley College for reimbursement to COS of qualified expenses under the Statewide Discipline/Industry Collaborative Grant for Agriculture and Natural Resources.

7. RENEWAL OF HEALTH INSURANCE CONTRACT WITH BUCKMAN MITCHELL, INC.

Approval of the contract with Buckman Mitchell, Inc. to continue to serve as the District's insurance brokers for the 2007-2008 fiscal year.

8. RENEWAL OF THE SECTION 125 FLEXIBLE AGREEMENT PLAN WITH AMERICAN FIDELITY ASSURANCE COMPANY

Approval of the agreement with American Fidelity Assurance Company for the renewal of the Section 125 Flexible Agreement Plan for employees who wish to participate.

9. CONTRACT WITH ADVANCED TRUCK DRIVING SCHOOL

Approval of the agreement with Advanced Truck Driving School to provide commercial truck driver training for the period of September 1, 2007 through July 30, 2008.

10. PAYMENT OF BILLS (Information)

Payment of the District's financial obligations.
X. ACTION ITEMS

11. RATIFICATION OF EMPLOYMENT CONTRACT, SUPERINTENDENT/ PRESIDENT

Trustee Cardoza moved to ratify the employment contract for Superintendent/President Bill Scroggins for the term July 1, 2007 through June 30, 2011; Trustee Shannon seconded the motion; motion carried.


Trustee Shannon moved that the Board of Trustees adopt Resolution 2007-25 congratulating the Celebrant Singers and Orchestra on their 30th anniversary and commending them for their outstanding contributions to the people they have entertained throughout the world; Trustee Sherman seconded the motion; motion carried. Ayes: Trustees Cardoza, Mann, Shannon, Sherman and Zumwalt. Noes: None.

13. FIRST READING OF PROPOSED BOARD POLICIES, NEW AND MODIFIED: CHAPTER 2 – BOARD OF TRUSTEES AND CHAPTER 7– HUMAN RESOURCES (First Reading)

The Board began the review of the proposed board policies in Chapter 2–Board of Trustees. Trustee Sherman moved that the identified policies be forwarded to the September meeting for a second reading or returned for a first reading as identified; Trustee Cardoza seconded the motion; motion carried.

Forward to the September meeting for a second reading:

2010 – Board Membership
2015 – Student Member(s)
2100 – Board Elections
2110 – Vacancies on the Board
2200 – Board Duties/Responsibilities
2210 – Officers
2220 – Committees of the Board
2305 – Annual Organizational Meeting
2310 – Regular Meetings of the Board
2315 – Closed Sessions
2320 – Special and Emergency Meetings
2340 – Agendas
2345 – Public Participation at Board Meetings
2355 – Decorum
2360 – Minutes
2365 – Recording
2430 – Delegation of Authority to Superintendent
2432 – Superintendent/President Selection
2435 – Evaluation of Superintendent/President
2715 – Code/Ethics/Standards of Practice
2716 – Political Activity
2717 – Personal Use of Public Resources
2720 – Communications with Board Members

Policies to be modified and brought back in September for a first reading:

2105– Election of Student Member
2330 – Quorum and Voting
2350 – Speakers
2410 – Policy and Administrative Procedures
2432 – Superintendent/President Succession
2510 – Participation in Local Decision Making
2610 – Presentation of Initial Collective Bargaining Proposals
2710 – Conflict of Interest
2725 – Board Member Compensation

The polices not reviewed will be brought back in September for a first reading.
14. AUTHORIZED SIGNATURES FOR THE COLLEGE OF THE SEQUOIAS CHILD CARE CENTER PROGRAM *(Resolution 2007-23)*

Trustee Mann moved that the Board of Trustees adopt Resolution 2007-23 authorizing Mary Wright, Director of the Child Development Program, Ron Johnson, Vice President, Academic Services, and William Scroggins, Superintendent/President to sign for the California Department of Education's State Preschool Full-Day Program; Trustee Cardoza seconded the motion; motion carried. Ayes: Trustees Cardoza, Mann, Shannon, Sherman and Zumwalt. Noes: None.

15. SALE OF SURPLUS PROPERTY TO THE COS FOUNDATION *(Resolution 2007-24)*

Trustee Sherman moved that the Board of Trustees adopt Resolution 2007-24 approving the sale of the approximate one-half acre triangle property located at the corner of Wagner Avenue and Atwood Street in Visalia to the College of the Sequoias Foundation. The property will be used to build residences by the COS Building Trades Program; Trustee Shannon seconded the motion; motion carried. Ayes: Trustees Cardoza, Mann, Shannon, Sherman and Zumwalt. Noes: None.

XI. INFORMATION ITEM AND DISCUSSION ITEMS

16. BOARD OF TRUSTEES EVALUATION

Trustee Cardoza reported that she and Trustee Sherman had met to review evaluation instruments for the upcoming self-evaluation. She distributed copies of two instruments and a list of open-ended questions that they would like for the trustees to review and come back in September to finalize the instrument it will use for this year's evaluation.

XII. ADJOURNMENT

President Zumwalt adjourned the meeting at 7:06 pm.

Respectfully submitted,

Date ___________________________ Earl Mann, Clerk
CONSENT CALENDAR

Personnel Report 3—2007-2008

Status: Action Scheduled

Presented by: John W. Bratsch
Dean, Human Resource Services/Legal Affairs

Issue
Certain personnel actions by the District require approval of the Board of Trustees.

Background
The Human Resource Services Department routinely presents information/material for Board approval as a Consent Item.

Analysis
The personnel actions listed in Personnel Report 3—2007—2008 impact management, academic and classified employees. The Report lists employment, separation, changes in salary, leaves and other matters which may be applicable.

Implications
Board authorization/approval is mandated for employment and compensation of District personnel.

Recommended Action
Approval of Personnel Report 3—2007—2008 is recommended.
### MANAGEMENT AND CONFIDENTIAL EMPLOYEES

#### I. Employment

<table>
<thead>
<tr>
<th>Name</th>
<th>Project/Position</th>
<th>Category/Coding</th>
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<tbody>
<tr>
<td>Robinson, Sabrina</td>
<td>Project Director, Nursing</td>
<td>Categorically Funded to 6/30/10</td>
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<td>Van Ry, Veronica</td>
<td>Research Technician</td>
<td>Effective: 5-H11</td>
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#### II. Resignations/Retirements

None

### FACULTY

#### I. Employment

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<th>Name</th>
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#### II. Temporary One-Year

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<tr>
<td>Foster, Kelly</td>
<td>English</td>
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#### III. Temporary One-Semester

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<td>Garza, Ricardo</td>
<td>English</td>
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<td>Graziano, Angelina</td>
<td>Nursing</td>
<td>8/10/07</td>
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<td>Nikkel, Donald</td>
<td>Social Science</td>
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#### IV. Resignations/Retirements

None

### ADJUNCT FACULTY

#### I. Employment

<table>
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<tr>
<td>Antwine, Michael</td>
<td>Electronics Technology</td>
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<td>Brandenburg,</td>
<td>Business</td>
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<td>Burkdoll, James</td>
<td>Agriculture</td>
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<td>Cano, Norma</td>
<td>Library Science</td>
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<td>Chamberlain, Michael</td>
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<td>Delano, Gregory</td>
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<td>Dodson, LeRohn</td>
<td>Physical Education</td>
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<td>Farrah, Kristen</td>
<td>Interdisciplinary Studies</td>
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<tr>
<th>Name</th>
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<td>Figallo, Jessica</td>
<td>Interdisciplinary Studies</td>
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<td>Fritz, Eric</td>
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<td>Grant, Sandra</td>
<td>Sign Language</td>
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<td>Hauser, Lawrence</td>
<td>Physical Education</td>
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<td>Holland, Tim</td>
<td>Auto Mechanics</td>
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<td>Ingram, Donavan</td>
<td>English</td>
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<td>Launer, Linda</td>
<td>Health - Athletics</td>
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<td>Lockwood, Debra</td>
<td>Library Science - Librarian</td>
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<td>Moreno, Peter</td>
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<td>Navarro, Karlene</td>
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<td>Shapiro, Michael</td>
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<td>Tootle, Stephen</td>
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II. Interns

Mulliniks, Lori | Accounting | Effective: 8/10/07 |

III. Retirements/Resignations

None | FSA | Effective: |

CLASSIFIED

I. Employment

Mitchell, Rachel | Categorically Funded | Effective: 8/10/07 |
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<tr>
<th>Name</th>
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<tr>
<td>Tierce, Jeremy</td>
<td>Computer Resource Specialist, Computer Services</td>
<td>9/10/07</td>
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<tr>
<td>Pauls, Karen</td>
<td>State Facilities Analyst</td>
<td>9/28/07</td>
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<tr>
<td>Olmos, Carolyn</td>
<td>Senior Secretary CalWorks</td>
<td>9/1/07</td>
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<td>None</td>
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<tr>
<td>Recendez, Irene</td>
<td>Assessment Specialist</td>
<td>12/29/07</td>
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### I. Employment

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<tr>
<td>Aguayo, Misael</td>
<td>Junior Evaluator - Police</td>
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<td>Carrillo, Mark</td>
<td>Junior Evaluator - Police</td>
<td>8/15/07</td>
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<td>Clayton, Dianna</td>
<td>Tutor Disability Resource Center</td>
<td>8/13/07</td>
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<tr>
<td>Gilson, Robert</td>
<td>Junior Evaluator - Police</td>
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<tr>
<td>Holder, Marvin</td>
<td>Campus Police Officer Public Safety Training</td>
<td>8/10/07</td>
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<tr>
<td>Kamansky, Bobby</td>
<td>Clerical Assistant Financial Aid</td>
<td>8/13/07</td>
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<td>Mayabb, Kim</td>
<td>Walk-On Coach, Women’s Volleyball</td>
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<td>Mitchell, Curtis</td>
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<td>Porter, Lindsay</td>
<td>Walk-On Coach, Women’s Soccer / Athletics</td>
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<td>Sanchez, Emanuel</td>
<td>Assistant Coach, Basketball Athletics</td>
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<td>Saucedo, Lupe</td>
<td>Clerical Assistant Tutorial Center</td>
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<td>Vasquez, Rafael</td>
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### II. Six Month Increase

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<td>Olmos, Carolyn</td>
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<tr>
<td>Pauls, Karen</td>
<td>State Facilities Analyst</td>
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### III. Reclassifications

None

### IV. Resignations/Retirements/Terminations

Recendez, Irene - Assessment Specialist - Effective: 12/29/07

**SEASONAL, SUBSTITUTE, SHORT-TERM, APPRENTICE, PROFESSIONAL EXPERT, WALK-ON COACH**
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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Walker, Monica</td>
<td>Junior Evaluator – Police</td>
<td>8/10/07</td>
<td>Public Safety Training</td>
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<td>Young, Matthew</td>
<td>Walk-On Coach, Cross</td>
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<td>MESA Program Assistant</td>
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**II. Salary Revision**

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<td>Goodwin, Roy “Duane”</td>
<td>MESA Program Assistant</td>
<td>7/19/07</td>
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**III. Resignation**

None

**WORKFORCE DEVELOPMENT**

**I. Employment**

None

**VOLUNTEER**

None
CONSENT CALENDAR

MEMORANDUM OF UNDERSTANDING
COLLEGE OF THE SEQUOIAS AND THE CALIFORNIA MINI-CORPS PROGRAM

Status: Action Scheduled

Presented by: Linda M. Fontanilla, Ed.D.
Dean of Student Services

Issue

This memorandum of Understanding (MOU) is between the California Mini-Corps Program (hereinafter called “California Mini-Corps”), and College of the Sequoias (hereinafter called “College”). Through established guidelines for the California Mini-Corps, the college will furnish office space and provide telephone services in order for the program to operate effectively and efficiently.

Background

The college and the California Mini-Corps have entered into this MOU for the purpose of increasing the number of educationally and socio-economically disadvantaged students, who will enroll in four-year colleges and universities, earn degrees and return to Kings and Tulare Counties to provide direct instructional services to migrant students. The college and the California Mini-Corps have entered into a MOU each year since 1983.

Analysis

Approval and continuances of this MOU will allow the College and the California Mini-Corps to continue to provide a program for educationally and socio-economically disadvantaged students who seek to aid migrant students.

Recommended Action

It is recommended that the Board of Trustees approve the MOU between COS and the California Mini-Corps.
2007-2008

MEMORANDUM OF UNDERSTANDING FOR A CALIFORNIA MINI-CORPS PROGRAM AT COLLEGE OF THE SEQUOIAS

THIS AGREEMENT is made and entered into by and between California Mini-Corps, a component of the California Master Plan for Migrant Education, P.L. 98-211, who shall hereafter be referred to as "CMC", and College of the Sequoias, hereinafter referred to as "COS", for the purpose of providing a California Mini-Corps program for migrant children in Kings County, which is located within the Migrant Operating Agency, Region 8. In order to implement and conduct the programs during the 2007-2008 academic year, "CMC" and "COS" agree as follows:

WHEREAS, this program will provide eligible students from College of the Sequoias an opportunity to experience working with migrant children in a classroom setting,

WHEREAS, these students will gain pre-teaching experience that can be integrated with their educational career, and,

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

UNDER THIS AGREEMENT "COS" AGREES TO:

1. Allow Mini-Corps to recruit from members of the 2007-08 COS student body 18-20 (20 maximum) students as participants for the Mini-Corps program.

2. When possible assist the CMC coordinator in the interview and selection of the participating students.

3. If Mini-Corps' participants are awarded a Federal College Work Study Award as part of their financial aid package, COS agrees to consider the CMC program as a work site placement. Any such placements would be subject to the mutual agreement of both parties. Accurate time records will be maintained.

4. Overall supervision of the college coordinator will be the responsibility of CMC.

5. Furnish office space for the CMC coordinator, and for a part-time office assistant.

6. COS will provide telephone services. The cost for telephone service will be charged to CMC.

7. COS will submit all invoices for office operating expenses for fiscal year (2007-08) to CMC by July 15, 2008. (Mini-Corps recommends quarterly billing of expenses inquired by the Mini-Corps Program.)

UNDER THIS AGREEMENT "CMC" AGREES TO:

1. Provide the coordinator who will work full time supervising all Mini-Corps activities in cooperation with school districts and COS.

2. College coordinator will provide ongoing workshops to all Mini-Corps participants in the program and conduct ongoing college recruitment of high school seniors at local high schools.
3. CMC is responsible for all salaries and Workers Compensation due to Mini-Corps students assigned to work.

4. College coordinator will provide an End-Of-The-Year Report to the college Dean/EOP Director, who has the responsibility for the Mini-Corps program.

5. Provide recruitment, placement, inservice training, advising, supervision and evaluation of the COS students who are participating in the Mini-Corps program.

6. Provide a part-time office assistant for the "CMC" coordinator.

7. CMC shall pay all office operating expenses.

8. CMC will have all Mini-Corps participants finger printed and cleared before the participants are assigned to work in a classroom.

9. CMC participants must meet the No Child Left Behind requirement.

10. CMC will provide Mini-Corps students with an overview of policies and legal implications regarding sexual harassment.

UNDER THIS AGREEMENT, GENERAL CONDITIONS AGREED TO BY "CMC" AND "COS" SHALL BE AS FOLLOWS:

1. The students selected must have the following qualifications:
   - Demonstrate competency at the Math and English level as measured by the college assessment.
   - Must meet the income level for financial aid as stipulated in the financial aid criteria.
   - Be a citizen of the United States, or meet resident criteria.
   - Be former migrant, former farm workers or have personal experiential knowledge of the migrant lifestyle.
   - Be enrolled full-time at the college, and be a liberal arts or single subject major.
   - Maintain a minimum of 2.0 or higher cumulative GPA.
   - Be proficient in English, with a high degree of proficiency in the language of the target population.

2. CMC shall at no time be considered the agent of COS.

3. It is expressly understood and mutually agreed that the success of the program is the condition for the continuation of this agreement. Either party may terminate the agreement upon thirty (30) days written notice of the other party.

4. All students will be placed in targeted schools serving migrant children as designated by the migrant education operating agency.
5. CMC shall not assign or transfer in anyway its interest or obligations under this agreement without written consent from COS.

6. This agreement may be amended or modified at anytime by mutual agreement of the parties upon thirty (30) days written notice.

ASSURANCE:

1. CMC will be responsible for all costs of this program not explicitly stated in this agreement

2. CMC agrees to defend and hold “COS” and its officers, agents and employees free and harmless from any and all liabilities, claims, demands, actions, losses, damages, and costs, including all costs of defense thereof, caused by, arising out of, or in any way related to "CMC's" actions or omissions in the performance of this agreement. Mini-Corps shall maintain a liability insurance policy in amounts of not less than $5 million per occurrence for personal injury and $5 million for property damage, and shall name the college as additional insured and provide for not less than thirty (30) days notice of cancellation or material charge. A certificate of insurance stating these conditions shall be issued to COS by Mini-Corps' insurance carrier. Such insurance shall be maintained with insurance carriers licensed to transact business in the State of California, which carries shall be reasonably satisfactory to COS. At the inception of the Agreement, CMC shall furnish to COS a certificates of insurance or other evidence that such insurance is in effect.

DURATION AND MODIFICATION OF AGREEMENT:

1. The terms of this agreement begins August 20, 2007, and terminates August 31, 2008.

2. The term of this contractual agreement is contingent upon funding.

3. The CMC Director/Assistant Superintendent has the sole authority to sign contractual agreements, or amendments thereof, for the Mini-Corps program.

EXECUTED ON THE DATES SHOWN BELOW:

CALIFORNIA MINI-CORPS

BY: Maria Avila

Maria Avila, Director/Asst. Superintendent

Date: August 1, 2007

COLLEGE OF THE SEQUOIAS

BY: Linda Fortenuita

TITLE: Dean Student Success

Date: 8/7/07
CONSENT CALENDAR

OUT-OF-STATE TRAVEL REQUEST
Science & Engineering Students to Kansas City, MO

Status: Action Scheduled

Presented by: Ron Johnson, Ed.D.
Vice President, Academic Services

Issue

Permission is requested to allow six COS science and engineering students (four current and two former students) to travel to the national convention of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) to be held in Kansas City, Missouri from Thursday, October 11, to Sunday, October 14, 2007.

Background

Four of the students who will attend applied for, and received, scholarships to attend the conference with their airfare and room and board paid by SACNAS corporate sponsors. Their conference registration fees are paid for using the Minority Science and Engineering Improvement Project (MSEIP) grant that the college received from the Department of Education. (Travel to national conferences was part of our grant proposal.) Two additional COS students, who have since transferred to other universities this fall, also received scholarships and will be attending the conference.

The students will attend seminars featuring scientists and engineers from a variety of disciplines. Students can also meet with university representatives and attend seminars on internships and graduate school. They will meet with other students from universities throughout the United States and have opportunities to talk with them about undergraduate research and completion of their degrees.

The six students will be accompanied by two COS instructors—Larry Owens and Jesse Wilcoxson. Travel will take place on Wednesday, October 10, and Sunday, October 14.

All policies and procedures regarding student travel will be followed.

Implications

All expenses will be covered by scholarships and the MSEIP grant.

Recommended Action

It is recommended that the Board of Trustees approve this request for out-of-state travel.
CONSENT CALENDAR

OUT-OF-STATE TRAVEL REQUEST
Students Enrolled in the Agriculture Technology Special Topics Course in Welding Power Sources to Nevada

Status: Action Scheduled

Presented by: Ron Johnson, Ed.D.
Vice President, Academic Services

Issue

Permission is requested to allow the Agriculture Technology Welding Power Sources/Applications (AGTC 212AD) for COS Engineering Students to tour the Hoover Dam in Nevada.

Background

Students from Mr. Tebeau’s short-term Welding Power Sources/Applications for COS Engineering are requesting to take a field trip to the Hoover Dam. Each year students enrolled in this class visit structures that have been engineered and built utilizing a variety of construction and welding techniques. The classes have visited construction sites that involve building, bridges, water conveyance systems and other types of structures.

All policies and procedures regarding student travel will be followed.

Implications

All expenses will be covered non-district funds.

Recommended Action

It is recommended that the Board of Trustees approve this request for out-of-state travel.
Issue

The Child Development Center (CDC) is requesting permission to renew the Memorandum of Understanding between the Tulare County Office of Education and the CDC to provide care for children with disabilities.

Background

In October, 2004, College of the Sequoias Child Development Center (CDC) and the Tulare County Office of Education, Special Services previously signed a one-year contract. This contract produced a successful pilot program that provides care for autistic children between the ages of 3-5 years of age. The County contracts with the CDC for four (4) full-time child care slots which are reserved specifically for children who have disabilities.

This MOU is effective August 1, 2007 through June 30, 2008

Analysis

Tulare County Office of Education, Special Services, chose the COS CDC to be a “pilot program” with the goal to 1) provide care for autistic children in a full inclusion setting, and 2) be available for tours by other county schools who are developing their own autistic program. This MOU has also provided hands-on experience working with autistic children for COS students.

Recommended Action

It is recommended that the Board approve the MOU between the Tulare County Office of Education and the COS Child Development Center for the 2007-08 academic year.
Memorandum of Understanding
Between
Tulare County Office of Education, Special Services
and
College of the Sequoias, Child Development Center

This Memorandum of Agreement ("Agreement") is entered into by and between the Tulare County Superintendent of Schools and the College of the Sequoias, Child Development Center ("Preschool"). The parties to this Agreement, in consideration of the promises made herein, agree as follows:

Effective Dates

1. This agreement shall be effective from August 1, 2007 through and including June 30, 2008.

Preschool Enrollment/Reimbursement

1. Preschool will allow up to four (4) County children with disabilities between the ages of 3 and 5, inclusive, to enroll in Preschool programs. Such enrollment will be at no cost to the parents of the County Children with disabilities five (5) days per week.

2. The County will reimburse Preschool for four (4) Preschool slots for County children in the Preschool program. The reimbursable rate per child will be in the amount of, not to exceed, $528.00 per month plus a one time registration fee of $50.00 payable upon receipt of invoice.

Early Education Services

1. Responsibilities Under the IDEA and Related California Law

   a. The County assumes primary responsibility for compliance with federal and state laws and regulations governing the County’s obligation’s to County children with disabilities between the ages of 3 and 5, inclusive, enrolled in Preschool including, but not necessarily limited to, obligations under: the IDEA, it’s implementing regulations, and related California law and regulations.

   b. Preschool will abide by federal and state laws and regulations (and County policies and procedures) governing the County’s obligations to County children with disabilities between the ages of 3 and 5, inclusive, enrolled in Preschool including, but not necessarily limited to, obligations under: the IDEA, its implementing regulations, and related California law and regulations.
2. **Individualized Education Program ("IEP")**

   a. The County will develop written IEP’s for each County child with a disability enrolled in Preschool.

   b. The County will provide to each County child with a disability enrolled in Preschool the special education and services specified on that child’s IEP.

   c. Preschool will allow County personnel access to the Preschool facility in order to provide each County child with a disability enrolled in Preschool the special education and services specified on that child’s IEP.

   d. With the assistance (and/or at the direction) of County personnel, Preschool personnel shall take all necessary and appropriate action to implement the IEP of each County child with a disability enrolled in Preschool. Such necessary and appropriate action may include, but not necessarily limited to, implementation of the accommodations and modifications necessary to ensure each County child’s meaningful participation in Preschool’s program.

3. **Consultation and Training**

   a. The County will provide to Preschool personnel the consultation services by County personnel necessary for Preschool personnel to implement the IEP of each County child with a disability enrolled in Preschool.

   b. The County will make available to Preschool personnel training and other continuing education opportunities relevant to serving the County children with disabilities between the ages of 3 and 5, inclusive, enrolled in Preschool. Such training and other continuing education opportunities will be made available at no cost to Preschool personnel.

4. **IEP Team Meetings**

   a. The County will timely convene IEP meetings for each County child with a disability enrolled in Preschool.

   b. A Preschool representative will attend IEP team meetings for each County child with a disability enrolled in Preschool.

**Insurance**

1. During the entire term of this Agreement, Preschool will keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of services by Preschool, of at least $1,000,000.00 combined single limit for all damages arising from
each accident or occurrence. Said insurance will name the County as an additional insured.

2. Not later than the effective date of this Agreement, Preschool will provide the County with satisfactory evidence of insurance. Preschool will provide for the insurance provider to send written notice of cancellation or material change in coverage or terms of policy to the County at least 20 calendar days before such cancellation or material change is executed.

3. Preschool will, at its own expense, procure and maintain insurance under the Workers' Compensation law.

4. The County reserves the right to revise the requirements of this provision of the Agreement at any time. If the County determines that additional insurance coverage is necessary, the County will reopen negotiations with Preschool to modify the terms of this Agreement.

Hold Harmless, Due Process/Compliance Proceedings, Child Abuse Reporting and Fingerprinting

1. Preschool will defend, hold harmless, and indemnify the County and its governing board, officers, agents and employees from all liabilities and claims for damage for death, sickness, or injury to any person(s) or damage to any property including, without limitation, all consequential damages, from any cause whatsoever arising from or connected with its service hereunder, whether or not resulting from the negligent or willful acts or omissions of Preschool, its agents, or employee in the course of rendering service(s) under this Agreement.

2. Preschool will make Preschool personnel reasonably available, and cooperate in the County's defense, in the event that the parent of a County child with disability enrolled in Preschool files a request for due process hearing with the California Department of Education.

3. Preschool assures the County that Preschool personnel, including volunteers, are familiar with and agree to adhere to child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code 1166.

4. Preschool will comply with the requirements of California Educational Code 44237 including, but not necessarily limited to: (a) obtaining California Department of Justice ("CDOJ") fingerprint clearance for Preschool personnel; and (b) prohibiting Preschool personnel from coming into contact with County children until CDOJ clearance is obtained. Preschool will also provide written certification to the County that Preschool personnel: (a) have not been convicted of a violent or serious felony; and/or (b) would not be prohibited from employment by a public school district pursuant to any provision of the California Education Code because of the conviction of any crime.
Miscellaneous Provisions

1. **Termination**: Each party may terminate this Agreement at any time for cause upon 30-day written notice.

2. **Nondiscrimination**: Preschool does and will not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or the operation of its programs.

3. **Execution of Other Documents**: Each party to this Agreement shall cooperate fully in the execution of any and all other documents and the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

4. **Entire Agreement**: This Agreement contains the entire Agreement between the parties. A material breach of any portion of this Agreement shall be considered a breach of the whole Agreement. Should either party breach any portion of this Agreement, the breaching party shall forfeit any and all consideration promised or received under the terms of this Agreement.

5. **Governing Law**: This Agreement is entered into, and shall be construed and interpreted in accordance with, the laws of the State of California and the United States.

6. **Severability**: If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, that determination shall not invalidate or render unenforceable any other provision of this Agreement.

7. **Conditions of Execution**: Each party to this Agreement acknowledges and warrants that the party’s execution of this Agreement is free and voluntary.

The parties hereto hereby execute this Agreement by and through their duly authorized agents or representatives on this 9th day of July, 2007.

TULARE COUNTY OFFICE OF EDUCATION

COLLEGE OF THE SEQUOIAS, CHILD DEVELOPMENT CENTER

Marilyn Rankin
Assistant Superintendent, Special Services Division

Superintendent or Designee
Issue

The college enters into agreements with various health agencies in both Tulare and Kings Counties in order to offer clinical education for the Nursing Program.

Background

Programs within the Nursing Division require a clinical component as part of the curriculum. Because the following agencies have clinical facilities suitable for the educational needs of the programs within the Nursing Division and acknowledge a public obligation to contribute to the educational needs of students during clinical practice, the college has entered into an agreement with these agencies.

Foothill Pharmacy
Rancho Pharmacy

Analysis

It is to the mutual benefit of the college and the above agencies to enable students to have opportunities for clinical education as students and future practitioners. It is both mutually satisfactory to both the educational goals of the college and the patient care standards of the agencies.

Recommended Action

Recommend ratification of the agreements between the above agencies and the college.
AGREEMENT

THIS AGREEMENT MADE AND ENTERED into this 22nd day of August, 2007 by and between the COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT, as the governing board of the COLLEGE OF THE SEQUOIAS, hereinafter sometimes referred to as "the College" and Foothill Pharmacy, hereinafter sometimes referred to as "the Agency".

Part I - Basis and Purpose of the Agreement

"WHEREAS"

The College and the Agency acknowledge a public obligation to contribute to education needs of students during clinical practice.

The Agency has clinical facilities suitable for the educational needs of the pharmacy technician program.

It is to the mutual benefit of both the College and the Agency that students have opportunities for clinical education as students and future practitioners without regards to age, sex, creed, race and/or disability in accordance with federal and state laws.

"THEREFORE"

The following agreement is effected by the proper authorizing bodies of both parties, each in independent status from the other and accepting joint responsibility for everything not written in the agreement. The agreement is to be governed by the following general concepts of cooperative action:

A. For the Programs in General

1. The College assumes full responsibility for offering educational programs eligible for accreditation by the Western Association of Schools and Colleges.

2. The College will meet the same quality of standards of educational programs in the pharmacy technician instruction as it does in all other curriculum offerings in the college.

B. Clinical Instruction

1. The College will provide the necessary faculty for the pharmacy technician program who are both qualified teachers and competent practitioners. The College will provide faculty credentials to be reviewed by the Nursing Director prior to the beginning of the school term.

2. The College faculty will plan, develop, implement, and be responsible for all clinical instruction and evaluation of students.
3. The College will provide an orientation period during which faculty can become familiar with the Agency policies, practices, and facilities before instructing students there. Students will also have an orientation before instruction begins.

4. The College will develop a "Clinical Instruction Plan" for using the Agency’s clinical areas to meet the educational goals of the curriculum in the pharmacy technician program instruction. This plan shall be made available to the Agency two (2) weeks prior to the beginning of the school term and subject to revision in instances where conflicts seem to exist.

5. The Faculty will be responsible for learning and complying with the policies and regulations of both College and Agency as they apply to the clinical instruction experience.

6. The Faculty shall be available to serve as resource persons to the Agency staff.

7. The College is responsible to assure that students assigned to the Agency for clinical instruction meet both College and Agency health policy requirements, including a current TB skin test and a drug screen and have the academic ability to profit from the experience.

C. College Privileges

1. The College has the privilege of regularly scheduled meetings with Agency staff including both selected personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program in pharmacy technician. Instructors will attempt to solve any problems which may arise with personnel. If further discussion is warranted the instructor and Program Director will meet with the appropriate Pharmacy Director.

2. At least one annual meeting is held between the Program Director or a designee(s) of the College and the Director, or a designee(s) of the Agency to discuss the clinical experiences and any opportunities identified by either party to improve the externship.

Part II - Responsibilities and Privileges of the Agency

A. General Responsibilities

1. The Agency will maintain the standards which make it eligible for approval as an area for instruction.

2. The Agency will permit the faculty and students of the college to use its pharmacy for clinical education according to a plan approved by College of the Sequoias and the administration of the Agency. Details of such educational use may be modified to fit changing needs and will be described in the "Clinical Instruction Plan", submitted to the Pharmacy Director and reviewed prior to the arrival of the students. It shall be mutually satisfactory to both the educational goals of the college and the standards of the Agency.
B. Facilities and Supplies

1. The Agency will make available for educational purposes its existing rooms or areas where groups of students may hold discussions and receive clinical instruction from the faculty.

2. The Agency will permit the educational use of such supplies and equipment as are commonly available.

3. The Agency will provide the following facilities and services to college students and faculty.
   a. Reasonable use of parking areas.

4. The Agency will provide access to sources of information for educational purposes.

C. Staff Participation in Education

1. The Agency staff may participate in education on the request of the instructor. This may be in the roles of resource persons, clinical experts, or assisting in the planning and implementation of aspects of clinical education. Such participation will be voluntary and shall not interfere with assigned duties.

D. Agency Privileges

1. The Agency may refuse educational access to its clinical areas to any college personnel who do not meet its Employee Standards for safety, health, or ethical behavior.

Part III - Status of Students

1. Students will have the status of learners and will not replace Agency staff. The Agency will not lower staffing as a result of the presence of students.

2. Students are subject to the authority, policies, and regulations of the college. They are also subject, during clinical assignment, to the same standards as are set for Agency employees.

Part IV - Liability Status of the Contracting Agencies

1. Workman’s Compensation insurance, malpractice insurance, and injury coverage will be maintained by the college protecting both College staff and trainees covering their activities and their participation in the program.

2. The school or student are responsible financially for any treatment needed as a result of injury to an instructor or student during participation in the program.
Part V - Duration of the Contract

This agreement shall be for an indefinite term, but shall be reviewed at the completion of five years. It may be modified or amended at any time by mutual consent.

Either party of this agreement may terminate this agreement at the close of any school year by proper notice thereof in writing, delivered the proper legal representative of the other party at least three months prior to the proposed termination.

IN WITNESS THEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers on the day and year first above written.

Authorized Representative of Foothill Pharmacy.

By ________________________________

BOARD OF TRUSTEES, the governing board of the College of the Sequoias Community College District.

By ________________________________

Executed this ____ day of ________, _______ at Visalia, California.
AGREEMENT

THIS AGREEMENT MADE AND ENTERED INTO this 22nd day of August, 2007 by and between the COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT, as the governing board of the COLLEGE OF THE SEQUOIAS, hereinafter sometimes referred to as "the College" and Rancho Pharmacy hereinafter sometimes referred to as "the Agency".

Part I - Basis and Purpose of the Agreement

"WHEREAS"

The College and the Agency acknowledge a public obligation to contribute to education needs of students during clinical practice.

The Agency has clinical facilities suitable for the educational needs of the pharmacy technician program.

It is to the mutual benefit of both the College and the Agency that students have opportunities for clinical education as students and future practitioners without regards to age, sex, creed, race and/or disability in accordance with federal and state laws.

"THEREFORE"

The following agreement is effected by the proper authorizing bodies of both parties, each in independent status from the other and accepting joint responsibility for everything not written in the agreement. The agreement is to be governed by the following general concepts of cooperative action:

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6. The Faculty shall be available to serve as resource persons to the Agency staff.

7. The College is responsible to assure that students assigned to the Agency for clinical instruction meet both College and Agency health policy requirements, including a current TB skin test and a drug screen and have the academic ability to profit from the experience.

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2. At least one annual meeting is held between the Program Director or a designee(s) of the College and the Director, or a designee(s) of the Agency to discuss the clinical experiences and any opportunities identified by either party to improve the externship.

Part II - Responsibilities and Privileges of the Agency

A. General Responsibilities

1. The Agency will maintain the standards which make it eligible for approval as an area for instruction.

2. The Agency will permit the faculty and students of the college to use its pharmacy for clinical education according to a plan approved by College of the Sequoias and the administration of the Agency. Details of such educational use may be modified to fit changing needs and will be described in the "Clinical Instruction Plan", submitted to the Pharmacy Director and reviewed prior to the arrival of the students. It shall be mutually satisfactory to both the educational goals of the college and the standards of the Agency.
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1. The Agency will make available for educational purposes its existing rooms or areas where groups of students may hold discussions and receive clinical instruction from the faculty.

2. The Agency will permit the educational use of such supplies and equipment as are commonly available.

3. The Agency will provide the following facilities and services to college students and faculty.
   a. Reasonable use of parking areas.

4. The Agency will provide access to sources of information for educational purposes.

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1. The Agency staff may participate in education on the request of the instructor. This may be in the roles of resource persons, clinical experts, or assisting in the planning and implementation of aspects of clinical education. Such participation will be voluntary and shall not interfere with assigned duties.

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1. The Agency may refuse educational access to its clinical areas to any college personnel who do not meet its Employee Standards for safety, health, or ethical behavior.

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1. Students will have the status of learners and will not replace Agency staff. The Agency will not lower staffing as a result of the presence of students.

2. Students are subject to the authority, policies, and regulations of the college. They are also subject, during clinical assignment, to the same standards as are set for Agency employees.

Part IV - Liability Status of the Contracting Agencies

1. Workman’s Compensation insurance, malpractice insurance, and injury coverage will be maintained by the college protecting both College staff and trainees covering their activities and their participation in the program.

2. The school or student are responsible financially for any treatment needed as a result of injury to an instructor or student during participation in the program.
Part V - Duration of the Contract

This agreement shall be for an indefinite term, but shall be reviewed at the completion of five years. It may be modified or amended at any time by mutual consent.

Either party of this agreement may terminate this agreement at the close of any school year by proper notice thereof in writing, delivered the proper legal representative of the other party at least three months prior to the proposed termination.

IN WITNESS THEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers on the day and year first above written.

Authorized Representative of Rancho Pharmacy.

By ________________________________

BOARD OF TRUSTEES, the governing board of the College of the Sequoias Community College District.

By ________________________________

Executed this ____ day of ________, ______ at Visalia, California.
Issue

The District is requesting permission to establish an Interest-on Checking Account with Union Bank of California for monies identified for deposit for Cal Grant funds.

Background

As required by law Cal Grant funds must be kept in an interest bearing account and it has been determined that maintaining a complete and separate account will enable the District to easily satisfy the law which applies to Cal Grant funds.

Recommended Action

It is recommended that the Board of Trustees approve the establishment of an Interest-on Checking Account (for the Cal Grant funds) at Union Bank of California, effective September 11, 2007.
CONSENT CALENDAR
REQUEST FOR PROPOSAL
COS FINANCIAL ADVISORY SERVICES

Status: Action Scheduled

Presented by: Rod Frese, Ph.D.
Vice President, Administrative Services

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**Issue**

The District has chosen to receive additional financial advising for future Certificates of Participation, Revenue Bonds, School Facility Improvement Districts and Proposition 39 General Obligation Bond issuances.

**Background**

External advice can save the District and taxpayers money by structuring its debt in an optimal manner. The District does not have the internal expertise to optimize these instruments.

The District published a Request for Proposal and three responses were received and reviewed by a selection committee. The three companies responding were:

1. Fieldman/Rolapp & Associates
2. The PFM Group
3. Dale Scott and Company

Dale Scott and Company was selected as the number one firm by the committee. For the Pre-Election Planning, a fee of $25,000 is proposed for services provided up until the District Board adopts a resolution calling for an election. For Financial Advisory, a $75,000 fee for each series of bonds sold is proposed.

**Recommended Action**

It is recommended that the Board of Trustees approve Dale Scott and Company to serve as the financial advisors for College of the Sequoias.
July 27, 2007

Statement of Qualifications for Financial Advisory Services to:

College of the Sequoias

Prepared by:

DALE SCOTT & COMPANY

400 Montgomery Street, Suite 805
San Francisco, California

www.dalescott.com
1. A summary of relevant experience

An Industry Leader for Two Decades
For two decades, Dale Scott & Company (DS&C) has helped California school and community college districts solve their facility financing needs. Having completed over $5 billion of K-14 financings since 1998 (Chart 1), we have earned a statewide reputation for solid, practical advice and client-driven innovations that provide greater flexibility in addressing financial challenges.

This success comes, in part, from our sole focus on the California K-14 market. Unlike all of our major competitors, we work only with California school districts and do not represent cities, counties, or other special districts. Every member of our staff is trained to work in the field of school district finance.

As shown in Table 1, this focus has resulted in DS&C being ranked the #1 financial advisor for K-14 districts in California.

A Reputation for Innovation
We have also earned a statewide reputation for the breadth of our experience and our innovation. For example, in the last twelve years we successfully brought to market the only two OPEB (Other Post Employment Benefit) Bonds in the country (Peralta Community College District in Alameda County and East Side High School District in the city of San Jose). In fact, as shown below, DS&C has worked on virtually every form of tax-exempt and taxable financing available to California K-14 districts:

- General Obligation Bonds
- Certificates of Participation
- Refunding and Restructuring Bonds
- OPEB Bonds
- Bond Anticipation Note
- Lease Revenue Bonds
- Convertible Auction Rate Securities
- Interest Rate Swaps
- Limited Obligation Bonds
- Mello-Roos Bonds
- Project Notes
- Put-Auction Rate Securities
- Qualified Zone Academy Bonds (QZABs)
- School Facility Improvement District Bonds
- Tax and Revenue Anticipation Notes
- Variable Rate Demand Bonds

2. Senior staff resumes, qualifications, and financial advisory experience

Dale A. Scott. Mr. Scott has served as financial advisor to California school districts for over 25 years. A graduate of California public schools, Mr. Scott has an undergraduate degree from San Francisco State University and a Masters degree from Harvard University.
Jon T. Isom. Mr. Jon Isom has been working with school and community college districts for ten years. He has structured and implemented general obligation bond programs totaling over $1.5 billion. In addition, Mr. Isom has successfully worked with over 60 school and community college districts in passing bond elections. Prior to joining DS&C, he was a Vice President with Caldwell Flores Winters, Inc. Mr. Isom holds a Bachelors degree from Brigham Young University in International Finance.

Patricia A. Furlong. Ms. Furlong has worked with DS&C for nine years. She heads up the financing department with a staff of five financial analysts who together are responsible for the processing of all DS&C financings. Prior to joining DS&C, Ms. Furlong pursued an actuarial career specializing in the area of employee benefits and retirement plans. She has a Bachelors degree from the University of Rochester and became an enrolled actuary in 1976.

Trish Gilbert. Ms. Gilbert has been working in public finance since 1989. She has structured and implemented more than $4 billion in general obligation bond programs. Prior to joining DS&C, she was a Senior Financial Advisory Consultant at Caldwell Flores Winters, Inc. She is a graduate of Harvard College.

Ray Giles. Mr. Giles has been involved with California Community Colleges for the last 33 years. Before joining Dale Scott & Company in 2007, Ray was the Vice President of the Community College League of California. He was responsible for the development and management of financial service programs benefiting the 72 California Community College Districts. Ray received his Bachelors degree in journalism from San Jose State University.

Johanna Hauenstein. Ms. Hauenstein has eight years experience working with fixed income, equity, and derivative investments. She previously worked on a trading desk and as an investment broker. She holds a Masters in Finance from the University of Illinois and a Bachelors degree in Business from the University of Oregon.

Rob Leonard. Mr. Leonard brings over five years of technical analysis and quantitative experience. Prior to joining the firm, Mr. Leonard was an Assistant Actuary specializing in employee benefits and retirement plans. Mr. Leonard holds a Bachelors degree in Economics and Mathematics from Gonzaga University.

3. Election Experience in 2006

With nearly $1.0 billion in K-14 authorization in 2006, DS&C solidified its reputation as being the premier provider of campaign and election services for California K-14 general obligation bond programs (Table 2).

<table>
<thead>
<tr>
<th>Table 2: 2006 Successful G.O. Bond Election Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin Park USD</td>
</tr>
<tr>
<td>Beardsley SD</td>
</tr>
<tr>
<td>Dinuba USD</td>
</tr>
<tr>
<td>Fruitvale SD</td>
</tr>
<tr>
<td>Hemet USD</td>
</tr>
<tr>
<td>Jefferson Union HSD</td>
</tr>
<tr>
<td>Los Olivos ESD</td>
</tr>
<tr>
<td>Nuview Union SD</td>
</tr>
<tr>
<td>Ocean View ESD</td>
</tr>
<tr>
<td>Oxnard ESD</td>
</tr>
<tr>
<td>Pacific Grove USD</td>
</tr>
<tr>
<td>Peralta CCD</td>
</tr>
</tbody>
</table>

2006 Unsuccessful G.O. Bond Election Experience:
Cold Spring ESD                                        $14.5 million
The 2006 Election Cycle
DS&C successfully passed five out of five bond elections in June of 2006, considerably higher than the State average (See Chart 2).

In November, DS&C successfully passed seven out of eight (89%) of its bond elections, again considerably higher than the State average (See Chart 3).

In fact, a recent study on negotiated versus competitive G.O. bond sales supports our philosophy. This study concludes that, "...competitive sales result in lower interest cost to issuers compared to negotiated sales, and that this difference increases with the number of bids received. This research has added salience given several recent scandals and alleged improprieties in the municipal bond market."**

This approach is reflected in our record. As shown in Chart 4, between 1998 and 2006, DS&C brought over 80% of all its general obligation bond financings to market by competitive bid - more than any other major California K-14 financial advisor.

4. Competitive versus Negotiated Bond Sales

DS&C strongly believes that public agencies are best served by bringing their new money general obligation bonds to market through the competitive sale process. This position is in keeping with the

Government Finance Officers Association policy that states, "Competitive sales should be used to market debt whenever feasible."

When Should a District Consider a Negotiated Sale?
There are, however, certain situations when the negotiated sale makes sense. For example, extremely complicated bond offerings or credits that require explanation would benefit from the pre-sale aspect of the negotiated sale. In addition, most tax counsels

* An Elected Official’s Guide to Government Finance
** Mark D. Robbins, Does It Make Any Difference Anymore? Competitive v. Negotiated Municipal Bond Issuance
recommend that advance refundings be sold through negotiation in order to better comply with yield computation requirements.

**Independent Financial Advisor**
For over 20 years, DS&C has held to the principle that public agencies are best served by having an independent financial advisor when bringing bonds to market. Financial Advisors must be independent from investors as well as underwriters. In doing so, we believe taxpayers are sure to benefit from the lowest costs of borrowing.

As shown in Chart 5, from 1996 to date, DS&C has demonstrated diversity in its bond sales to different underwriters. We do not have any "special arrangements" or "preferred" underwriters. Bids are awarded to the underwriter that is the lowest in costs.

![Chart 5: Dale Scott & Company Underwriters- 1996 to Date](chart)

**5. Additional Services**

**Pre-Election Planning**
- Identify needs, costs, sources of existing funding, and prioritize projects/services to be funded
- Create financing plan to address needs - select appropriate tax rate
- Conduct public information process among top taxpayers, large employers, parents and teachers, and other key opinion makers
- Perform telephone voter survey
- Revise financing plan based on feedback from public information program

- Adopt revised plan and bring to voters through resolution calling election

**Campaign Services (optional)***
- Develop strategy and approach to campaign
- Maintain voter data file; target voter audiences for direct mail, phone, and precinct walks
- Provide campaign manual with corresponding strategy, timeline, committee form and letters, flyers, and scripts
- Design direct mailers; coordinate with printer production and mailing
- Assist committee in developing budget and endorsement plan
- Create and implement Vote-by-Mail and Get-Out-the-Vote program

*Campaign services to be provided under a separate agreement with the Citizens' Campaign Committee

**Financial Advisory Services**
- Structure bond sale and manage transaction
- Prepare draft Preliminary Official Statement or review same if required
- Prepare rating agency and insurer presentation
- Review legal documents governing bond sale
- Advise District on bond sale; take bonds to market via competitive sale, or negotiate bond sale with underwriter/s on behalf of District
- Prepare pricing book and make transaction summary presentation to District

**6. Community College District References**

- **Los Rios Community College District**
  Brice Harris, Chancellor
  Jonathan Sharpe, Vice-Chancellor
  916-568-3058

- **Kern Community College District**
  Tom Burke, CFO
  661-336-5104

- **Peralta Community College District**
  Tom Smith, Vice-Chancellor
  510-466-7275
7. Proposed Fees

All financial advisory fees and expenses are contingent on the passage and sale of the bonds.

Financial Services

For Pre-Election Planning, we propose a fee of $25,000 for services provided up until the District Board adopts a resolution calling for an election.

A Financial Advisory fee for each series of bonds sold is proposed. A fee of $75,000 for each series of bonds would be payable out of bond proceeds upon the closing of the subject financing.

In addition to Financial Services, we also provide campaign services. For Campaign Services, a fixed fee of $20,000 is proposed. Note that this fee would not be billed to the District but would be paid through local donations to the local citizens’ campaign committee that will be working on behalf of the District to pass the bond.

Rationale For Selection

Rationale #1: K-14 Experience. DS&C is the #1 ranked Financial Advisory firm in total par amount issued for school districts in California. Our experience with large school financings provides us invaluable familiarity and unmatched expertise. Furthermore, we work exclusively with California K-14 districts and have extensive local experience in establishing bond programs, having successfully represented Visalia USD, Porterville USD, Dinuba USD, Fresno USD, Corcoran Healthcare District, and Lindsay USD.

Rationale #2: Our competitive sale philosophy. DS&C strongly believes that issuers and taxpayers benefit from requiring that general obligation bonds be sold through competitive bid. While there is a time and a place for negotiated sales, our experience with over 600 financings as well as numerous studies have shown that bonds sold competitively provide the greatest savings to local taxpayers.

Rationale #3: Independence. As an Independent Financial Advisor, our goal is to solve facilities financing problems and save district taxpayers money. Since we are independent, we do not represent investors nor do we represent underwriters. We strongly believe that independent financial advisors save taxpayers money and ensure a level playing field.

Rationale #4: Strong References. We pride ourselves on not just the financial work we do, but the high level of service we provide. Having completed financings for over 150 K-14 districts in the State, we understand the importance of being there for the client.

Rationale #5: Our success with districts in passing G.O. bonds. In 2006, DS&C worked with 13 K-14 districts to establish bond programs. Of these 13, twelve districts - over 92% - were successful compared to the State average of 68%.
## CONSENT CALENDAR

### Payment of Bills

**Status:** Information

Presented by: Rod Frese, Ph.D.  
Vice President, Administrative Services

### Issue

The payment of the District’s financial obligations.
# District Vendor Payments

August 1 through August 24, 2007

<table>
<thead>
<tr>
<th>VENDOR</th>
<th>BUDGET or ITEM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>140 A-C Electric Co.</td>
<td>Maintenance &amp; Operations</td>
<td>$1,493.24</td>
</tr>
<tr>
<td>141 Active Data Exchange Inc.</td>
<td>Computer Services</td>
<td>6,108.00</td>
</tr>
<tr>
<td>142 Aguirre Printing &amp; Embroidery</td>
<td>Public Information</td>
<td>10,848.60</td>
</tr>
<tr>
<td>143 Air Mobile Communications Inc.</td>
<td>Parking</td>
<td>1,836.00</td>
</tr>
<tr>
<td>144 American Incorporated</td>
<td>Safety Program</td>
<td>4,167.69</td>
</tr>
<tr>
<td>145 Associated Builders &amp; Contractors</td>
<td>Electrician Training</td>
<td>9,848.16</td>
</tr>
<tr>
<td>146 AT&amp;T Global Services Inc.</td>
<td>Computer Services</td>
<td>214,478.71</td>
</tr>
<tr>
<td>147 AT&amp;T/MCI</td>
<td>Telephone</td>
<td>8,010.40</td>
</tr>
<tr>
<td>148 AT&amp;T/MCI</td>
<td>Telephone</td>
<td>1,224.12</td>
</tr>
<tr>
<td>149 Awards &amp; Signs Unlimited</td>
<td>Classroom Utilization</td>
<td>6,441.44</td>
</tr>
<tr>
<td>150 Blue Shield of California</td>
<td>Health &amp; Welfare Payable</td>
<td>445,281.85</td>
</tr>
<tr>
<td>151 Blue Shield of California</td>
<td>H&amp;W Retired Employees/Trustees</td>
<td>103,476.25</td>
</tr>
<tr>
<td>152 Business Phones Direct</td>
<td>Maintenance &amp; Operations</td>
<td>1,527.47</td>
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<tr>
<td>153 Cal Bennett's</td>
<td>Classroom Utilization</td>
<td>1,510.92</td>
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<tr>
<td>154 California Water Service Co.</td>
<td>Water/Refuse/Sewer</td>
<td>8,254.03</td>
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<tr>
<td>155 CCCEOPSA</td>
<td>EOP&amp;S</td>
<td>3,825.00</td>
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<tr>
<td>156 CDW Government Inc.</td>
<td>Computers &amp; Computer Supplies</td>
<td>2,913.52</td>
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<tr>
<td>157 CDW Government Inc.</td>
<td>Classroom Utilization</td>
<td>3,100.53</td>
</tr>
<tr>
<td>158 Central Valley Business Forms</td>
<td>CalWorks &amp; Duplications</td>
<td>4,852.67</td>
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<tr>
<td>159 Central Valley Business Forms</td>
<td>Financial Aid Administration</td>
<td>1,694.95</td>
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<tr>
<td>160 Central Valley Presort Inc.</td>
<td>Postage</td>
<td>2,184.91</td>
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<tr>
<td>161 Central Valley Presort Inc.</td>
<td>Postage</td>
<td>7,138.98</td>
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<td>162 Chevron USA Inc.</td>
<td>Transportation</td>
<td>5,589.88</td>
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<td>163 City National Bank</td>
<td>Hanford Campus Lease</td>
<td>12,700.00</td>
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<td>164 Classic Charter Inc.</td>
<td>VTEA II-C</td>
<td>1,653.25</td>
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<tr>
<td>165 Community College League of Calif.</td>
<td>Dues &amp; Memberships</td>
<td>12,006.00</td>
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<tr>
<td>166 Constellation NewEnergy</td>
<td>Lights/Power</td>
<td>3,645.66</td>
</tr>
<tr>
<td>167 COS Associated Student Body</td>
<td>Co-Curricular</td>
<td>59,500.00</td>
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<tr>
<td>168 COS Financial Aid Account</td>
<td>Return to Title IV Summer 07 Funds</td>
<td>1,864.00</td>
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<tr>
<td>169 COS Food Services</td>
<td>Academic Senate</td>
<td>1,451.25</td>
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<tr>
<td>170 COS Revolving Fund</td>
<td>Sales/Use Tax Payable</td>
<td>5,624.00</td>
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<tr>
<td>171 DeGoede, Dunne &amp; Martin</td>
<td>Legal - Human Resource Issues</td>
<td>2,170.00</td>
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<tr>
<td>172 Dept of Forestry &amp; Fire Protection</td>
<td>Fire Technology</td>
<td>5,520.00</td>
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<tr>
<td>173 ECO Chemical &amp; Equipment</td>
<td>Instructional Equipment - Ongoing</td>
<td>17,083.54</td>
</tr>
<tr>
<td>174 Edison Company</td>
<td>Lights/Power</td>
<td>44,383.04</td>
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<tr>
<td>175 Edison Company</td>
<td>Lights/Power</td>
<td>8,086.80</td>
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<tr>
<td>176 Enviroclean</td>
<td>Custodial Services</td>
<td>4,659.10</td>
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<td>177 Estes Institute of Cosmetology</td>
<td>Cosmetology</td>
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<td>178 Fisher Scientific Co.</td>
<td>Econ Dev - IDR Vet Tech</td>
<td>4,139.76</td>
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<td>179 Foundation for Calif Comm Colleges</td>
<td>Instructional Support</td>
<td>12,183.00</td>
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<td>180 Foundation for Medical Care of Tulare</td>
<td>Dental/Vision Payable</td>
<td>50,000.00</td>
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<tr>
<td>181 Gas Company</td>
<td>Gas/Heat</td>
<td>1,053.71</td>
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<td>182 Gunther's Athletic Service</td>
<td>Softball</td>
<td>2,141.66</td>
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<tr>
<td>183 Hayes Garage Doors</td>
<td>Project House</td>
<td>1,115.00</td>
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<tr>
<td>Page</td>
<td>Description</td>
<td>Amount</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------</td>
<td>------------</td>
</tr>
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<td>184</td>
<td>Horn Shop</td>
<td>Music - Instrumental</td>
</tr>
<tr>
<td>185</td>
<td>Ikon Financial Services</td>
<td>Duplications</td>
</tr>
<tr>
<td>186</td>
<td>Inn at Morro Bay</td>
<td>Academic Senate</td>
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<tr>
<td>187</td>
<td>JobElepant.com</td>
<td>Human Resources</td>
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<tr>
<td>188</td>
<td>JobElepant.com</td>
<td>Human Resources</td>
</tr>
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<td>189</td>
<td>Kamerin, Kim</td>
<td>VTEA II-C</td>
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<tr>
<td>190</td>
<td>KONE Inc.</td>
<td>Maintenance &amp; Operations</td>
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<td>191</td>
<td>Latronico Communications</td>
<td>Public Information</td>
</tr>
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<td>192</td>
<td>Lincoln Equipment Inc.</td>
<td>Pool Maintenance</td>
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<td>193</td>
<td>Lyman, Robert A.</td>
<td>Retiree Benefits</td>
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<td>194</td>
<td>Maryanow, Jeffrey</td>
<td>Faculty Conference</td>
</tr>
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<td>195</td>
<td>Matta Communications</td>
<td>Maintenance &amp; Operations</td>
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<tr>
<td>196</td>
<td>National Archive Publishing</td>
<td>Library</td>
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<td>197</td>
<td>Northern California Football Assoc.</td>
<td>Athletics</td>
</tr>
<tr>
<td>198</td>
<td>Office Depot</td>
<td>Office Supplies</td>
</tr>
<tr>
<td>199</td>
<td>Office Depot</td>
<td>Office Supplies</td>
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<tr>
<td>200</td>
<td>Office Depot</td>
<td>Office Supplies</td>
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<tr>
<td>201</td>
<td>OneCall</td>
<td>Instructional Equipment - One-Time</td>
</tr>
<tr>
<td>202</td>
<td>Pacific West Controls</td>
<td>Energy Conversation Funds</td>
</tr>
<tr>
<td>203</td>
<td>Professional Displays</td>
<td>Cal Works</td>
</tr>
<tr>
<td>204</td>
<td>Rae Crother Football &amp; Strength</td>
<td>Football</td>
</tr>
<tr>
<td>205</td>
<td>Red Chair Marketing Inc.</td>
<td>Public Information</td>
</tr>
<tr>
<td>206</td>
<td>Red Chair Marketing Inc.</td>
<td>Public Information</td>
</tr>
<tr>
<td>207</td>
<td>Robert E. Bell, DDS</td>
<td>Trustees Dental Benefits</td>
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<tr>
<td>208</td>
<td>Sierra Forge &amp; Fire Inc.</td>
<td>SB70 Career Exploration &amp; Development</td>
</tr>
<tr>
<td>209</td>
<td>State of California PERS</td>
<td>PERS Payable - July</td>
</tr>
<tr>
<td>210</td>
<td>Sun Life Assurance Co. of Canada</td>
<td>Life Insurance Payable</td>
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<tr>
<td>211</td>
<td>Sweetwater</td>
<td>Speech</td>
</tr>
<tr>
<td>212</td>
<td>Takach Press Corp.</td>
<td>Instructional Equipment - One-Time</td>
</tr>
<tr>
<td>213</td>
<td>TCOE</td>
<td>STRS Final 3% for July Payroll</td>
</tr>
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<td>214</td>
<td>TCOE</td>
<td>Public Information</td>
</tr>
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<td>215</td>
<td>TCOE</td>
<td>CalWorks</td>
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<td>216</td>
<td>TCOE</td>
<td>Administrative Services</td>
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<td>217</td>
<td>Thyssen Krupp Elevator Corp.</td>
<td>Maintenance &amp; Operations</td>
</tr>
<tr>
<td>218</td>
<td>Tulare Co Schools Insurance</td>
<td>Insurance &amp; Other Institutional Services</td>
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<tr>
<td>219</td>
<td>Tulare Co Schools Insurance</td>
<td>Workers Compensation Payable</td>
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<td>220</td>
<td>U.S. Bank</td>
<td>CalCard Purchases</td>
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<td>221</td>
<td>Unisource Corp.</td>
<td>Duplications</td>
</tr>
<tr>
<td>222</td>
<td>United Refrigeration</td>
<td>Maintenance &amp; Operations</td>
</tr>
<tr>
<td>223</td>
<td>University Lease</td>
<td>Computer Services</td>
</tr>
<tr>
<td>224</td>
<td>Valley Business Bank</td>
<td>Institutional Insurance &amp; Other Services</td>
</tr>
<tr>
<td>225</td>
<td>Valley Mobile Washing</td>
<td>Maintenance &amp; Operations</td>
</tr>
<tr>
<td>226</td>
<td>Verbena Nursery</td>
<td>Grounds</td>
</tr>
<tr>
<td>227</td>
<td>Verizon Wireless</td>
<td>Telephone</td>
</tr>
<tr>
<td>228</td>
<td>Visalia Unified School Dist</td>
<td>Instructional Support</td>
</tr>
<tr>
<td>229</td>
<td>West Valley Supply Inc.</td>
<td>Grounds</td>
</tr>
</tbody>
</table>

If you have any questions concerning these payments, please contact Donna Robinson, Accounts Payable office, Telephone No. 730-3791, by Monday at noon.
2007-2008 DISTRICT BUDGETS

Status: Action Scheduled

Presented by: Rod Frese, Ph.D.
Vice President, Administrative Services

Issue
The Board of Trustees annually approves final district budgets prior to September 15 of each year. The General Fund budget for 2007-2008 totals $55,800,295.00

Background
District budgets are presented for each operating fund for final adoption by the Board of Trustees

Comparison/Budget to Budget
Revenues in the District General Fund compare June 11, 2007, Tentative Budget to September 10, 2007, Final Budget as follows:

<table>
<thead>
<tr>
<th>Revenues</th>
<th>2007-08 Tentative</th>
<th>2007-08 Final</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Tax</td>
<td>$9,592,170</td>
<td>$8,153,800</td>
<td>-1,438,370</td>
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<tr>
<td>COS Student Enrollment Fees</td>
<td>$1,946,154</td>
<td>$1,946,154</td>
<td>0</td>
</tr>
<tr>
<td>Apportionment CCC</td>
<td>$32,986,936</td>
<td>$34,695,780</td>
<td>$1,708,844</td>
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<tr>
<td>Revenue Limit</td>
<td>$44,525,260</td>
<td>$44,795,734</td>
<td>$270,474</td>
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<tr>
<td>Fund Balance Draw</td>
<td>$379,322</td>
<td>$452,655</td>
<td>$73,333</td>
</tr>
<tr>
<td>One-Time 2006-07 Monies</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>$10,164,565</td>
<td>$10,551,906</td>
<td>$387,250</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$55,069,238</strong></td>
<td><strong>$55,800,295</strong></td>
<td><strong>$731,057</strong></td>
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</tbody>
</table>

Expenditures in the District General Fund compare June 11, 2007, Tentative Budget to September 10, 2007, Final Budget as follows:

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2007-08 Tentative</th>
<th>2007-08 Final</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
<td>$22,976,916</td>
<td>$23,114,469</td>
<td>$137,553</td>
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<tr>
<td>Classified Salaries</td>
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<td>$11,306,196</td>
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<tr>
<td>Benefits</td>
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<td>$11,309,782</td>
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<td>Supplies</td>
<td>$1,694,393</td>
<td>$1,894,301</td>
<td>$199,908</td>
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<tr>
<td>Services</td>
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<td>$5,556,531</td>
<td>$251,873</td>
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<tr>
<td>Capital</td>
<td>$1,506,930</td>
<td>$1,592,430</td>
<td>$85,500</td>
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<tr>
<td>Other</td>
<td>$1,033,708</td>
<td>$1,026,586</td>
<td>-7,122</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$55,069,238</strong></td>
<td><strong>$55,800,295</strong></td>
<td><strong>$731,057</strong></td>
</tr>
</tbody>
</table>

Recommended Action
It is recommended that the Board of Trustees approve the Final 2007-2008 Budgets of September 10, 2007.
2006 ACCREDITATION — FINAL PROGRESS REPORT

Status: Action Scheduled
Presented by: Ron Johnson, Ed.D.
Vice President, Academic Services

Issue

Approval of the final Progress Report for the upcoming WASC (Western Association of Schools and Colleges) accreditation site visit scheduled for October 2007.

Background

The Accreditation Steering Committee, chaired by Dr. Thea Trimble, met regularly during the Spring term and worked by email and phone in the Summer gathering data and writing the report. The draft responses contained in the report were presented to, and approved by, the College Council on Tuesday, August 28, 2007.

Once approved by the Board, copies of the Progress Report will be sent to WASC for distribution to the site team.

Recommended Action

It is recommended that the Board of Trustees approve the final Progress Report for submission to WASC.
Accreditation Progress Report

College of the Sequoias
915 S. Mooney Blvd.
Visalia, CA 93277

October 2007
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Recommendation 6 .......................................................................................... 27
Preparation of Accreditation Progress Report

In February 2007, the 2006 Accreditation Chair (Dr. Thea Trimble) was recruited to oversee the development of the Progress Report for the College of the Sequoias as required in the Commission's letter of January 31 2007. Dr. Trimble created a timeline and recruited a new Steering Committee that consisted of representatives from various campus committees and departments that were responsible for addressing the Recommendations from the Accrediting Commission. The members of the Steering Committee served as liaisons to their respective committees. The Steering Committee members were:

- Dr. Thea Trimble - Chair
- Tim Garner, Director Research and Planning
- Steve LaMar, College Council
- Steve Renton, Budget Committee
- Steve Natoli, Academic Senate, President
- Jane Thomas, Student Learning Outcomes
- Joni Jordan, Curriculum Committee, Chair
- Michele Hester-Reyes, Academic Senate and Faculty and Staff Diversity Committee
- Kathie Lewis, Director Library and Learning Resources
- John Bratsch, Dean Human Resources

The Steering Committee developed the Progress Report Survey. The Survey was administered on-line in April 2007. The results were tabulated and distributed to the Steering Committee.

In May 2007, all campus committees responsible for addressing the Recommendations were asked to submit information to be included in the Progress Report. The information requested included what specific actions each committee had performed to address the Recommendations and the outcomes of those actions. In addition, each committee was asked to outline future plans for addressing the Recommendations.

The draft report was submitted to the Vice President of Academic Services and Accreditation Liaison Officer, Dr. Ron Johnson who presented the report to the College Council in September. The report was then forwarded to the President and the Board of Trustees for their review and approval at their meeting of September 10th.

Signed:

__________________________ Date:____________________
Dr. William Scroggins, Superintendent/President
College of the Sequoias
Recommendation 1

The team strongly recommends that the college establish a positive campus climate through an inclusive dialogue that embodies a culture of respect, civility, and trust to improve institutional decision-making, planning, and effectiveness. (Standard IIA.1B.3, IIB.4, IIB.6, IIB.7; Standard IIIA.1,III.2, IIB.3, IIC.2; Standard IIIA.6, IIIB.2, III.II.2, IIID.1, IIID.2g, IIID.3)

All campus committees are fully staffed and meeting on a regular basis. These include the Academic Senate, the Instructional Council, the Curriculum Committee, the College Council and its standing committees (Institutional Planning, Budget, Facilities & Safety, and Technology). The College Council has established the Student Equity Committee as a new standing committee of the College Council. The College Council has given the Student Equity Committee its charge and the committee has begun meeting (see Recommendation 5).

In preparation for this Progress Report, a survey (*Progress Report Survey*) was administered online to the campus community. An Accreditation Survey was administered in Fall 2005 in preparation for the 2006 Accreditation Report. The participation of the all campus constituents in the current survey shows a marked improvement. The table below demonstrates an overall 128% increase participation rate in the current survey over that given in Fall 2005. Participation by administrators increased by 108% and classified staff participation increased by 125%. Faculty (full-time and adjunct) participation increased by 134% (Note: The 2006 Accreditation Survey did not separate full-time and adjunct faculty responses). This greatly increased level of survey participation demonstrates a distinct improvement in the engagement of College personnel in campus issues.

<table>
<thead>
<tr>
<th>Participants</th>
<th>2006 Accreditation Survey</th>
<th>2007 Progress Report Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Faculty (Full-time &amp; Adjunct)</td>
<td>80</td>
<td>187</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>55</td>
<td>124</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>338</td>
</tr>
</tbody>
</table>

The *Progress Report Survey* asked those responding to indicate what activities they participated in both on and off campus. The results in the table indicate substantial rates of participation by all groups. Active participation in campus-wide committees is another indication of improved cooperation and dialogue amongst all constituent groups.

<table>
<thead>
<tr>
<th>I Participate In:</th>
<th>Administrator</th>
<th>Full-time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-wide Committees</td>
<td>85.2%</td>
<td>61.9%</td>
<td>21.4%</td>
<td>31.5%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Divisional Committees</td>
<td>33.3%</td>
<td>64.4%</td>
<td>18.6%</td>
<td>11.8%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Community</td>
<td>74.1%</td>
<td>52.5%</td>
<td>38.6%</td>
<td>37.0%</td>
<td>45.6%</td>
</tr>
</tbody>
</table>
In an attempt to directly assess the current perception of College personnel regarding campus climate, several statements were included in the Progress Report Survey. The results show clearly that the campus climate is improving. Significant percentages of respondents agree or strongly agree that there now exists a harmonious and collegial atmosphere at the college with administrators and full-time faculty having the highest levels of agreement, 92.3% and 78.0% respectively. The largest percentage of disagree/strongly disagree, 31.4%, was in the classified staff.

19. A harmonious, collegial atmosphere exists at COS.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>92.3%</td>
<td>78.0%</td>
<td>67.6%</td>
<td>62.9%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>7.7%</td>
<td>20.3%</td>
<td>23.6%</td>
<td>31.4%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>1.7%</td>
<td>8.8%</td>
<td>5.6%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

Slightly over 70% of all survey participants felt that the atmosphere at the college has improved in the last three years. Only 12.8% of respondents felt the collegial atmosphere had not improved.

20. The collegial atmosphere has improved in the past 3 years.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>84.6%</td>
<td>85.6%</td>
<td>53.7%</td>
<td>62.4%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.8%</td>
<td>7.6%</td>
<td>14.9%</td>
<td>18.4%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>11.5%</td>
<td>6.8%</td>
<td>31.8%</td>
<td>19.2%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Increased and effective communication is one reason for the improved campus climate. In the Progress Report Survey, 78.4% of all respondents agreed that the College communicated effectively. Clearly, effective communication is a key indicator of effective dialogue.

21. The College communicates effectively through its website, e-mail and publications.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>84.6%</td>
<td>77.9%</td>
<td>81.2%</td>
<td>76.0%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>15.4%</td>
<td>18.6%</td>
<td>11.6%</td>
<td>20.0%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>3.4%</td>
<td>7.2%</td>
<td>4.0%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

In the 2006 Accreditation Survey, a similar statement produced significantly lower percentages of agreement from all constituent groups. At that time only 46.3% of Faculty and 47.2% of Classified Staff agreed that communication at COS was effective.
Communication on campus is effective. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.9%</td>
<td>46.3%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>23.1%</td>
<td>50.0%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>3.8%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

A distinctly improved campus climate is indicated when considering an increased dialogue with the Superintendent/President. Since the Accreditation Report, communication between the Superintendent/President and the College has been consistent and on-going. The Superintendent/President writes a Weekly Report to the Board of Trustees. These reports contain a variety of information about events and issues at the College, in the State-wide system, in the legislature and in the community. The reports, while relatively brief, also provide links to original articles, letters and other information related to the topics discussed. These reports are e-mailed to the entire campus community and a link to them is posted on the homepage of the College web site, where they can be easily accessed by anyone on or off campus. The Progress Report Survey responses clearly demonstrated the increased dialogue between the Superintendent/President and the campus constituents and with the community. Of significance is the extremely low percentage, 4.5%, of those respondents that disagreed or strongly disagreed with this statement.

23. The current Superintendent/President has an open door policy for employees and the public at large.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>88.4%</td>
<td>87.2%</td>
<td>71.0%</td>
<td>68.0%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.8%</td>
<td>1.8%</td>
<td>4.3%</td>
<td>7.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>7.7%</td>
<td>11.1%</td>
<td>24.6%</td>
<td>24.8%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

An improved campus climate is a key indicator of improved institutional decision-making, planning and effectiveness. The perception of those responding to the Progress Report Survey is that campus groups are working together to achieve the goals and objectives of the College. Large percentages of administrators (96.1%) and Full-time Faculty (82.9%) strongly agree or agree that cooperation and collaboration are occurring. However, 31.3% of Classified Staff "disagree or strongly disagree" with this statement. This is the same proportion that disagreed that there is a collegial atmosphere at COS. It is unclear from this survey what the source or sources of this dissatisfaction may be. Further research in this area is anticipated.
18. Administration, faculty and classified staff work collaboratively to further institutional improvements.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>96.1%</td>
<td>82.9%</td>
<td>69.1%</td>
<td>62.4%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.8%</td>
<td>15.4%</td>
<td>19.1%</td>
<td>31.3%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>1.7%</td>
<td>11.8%</td>
<td>6.4%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

This same statement was included in the 2006 Accreditation Survey. In comparing the responses, a clear improvement is demonstrated. Overall agreement is currently very high with 73.5%. In the 2006 Accreditation Survey only 55.2% of the respondents strongly agreed or agreed with this statement.

**Administration, faculty and classified work collaboratively on behalf of institutional improvements.** (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>61.6%</td>
<td>52.0%</td>
<td>58.5%</td>
<td>57.4%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>38.5%</td>
<td>42.9%</td>
<td>39.6%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>0%</td>
<td>5.2%</td>
<td>1.9%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Improved participation and dialogue have resulted in increased cooperation and results. Several examples are outlined in this section and others will be discussed in later sections as they apply to other accreditation recommendations.

The Academic Senate and the Instructional Council have developed a set of Professional Responsibilities for faculty and a set of Division Chair Duties. During this process, the appropriate administrators were consulted. Once ratified by the Academic Senate, these were negotiated between management and the COS Teachers Association (COSTA) and incorporated into the current contract.

Another example of improved dialogue and cooperation occurred during the process of awarding sabbatical leaves for the 2007-2008 school year. Only two requests were approved through the normal process and timeline. The administration requested that another call for sabbaticals be sent out with the express purpose of working on improving Basic Skills (an Institutional Goal). In consultation with the Academic Senate and the Faculty Enrichment Committee, this request was agreed to. Two additional sabbaticals for improving ESL Writing were granted as a result of this cooperation.

Increased dialogue and cooperation is also evident in the development and hiring of a Faculty Coordinator of Distance Education. College of the Sequoias currently offers a number of distance education courses that utilize a variety of methodologies. There has been a discussion for a number of years about whether and how COS should increase its distance education offerings. In a three-way dialogue between the Superintendent/President and COSTA, the Academic Senate developed a job description for a Faculty Coordinator of Distance Education. This person is now
coordinating the planning of distance educational efforts and developing training for faculty members who wish to pursue offering courses utilizing different methodologies.

Summary:
We conclude that the above evidence indicates a significant overall improvement in the campus climate, and that advancement toward the creation of a culture of respect, civility, and trust has occurred since the 2006 Accreditation Team visit.
Recommendation 2
The team recommends that the college engage all campus constituent groups in an institutional decision-making and planning process, which is linked and central to the college mission. The process should be an ongoing, effective, and systematic cycle of evaluation, integrated planning, resource allocation, research, and re-evaluation. This cycle should include such processes as curricular development, program review, and assessment and allocation of technological, physical, financial, and human resources. (Standard I.A.4, I.B.3, I.B.4, I.B.6, I.B.7: Standard I.IA.1, I.IA.2, I.IB.3, I.IB.4, I.IIC.2; Standard IIIA.6, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3)

The College of the Sequoias reviews its Mission annually and updates the Mission as necessary. The latest revision of the Mission occurred in Spring 2007. The Institutional Planning Committee developed the revision that was forwarded to the College Council for approval and adopted by the Board of Trustees in May 2007. The main focus of the revision was to emphasize student learning as being central to the Mission of the College. The new Mission Statement for COS is:

**College of the Sequoias** is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.

**College of the Sequoias** affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

**College of the Sequoias** is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

The primary function of the Mission is to guide the activities of the College. Our Progress Report Survey assessed the perception of constituent groups on how well the new mission statement accomplishes this task. A large majority of all groups agree that the Mission Statement serves as a guide for the institution.

<table>
<thead>
<tr>
<th>1. The Mission Statement [see above] guides the development of new programs and services.</th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>88.9%</td>
<td>89.9%</td>
<td>79.7%</td>
<td>83%</td>
<td>85.2%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>7.4%</td>
<td>5.9%</td>
<td>13%</td>
<td>8.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>3.7%</td>
<td>4.2%</td>
<td>7.2%</td>
<td>8.9%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

This statement was also in the 2006 Accreditation Survey for Administrators and Faculty. (No equivalent statement was included in the survey for Classified Staff in the previous survey.) There has been significant improvement in the perception of the linkage between the Mission Statement
and the actions of the College. In the 2006 Accreditation Survey only 66.7% of Administrators and 61.8% of Full-time and Adjunct Faculty agreed with this statement. Interestingly, not only have the percentage of those that disagreed gone down since then, but also the percentages who indicated “do not know” were reduced.

The Mission Statement guides the development of new programs and services.
(2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>66.7%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>25.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>8.3%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

Resource allocation is critical for the College to meet its Mission and to accomplish its Institutional Goals. The Progress Report Survey assessed the perception of college constituencies as to whether the College is tying funding to the Mission of focusing on “student learning”. Overall, 53.0% of those responding to the survey strongly agreed or agreed with this statement. Significant proportions, 28.6%, indicated “do not know” and 18.5% indicated “disagree or strongly disagree” with this statement.

17. Funding allocations that focus on student learning are given appropriate priority.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>69.2%</td>
<td>55.6%</td>
<td>54.4%</td>
<td>46.4%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>19.2%</td>
<td>19.7%</td>
<td>17.2%</td>
<td>18.4%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>11.5%</td>
<td>24.8%</td>
<td>29.4%</td>
<td>35.2%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

The same statement in the 2006 Accreditation Survey for Administrators and Full-Time and Adjunct Faculty indicates a slight improvement in this area. There has been a large reduction in those that “disagree or strongly disagree” and an increase in those that do not know.

Funding allocations that focus on student learning are given appropriate priority. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>61.6%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>30.8%</td>
<td>40.3%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>7.7%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

A different (though related) statement concerns funding that allows the College to meets its goals and objectives. The results of the Progress Report Survey indicate a majority of all constituent groups strongly agree or agree with this statement. Sixty-one percent of all respondents agreed with statement with Administrators having the highest percentage of agreement, 80.7%. For Faculty and Classified Staff, the percentage of those that “do not know” was higher than those who disagreed.
16. Funding priorities are helping the College meet its goals and objectives.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>80.7%</td>
<td>64.4%</td>
<td>54.5%</td>
<td>57.7%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>19.2%</td>
<td>15.1%</td>
<td>11.7%</td>
<td>18.7%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>19.5%</td>
<td>33.8%</td>
<td>23.6%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

In comparison with the same statement in the 2006 Accreditation Survey, the Progress Report Survey showed a modest increase in the percentage of respondents who “strongly agreed/agreed” (from 4% to 15%). The percentages of “do not know” answers increased for Faculty and Classified Staff, but the “disagree or strongly disagree” responses decreased.

<table>
<thead>
<tr>
<th>Funding priorities are helping the College meet its goals and objectives. (2006 Accreditation Survey)</th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>76.9%</td>
<td>49.4%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>23.1%</td>
<td>39.0%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>11.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

It is important that funding allocations also allow the College to meet its Mission of focusing on “student learning”. The College has already made significant advances in this area. The Progress Report Survey identified 92.3% of Administrators and 84.7% of Full-time Faculty felt educational planning is integrated with resource distribution to achieve student learning outcomes. Extremely low percentages disagreed with this statement (0% and 1.6% respectively).

25. The current Superintendent/President ensures that educational planning is integrated with resource distribution to achieve SLOs.

<table>
<thead>
<tr>
<th>The current Superintendent/President ensures that educational planning is integrated with resource distribution to achieve SLOs.</th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>92.3%</td>
<td>84.7%</td>
<td>73.9%</td>
<td>62.4%</td>
<td>74.8%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>0%</td>
<td>1.6%</td>
<td>2.9%</td>
<td>2.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>7.7%</td>
<td>13.6%</td>
<td>23.2%</td>
<td>35.2%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

This is a dramatic improvement since the 2006 Accreditation Survey. In that survey 61.5% of Administrators and 49.3% of Faculty agreed that this occurred. In addition, 30.4% of Administrators and 16.4% of Faculty disagreed that this was happening. Overall agreement responses increased 19.3% between surveys.
The President ensures that educational planning is integrated with resource distribution to achieve SLOs. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>61.5%</td>
<td>49.3%</td>
<td>55.6%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>30.4%</td>
<td>16.4%</td>
<td>13.0%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>7.7%</td>
<td>34.2%</td>
<td>31.5%</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

In the continuing cycle of evaluation it is important that constituents receive the research information needed to make valid evaluations of programs. The Progress Report Survey assessed perceptions on whether this is accomplished at the institutional level and at the program level. In both cases very large percentages of all constituent groups agreed that the College was accomplishing this goal. Over three quarters of all respondents agreed that research information was provided. The integration of student learning outcome activities and assessments into the curriculum process and into Program Review (see below and Recommendation 3) is likely to strengthen the research activities and the evaluation processes.

2. Evidence of institutional performance is made available by the College to college personnel (Student success rates, Certificates/Degrees awarded, etc.).

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>88.9%</td>
<td>83.1%</td>
<td>70.6%</td>
<td>74.2%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>7.4%</td>
<td>11.0%</td>
<td>11.8%</td>
<td>12.1%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>3.7%</td>
<td>5.9%</td>
<td>17.6%</td>
<td>13.7%</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

3. Evidence of program performance is made available by the College to college personnel (Program Reviews, Student success rates, etc.).

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>92.3%</td>
<td>82.2%</td>
<td>63.3%</td>
<td>75.8%</td>
<td>76.8%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>7.7%</td>
<td>12.0%</td>
<td>13.2%</td>
<td>10.5%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>6.8%</td>
<td>23.5%</td>
<td>13.7%</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

Both statements were also in the 2006 Accreditation Survey. The percentage that agreed has improved slightly for Faculty and fairly substantially for Administrators and Classified Staff. This demonstrates that the College is continuing to make improvements in communication and dialogue.

The College provides evidence of institutional performance. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>75.0%</td>
<td>81.7%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>8.3%</td>
<td>9.9%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>16.7%</td>
<td>8.5%</td>
<td>21.2%</td>
</tr>
</tbody>
</table>
The College provides evidence of program performance.  (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>58.3%</td>
<td>78.0%</td>
<td>64.7%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>25.0%</td>
<td>13.2%</td>
<td>13.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16.7%</td>
<td>8.8%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

Program Review is the primary method by which departments and programs assess themselves. A Program Review Steering Committee that reports to the Institutional Planning Committee oversees Program Review at COS. The Program Review Steering Committee is continuing to evaluate the processes of Program Review and make changes when needed. The Progress Report Survey indicates a very high level of agreement that Program Review does evaluate the effectiveness of programs with 74.3% of all respondents having a favorable perception of the process.

6. Program Review evaluates the effectiveness of courses and programs.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>92.3%</td>
<td>79.3%</td>
<td>60.3%</td>
<td>73.6%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>3.8%</td>
<td>18.1%</td>
<td>16.2%</td>
<td>10.4%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.8%</td>
<td>2.6%</td>
<td>23.5%</td>
<td>16.0%</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

A similar statement was included in the 2006 Accreditation Survey. In comparison to those results, there has been a significant increase in both Administrators (15.3%) and Faculty (9.4%) that agree with this statement. There was not an equivalent statement in the Classified Staff survey.

Courses and programs are evaluated for effectiveness.  (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>77.0%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>15.4%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

The evaluation that occurs in Program Review leads to the identification of various things that need to be modified and improved within departments and programs. A very large percentage of all respondents (77.3%) agree that Program Review does in fact accomplish this.

15. Program Review is used by departments and divisions to identify needed improvements.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>88.4%</td>
<td>83.0%</td>
<td>62.3%</td>
<td>77.6%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>11.5%</td>
<td>13.5%</td>
<td>14.4%</td>
<td>8.8%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>.0%</td>
<td>3.4%</td>
<td>23.2%</td>
<td>13.6%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>
In the 2006 Accreditation Survey, a similar statement elicited very different responses. In that survey more Administrators (92.3%) indicated an agreement with the statement than currently agree, while substantially lower percentages of Faculty (62.1%) and Classified Staff (64.2%) agreed.

| Program Review is used to identify needed improvements. (2006 Accreditation Survey) |
|--------------------------------------------------|----------------------------------|----------------------------------|
| Strongly Agree/Agree                             | Administrator                    | Full-Time & Adjunct Faculty       | Classified Staff               |
| 92.3%                                            | 62.1%                            | 64.2%                            |
| Disagree/Strongly Disagree                       | 7.7%                             | 26.6%                            | 24.5%                           |
| Do Not Know                                      | 0.0%                             | 11.4%                            | 11.3%                           |

During the last planning cycle, the Institutional Planning Committee initiated a new planning process to develop institutional goals and objectives. The entire campus community was asked to submit “Challenges” facing COS. In a qualitative thematic analysis, the Institutional Planning Committee organized all of the responses into themes. The themes and challenges were passed up to the College Council that then developed the 2006-2009 Institutional Goals and Objectives.

In Spring 2007, the Institutional Planning Committee convened Work Teams to identify activities that will allow the College to meet these goals and objectives. For all of the activities identified during this process, persons responsible for accomplishing the activities were also identified along with specific resources that will be needed for the activities, a timeline for the activities and deliverables of the activities. This process will allow a closer linkage of resource allocation to the accomplishment of institutional goals and objectives.

The Program Review Steering Committee has altered the Program Review process to conform to this format. For the programs undergoing Program Review during the 2006-2007 school year, the Executive Summary required the placement of the activities and improvements identified in their current Program Review into the newly identified Institutional Goals and Objectives. Here again, responsible persons, resources needed, timelines and deliverables were identified by each program. This will help focus all departments and programs on the institutional goals and objectives and will create linkages between resource allocations and the achievement of the institutional goals and objectives.

The Budget Committee is developing “Fiscal Principles and Procedures for the College of the Sequoias”. This document clearly identifies Program Review as the basis for budgeting and outlines the procedures for budget requests and allocations for all budget categories. It also identifies and describes numerous types of funding (income) and expenditures for the College. This document will serve as the basis for informed dialogue during the budgeting process at COS.

The Curriculum Committee has worked with the Academic Senate and Administration to improve its processes. The Curriculum Committee developed a ‘Course Currency Plan’ that was forwarded to and adopted by the Academic Senate. This plan is designed to address the number of courses.
that have not undergone review in the last 5 years, with the goal of getting all courses current and maintaining a process that keeps them current. In August of 2007 the new Vice President of Academic Services compiled a list of 364 courses that have not been offered in 2 or more years. This list has been distributed to Academic Deans and Division Chairpersons with direction to either drop these courses from the catalogue or actively offer them within the next academic year.

In order to address significant issues related to curriculum development, student learning outcomes and the assessment of those outcomes, the Curriculum Committee in dialogue with the Academic Senate and Administration has developed a plan to restructure the committee and divide the duties of the committee. The re-structured Curriculum Committee will consist of two groups. One group would be involved with the technical review and approval of course outlines. The other group would be involved in developing and implementing curriculum policies. This will help streamline the curriculum approval process and ensure that policy issues are receiving appropriate attention. As a part of this re-structuring of the Curriculum Committee, the College has purchased and is implementing CurricuNet, a web-based curriculum management program. Training of committee members, Division Chairs and Division Curriculum Committee members has commenced and will continue through October 2008.

The Chair of the Student Learning Outcomes Committee (SLO Committee) is a standing member of the Curriculum Committee. The collaboration between these important committees has led to significant results in identification and assessment of student learning outcomes (see Recommendation 3). The SLO Committee Chair has also been attending Institutional Planning Committee meetings to dialogue with respect to integrating student learning outcomes into existing college planning processes and reports. As a result of this work, by the 2007-2008 cycle student learning outcome activities and assessment results for programs and courses will be included in Program Review and other planning reports. Since Program Review is a primary mechanism in the budget process, clear linkages have been established between student learning outcomes, assessment of those outcomes, plans to improve learning, budget allocations to implement the plans, and the re-assessment of the learning outcomes as part of an Integrated Planning cycle.

Summary:
Based upon available evidence and the significant increases in positive perceptions by all constituent groups, the committee asserts that all campus constituent groups do engage in an institutional decision-making and planning process, which is linked and central to the college mission. Though the processes are currently in development, substantial changes in the administration of the college hold promise for the continuation and rapid growth of these college-wide initiatives.
Recommendation 3

The team recommends that the college develop, review, and measure student learning outcomes in all of its courses, programs degrees/certificates, the general education pattern, and institution-wide practices. (Standard IIB. 1, Standard IIA. 1 c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6a, IIB. 1, IIB.4, IIC. 1a, IIC.2; Standard IIIA. 1 b, IIIA. 1 c; and Standard IVA. 1, IVA.2b, IVB. 1 b)

The College of the Sequoias has a Student Learning Outcomes (SLO) Committee that was established in 2004. Since that time the SLO Committee has spearheaded efforts to educate faculty on the identification and assessment of student learning outcomes. The committee maintains an active web-page, sponsors training workshops, dialogues with the Curriculum Committee and the Academic Senate regarding issues related to student learning outcomes, and informs the campus community as a whole through e-mail announcements. The diligence of the SLO Committee has led to significant advances in the identification and assessment of student learning outcomes at all levels of instruction; course, program, and institutional levels.

On August 28, 2006 a campus-wide workshop was presented with the purpose of identifying Institutional-level student learning outcomes. Over the course of the 2006-2007 school year, the student learning outcomes were vetted and refined. On May 9, 2007 the Academic Senate adopted the Institutional-level student learning outcomes. They are:

1. **Quantitative Reasoning:** Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.

2. **Writing and Reading:** Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others’ writings and ideas.

3. **Oral and Listening Skills:** Communicate effectively for a given purpose within the specific context of a communication event.

4. **Information Literacy:** Locate, evaluate and use information from a variety of sources to take action or make a decision.

5. **Social Interaction:** Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.

These institutional learning outcomes will be reviewed in one year, along with a plan for assessment of these outcomes.
In January of 2007 a Workshop on Program-level student learning outcomes was held. Attendees listened to a panel of vocational faculty and participated in hands-on SLO mapping activities.

Educational packets of training materials were provided to each Division Chair in Fall 2006 to assist them in training and implementing student learning outcomes at the program level. This was followed in March 2007 with the dissemination of material to all faculty. This packet included: 1) “Constructing a Framework for Campus-wide Decision Making on Student Learning Outcomes”; 2) Accreditation Standards; 3) “Nine Principles of Good Practice for Assessing Student Learning”; 4) “The Teaching-Learning Cycle” by Bill Scroggins; and 5) Accreditation Commission Annual Report data request.

After dialogue and consultation, the Academic Senate and Administration agreed to “SLO Assessment Guidelines”. These guidelines explain the fundamentals of assessment; what is assessment; who will develop the processes of assessment; what will assessment be used for; what will assessment not be used for; what the College’s role is in assessing student learning; how will the assessment of student learning be used.

The SLO Committee is continuing its offerings of brown-bag training sessions. The topics include: Course Outlines and CurricuNet; Rubrics Development; Classroom Assessment Techniques; Program-level Student Learning Outcomes; Calibrated Peer Review and Experimental Design. Each session is offered twice to allow for the maximum attendance.

The Chair of the SLO Committee and other committee members have continued to attend statewide meetings. These include the first Student Success Conference held in San Jose earlier this year. The Chair attended both of the State Academic Senate sponsored meetings for SLO Coordinators in March and April. In addition, the Chair attended the State Academic Senate meeting in April.

The English as a Second Language (ESL) Program provides an example of the work continuing at COS in developing and assessing student learning outcomes. The program faculty held bi-weekly meetings with the Director of the EOP & S and CARE Programs, a Counselor and a Counseling Technician. The focus of these meetings was to better understand the challenges our students face and how to effectively address these affective and academic student challenges. The goal of this work is to support student success in and attainment of student learning outcomes in ESL courses and Human Development (HD) courses. These meetings are continuing. The ESL Program faculty then met as a group to discuss the importance of implementing more outcomes assessments in all ESL courses. They have been developing different assessment tools and will use the Fall FLEX time to “norm” collected writing samples from ESL courses and to discuss how to implement SLO assessments in other ESL courses. The review of essays will allow the faculty to more closely align their assessment techniques. One of their goals is to develop a map of all ESL skills, to be shown as an easily understandable chart.
In 2005 the Curriculum Committee adopted a change in the course outline forms that required faculty to identify student learning outcomes for each course. All courses developed or modified since that time have followed that format. This change in curriculum development is recognized by a significant majority of Faculty as being integral to course approval at COS. Over 80% of Full-Time and Adjunct Faculty recognized that identification of student learning outcomes was a part of course approval in the Progress Report Survey. It is not surprising that a lower percentage of Classified Staff (52.8%) agreed with this, since many of them are not directly involved with the curriculum process. Of particular note is that the Adjunct Faculty are aware of this and relatively few indicated “do not know” (14.5%). Clearly, the education of the campus community as a whole and of all faculty in particular, has been inclusive and wide-spread.

### 26. The curriculum process includes identification of Student Learning Outcomes (SLOs) as a part of course approval.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>72.8%</td>
<td>86.4%</td>
<td>81.1%</td>
<td>52.8%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>.0%</td>
<td>5.9%</td>
<td>4.3%</td>
<td>1.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>27.3%</td>
<td>7.6%</td>
<td>14.5%</td>
<td>46.1%</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

There has been a substantial increase in the percentages of Administrators and Faculty that are aware of this requirement of course approval. In the 2006 Accreditation Survey only 36.4% of Administrators and 49.3% of Full-Time and Adjunct Faculty agreed that identification of student learning outcomes was a part of the course approval process. Significant percentages of both responded “do not know” (18.2% and 16.9%, respectively).

The curriculum process includes identification of Student Learning Outcomes as a part of course approval. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>36.4%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>45.5%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>18.2%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

Inclusion of student learning outcomes in course outlines is just the first step in an on-going process of identification of student learning outcomes, assessment of those outcomes and improvement of courses and programs. The Progress Report Survey attempted to ascertain how far along this continuum the College of the Sequoias has progressed. As shown below, 97.4% of Full-Time Faculty and 85.5% of Adjunct Faculty agreed that student learning outcomes were being developed in their programs or divisions. This demonstrates a significant increase in the engagement of faculty in the process of identification of student learning outcomes.
Here again, there has been substantial improvement in this area over the last couple of years. The 2006 Accreditation Survey utilized a similar statement and there was substantially less agreement, with only two-thirds of Faculty agreeing that the process of student learning outcomes identification was occurring.

Development of student learning outcome assessments is the next step in the implementation of student learning outcomes. As seen below, 92.3% of Full-time Faculty and 75.4% of Adjunct Faculty agreed that this was occurring in their programs or divisions. Clearly, the Faculty are engaged in this endeavor and the educational efforts of the SLO Committee and the dialogue on assessments have reaped significant results.

The ultimate goal of assessment of student learning outcomes is to improve instruction, and thus student success. The Progress Report Survey indicated a lower level of agreement that the assessment results are being utilized for this purpose; about two-thirds of Faculty agreed that this was occurring in their programs. While this represents a lower agreement level compared to the previous statements, it is still a significant proportion. This decrease may indicate that the assessments being developed have not yet been implemented, or they have not yet yielded significant results.
29. Your program or division uses the results of SLO assessment to improve programs.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>80.0%</td>
<td>65.0%</td>
<td>66.2%</td>
<td>43.6%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>10.0%</td>
<td>21.4%</td>
<td>8.8%</td>
<td>8.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>10.0%</td>
<td>13.7%</td>
<td>25.0%</td>
<td>48.3%</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

The SLO Committee will continue to focus on its educational efforts. The SLO Committee is currently requesting 20% faculty re-assigned time specifically to coordinate training activities for the faculty. This Training Coordinator would work closely with both the Faculty Enrichment Committee and the Curriculum Committee to ensure sufficient and relevant training is available for all faculty.

The SLO Committee will be working on the assessment and review of the newly approved institutional-level student learning outcomes. They will also be developing additional training for course-level student learning outcomes, as well as a review rubric for those outcomes.

The Curriculum Committee and the SLO Committee have developed a curriculum process that, when fully implemented, will maintain and strengthen the focus on assessment of learning outcomes and improving instruction. As discussed in Recommendation 2, the CurricuNet program will require assessment tools and assessment results are included during the course modification/updating process. The continual cycle of assessment, evaluation and improvement will be an integrated part of the curriculum process. When coupled with the Course Currency Plan, this will lead to a campus culture of assessment, evaluation and improvement, rather than sporadic efforts in these areas.

Summary:
We believe that the forgoing data identifies substantial and on-going efforts to achieve full implementation and assessment of student learning outcomes at all institutional levels.
Recommendation 5
The team recommends that the College focus on the needs of its diverse populations both on-campus and in the community, including new students, non-traditional populations, and persons of limited English ability. The College must pay particular attention in all of its learning environments to the needs of persons with disabilities, including access to facilities, services, instructional materials, and print and electronic media. The College should ensure that its public representations are universally accessible. (Standard IA. I, Standard A. 1 a; Standard II A. I b, II A.2d, II A.Gc, II B.3a, II B.3b; Standard III A.4a, III A.4bj)

The College faces substantial challenges in providing the educational resources for the communities in our district. The Lumina Foundation funded an initiative to evaluate and rank the educational needs of each of the 3140 counties in the United States. The assessments of these experts were based on a variety of county and state indicators including Education (percent of population with various degree attainment levels); Economic indicators (percent of population in poverty, unemployment rates, etc.), Market Demand (population growth issues), and Population (variables that control population size). Tulare County ranked number 42 in educational needs, out of 3140 counties in the United States. In California, only Madera County (41) and Imperial County were rated has having more educational needs than Tulare County. Kings County ranked 68.

While the educational challenges the College faces are substantial, COS has had significant success in assisting its diverse student population in achieving their educational goals. Hispanic Outlook in Higher Education (March, 2006) identified College of the Sequoias as one of the top 50 community colleges in terms of both enrollment and graduation rates of Hispanic students). The same periodical recognized the College's LISTO Program as a model program (September, 2006). The learning communities established by the LISTO Program are effective in increasing retention and success in Hispanic and low income students.

The College of the Sequoias is reinstating a MESA Program beginning Fall 2007. This will initially be an "un-endowed" program. However, the College is in the process of writing a grant to fully fund MESA for Fall 2008. A recently vacated classroom has been designated the new MESA Center and an Interim Director has been hired to reorganize the program.

The College of the Sequoias' Student Equity Committee developed a Student Equity Plan in January 2005. In January 2007, the College Council voted to establish the Student Equity Committee as a standing committee of the College Council. The College Council created a charge for the committee and outlined the membership of the committee. The adopted charge of the Student Equity Committee is:

"The Student Equity Committee is charged with improving access and equity for all students attending COS. The Committee will: 1) monitor statistics on access, placement, retention and completion data by demographic measures, 2) report access, retention and completion data regularly, including a analysis of this data, 3) monitor existing intervention strategies to improve
access and success of under achieving groups of students, and 4) make recommendations on the creation of new and improved existing intervention strategies."

As a standing committee of the College Council, the Student Equity Committee will make reports at the meetings of the College Council. The Student Equity Committee is now integrated into the governance and planning structures of the College of the Sequoias. This will ensure more effective and coordinated efforts at implementing the Student Equity Plan. The Committee is developing a stronger connection between access and equity issues that are addressed in Program Review and in the strategic plans of the College.

The College of the Sequoias applied and been accepted into the “Campus Change Network”. The Campus Change Network is a project of California Tomorrow, a social justice non-profit organization. Acceptance into the project affords access of the College to the resources of this group and other colleges further along in their work on student equity. The Campus Change Network group on campus has now been folded into the Student Equity Committee. The combined Student Equity Committee/College Change Network (SEC/CCN Committee) has been meeting regularly.

The Superintendent/President, a member of both groups, presented “8 Points of Action on Diversity” to the SEC/CCN Committee. The eight points are:

1. Disseminate a monthly newsletter, via e-mail and in mailboxes, giving statistics and narratives on various activities to address diversity… End each by describing how the reader can get involved and make a difference.

2. Re-conceptualize the description of existing student support services by creating scenarios for each type of student who would need those services.

3. Initiate a case study system to track counseling/advising contacts with students in order to provide: 1) continuity of advice; 2) sharing of information between several programs that an individual might access, and; 3) information about overlap of services provided between programs.

4. Develop innovative pedagogy to address both diversity of student contextual backgrounds and diversity of student learning styles. Couple the project with research on the effectiveness of these innovations to improve student achievement.

5. Provide training for faculty to understand cultural context and learning styles of COS students, plus share instructional styles that are effective in addressing the diversity of backgrounds and learning styles, based on research published in the literature.

6. Revitalize the Student Equity Plan, connecting it to the Educational Master Plan and Program Review.
7. Complete the Equal Employment Opportunity Plan and assure that campus diversity needs are met.

8. Hold a Summit among the SEC/CCN Committee, Faculty & Staff Diversity Committee and invite California Tomorrow staff to attend.

The joint SEC/CCN Committee held the Summit in May 2007. Invited participants included the Superintendent/President and the Vice Presidents of Administrative Services, Academic Services and Student Services; Academic Senate members; College Council members, Academic and Student Services Deans; Division Chairs; Faculty & Staff Diversity Committee; and members of the SEC/CCN Committee. A Senior Associate of California Tomorrow attended and presented a talk titled “What do you mean by Diversity?” The participants were divided into three groups; Student Service, Academic Services and Administrative Services. These groups selected sections of the Student Equity Plan to discuss. The discussions centered on Basic Skills, Student Services and Human Resources. Each group discussion identified areas that deal with issues of diversity, outlined strategies employed to address the diversity in that section, assessed the effectiveness of the strategies, and determined what other strategies needed to be added to make COS an more effective institution.

The work of the ESL Program (see Recommendation 3) is an example of the work being done at the program level to address our diverse population of students. In addition to their work on developing and assessing student learning outcomes, they have examined the need for their courses in other populations of students. Many students need language assistance, both in writing and reading. The faculty in this program felt that the upper level courses could be modified to serve a wider group of students. In association with that re-writing of the curriculum, it was decided to re-name these classes to “English for Academic Purposes” or EAP. It was felt that many students at COS do not register for ESL classes because of the stigma attached to this label.

The Progress Report Survey demonstrates that the Faculty, full-time and adjunct, and the Classified Staff believe that the College of the Sequoias uses the needs of our diverse student population as the basis for decisions on curriculum, programs and academic services. However, over a quarter of Administrators disagreed with this statement. More inquiry needs to happen for us to understand this anomaly.

<table>
<thead>
<tr>
<th>33. The needs of our diverse student body form the basis of our decisions about curriculum, programs and academic services at the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Strongly Agree/Agree</td>
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<tr>
<td>Disagree/Strongly Disagree</td>
</tr>
<tr>
<td>Do Not Know</td>
</tr>
</tbody>
</table>
The College has also been active in focusing on diverse student populations. The Academic Senate has formed the Distance Education, College of the Sequoias (DECOS) standing committee. The DECOS standing committee will develop and recommend policies related to distance education to the Academic Senate. The DECOS Committee has revised the Distance Education Guidelines that were approved by the Academic Senate. These guidelines have been forwarded to the President’s Cabinet for review. The DECOS Committee will review standards for distance education courses, the qualifications of faculty teaching those courses and training for faculty who wish to teach distance education courses. The new Faculty Coordinator of Distance Education will chair this committee and oversee its activities. Discussions are underway to change the course management system from Blackboard to another system. The DECOS Committee is in the planning stages of a technology mini-conference, and the Academic Senate is also working towards increasing staff development opportunities through an expanded FLEX program. Particular emphasis will be placed on innovation and enhancement of pedagogical practices at COS. These pedagogical innovations will allow the College of the Sequoias to better serve its diverse student population through addressing multiple learning styles and needs.

The Progress Report Survey identified some improvement in the College’s efforts to promote an understanding of diversity on campus. Overall 86.0% of the respondents indicated an agreement that COS has programs, practices, activities and services that promote an understanding of diversity. Administrators had the highest level of disagreement with 16.0%. Evidence will need to be developed that allows us to more carefully assess this area.

<table>
<thead>
<tr>
<th>8. Through programs, practices, activities and services, a deeper understanding of diversity is promoted.</th>
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<tbody>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Strongly Agree/Agree</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
</tr>
<tr>
<td>Do Not Know</td>
</tr>
</tbody>
</table>

The 2006 Accreditation Survey had slightly lower percentages of those that agreed with this statement. There has been a decrease in those that disagree in all categories except Administrators, which had a slight increase. There was a decrease in the percentages of all groups in those that do not know.

<table>
<thead>
<tr>
<th>Through programs, practices and services, an understanding and appreciation for diversity is promoted. (2006 Accreditation Survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Strongly Agree/Agree</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
</tr>
<tr>
<td>Do Not Know</td>
</tr>
</tbody>
</table>
The Diversity Committee is working on an Equal Employment Opportunity Plan consisting of sixteen components. A number of sections have been completed, including the Introduction, Definitions, Policy Statement, Delegation of Responsibility, and Complaints. The other sections of the EEO Plan are written but are awaiting the additional information from the Chancellor's Office and/or the completion and implementation of the EEO Plan itself. Completion of the EEO Plan is anticipated to be Spring 2009. Our delay in finishing this plan is due to a current delay in receiving data from the Chancellor's Office on statewide under-representation numbers. The EEO Plan will formalize the hiring processes for all employee groups. Employees will be given training and will sit as EEO Officers throughout job recruitments. The Diversity Committee is developing a campus web page that should be on-line by Fall 2007.

Awareness of the need for a diverse faculty and administration is clearly indicated by the vast majority of those responding to the Progress Report Survey. Only 8.6% of respondents indicated a disagreement with this statement.

<table>
<thead>
<tr>
<th>9. The College recognizes the need of a diverse faculty and administration.</th>
</tr>
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<tbody>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Strongly Agree/Agree</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
</tr>
<tr>
<td>Do Not Know</td>
</tr>
</tbody>
</table>

The Progress Report Survey indicates a strong agreement in all groups (nearly 74% of all respondents) that COS is currently working on increasing the diversity of faculty and administration by implementing policies and procedures to promote diversity. The Equal Employment Opportunity Plan and, to a lesser extent Student Equity Plan, address this issue and will identify additional activities or procedures that will assist the College in increasing the diversity of its personnel. The creation of a web page for the Faculty and Staff Diversity Committee will allow a wider dialogue and monitoring of efforts in this area.

<table>
<thead>
<tr>
<th>10. The College implements policies and procedures that will promote diversity in its faculty and administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Strongly Agree/Agree</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
</tr>
<tr>
<td>Do Not Know</td>
</tr>
</tbody>
</table>

The mission statement of College of the Sequoias says that the College is "committed... to providing programs and services that foster student success." The Progress Report Survey indicates strong agreement in all constituent groups that the College's Student Services programs are accomplishing this. Administrators were unanimous in their agreement of this statement. While the other constituent groups had agreement percentages that were lower, ranging from a low of 76.1% to a high of 81.4%, there was a very low percentage of these groups that disagreed with the statement.
30. The services offered by Student Services' programs support your students' learning.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>100.0%</td>
<td>77.9%</td>
<td>76.1%</td>
<td>81.4%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>.0%</td>
<td>6.7%</td>
<td>10.5%</td>
<td>2.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>15.3%</td>
<td>13.4%</td>
<td>16.3%</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

A similar statement was in the 2006 Accreditation Survey. Administrators' perception has clearly showed an improvement. The percentages for Faculty and Classified Staff show a small decrease in those that agree, but those who disagreed decreased by half.

The services offered by Student Services' programs support student learning.
(2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>77.0%</td>
<td>78.8%</td>
<td>90.6%</td>
<td>82.1%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>15.4%</td>
<td>13.6%</td>
<td>5.7%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>7.7%</td>
<td>7.6%</td>
<td>3.8%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

The College of the Sequoias offers educational opportunities at numerous locations throughout the District. It is important that the students at those locations have access to the services offered on the main campus. The Progress Report Survey shows that about two-thirds of all respondents agreed that this was occurring. Administrators and Classified Staff had the highest agreement levels, 72.8% and 70.8%, while Full-time Faculty had the lowest percentage agreement, 60.1%. In all categories except Administrators, more respondents indicated “do not know” compared to Disagree.

32. Students at all locations have access to services (Counseling, Financial Aid, Assessment Testing, etc.)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>72.8%</td>
<td>60.1%</td>
<td>69.2%</td>
<td>70.8%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>27.3%</td>
<td>18.7%</td>
<td>14.7%</td>
<td>12.3%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>21.2%</td>
<td>16.2%</td>
<td>16.9%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>

A similar statement in the 2006 Accreditation Survey elicited very different results. All groups had a much lower percentage that agreed with the statement, with the lowest percentage being Administrators with 33.3%. In addition, all groups had a much higher percentage of those that disagreed with the statement.
Services to meet the needs of students are available at all locations where classes are offered. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>33.3%</td>
<td>50.7%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>33.3%</td>
<td>37.6%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do Not Know</td>
<td>33.3%</td>
<td>11.6%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

In addition to Student Services, the Progress Report specifically addressed the availability of library, media and tutorial services at other locations. Overall, only half of the respondents agreed with this statement and around one third indicated “do not know”.

34. Library, Media and Tutorial services are available to students and staff at locations besides the main campus.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>45.5%</td>
<td>44.9%</td>
<td>53.6%</td>
<td>53.9%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>18.2%</td>
<td>19.6%</td>
<td>13.0%</td>
<td>14.6%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>36.4%</td>
<td>35.6%</td>
<td>33.3%</td>
<td>31.5%</td>
<td>33.8%</td>
</tr>
</tbody>
</table>

The results of the Progress Report Survey closely mirror the results for the 2006 Accreditation Survey. The 2006 Accreditation Survey had a larger percentage of those that disagreed with the statement in all groups and lower percentages of those that indicated “do not know”.

Library, Media, and Tutorial Services are available to students and staff at other locations. (2006 Accreditation Survey)

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time &amp; Adjunct Faculty</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>46.2%</td>
<td>41.3%</td>
<td>53.7%</td>
</tr>
<tr>
<td>Disagree/Strongly</td>
<td>23.1%</td>
<td>26.3%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do Not Know</td>
<td>30.7%</td>
<td>32.4%</td>
<td>25.9%</td>
</tr>
</tbody>
</table>

Through the work of the Disability Resource Center, the College provides services to students with disabilities. The Progress Report Survey demonstrates a relatively high level of agreement in all groups that sufficient resources are available to student with disabilities. Except for Administrators, there were a larger percentage of respondents that indicated “do not know” when compared to those that disagreed. A task force has been created to investigate ways in which COS can provide expanded access to media for disabled students. A significant challenge to this goal is the high cost.
31. Sufficient resources are available for students with disabilities.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>81.9%</td>
<td>76.3%</td>
<td>72.4%</td>
<td>78.7%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>18.2%</td>
<td>10.2%</td>
<td>13.0%</td>
<td>7.8%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>13.6%</td>
<td>14.5%</td>
<td>13.5%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

The Facilities & Safety Committee is responsible for ensuring adequate access to all facilities. The committee members routinely “walk the campus” to identify any access issues. They also report impediments to movement, such as buckled or cracked walkways. In the Progress Report Survey, 87.3% of all respondents agreed that the facilities are accessible to all, including disabled students.

11. Facilities are accessible to all, including disabled students.

<table>
<thead>
<tr>
<th></th>
<th>Administrator</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>96.2%</td>
<td>89.8%</td>
<td>81.2%</td>
<td>86.4%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Disagree/Strongly Disagree</td>
<td>3.8%</td>
<td>7.6%</td>
<td>17.3%</td>
<td>10.5%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>.0%</td>
<td>2.5%</td>
<td>1.4%</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Summary:
The committee finds that efforts are underway across the entire institution to meet the accreditation standards relating to access for under-represented populations, including disabled students. While recognizing the complexity of financial and technological requirements, the college is highly aware of, and sensitive to, the needs of all our students. Meeting the accreditation standards in this area demands an on-going and ever-developing commitment, which we believe our college has made and continues to strive to meet.
Recommendation 6

The team recommends that the College develop a process by which all policies are regularly reviewed and updated to meet Accreditation Standards, including, but not limited to: tenure review; hiring and evaluation processes; employee professional ethics; board policy concerning ethics policy violation; board training and development; accommodations for students and staff; academic honesty policy.

(Standard IB.1; Standard IIIA.id, IIIA.4, IIIA.4c; Standard IVA.2, IVA.Za, IVA.2b, IVA.3, IVA.5. IVB. 1 f)

The College of the Sequoias has made significant progress in reviewing and updating its Board Policies. A process has been instituted that will ensure all current Board Policies will be reviewed and updated, and new policies will be developed as needed. The college subscribes to the CCLC Board Policies update service and uses their recommendations as the primary basis for modifications of Board Policies and college Administrative Procedures.

In the institutional review procedure each chapter of the Board Policy Manual has been assigned to an administrator. The administrator, in consultation with faculty, staff, and other administrators, reviews the existing policies and recommends revisions to those policies. Recommended Policy modifications are then sent to the President's Cabinet where there is a first and second reading. This allows further input and refinement to the Policies. The Policies are then sent to the College Council for a first and second reading. Since the College Council has representatives from all campus constituencies, this allows for even broader input from a shared governance body. Where appropriate, Board Policies may also be sent to the Academic Senate for a first and second reading. The Policies are finally sent to the Board of Trustees for a first and second reading. When Board Policies are sent to the Board of Trustees an listing of the policies under review is sent by e-mail to the entire campus community with links to the Policies web-site for easy access.

Substantial progress has been achieved in reviewing existing Board Policies and in developing new Board Policies. Twenty-eight Policies have been through the process outlined above and have now been approved by the Board of Trustees. Fourteen of these are new Board Policies. The table below indicates the status of the Board Policy Manual.

<table>
<thead>
<tr>
<th>Board Policy Manual Chapter</th>
<th>Under Development or Review</th>
<th>Cabinet 1st Reading</th>
<th>Cabinet 2nd Reading</th>
<th>College Council 1st Reading</th>
<th>College Council 2nd Reading</th>
<th>Board of Trustees 1st Reading</th>
<th>Board of Trustees Approved</th>
<th>Number of New Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The District</td>
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<tr>
<td>2. Board of Trustees</td>
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<td></td>
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<td>3. General Institution</td>
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<td></td>
</tr>
<tr>
<td>4. Academic Affairs</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Affairs</td>
<td>18</td>
<td>7</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>6. Business &amp; Fiscal Affairs</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Human Resources</td>
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</tr>
</tbody>
</table>

Subtotal: 27 Policies
The Academic Senate is currently considering both an Academic Honesty policy and a Professional Ethics resolution. The Academic Senate will work with Academic Services, Human Resources, and the faculty association concerning review and development of evaluation procedures and tenure review.

Human Resources and classified staff employee association are also in the process of establishing hiring policies for classified staff. It is anticipated that this will completed in 2007.

Summary:
The College, under the leadership of Dr. William Scroggins, has begun a comprehensive, institution-wide examination and review of all college policies and procedures. Substantial progress on this initiative has already been made. The completion of this initial review and assessment of its efficacy will undoubtedly become a bulwark of College of the Sequoias' integrated planning and policy cycle.
Issue

As per board policy, the Board of Trustees undergoes an annual self-evaluation.

Background

At its August meeting, the Board was given two instruments and a set of open-ended questions to consider using for this year’s self-evaluation.

Recommended Action

It is recommended that the Board review, modify and adopt an instrument to use for its 2007 evaluation.
**Board of Trustees**  
**Performance Evaluation**

The questions contained in this evaluation are based on criteria outlined in Board Roles and Responsibility and “On the Effective Governance of Community Colleges” ACCT publications and the ACCT Code of Ethics.

**Please score the box for each statement. Scoring is as follows:**

1 = Poor  
2 = Below Average  
3 = Average/Satisfactory  
4 = Above Average  
5 = Excellent

<table>
<thead>
<tr>
<th>Board Organization</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board operates as a unit.</td>
<td></td>
</tr>
<tr>
<td>The board considers and respects minority opinions.</td>
<td></td>
</tr>
<tr>
<td>Board members represent board policy in responding to public and employee questions.</td>
<td></td>
</tr>
<tr>
<td>Board members make decisions after thorough discussion and exploration of many perspectives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board understands that the primary function of the board is to establish the policies by which the community college is to be administered.</td>
</tr>
<tr>
<td>The board focuses on policy in board discussions, not administrative matters.</td>
</tr>
<tr>
<td>The board has clarified the difference between its policy role and the roles of the president and staff.</td>
</tr>
<tr>
<td>The board, through the president, seeks advice and recommendations from faculty, staff, and students in developing education policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board is committed to protecting the public interest.</td>
</tr>
<tr>
<td>Board members act in the best interests of the community.</td>
</tr>
<tr>
<td>The board has strategies for involving the community in discussions of issues that impact the community.</td>
</tr>
<tr>
<td>The board has protocols for dealing with the citizens and the media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board is knowledgeable about the mission and purposes of the institution.</td>
</tr>
<tr>
<td>The board bases its decisions in terms of what is best for students and the community.</td>
</tr>
<tr>
<td>The board is knowledgeable about the education programs that implement the mission of the college.</td>
</tr>
<tr>
<td>The board maintains a future-oriented, visionary focus in board discussions.</td>
</tr>
<tr>
<td>Board-President Relations</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>The board and president have a positive, cooperative relationship.</td>
</tr>
<tr>
<td>A climate of mutual trust and respect exists between the board and president.</td>
</tr>
<tr>
<td>The board keeps the president informed about contacts with the staff and the community.</td>
</tr>
<tr>
<td>The board clearly delegates the administration of the college to the president.</td>
</tr>
<tr>
<td>There are clear, mutually agreed upon expectations and role descriptions between the board and the president.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards for College Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board is knowledgeable about the education programs and services of the college.</td>
</tr>
<tr>
<td>The board has established parameters for college budget planning.</td>
</tr>
<tr>
<td>The board has measurable criteria, established by the president and the trustees, that is used to measure progress on goals.</td>
</tr>
<tr>
<td>The board understands the college budget document(s).</td>
</tr>
<tr>
<td>The board assures that the budget reflects college priorities in the mission and goals, strategic planning, and long-range planning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board demonstrates a concern for the success of all students.</td>
</tr>
<tr>
<td>The board adequately monitors the impact the college has on the community.</td>
</tr>
<tr>
<td>The board is appropriately involved in the accreditation process.</td>
</tr>
<tr>
<td>The board has measurable criteria, established by the president and the trustees, that is used to measure progress on goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board has a clear description of board roles and responsibilities.</td>
</tr>
<tr>
<td>The board adheres to a code of ethics or standards of practice.</td>
</tr>
<tr>
<td>Board members work together as a team to accomplish the work of the board.</td>
</tr>
<tr>
<td>Board members avoid conflicts of interest and the perception of conflicts of interest.</td>
</tr>
<tr>
<td>Through its behavior, the board has set a positive example for the president and other employees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocating the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board members are knowledgeable about the college’s history, mission, and values.</td>
</tr>
<tr>
<td>Board members support the college by attending various events.</td>
</tr>
<tr>
<td>The board plays a leadership role in the local community.</td>
</tr>
<tr>
<td>The board helps educate the local community about community college needs and issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>New members receive an orientation to the board and the institution.</td>
</tr>
<tr>
<td>Board members are engaged in a continuous process of training and development.</td>
</tr>
<tr>
<td>The board is knowledgeable about state and national laws and issues related to community colleges.</td>
</tr>
<tr>
<td>Board members devote time, thought, and study to the duties and responsibilities of a community college board member.</td>
</tr>
</tbody>
</table>
# Assessing your Board’s Health

Please rate your Board’s performance using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding/Excellence</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
</tr>
<tr>
<td>2</td>
<td>Marginal</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
</tbody>
</table>

## Traits and characteristics

<table>
<thead>
<tr>
<th>Rating</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
</tr>
<tr>
<td>2</td>
<td>Marginal</td>
</tr>
<tr>
<td>1</td>
<td>Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Traits and characteristics</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We communicate well and make it a practice to share information with all trustees. We practice the “no surprise” rule with our president. We have clear guidelines on the use of e-mail to communicate between meetings.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>2. We are all knowledgeable about our roles and responsibilities and are not a “rubber stamp” board. We avoid having trustees involved in the management of the college and going around the administration to obtain information directly from faculty or administrators.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>3. My Board has developed with the president accountability measures and benchmarks for quality improvement. We focus attention on recruitment, retention, and quality of programs and service. The Board is actively informed and involved in accreditation. We evaluate the president every year.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>4. The role of the chair is clear. We respect and support our chair. The chair manages the board meetings by keeping us on schedule and facilitating effective meetings. We ask the right questions.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>5. We participate in a Board self-assessment process every year. We take the time to discuss our strengths and weaknesses and put procedures in place to address our needs.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>6. My Board has well defined policies on conduct and always avoids counterproductive behavior by individual trustees. We trust and respect each other.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>7. My Board participates in professional development activities as a group. We learn from each other and encourage each other to obtain training and stay up to date on important issues.</td>
<td>5 - Outstanding</td>
</tr>
<tr>
<td>8. We are all actively involved in supporting the foundation and fundraising for the college.</td>
<td>5 - Outstanding</td>
</tr>
</tbody>
</table>
9. We are all actively involved in advocating for the college at the local and state level. We all set our own political and other agendas aside to effectively promote the college.

10. We are all actively involved in the college and community and attend college events on a regular basis.

11. We have up-to-date bylaws and a fair process for selecting officers. We have effective communication with our president. We can ask questions without having our administration feeling threatened or believing we are trying to trick them.

12. We have “our house in order.” We have protocols in place for handling the media and keeping the college informed. We are knowledgeable and comfortable regarding all aspects of the college.

Ref. 2007 Governance Leadership Institute
Open Ended Questions

1. What are the board’s greatest strengths?
2. What are the major accomplishments of the board in the past year?
3. What are areas in which the board could improve?
4. As a trustee, I am most pleased about ________________
5. As a trustee, I have concerns about ________________
6. As a trustee, I would like to see the following changes in how the board operates:
7. I recommend that the board has the following goals for the coming year:
FIFTH AMENDMENT TO TENANTS-IN-COMMON AGREEMENT FOR HANFORD JOINT EDUCATIONAL CENTER

Status: Action Scheduled

Presented by: Bill Scroggins
President

Issue
Approval of the Fifth Amendment to the Tenants-In-Common Agreement for the Hanford Joint Educational Center.

Background
As discussed at the Joint Meeting of the Hanford City Council, Hanford Joint Union High School Board of Trustees, and College of the Sequoias Board of Trustees on June 11, 2007, the Fifth Amendment to the Tenants-In-Common Agreement does the following: (1) addresses cost reimbursements for the sewer, water, storm drainage, and street improvements the City of Hanford installed within Centennial Drive along the frontage of the Joint Educational Center in accordance with the Infrastructure Cost Sharing Agreement approved as the Third Amendment to the Tenants-In-Common Agreement and (2) approves an agreement with the Last Chance Ditch Company relating to the under grounding of the ditch along the north side of the Joint Educational Center Property and the ditch company’s ability to store tail water in the basin at the Joint Educational Center in emergency situations, which was the existing use of the ditch that was abandoned.

The Hanford City Council has approved this Fifth Amendment and forwarded it to each of the other partners of the Tenants-In-Common Agreement for their respective approvals.

Analysis
The total cost of Centennial Drive improvements is $420,936. Pursuant to the provisions of the Infrastructure Sharing Report dated February 15, 2006 and approval of the COS Board of Trustees on April 17, 2006, the COS portion of these costs is $128,937.68. By passing this amendment, COS also approves the provisions of the agreement with Last Chance Ditch Company which carries no financial obligation for COS.

Recommended Action
It is recommended that the Board of Trustees approve the Fifth Amendment to the Tenants-In-Common Agreement for the Joint Educational Center and the Agreement for closure of Open Ditch and installation of pipeline with the Last Chance Ditch Company.
FIFTH AMENDMENT TO AGREEMENT BETWEEN TENANTS-IN-COMMON FOR THE HANFORD JOINT EDUCATIONAL CENTER REAL PROPERTY (AGREEMENT ADOPTING REIMBURSEMENTS FOR THE CENTENNIAL DRIVE IMPROVEMENTS AND APPROVING AGREEMENT WITH LAST CHANCE DITCH COMPANY)

THIS FIFTH AMENDMENT TO AGREEMENT BETWEEN TENANTS-IN-COMMON FOR THE HANFORD JOINT EDUCATIONAL CENTER REAL PROPERTY (AGREEMENT ADOPTING REIMBURSEMENTS FOR THE CENTENNIAL DRIVE IMPROVEMENTS) ("Fifth Amendment") is made and entered into effective the ____ day of ________________, 2007, by and between THE CITY OF HANFORD, a Municipal corporation ("City"), HANFORD JOINT UNION HIGH SCHOOL DISTRICT ("District"), and the COLLEGE OF SEQUOIAS COMMUNITY COLLEGE DISTRICT, a body corporate and politic existing under the laws of the State of California ("COS") (sometimes hereinafter referenced collectively as "Co-Owners" and individually as a "Co-Owner").

RECITALS

A. City, District and COS are parties to that certain Agreement Between Tenants-in-Common for the Hanford Joint Educational Center Real Property dated October 26, 2001 ("Tenants-in-Common Agreement"). The purpose of the Tenants-in-Common Agreement is to provide for the purchase, ownership, financing, construction, operation and maintenance of the real property identified in the Tenants-in-Common Agreement ("Property") and upon which will be constructed certain improvements for use by the Co-Owners.

B. Pursuant to paragraph 4.04 and 4.07 of the Tenants-in-Common Agreement, Co-Owners agree to construct certain onsite and off-site infrastructure to serve the Property.

C. The “Infrastructure Cost Sharing Report” dated February 15, 2006 ("Report") approved pursuant to the Third Amendment to the Tenants-in-Common Agreement dated April 25, 2006, identifies the common onsite and off-site infrastructure improvements to be constructed on the Property or for the benefit of the Property and each Co-Owner’s share of the cost of construction and installation of the common onsite and off-site infrastructure improvements identified in the Report.

D. The City, with the approval of District and COS, has constructed and installed certain water system, sewer system, storm drain system, and street infrastructure improvements for the extension of Centennial Drive along the “Property” frontage north to Grangeville Boulevard (collectively “Centennial Drive Improvements”). The total cost of construction and installation of the Centennial Drive Improvements is $420,936.60 ("Construction Costs"). Pursuant to the provisions of the Report, the proportionate breakdown for the payment of the costs of the construction and installation of the Centennial Drive Improvements is as follows:
E. The parties desire to identify how the Construction Costs will be paid.

NOW, THEREFORE, with respect to the foregoing recitals, the mutual covenants and obligations herein, and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the Co-Owners agree as follows:

1. **Agreement of Reimbursement to the City.** Co-Owners hereby accept the calculation of the Construction Costs and agree to pay their proportionate share of the Construction Cost as identified in this Agreement. The District and COS agree that the City has initially paid a total amount of the Construction Costs for the Centennial Drive Infrastructure Improvements.

2. **Reimbursement of District’s Share of Construction Costs.** Prior to the District’s commencement of the construction of a new structure on the Property by the District, the District shall reimburse the City the total sum of $174,675.51 plus interest at the rate of 5.11% accruing from the date of this Agreement.

3. **Reimbursement of COS’s Share of Construction Costs.** Prior to COS’s commencement of the construction of a new structure on the Property, the COS shall reimburse the City the total sum of $128,937.68 plus interest at the rate of 5.11% accruing from the date of this Agreement.

4. **Amendment of Tenant-in-Common Agreement.** To the extent that the terms and conditions of this Fifth Amendment vary from or are inconsistent with the terms and provisions of the Tenants-in-Common Agreement, Co-Owners agree that the terms and conditions of this Fifth Amendment shall control over the terms and conditions of the Tenants-in-Common Agreement. All other provisions of the original Tenants-In-Common Agreement remain in full force and effect as amended.

5. **Approval of Agreement with Last Chance Ditch Company.** City, District and COS hereby approve the provisions of the agreement with Last Chance Ditch Company, a copy of which is attached hereto as Exhibit “A” (“Last Chance Agreement”). City, District and COS each agree to execute the Last Chance Agreement.

6. **Sole and Only Agreement.** This Fifth Amendment supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the matters set forth herein and contains all of the covenants and agreements between the parties regarding said matters. Each party to this Fifth Amendment acknowledges that no representations, inducements, promises or agreements, orally or in writing, have been made by any party or anyone acting on behalf of any party which is not embodied in this Fifth Amendment and no other agreement, statement or promise shall be valid or binding.
7. **Benefits and Obligations.** Subject to Article XI of the Tenants-in-Common Agreement, the covenants and agreements herein contained shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and assigns.

8. **Severability.** If any provision of this Fifth Amendment or application to any party or circumstances shall be determined by any court of competent jurisdiction to be invalid and unenforceable to any extent, the remainder of this Fifth Amendment or the application of such provision to any person or circumstances, other than as to which it is so determined invalid or unenforceable, shall not be affected thereby, and each provision of this Fifth Amendment shall be valid and shall be enforceable to the fullest extent permitted by law.

9. **Applicable Law.** This Fifth Amendment shall be construed and enforced in accordance with the laws of the State of California.

10. **Attorneys' Fees.** If an action at law or in equity is necessary to enforce or interpret the terms of this Fifth Amendment, the prevailing party shall be entitled to reasonable attorneys' fees, costs and necessary disbursements in addition to any other reasonable relief to which he may be entitled. With respect to any suit, action or proceeding arising out of or related to this Fifth Amendment, or the documentation related hereto, the parties hereby submit to the jurisdiction and venue of the Superior Court in the County of Kings, State of California for any proceeding arising hereunder.

CITY OF HANFORD,
a Municipal corporation

By: _______________________
    Gary W. Misenhimer, City Manager

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

By: _______________________
    Bill Fishbough, Superintendent

COLLEGE OF THE SEQUOIA COMMUNITY COLLEGE DISTRICT,
a body corporate and politic existing under the laws of the State of California

By: _______________________
    Dr. William Scroggins,
    Superintendent/President
EXHIBIT "A"

AGREEMENT FOR CLOSURE OF OPEN DITCH AND INSTALLATION OF PIPELINE

THIS AGREEMENT FOR CLOSURE OF OPEN DITCH AND INSTALLATION OF PIPELINE ("Agreement") is made and entered into the 9th day of November, 2006, by and between the City of Hanford, a Municipal corporation ("City"), College of the Sequoia Community College District, a body corporate and politic existing under the laws of the State of California ("COS"), Hanford Joint Union High School District ("School District") and Last Chance Ditch Company, a mutual water company ("Ditch Company"). City, COS and School District are sometimes collectively referred to as "Owners".

RECITALS

A. Owners own certain real property located in Hanford, Kings County, California and consisting of approximately 180 acres as depicted on Exhibit "A" which is attached hereto and made a part hereof ("Owners' Real Property"). In accordance with the provisions of other written agreements between the Owners ("Owners' Agreements"), City is constructing a softball complex on a portion of the Owners' Property. As part of the construction of the softball complex, storm drainage pipeline and a storm drainage basin, all as depicted on Exhibit "A" hereto, will be constructed and installed ("Storm Drainage System").

B. Located west and adjacent to Owners' Property is approximately 75 acres of real property which is depicted on Exhibit "A" hereto and which is subject to an approved tentative subdivision map known as Tentative Tract No. 843 ("Subdivision Property"). The owner of the Subdivision Property intends to construct single family residences upon the Subdivision Property.

C. An open irrigation ditch traverses across the Owners' Real Property and the Subdivision Property as depicted on Exhibit "A" hereto and is owned and used by Ditch Company for operational discharges and to store excess irrigation water ("Ditch"). In order to develop Owners' Real Property and the Subdivision Property it is necessary that the Ditch be replaced with an underground pipeline in the location identified on Exhibit "A" hereto ("Pipeline"). Ditch Company has agreed to the closure of the Ditch in consideration of the installation of the Pipeline and use of the Storm Drainage System for operational discharges and to store excess irrigation water.

NOW, THEREFORE, in consideration of the mutual covenants set forth herein and for other good and valuable consideration, the receipt adequacy of which is hereby acknowledged, the parties hereto agree as follows:

1. Closure of Open Ditch. Ditch Company agrees that in consideration of the construction and installation of the Pipeline and Ditch Company's use of the Storm Drainage System for operational discharges and to store excess irrigation water, City shall have the right to fill in and close the Ditch and eliminate the same from the Owners' Real Property and the Subdivision Property and construct and install the Pipeline.

2. Construction of Pipeline. In accordance with the provisions of the Owners' Agreements, City agrees to construct the Pipeline at the location identified in Exhibit "A" hereto, at no cost or expense to Ditch Company. City shall provide the Ditch Company with the plans and
specifications for the construction and installation of the Pipeline. The Pipeline shall be approximately twelve inches (12") in diameter. Owners, their successors and assigns and the owners of the Subdivision Property and their successors and assigns, may conduct improvements upon their respective properties (Owners' Real Property and Subdivision Property) so long as the installation of such improvements does not damage or interfere with the operation of the Pipeline.

3. **Use of the Pipeline and Storm Drainage System.** City hereby grants to Ditch Company and its successors and assigns the right to use the Pipeline and Storm Drainage System for operational discharges and to store excess irrigation water. In consideration of granting Ditch Company and its successors and assigns the right to use the Pipeline and Storm Drainage System, Ditch Company hereby assigns, transfers and conveys to City any and all rights and easements, whether granted or prescriptive, held or claimed by Ditch Company for the use of those portions of the Owners' Property and the Subdivision Property where the Ditch is located ("Ditch Company Easement Rights"). If requested by City, Ditch Company will execute those documents reasonably necessary to further document the transfer of the Ditch Company Easement Rights to City.

4. **Successors and Assigns.** The covenants and agreements contained in this Agreement shall be binding upon and shall inure to the benefit of the heirs, successors and assigns of the parties hereto.

5. **Attorneys' Fees.** If an action at law or in equity is necessary to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees, costs and necessary disbursements in addition to any other reasonable relief to which he may be entitled. With respect to any suit, action or proceeding arising out of or related to this Agreement, or the documentation related hereto, the parties hereby submit to the jurisdiction and venue of the Superior Court, in the County of Kings, State of California for any proceeding arising hereunder.

6. **Sole and Only Agreement.** This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the matters set forth herein and contains all of the covenants and agreements between the parties regarding said matters. Each party to this Agreement acknowledges that no representations, inducements, promises or agreements, orally or in writing, have been made by any party or anyone acting on behalf of any party which are not embodied in this Agreement and no other agreement, statement or promise shall be valid or binding.

7. **Invalidity.** If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall nevertheless continue in full force and effect without being impaired or invalidated in any way.

8. **Amendment.** No change, amendment or modification of this Agreement shall be valid unless the same be in writing and signed by the parties hereto.

9. **Governing Law.** This Agreement shall be construed and governed pursuant to the laws of the State of California.

10. **Status of Entities.** Each party to this Agreement represents and warrants that it is duly organized and validly exists, and that it is in good standing under the laws of the State of California, and is duly qualified to transact business in each jurisdiction in which the character of its properties or the nature of the activities conducted by it makes such qualification necessary.
Each said party, and persons executing this Agreement on behalf of said party, has full power, authority and right to enter into, execute, deliver, perform and be bound by this Agreement and each of the other agreements and instruments required by this Agreement, to own property and to carry on its business as it is now being conducted, and has complied with all applicable laws and regulations of governmental agencies, officials or authorities, has obtained all necessary permits, licenses and approvals necessary and appropriate to proceed with the conduct of its business in accordance with the requirements of this Agreement and has followed all necessary, proper and appropriate procedures in procuring such permits, licenses and approvals.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and in the year first set forth above.

CITY OF HANFORD,
a Municipal corporation

By:

Gary W. Misenheimer

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

By: William Fishbough, Superintendent

COLLEGE OF THE SEQUOIA
COMMUNITY COLLEGE DISTRICT,
a body corporate and politic existing under the laws of the State of California

By: Dr. William Scroggins,
Superintendent/President

LAST CHANCE DITCH COMPANY,
a mutual water company

By: Neil Bellamy, Manager
Infrastructure Cost Sharing Report

Hanford Learning Center
13th Avenue
Hanford, California

February 15, 2006

Blair, Church & Flynn
CONSULTING ENGINEERS
451 Clovis Ave., Suite 200
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- **Introduction** .............................................................................................................. 3
- **Required Infrastructure Improvements** .................................................................... 6
- **Cost Sharing Analysis** .............................................................................................. 8
- **Conclusions** ............................................................................................................. 16

**Appendix A** – Preliminary Construction Cost Estimates

**Appendix B** – Infrastructure Master Plans
SUMMARY

The City of Hanford, Hanford Joint Union High School District and the College of the Sequoias are jointly working to develop the Hanford Learning Center, located on the east side of 13th Avenue, between Lacey and Grangeville Boulevards, in the City of Hanford. This report documents the methodology and rationale used to proportion the required infrastructure improvements, and their related costs, for the Hanford Learning Center. The infrastructure improvements include water and sewer mains, a sewage lift station, storm drain piping, a storm drainage retention basin and street improvements. Electrical, gas, telephone and cable TV infrastructure improvements were not included in this analysis. Each participant’s financial responsibility is based upon their respective proportional need for the various infrastructure improvements. The cumulative impacts that determined the overall infrastructure needs for this project were based upon the Environmental Impact Report prepared for the project, as prepared by Michael Paoli & Associates (State Clearinghouse No. 2001121025).

In order to implement the construction of the infrastructure improvements, a funding agreement will need to be executed between the three participants. The agreement will assign each participant’s portion of responsibility for the construction of the infrastructure. Depending on what project at the site is developed first, the first agency to develop will either need to fund all of the necessary improvements, with future reimbursements coming from the other agencies, or each agency will have to contribute funds towards the construction of the improvements based upon the cost portions stated in the Agreement.

This study determined a preliminary construction cost estimate for the required infrastructure improvements of $4,646,000. A detailed break down of the cost estimate can be found in Appendix “A”. Some of the required infrastructure has already been constructed and installed by the City of Hanford with their Centennial Drive project completed in 2004. The Hanford Joint Union High School District and the College of the Sequoias are responsible for their portion of the cost for these infrastructure improvements as determined in this cost sharing report.
Tables A and B below show the division of the estimated construction costs based on each participant’s proportional contribution to the need for site infrastructure and the costs spent to date for infrastructure improvements. The Centennial Drive construction costs, TABLE B, have been included in the Total Project Construction Costs, TABLE A. A funding agreement will need to be created to reimburse the City of Hanford for the Centennial Drive improvements.

### TABLE A
TOTAL PROJECT CONSTRUCTION COSTS

<table>
<thead>
<tr>
<th>Participant</th>
<th>Estimated Cost</th>
<th>Percentage of Project Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Hanford</td>
<td>$730,703</td>
<td>16%</td>
</tr>
<tr>
<td>Hanford Joint Union High School District</td>
<td>$2,086,000</td>
<td>45%</td>
</tr>
<tr>
<td>College of the Sequoias</td>
<td>$1,829,297</td>
<td>39%</td>
</tr>
</tbody>
</table>

### TABLE B
CENTENNIAL DRIVE INFRASTRUCTURE COSTS

<table>
<thead>
<tr>
<th>Participant</th>
<th>Construction Cost Expended</th>
<th>Participant’s Portion of Cost</th>
<th>Reimbursement Agreement Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Hanford</td>
<td>$420,936.60</td>
<td>$117,323.41</td>
<td>$0</td>
</tr>
<tr>
<td>Hanford Joint Union High School District</td>
<td>$0</td>
<td>$174,675.51</td>
<td>$174,675.51</td>
</tr>
<tr>
<td>College of the Sequoias</td>
<td>$0</td>
<td>$128,937.68</td>
<td>$128,937.68</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Hanford Learning Center (CENTER) is a joint effort project between the City of Hanford (CITY), the Hanford Joint Union High School District (DISTRICT) and the College of the Sequoias (COLLEGE). The project entails the construction of a new high school campus, a College Center, a CITY sponsored vocational training center and a regional softball complex. The CENTER fronts on 13th Avenue, approximately midway between Lacey and Grangeville Boulevards, in the City of Hanford. The east side of the site is bounded by the recently constructed Centennial Drive. The site was previously used as agricultural land for field and orchard crops. Some of the orchard trees remaining on the property are currently being leased by the City and farmed by others. There are several residences directly north of the site, subdivision construction occurring south and southeast of the site, and subdivisions planned easterly of the site, on the east side of Centennial Drive. Figure 1 shows the location of the CENTER.

Development of the CENTER will include the construction of off-site infrastructure improvements to serve the site. These improvements include construction of water and sewer mains, a sewage lift station, storm drain piping, a storm drainage retention basin and street improvements. The Environmental Impact Report prepared for the project by Michael Paoli & Associates (State Clearinghouse No. 2001121025) lists in detail the infrastructure improvements required by the project. This study determined each participant’s proportional responsibility for the infrastructure improvements required for the CENTER. Some of the necessary infrastructure improvements were installed by the CITY in 2004 as part of a project to extend Centennial Drive to Grangeville Boulevard. Those improvements included the installation of water, sewer and storm drain mains, the drilling and development of a new water supply well, and the construction of Centennial Drive, including pavement and curb and gutter. The construction costs expended by the CITY for this work will be proportioned to each participant. The CITY will then be given a credit against their obligation for each of the infrastructure improvements required by the CENTER that were constructed by the Centennial Drive project.

It is beneficial to the three participants in this project to enter into a cost sharing agreement. With the agreement, each participant will be responsible for their fair share of the infrastructure improvement costs based upon usage. If any one of the participants were to construct their specific project by themselves, they would be responsible for the entire cost of the infrastructure improvements, with no financial participation from the other participants. The cost for construction of the improvements would be much greater than their proportional usage. By having an agreement in place, the construction costs for the improvements would be proportionally shared, meaning that no participant would be spending more than their fair share to build the necessary infrastructure.
Following is a description of each participant’s facilities at the CENTER.

**CITY OF HANFORD**

The City of Hanford will have a vocation training facility with classrooms, shop facilities and office space. The facility would be operated by the College of the Sequoias.

The CITY will also be a participant in the development of a regional softball complex, for joint use with the Hanford Joint Union High School District. The complex will have five softball diamonds, concessions stand, restrooms and parking lot.

Lastly, the CITY will develop a neighborhood park with play areas and picnic facilities.

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT**

The Hanford Joint Union High School District will construct its third high school at the CENTER. The school will house approximately 1,700 students and 160 staff. The school will include classrooms, cafeteria, library, gymnasium, athletic fields, swimming facilities and parking lots.

The DISTRICT would also be a participant in the regional softball complex, as described above.

**COLLEGE OF THE SEQUOIAS**

The College of the Sequoias will construct a permanent campus to replace the space they are currently leasing west of the City of Hanford. The campus will house approximately 1,000 full-time equivalent students and 90 staff. The school will include administrative buildings, classrooms and parking lots.
REQUIRED INFRASTRUCTURE IMPROVEMENTS

Following is an explanation of the required infrastructure improvements for the CENTER. These required infrastructure improvements were developed as mitigation measures to the project’s impact on the City of Hanford’s infrastructure.

WATER INFRASTRUCTURE

Development of the CENTER will require the expansion of the CITY’s water main grid system and development of a new water supply well. In the area of the project, the water system is comprised of 12” diameter water mains on a roughly one-half mile grid. A new water well was drilled and developed by the CITY in 2004, near the northeast corner of the CENTER. This well pumps water into a 12” inch diameter transmission main, which runs to the north in Centennial Drive to Grangeville Boulevard, where two water storage tanks have been constructed. Along with the development of the CITY’s well, a 24” diameter distribution water main was installed in Centennial Drive, from the end of the existing subdivisions located southeasterly of the site, northerly to Grangeville Boulevard.

The mitigation measures to ensure an adequate water supply for the project include the expansion of the water system and the construction of a water supply well. As stated above, the well has been drilled and a 12” water main has been constructed in Centennial Drive. New 12” water mains will need to be installed along the north end of the CENTER, in 13th Avenue along the CENTER’s frontage and east-westerly through the middle of the CENTER site. This construction will create a looped system through the CENTER that will satisfy the mitigation requirement to expand the existing water system. It will also allow for future expansion of the water main grid system as development occurs to the north and south. See Appendix “B”, Figure 1, for a diagram of these water facilities.

SEWAGE INFRASTRUCTURE

Development of the CENTER will require the expansion of the CITY’s sewage collection system. A 12” diameter sewer main was installed in Centennial Drive by the CITY in 2004. This sewer main is intended to be used by the CENTER and a future residential subdivision north of Greenfield Avenue, easterly of the campus.

The mitigation measures to ensure an adequate means of sewage disposal for the project include the expansion of the sewage collection system and the construction of a sewage lift station. As stated above, the sewer main has been installed in Centennial Drive. A sewage lift station will be constructed at the southwest corner of the intersection of Centennial Drive and Greenfield Avenue,
and a sewer main will be extended into the middle of the CENTER site to serve the participants. See Appendix “B”, Figure 2, for a diagram of these sewage collection facilities.

**STORM DRAINAGE INFRASTRUCTURE**

Development of the CENTER will increase the storm water runoff in the area due to land being converted from agricultural use to an improved site with extensive impervious areas. There is an existing storm drainage retention basin at the southeast corner of the site that was excavated for use by the subdivision’s south and southeasterly of the CENTER. As part of the CITY’s storm drainage master plan, this basin will be enlarged to accommodate development in the area. Storm drain pipe was installed in Centennial Drive in 2004 as part of the CITY’s project.

The mitigation measures to ensure an adequate means of storm water runoff disposal for the project include the installation of on-site storm drain piping for the CENTER and expansion of the existing storm drainage basin onto the site. The basin can be incrementally expanded as the sites draining into the basin are developed. See Appendix “B”, Figure 3, for a diagram of the storm drainage facilities.

**STREET INFRASTRUCTURE**

Development of the CENTER will generate an increase in traffic to the area. A traffic study was conducted for the project to determine the project’s impact to the existing roadway system surrounding the site. Centennial Drive was extended in 2004 as part of the CITY’s project.

The mitigation measures to address the increased traffic generated by the project include the construction of a two north bound lanes, a median and one south bound lane of 13th Avenue, a traffic signal at the intersection of the CENTER access road and 13th Avenue and the construction of Centennial Drive. As previously mentioned, Centennial Drive has been constructed by the City. See Appendix “B”, Figure 4, for a diagram of the street improvement facilities.
COST SHARING ANALYSIS

Following is an explanation of the methods used to proportion the costs of the infrastructure improvements between the participants in this project.

WATER INFRASTRUCTURE COST SHARING

The infrastructure improvements include expansion of the water main transmission grid system. Appendix “B”, Figure 1 shows the extent of water infrastructure improvements. If each of the three CENTER participant agencies were to develop the site as a stand alone project, then in order to insure adequate fire flow water supply, they each would have the same requirements for expansion of the water infrastructure. This means that each participant would have to install all of the 12” water mains to expand the looped water system. However, only one water well would be required, and each participant will contribute to the cost of construction as described below.

For the participants in the CENTER, the cost for the construction of the water infrastructure will be divided equally between the three participants as each participant would be required to install the same improvements for their developments. The cost for the water main transmission grid will not be proportioned based upon domestic water demand.

The cost for construction of the new water supply, storage and delivery system will be recaptured by the CITY via Development Impact Fees that each participant will be charged prior to connection to the CITY’s water system.

The following percentages are assigned to each participant for the water infrastructure cost sharing:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>33.3%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33.3%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Appendix “A” shows the cost breakdown and each participant’s portion of the water infrastructure improvement costs.
SEWER INFRASTRUCTURE COST SHARING

The cost of the construction of the required sewer infrastructure improvements for the CENTER should be divided among the participants based upon the sewage flow rate from each participant project at the CENTER into the CITY's sewage collection system. The infrastructure improvements include installation of a sewer main to serve the CENTER and the construction of a sewage lift station. These improvements are the minimum requirements for the development of the CENTER and do not necessarily preclude any future developments from utilizing these infrastructure improvements. Any future development that will utilize these improvements will be required by the CITY to reimburse the participants at the ratio that each participant contributed to the construction costs of the improvements.

The cost for construction of the CITY's Wastewater Treatment Plant and sewer trunk mains within 12th Avenue and Houston Avenue will be recaptured by the CITY via a Wastewater Development Impact Fee and a Wastewater Area of Benefit Assessment Fee that each participant will be charged prior to connection to the CITY's sewer system.

The sewer infrastructure improvements are broken down into three different systems. System 1 is an 8" sewer main that serves the high school, community college and vocational training center. System 2 is a 4" sewer that serves the softball complex and the 12" sewer main that was installed in Centennial Drive. System 3 is the sewage lift station at the southwest corner of Centennial Drive and Greenfield Avenue that serves the entire CENTER. Appendix "B", Figure 2, shows the location of each of these systems.

In System 1, the vocational training center, the high school and college campus will each contribute flows to the sewer system. Based upon an average flow rate of 12 gallons per person per day, a peaking factor of 2.2 and a population of 1,860 people at the high school, 1,090 people at the college and 200 people at the vocational training center, the following maximum daily sewage flow rates in gallons per day (gpd) are anticipated:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Peak Flow Rate</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>5,280 gpd</td>
<td>6%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>49,100 gpd</td>
<td>59%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>28,800 gpd</td>
<td>35%</td>
</tr>
</tbody>
</table>

In System 2, the softball complex is the only contributor to the sewer system. The restroom and concession stand have a total fixture unit count of 62, which translates to a water demand of approximately 55 gpm. To be conservative, it is
assumed that the sewage flow will also be 55 gpm. This flow will not be occurring every day, but only when the complex is in use. For purposes of cost sharing, it is assumed that the softball complex will be only used on weekends for eight hours a day. This results in a sewage flow rate of 7,522 gpd. The infrastructure costs associated with the softball complex are to be divided between the CITY and the DISTRICT at a two-thirds to one-thirds ratio, per the direction of the two parties. This results in the CITY being responsible for a sewage flow rate of 5,040 gpd and the DISTRICT being responsible for a sewage flow rate of 2,482 gpd.

<table>
<thead>
<tr>
<th>System 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Peak Flow Rate</td>
<td>Percentage of Total</td>
</tr>
<tr>
<td>CITY</td>
<td>5,040 gpd</td>
<td>66.7%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>2,482 gpd</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

In System 3, a sewage lift station will be constructed to pump into the existing 12” sewer main in Centennial Drive. Each participant’s contributory sewage flow to the lift station is shown in the following table:

<table>
<thead>
<tr>
<th>System 3 – Contributions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Peak Flow Rate</td>
<td>Percentage of Total</td>
</tr>
<tr>
<td>CITY (System 1)</td>
<td>5,280 gpd</td>
<td>6%</td>
</tr>
<tr>
<td>DISTRICT (System 1)</td>
<td>49,100 gpd</td>
<td>54%</td>
</tr>
<tr>
<td>COLLEGE (System 1)</td>
<td>28,800 gpd</td>
<td>32%</td>
</tr>
<tr>
<td>CITY (System 2)</td>
<td>5,040 gpd</td>
<td>5%</td>
</tr>
<tr>
<td>DISTRICT (System 2)</td>
<td>2,482 gpd</td>
<td>3%</td>
</tr>
</tbody>
</table>

Each participant’s total sewage flow to the lift station is shown in the following table:

<table>
<thead>
<tr>
<th>Sewer 3 Totals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Peak Flow Rate</td>
<td>Percentage of Total</td>
</tr>
<tr>
<td>CITY</td>
<td>10,320 gpd</td>
<td>11%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>51,582 gpd</td>
<td>57%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>28,800 gpd</td>
<td>32%</td>
</tr>
</tbody>
</table>

Appendix “A” shows the cost breakdown and each participant’s portion of the sewer infrastructure improvement costs.
STORM DRAINAGE INFRASTRUCTURE COST SHARING

The cost of the construction of the required storm drainage infrastructure improvements for the CENTER should be divided among the participants based upon the storm water runoff of each participant. The infrastructure improvements include installation of a storm drain pipe and expansion of the regional storm drainage retention basin at the southeast corner of the site.

The storm drainage infrastructure improvements are broken down into five different systems. System 1 is the storm drainage piping in 13th Avenue and the road between the high school and college campus. System 2 is the storm drain piping from near the center of the CENTER to the athletic fields. System 3 is the storm drain piping from the softball complex to the athletic fields. System 4 is the storm drain piping from the softball complex and the storm drain piping in Centennial Drive. System 5 is the storm drain piping from the athletic fields to the retention basin. System 6 is the retention basin. Appendix “B”, Figure 3 shows the location of each of the storm drainage systems.

Each participant contributing portion to the storm drainage infrastructure is determined by the amount of storm water runoff that is generated by each participant’s development. This is determined by multiplying the area of land of each participant’s development (Area) and by its associated drainage runoff coefficient (C Factor). This coefficient is taken from the City of Hanford’s Public Works Construction Standards. The runoff coefficient for schools is 0.70, for parks 0.10 and for drainage basins 1.0. The standards do not have a coefficient for parking lots, but for this analysis it will be assumed to be 0.90. This coefficient is a percentage of rainfall that will runoff into the storm drainage system and will not be absorbed by the property.

In System 1, the high school campus, college campus and 13th Avenue drain into the storm drainage system. The area of the high school campus is 69.4 acres and the area of the college campus is 70.0 acres. Based upon these areas and the runoff coefficients, the following is each participant’s portion:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT</td>
<td>69.4 Acres</td>
<td>0.70</td>
<td>48.6</td>
<td>50%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>70.0 Acres</td>
<td>0.70</td>
<td>49.0</td>
<td>50%</td>
</tr>
</tbody>
</table>
In System 2, the runoff from the CITY’s vocational training center is added to the runoff in System 1. The area of the vocational training center is 3.6 acres. Based upon these areas and the runoff coefficients, the following is each participant’s portion:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>3.6 Acres</td>
<td>0.70</td>
<td>2.5</td>
<td>3%</td>
</tr>
<tr>
<td>DISTRICT (System 1)</td>
<td>69.4 Acres</td>
<td>0.70</td>
<td>48.6</td>
<td>48%</td>
</tr>
<tr>
<td>COLLEGE (System 1)</td>
<td>70.0 Acres</td>
<td>0.70</td>
<td>49.0</td>
<td>49%</td>
</tr>
</tbody>
</table>

In System 3, a portion of the softball complex area drains into the system. Using the runoff coefficients for the parking lot and the playfields (C Factors of 0.90 and 0.10 respectively) and the area of each (Areas of 4.9 Acres and 13.1 Acres respectively), a weighted C Factor is calculated by multiplying each development’s C Factor and its area, adding the products together, and dividing that number by the total area. Using this formula, a weighted C Factor of 0.32 is calculated. As discussed in the sewer infrastructure section above, the CITY and the DISTRICT have agreed to divide the infrastructure cost associated with the softball complex area in a two-thirds to one-thirds ratio. Based upon the areas, runoff coefficient and division of costs, the following is each participant’s portion:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>12.0 Acres</td>
<td>0.32</td>
<td>3.8</td>
<td>67%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>6.0 Acres</td>
<td>0.32</td>
<td>1.9</td>
<td>33%</td>
</tr>
</tbody>
</table>

In System 4, the remaining portion of the softball complex drains out into the storm drainage system that was installed in Centennial Drive by the CITY. This system continues to the south and ties into the existing storm drainage system for the subdivisions south of the CENTER. This water eventually ends up in the area wide retention basin located on the site. As discussed in the System 3 section above, the CITY and the DISTRICT have agreed to divide the infrastructure cost associated with the softball complex area in a two-thirds to one-thirds ratio. Based upon the areas, runoff coefficient and division of costs, the following is each participant’s portion:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>2.5 Acres</td>
<td>0.10</td>
<td>0.3</td>
<td>67%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>1.3 Acres</td>
<td>0.10</td>
<td>0.1</td>
<td>33%</td>
</tr>
</tbody>
</table>
In System 5, Systems 1, 2 and 3 will drain into the storm drainage system and be piped into the retention basin. Based upon the areas and runoff coefficients, the following is each participant’s portion:

### System 5 Contributions

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY (System 2)</td>
<td>3.6 Acres</td>
<td>0.70</td>
<td>2.5</td>
<td>2.3%</td>
</tr>
<tr>
<td>DISTRICT (System 2)</td>
<td>69.4 Acres</td>
<td>0.70</td>
<td>48.6</td>
<td>45.6%</td>
</tr>
<tr>
<td>COLLEGE (System 2)</td>
<td>70.0 Acres</td>
<td>0.70</td>
<td>49.0</td>
<td>46.0%</td>
</tr>
<tr>
<td>CITY (System 3)</td>
<td>12.0 Acres</td>
<td>0.32</td>
<td>3.8</td>
<td>3.6%</td>
</tr>
<tr>
<td>DISTRICT (System 3)</td>
<td>6.0 Acres</td>
<td>0.32</td>
<td>1.9</td>
<td>1.8%</td>
</tr>
<tr>
<td>CITY (System 5)</td>
<td>7.2 Acres</td>
<td>0.10</td>
<td>0.7</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Each participant’s total storm drainage flow into retention basin is shown in the following table:

### System 5 Totals

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>22.8 Acres</td>
<td>Varies</td>
<td>7.0</td>
<td>7%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>75.4 Acres</td>
<td>Varies</td>
<td>50.5</td>
<td>47%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>70.0 Acres</td>
<td>Varies</td>
<td>49.0</td>
<td>46%</td>
</tr>
</tbody>
</table>

System 6 is the expansion of the storm drainage retention basin at the southeast corner of the site. The storm water runoff that is generated within the basin (rainfall on the basin) will be divided into thirds and assigned to each participant. Based upon the areas and runoff coefficients, the following is each participant’s portion:

### System 6 Contributions

<table>
<thead>
<tr>
<th>Participant</th>
<th>Total Area</th>
<th>C Factor</th>
<th>Total CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY (System 4)</td>
<td>2.5 Acres</td>
<td>0.10</td>
<td>0.3</td>
<td>0.2%</td>
</tr>
<tr>
<td>DISTRICT (System 4)</td>
<td>1.3 Acres</td>
<td>0.10</td>
<td>0.1</td>
<td>0.1%</td>
</tr>
<tr>
<td>CITY (System 5)</td>
<td>22.8 Acres</td>
<td>Varies</td>
<td>7.0</td>
<td>6.1%</td>
</tr>
<tr>
<td>DISTRICT (System 5)</td>
<td>75.4 Acres</td>
<td>Varies</td>
<td>50.5</td>
<td>43.7%</td>
</tr>
<tr>
<td>COLLEGE (System 5)</td>
<td>70.0 Acres</td>
<td>Varies</td>
<td>49.0</td>
<td>42.4%</td>
</tr>
<tr>
<td>CITY (System 6)</td>
<td>2.9 Acres</td>
<td>1.00</td>
<td>2.9</td>
<td>2.5%</td>
</tr>
<tr>
<td>DISTRICT (System 6)</td>
<td>2.9 Acres</td>
<td>1.00</td>
<td>2.9</td>
<td>2.5%</td>
</tr>
<tr>
<td>COLLEGE (System 6)</td>
<td>2.9 Acres</td>
<td>1.00</td>
<td>2.9</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
Each participant’s total storm drainage flow into retention basin, including the basin area, is shown in the following table:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Area</th>
<th>C Factor</th>
<th>CA</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>28.2 Acres</td>
<td>Varies</td>
<td>10.2</td>
<td>9%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>79.6 Acres</td>
<td>Varies</td>
<td>53.5</td>
<td>46%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>72.9 Acres</td>
<td>Varies</td>
<td>51.9</td>
<td>45%</td>
</tr>
</tbody>
</table>

Appendix “A” shows the cost breakdown and each participant’s portion of the storm drainage infrastructure improvement costs.

**STREET INFRASTRUCTURE COST SHARING**

The cost of the construction of the required street infrastructure improvements for the CENTER was divided among the participants based upon the anticipated traffic that each participant will generate with their project. The infrastructure improvements include the reconstruction of 13th Avenue with two northbound lanes, one southbound lane, a median island with left hand turn pockets into the site, a traffic signal at the intersection of 13th Avenue and the access road, and the construction of Centennial Drive. The traffic study conducted for the CENTER determined that they would also be responsible to participate in the construction of a traffic signal at 13th Avenue and Lacey Boulevard. The CENTER’s percentage of responsibility for this traffic signal was calculated to be 11%.

The traffic study also conducted a Year 2025 analysis that included the traffic generated by the project and the anticipated traffic as projected in the City of Hanford 2002 General Plan Update. The Year 2025 analysis concluded that future signalization and roadway widening would be needed at the following intersections: 13th Avenue/Grangeville Boulevard; Grangeville Boulevard/Centennial Drive; Lacey Boulevard/Centennial Drive; and 12th Avenue/Greenfield Drive. The Year 2025 analysis determined that the CENTER would add an additional 2.2% to the Year 2025 traffic volume. This means that the participants will be responsible for 2.2% of the construction cost of these improvements. The participants portion of the 2.2% will be assigned based upon the traffic analysis.

The traffic generated by the CENTER will also create the need for construction of future improvements at State Route 198. During the EIR review period for the project, the California Department of Transportation (CALTRANS) sent a letter to the DISTRICT regarding the improvements required by the Year 2025 traffic analysis. Based upon the results of the traffic study, the interchanges at State Route 198 and Hanford-Armona Road and State Route 198 and 12th Avenue will
need to be improved. Various improvements are required, including signalization and widening of the interchanges. CALTRANS calculated a pro-rata construction cost for these improvements of $115,000.00. The participants respective percentage of this cost, along with their respective percentage of the costs associated with the future intersection improvements discussed in the preceding paragraph, will be collected by the CITY from each participant prior to construction of their development.

Based on the traffic study, the following percentages are assigned to each participant for the street infrastructure cost sharing for improvements required now and for the future improvements.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>11%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>47%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>42%</td>
</tr>
</tbody>
</table>

Appendix “A” shows the cost breakdown and each participant’s portion of the street infrastructure improvement costs.
CONCLUSIONS

Based on the cost sharing analysis described in this report, the overall percentage of the infrastructure improvements that is the responsibility of each participant is shown in the table below. These percentages are based upon the total construction cost for each participant for the infrastructure improvements. For that reason, these percentages do not necessarily equal the percentages used in determining each participants direct contribution to the infrastructure costs, but are actually the calculated cost percentage for each participant.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Water</th>
<th>Sewer</th>
<th>Storm Drainage</th>
<th>Street</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>33.3%</td>
<td>25%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33.3%</td>
<td>51%</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>33.3%</td>
<td>24%</td>
<td>42%</td>
<td>42%</td>
</tr>
</tbody>
</table>

In the funding agreements that will be generated between the participants, the percentage calculated for each of the infrastructure systems in the previous sections should be used and not necessarily the percentages in the table above. This will insure that each participant contributes their respective portion to the construction of the infrastructure improvements.

The monies that were spent by the CITY for the construction of the Centennial Drive improvements will be reimbursed to the CITY by the participants at their respective percentages for the improvements prior to construction of the participant’s projects. The total construction cost of the improvements is $420,936.60. The tables below show the cost breakdown for each of the constructed infrastructure improvements and each participant’s portion of responsibility based upon the conclusions of this report.

<table>
<thead>
<tr>
<th>Centennial Drive Infrastructure Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water– Total Cost $70,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant</th>
<th>% Responsibility</th>
<th>Proportionate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>33.3%</td>
<td>$23,333.33</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33.3%</td>
<td>$23,333.33</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>33.3%</td>
<td>$23,333.34</td>
</tr>
</tbody>
</table>
### Centennial Drive Infrastructure Improvements
#### System 2 Sewer – Total Cost $31,822.00
<table>
<thead>
<tr>
<th>Participant</th>
<th>% Responsibility</th>
<th>Proportionate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>66.7%</td>
<td>$21,214.67</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33.3%</td>
<td>$10,607.33</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>0%</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### Centennial Drive Infrastructure Improvements
#### System 3 Storm Drainage – Total Cost $67,675.70
<table>
<thead>
<tr>
<th>Participant</th>
<th>% Responsibility</th>
<th>Proportionate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>66.7%</td>
<td>$45,117.13</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33.3%</td>
<td>$22,558.57</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>0%</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

### Centennial Drive Infrastructure Improvements
#### Street Infrastructure – Total Cost $251,438.90
<table>
<thead>
<tr>
<th>Participant</th>
<th>% Responsibility</th>
<th>Proportionate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>11%</td>
<td>$27,658.28</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>47%</td>
<td>$118,176.28</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>42%</td>
<td>$105,604.34</td>
</tr>
</tbody>
</table>

### Proportional Total of Centennial Drive Infrastructure Improvements
<table>
<thead>
<tr>
<th>Participant</th>
<th>Total Proportional Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>$117,323.41</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>$174,675.51</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>$128,937.68</td>
</tr>
</tbody>
</table>

**Total:** $420,936.60

The following is a summary table of the division of costs for the total required infrastructure improvements for the CENTER.

### Total Infrastructure Costs
<table>
<thead>
<tr>
<th></th>
<th>CITY</th>
<th>DISTRICT</th>
<th>COLLEGE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>$236,133.33</td>
<td>$236,133.33</td>
<td>$236,133.33</td>
<td>$708,400.00</td>
</tr>
<tr>
<td>Sewer</td>
<td>$85,801.50</td>
<td>$177,617.50</td>
<td>$83,881.00</td>
<td>$347,300.00</td>
</tr>
<tr>
<td>Storm Drainage</td>
<td>$143,370.50</td>
<td>$538,280.50</td>
<td>$495,949.00</td>
<td>$1,177,600.00</td>
</tr>
<tr>
<td>Streets</td>
<td>$265,397.00</td>
<td>$1,133,969.00</td>
<td>$1,013,334.00</td>
<td>$2,412,700.00</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>$730,702.33</strong></td>
<td><strong>$2,086,000.33</strong></td>
<td><strong>$1,829,297.33</strong></td>
<td><strong>$4,646,000.00</strong></td>
</tr>
</tbody>
</table>
APPENDIX A

PRELIMINARY CONSTRUCTION COST ESTIMATES
FOR INFRASTRUCTURE WORK
# HANFORD EDUCATIONAL CENTER
ENGINEER'S OPINION OF PROBABLE CONSTRUCTION COST
FOR
MASTER PLAN INFRASTRUCTURE FACILITIES

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>DESCRIPTION</th>
<th>UNIT QUANTITY</th>
<th>ESTIMATE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12&quot; Water Main</td>
<td>13283 ft @</td>
<td>$40.00 =</td>
<td>$531,320.00</td>
</tr>
<tr>
<td>2</td>
<td>Connect to Existing</td>
<td>2 ea @</td>
<td>$750.00 =</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>3</td>
<td>Blow-Off Assembly</td>
<td>2 ea @</td>
<td>$1,500.00 =</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>4</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$80,180.00 =</td>
<td>$60,180.00</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td></td>
<td>$616,600.00</td>
</tr>
<tr>
<td></td>
<td><strong>Surveying, Engineering, Testing, Inspection (15%)</strong></td>
<td>$92,400.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Water Improvements Total</strong></td>
<td></td>
<td></td>
<td>$708,400.00</td>
</tr>
<tr>
<td>SEWER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4&quot; Sewer Main</td>
<td>524 ft @</td>
<td>$15.00 =</td>
<td>$7,860.00</td>
</tr>
<tr>
<td>2</td>
<td>8&quot; Sewer Main</td>
<td>1800 ft @</td>
<td>$30.00 =</td>
<td>$54,000.00</td>
</tr>
<tr>
<td>3</td>
<td>12&quot; Sewer Main</td>
<td>1304 ft @</td>
<td>$40.00 =</td>
<td>$52,160.00</td>
</tr>
<tr>
<td>4</td>
<td>Manhole</td>
<td>10 ea @</td>
<td>$2,500.00 =</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Sewage Lift Station</td>
<td>1 ea @</td>
<td>$120,000.00 =</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Connect to Existing</td>
<td>3 ea @</td>
<td>$1,200.00 =</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>7</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$39,380.00 =</td>
<td>$39,380.00</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td></td>
<td>$302,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Surveying, Engineering, Testing, Inspection (15%)</strong></td>
<td>$45,300.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sewer Improvements Total</strong></td>
<td></td>
<td></td>
<td>$347,300.00</td>
</tr>
<tr>
<td>STORM DRAINAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8&quot; Storm Drain Pipe</td>
<td>140 ft @</td>
<td>$25.00 =</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>2</td>
<td>12&quot; Storm Drain Pipe</td>
<td>2213 ft @</td>
<td>$30.00 =</td>
<td>$66,390.00</td>
</tr>
<tr>
<td>3</td>
<td>18&quot; Storm Drain Pipe</td>
<td>2733 ft @</td>
<td>$35.00 =</td>
<td>$95,655.00</td>
</tr>
<tr>
<td>4</td>
<td>18&quot; Storm Drain Pipe</td>
<td>1137 ft @</td>
<td>$40.00 =</td>
<td>$46,480.00</td>
</tr>
<tr>
<td>5</td>
<td>36&quot; Storm Drain Pipe</td>
<td>1230 ft @</td>
<td>$65.00 =</td>
<td>$79,950.00</td>
</tr>
<tr>
<td>6</td>
<td>Curb Inlet</td>
<td>5 ea @</td>
<td>$2,500.00 =</td>
<td>$12,500.00</td>
</tr>
<tr>
<td>7</td>
<td>Outlet Structure</td>
<td>1 ea @</td>
<td>$2,500.00 =</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>8</td>
<td>Manhole</td>
<td>9 ea @</td>
<td>$2,500.00 =</td>
<td>$22,500.00</td>
</tr>
<tr>
<td>9</td>
<td>Basin Fencing</td>
<td>2,860 ft @</td>
<td>$15.00 =</td>
<td>$42,900.00</td>
</tr>
<tr>
<td>10</td>
<td>Basin Excavation</td>
<td>86,500 cy @</td>
<td>$6.00 =</td>
<td>$519,000.00</td>
</tr>
<tr>
<td>11</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$133,625.00 =</td>
<td>$133,625.00</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td></td>
<td>$1,024,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Surveying, Engineering, Testing, Inspection (15%)</strong></td>
<td>$153,600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Storm Drainage Improvements Total</strong></td>
<td>$1,177,600.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STREET</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Roadway Excavation</td>
<td>9,080 cy @</td>
<td>$8.00 =</td>
<td>$72,640.00</td>
</tr>
<tr>
<td>2</td>
<td>Subgrade Preparation</td>
<td>27,237 cy @</td>
<td>$1.00 =</td>
<td>$27,237.00</td>
</tr>
<tr>
<td>3</td>
<td>Asphalt Pavement Section</td>
<td>245,130 sf @</td>
<td>$4.50 =</td>
<td>$1,063,065.00</td>
</tr>
<tr>
<td>4</td>
<td>Curb and Gutter</td>
<td>4,741 ft @</td>
<td>$25.00 =</td>
<td>$118,525.00</td>
</tr>
<tr>
<td>5</td>
<td>Median Curb</td>
<td>6,600 ft @</td>
<td>$20.00 =</td>
<td>$132,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Street Lights</td>
<td>20 ea @</td>
<td>$3,500.00 =</td>
<td>$70,000.00</td>
</tr>
<tr>
<td>7</td>
<td>Traffic Signal (Mid-Site)</td>
<td>1 ea @</td>
<td>$175,000.00 =</td>
<td>$175,000.00</td>
</tr>
<tr>
<td>8</td>
<td>Traffic Signal (13th &amp; Lacey)</td>
<td>11% Is @</td>
<td>$175,000.00 =</td>
<td>$19,250.00</td>
</tr>
<tr>
<td>9</td>
<td>Striping and Signage</td>
<td>1 ea @</td>
<td>$4,000.00 =</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>10</td>
<td>4 Future Traffic Signals</td>
<td>2.2% Is @</td>
<td>$700,000.00 =</td>
<td>$15,400.00</td>
</tr>
<tr>
<td>11</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$276,263.00 =</td>
<td>$276,263.00</td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td></td>
<td>$1,998,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Surveying, Engineering, Testing, Inspection (15%)</strong></td>
<td>$289,700.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CALTRANS Obligation Payment</strong></td>
<td></td>
<td></td>
<td>$115,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Street Improvements Total</strong></td>
<td></td>
<td></td>
<td>$2,412,700.00</td>
</tr>
</tbody>
</table>

**ESTIMATED CONSTRUCTION COST:**

$4,646,000.00

NOTE: This estimate does not include any cost for installation of electric, natural gas, telephone and cable television facilities.
HANFORD EDUCATIONAL CENTER
ENGINEER’S OPINION OF PROBABLE CONSTRUCTION COST
FOR
WATER INFRASTRUCTURE FACILITIES

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>DESCRIPTION</th>
<th>ESTIMATED QUANTITY</th>
<th>UNIT ESTIMATE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12” Water Main</td>
<td>13283 ft</td>
<td>$40.00 @</td>
<td>$531,320.00</td>
</tr>
<tr>
<td>2</td>
<td>Connect to Existing</td>
<td>2 ea</td>
<td>$750.00 @</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>3</td>
<td>Blow-Off Assembly</td>
<td>2 ea</td>
<td>$1,500.00 @</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>4</td>
<td>15% Contingency</td>
<td>1 Is</td>
<td>$80,180.00 @</td>
<td>$80,180.00</td>
</tr>
</tbody>
</table>

Sub-Total $616,000.00
Surveying, Engineering, Testing, Inspection (15%) $92,400.00
Water Improvements Total $708,400.00

PARTICIPANT'S TOTAL WATER INFRASTRUCTURE FACILITY COST

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>33%</td>
<td>$236,133.33</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33%</td>
<td>$236,133.33</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>33%</td>
<td>$236,133.33</td>
</tr>
</tbody>
</table>
# HANFORD EDUCATIONAL CENTER
ENGINEER'S OPINION OF PROBABLE CONSTRUCTION COST
FOR
SEWER INFRASTRUCTURE FACILITIES

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>DESCRIPTION</th>
<th>ESTIMATED QUANTITY</th>
<th>UNIT ESTIMATE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SYSTEM 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8&quot; Sewer Main</td>
<td>1800 lf @</td>
<td>$30.00 =</td>
<td>$54,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Manhole</td>
<td>4 ea @</td>
<td>$2,500.00 =</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>3</td>
<td>15% Contingency</td>
<td>1 ls @</td>
<td>$10,000.00 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td><strong>$74,000.00</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Surveying, Engineering, Testing, Inspection (15%)</strong></td>
<td></td>
<td><strong>$11,100.00</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>System 1 Sewer Improvements Total</strong></td>
<td></td>
<td><strong>$85,100.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>6%</td>
<td>$5,106.00</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>59%</td>
<td>$50,209.00</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>35%</td>
<td>$29,785.00</td>
</tr>
</tbody>
</table>

| SYSTEM 2    |                    |               |               |
| 1           | 4" Sewer Main      | 524 lf @      | $15.00 =      | $7,860.00 |
| 2           | 12" Sewer Main      | 1304 lf @     | $40.00 =      | $52,160.00|
| 3           | Manhole             | 4 ea @        | $2,500.00 =   | $10,000.00|
| 4           | 15% Contingency     | 1 ls @        | $10,980.00 =  |           |
|          | **Sub-Total**       |                    | **$81,000.00**|           |
|          | **Surveying, Engineering, Testing, Inspection (15%)** | | **$12,150.00** |           |
|          | **System 2 Sewer Improvements Total** | | **$93,150.00** |           |

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>67%</td>
<td>$62,100.00</td>
</tr>
<tr>
<td>DISTRICT</td>
<td>33%</td>
<td>$31,050.00</td>
</tr>
</tbody>
</table>
SYSTEM 3

1. Manhole 2 ea @ $2,500.00 = $5,000.00
2. Sewage Lift Station 1 ea @ $120,000.00 = $120,000.00
3. Connect to Existing 2 ea @ $1,200.00 = $2,400.00
4. 15% Contingency 1 ls @ $19,600.00 = $19,600.00

Sub-Total $147,000.00

Surveying, Engineering, Testing, Inspection (15%) $22,050.00

System 3 Sewer Improvements Total $169,050.00

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>11%</td>
<td>$18,595.50</td>
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<tr>
<td>DISTRICT</td>
<td>57%</td>
<td>$96,358.50</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>32%</td>
<td>$54,096.00</td>
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</table>

TOTAL SEWER INFRASTRUCTURE FACILITY COST

<table>
<thead>
<tr>
<th>System</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>System 1</td>
<td>$85,100.00</td>
</tr>
<tr>
<td>System 2</td>
<td>$93,150.00</td>
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<td>System 3</td>
<td>$169,050.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$347,300.00</td>
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PARTICIPANT’S TOTAL SEWER INFRASTRUCTURE FACILITY COST

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>25%</td>
<td>$85,801.50</td>
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<tr>
<td>DISTRICT</td>
<td>51%</td>
<td>$177,617.50</td>
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<tr>
<td>COLLEGE</td>
<td>24%</td>
<td>$83,881.00</td>
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</table>
HANFORD EDUCATIONAL CENTER
ENGINEER'S OPINION OF PROBABLE CONSTRUCTION COST
FOR
STORM DRAINAGE INFRASTRUCTURE FACILITIES

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>DESCRIPTION</th>
<th>ESTIMATED QUANTITY</th>
<th>UNIT ESTIMATE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSTEM 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12&quot; Storm Drain Pipe</td>
<td>1773 lf @</td>
<td>$30.00 =</td>
<td>$53,190.00</td>
</tr>
<tr>
<td>2</td>
<td>15&quot; Storm Drain Pipe</td>
<td>1320 lf @</td>
<td>$35.00 =</td>
<td>$46,200.00</td>
</tr>
<tr>
<td>3</td>
<td>18&quot; Storm Drain Pipe</td>
<td>1137 lf @</td>
<td>$40.00 =</td>
<td>$45,480.00</td>
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<tr>
<td>4</td>
<td>Curb Inlet</td>
<td>3 ea @</td>
<td>$2,500.00 =</td>
<td>$7,500.00</td>
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<tr>
<td>5</td>
<td>Manhole</td>
<td>4 ea @</td>
<td>$2,500.00 =</td>
<td>$10,000.00</td>
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<tr>
<td>6</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$24,630.00 =</td>
<td>$24,630.00</td>
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<tr>
<td>Sub-Total</td>
<td></td>
<td></td>
<td>$187,000.00</td>
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Surveying, Engineering, Testing, Inspection (15%) $28,050.00
System 1 Storm Drainage Improvements Total $215,050.00

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<th>Percentage</th>
<th>Cost</th>
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<tbody>
<tr>
<td>DISTRICT</td>
<td>50%</td>
<td>$107,525.00</td>
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<tr>
<td>COLLEGE</td>
<td>50%</td>
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SYSTEM 2

<table>
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<tr>
<th>ITEM NO.</th>
<th>DESCRIPTION</th>
<th>ESTIMATED QUANTITY</th>
<th>UNIT ESTIMATE</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36&quot; Storm Drain Pipe</td>
<td>840 lf @</td>
<td>$65.00 =</td>
<td>$54,600.00</td>
</tr>
<tr>
<td>2</td>
<td>Manhole</td>
<td>1 ea @</td>
<td>$2,500.00 =</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>3</td>
<td>15% Contingency</td>
<td>1 Is @</td>
<td>$8,900.00 =</td>
<td>$8,900.00</td>
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<tr>
<td>Sub-Total</td>
<td></td>
<td></td>
<td>$66,000.00</td>
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Surveying, Engineering, Testing, Inspection (15%) $9,900.00
System 2 Storm Drainage Improvements Total $75,900.00

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<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
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<tr>
<td>CITY</td>
<td>3%</td>
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<tr>
<td>DISTRICT</td>
<td>48%</td>
<td>$36,432.00</td>
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<td>COLLEGE</td>
<td>49%</td>
<td>$37,191.00</td>
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</table>
SYSTEM 3
1  12" Storm Drain Pipe  440 lf @ $30.00 = $13,200.00
2  15% Contingency      1 Is @ $1,800.00 = $1,800.00
Sub-Total                  $15,000.00
Surveying, Engineering, Testing, Inspection (15%) $2,250.00
System 3 Storm Drainage Improvements Total $17,250.00

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
<td>67%</td>
<td>$11,557.50</td>
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<tr>
<td>DISTRICT</td>
<td>33%</td>
<td>$5,692.50</td>
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SYSTEM 4
1  8" Storm Drain Pipe  140 lf @ $25.00 = $3,500.00
2  15" Storm Drain Pipe  1413 lf @ $35.00 = $49,455.00
2  Curb Inlet           2 ea @ $2,500.00 = $5,000.00
3  Manhole              4 ea @ $2,500.00 = $10,000.00
4  15% Contingency      1 Is @ $10,045.00 = $10,045.00
Sub-Total                  $89,700.00
Surveying, Engineering, Testing, Inspection (15%) $11,700.00
System 4 Storm Drainage Improvements Total $99,400.00

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
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<tbody>
<tr>
<td>CITY</td>
<td>67%</td>
<td>$60,099.00</td>
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<tr>
<td>DISTRICT</td>
<td>33%</td>
<td>$29,601.00</td>
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SYSTEM 5
1  36" Storm Drain Pipe  390 lf @ $65.00 = $25,350.00
2  Outlet Structure     1 ea @ $2,500.00 = $2,500.00
3  15% Contingency      1 Is @ $4,150.00 = $4,150.00
Sub-Total                  $32,000.00
Surveying, Engineering, Testing, Inspection (15%) $4,800.00
System 5 Storm Drainage Improvements Total $36,800.00

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
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<tbody>
<tr>
<td>CITY</td>
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<tr>
<td>DISTRICT</td>
<td>47%</td>
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<tr>
<td>COLLEGE</td>
<td>46%</td>
<td>$16,928.00</td>
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</tbody>
</table>
SYSTEM 6

1. Basin Fencing 2,860 ft @ $15.00 = $42,900.00
2. Basin Excavation 86,500 cu yd @ $6.00 = $519,000.00
3. 15% Contingency 1 ls @ $84,100.00 = $84,100.00

Sub-Total $646,000.00
Surveying, Engineering, Testing, Inspection (15%) $96,900.00
System 6 Storm Drainage Improvements Total $742,900.00

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
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<td>DISTRICT</td>
<td>46%</td>
<td>$341,734.00</td>
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<td>COLLEGE</td>
<td>45%</td>
<td>$334,305.00</td>
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TOTAL STORM DRAINAGE INFRASTRUCTURE FACILITY COST

<table>
<thead>
<tr>
<th>System</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>System 1</td>
<td>$215,050.00</td>
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<tr>
<td>System 2</td>
<td>$75,900.00</td>
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<tr>
<td>System 3</td>
<td>$17,250.00</td>
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<td>System 4</td>
<td>$89,700.00</td>
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<tr>
<td>System 5</td>
<td>$36,800.00</td>
</tr>
<tr>
<td>System 6</td>
<td>$742,900.00</td>
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</table>

TOTAL $1,177,600.00

PARTICIPANT'S TOTAL STORM DRAINAGE INFRASTRUCTURE FACILITY COST

<table>
<thead>
<tr>
<th>Participant</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>CITY</td>
<td>12%</td>
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<td>DISTRICT</td>
<td>46%</td>
<td>$538,280.50</td>
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<tr>
<td>COLLEGE</td>
<td>42%</td>
<td>$495,949.00</td>
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</table>
CURRICULUM: NEW, MODIFIED, DELETED

Status: Action Scheduled

Presented by: Ron Johnson, Ed.D.
Vice President, Academic Services

Issue

Approval of new curriculum as required by Title 5.

Background

As required by Title 5, 55100(b), “If an educational program has been approved by the Chancellor, the Governing Board of a District shall establish policies for, and may approve individual courses as part of an approved program.” Section 55100(a) states these courses must be approved before the course is offered by the college.

The attached list of new, modified, and deleted curriculum has been approved by the college-wide Curriculum Committee and the Academic Senate.

Recommended Action

It is recommended the Board approve the attached list of courses as part of the college’s curriculum.
TO: Board of Trustees

FROM: Dr. Ron Johnson, Vice President, Academic Services

DATE: September 4, 2007

RE: Request for Curriculum Approval by Board of Trustees

Modified courses approved by the Curriculum Committee and Academic Senate in August, 2007.

1. HIST 17, (F37), People of the U.S. to 1865 - 3 units - MODIFIED
   
   Justification: Distance Learning Addendums were added to this course. This course will benefit students if it is offered on-line by increasing accessibility. Simulcast classes allow students in outlying areas the opportunity to take a class closer to the area in which they live. For example, students in Hanford can hear and speak by television broadcast to a full class offered in Visalia.
   Lecture Hrs/Wk 3
   Homework Hrs/Wk 6
   TOTAL Hrs/Wk 9

2. HIST 18, (F38), People of the U.S. after 1865 - 3 units - MODIFIED
   
   Justification: Distance Learning Addendums were added to this course. This course will benefit students if it is offered on-line by increasing accessibility. Simulcast classes allow students in outlying areas the opportunity to take a class closer to the area in which they live. For example, students in Hanford can hear and speak by television broadcast to a full class offered in Visalia.
   Lecture Hrs/Wk 3
   Homework Hrs/Wk 6
   TOTAL Hrs/Wk 9

cc: Joni Jordan, Curriculum Committee Chairperson
    Steve Natoli, Academic Senate
    Greg Keen, Articulation Officer
    Gail Robinson, Curriculum Librarian
    Appropriate Division Chairs
PERMANENT FUND TRANSFER
(Resolution 2007-27)

Status: Action Scheduled (Roll Call Vote)

Presented by: Rod Frese, Ph.D.
Vice President, Administrative Services

Issue

Authorization is needed to transfer $150,000 from the General Fund Reserves to the Construction Fund.

The transfer is needed to fund the construction of an over-flow parking lot for College of the Sequoias. The parking area is located at the corner of Noble and Woodland Avenues.

Recommended Action

It is recommended that the Board of Trustees approve the transfer.
WHEREAS, College of the Sequoias Community College District initiated the construction of an over-flow parking lot needed for student and staff parking;

WHEREAS, said over-flow parking lot is located on the corner of Noble and Woodland Avenues;

THEREFORE, be it resolved that a permanent transfer of $150,000 will be made from the General Fund to the Construction Fund.

The foregoing resolution was adopted upon the motion of Trustee ____________, seconded by Trustee ____________, at a regular meeting of the Governing Board on the 27th of September, 2007, by the following vote:

Ayes:

Noes:

Abstentions:

Absent:

I, William T. Scroggins, Secretary of the Board of Trustees, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

William T. Scroggins, Secretary of Board of Trustees
Issue

The college district staff is recommending that the Board adopt Resolution No. 2007-26 entitled, "A Resolution Authorizing Amendment of the Joint Powers Agency Agreement Relating to the Issuance of a Private Letter Ruling from the IRS Regarding the Tax-exempt Status of Income from the Operation of the Trust." The resolution will authorize the addition of certain minor provisions to the Retiree Health Benefit Program Joint Exercise of Powers Agreement. These provisions have already been approved by the Board of Directors of the Joint Powers Agency Board.

Recommended Action

It is recommended that the Board of Trustees adopt Resolution 2007-26 authorizing the addition of certain minor provisions to the Retiree Health Benefit Program Joint Exercise of Powers Agreement.
The Retiree Health Benefit Program Joint Powers Agency, hereinafter referred to as Agency, has been formed for the purpose of establishing, operating, maintaining and/or funding pooling and investment programs in the form of an irrevocable trust for retiree health benefit programs operated by community college districts and other activities approved by the Board.

The principal office and any additional offices may be located in such places as may be determined by the Board.

Throughout these Bylaws, words and phrases that appear in bold type have special meanings. They are defined in the Bylaws, Article I, DEFINITIONS, or in the Agreement, Article I, DEFINITIONS.

I. DEFINITIONS

Unless otherwise stated herein, for purposes of these Bylaws the following words shall have the meanings stated:

A. Agency means the Retiree Health Benefit Program Joint Powers Agency.

B. Agreement means the Joint Powers Agreement executed by the parties to the Agency.

C. Board means the Board of Directors of the Agency as established by the Agreement and any applicable Bylaws.

D. Bylaws means the Bylaws by which the Agency is to be governed.

E. Charter Member means any community college district that is an original signatory to the Agreement on its execution date of January 2, 2005. Any community college district joining the Agency subsequent to the execution of the Agreement as provided for in the Agreement, by the original parties hereto, shall be a non-Charter Member.

F. Community College District/Districts means any California community college district, or other public entity providing educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in the Agreement. Only an entity that is a state, a political subdivision of a state or an entity the income of which is excluded from income under Section 115 of the Internal Revenue Code can become a voting member of the Agency or a participating
community college district in the Agency Investment Program described in Article I, subsection L.

G. **Fiscal year** means the period of time commencing on July 1 and ending the following June 30.

H. **Fund** means an account offered by an outside provider such as a mutual fund or other form of investment, utilized by the JPA as a method to allocate assets under the Investment Alternatives profiled in the Participation Agreement.

I. **Investment Program** means an investment arrangement setting forth terms, conditions, coverages, and requirements for the investment of the proceeds of any Fund consistent with the requirements of the Agreement.

J. **Member** means a person duly elected or appointed to the Board as provided for in the Agreement.

K. **Ongoing Fee** shall mean that ongoing payment made by each Community College District which is a charter member to the Agreement or becomes a member of the Agency in the manner described herein.

L. **Party** means a Community College District which is a party to the Agreement along with the Community College League.

M. **Program** means any investment program authorized by the Board.

N. **Retirement Board** means the Retirement Board, committee, or other oversight body established by any Community College District that is a Party to the Agreement for purposes of undertaking the duties set forth in Article XVIII herein.

O. **Start-up Fee** means that charter membership payment for Charter Members of the Agency or that initial membership payment for non-Charter Members as is provided for in Article VI herein.

II. **FUNCTIONS OF THE AGENCY**

The Agency shall be authorized to engage in the following functions in addition to those set forth in the Agreement:

[TO BE DETERMINED]

III. **ADMINISTRATION**

The program shall be governed by a Board, which shall be established and shall operate as follows:
COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 2007-26

A RESOLUTION AUTHORIZING AMENDMENT OF THE JOINT POWERS AGENCY AGREEMENT RELATING TO THE ISSUANCE OF A PRIVATE LETTER RULING FROM THE IRS REGARDING THE TAX-EXEMPT STATUS OF INCOME FROM THE OPERATION OF THE TRUST.

WHEREAS, College of the Sequoias Community College District ("District") provides certain retiree health benefits to retired employees;

WHEREAS, the Governmental Accounting Standards Board ("GASB") is requiring new accounting procedures for costs and liabilities associated with retiree health benefit programs;

WHEREAS, various community college districts around the state of California, in conjunction with the Community College League of California have heretofore established the Retiree Health Benefit Program Joint Powers Agency (the "JPA") for the purpose of assisting its member community college districts in meeting the new accounting standards previously established by GASB;

WHEREAS, the District has previously executed a joint powers agreement (the “JPA Agreement”) authorizing the District’s participation in the JPA;

WHEREAS, the JPA now seeks a private letter ruling from the IRS that income accrued and generated, through operation of the Retiree Health Benefits Funding Program Trust ("Trust") is tax-exempt and is not included in gross income pursuant to Internal Revenue Code section 115 because the income is derived from the exercise of an essential government function;

WHEREAS, the IRS has conditioned its issuance of the private letter ruling on certain amendments to the JPA Agreement;

WHEREAS, the JPA’s Board has approved and recommended the amended JPA Agreement for adoption by the governing bodies of the member community college districts at a JPA Board meeting on August 3, 2007; and

WHEREAS, the District’s Board now seeks to approve and adopt the amended JPA Agreement for the purpose of satisfying the IRS’s requests and as a condition of issuing its private letter ruling.

NOW, THEREFORE, it is hereby resolved by the Governing Board of College of the Sequoias Community College District as follows:

867984.1 9138.2 1
SECTION 1. Above Recitals. The above Recitals are true and correct and the JPA’s Board hereby so finds.

SECTION 2. First Amended Retiree Health Benefit Program Joint Powers Agency Agreement. A first amendment to the JPA Agreement, substantially in the form on file with the Secretary of the Board of the JPA, was reviewed by the District’s Board and is hereby approved. The District’s Board is further hereby directed to send a copy of this resolution approving the amended JPA Agreement to the JPA Board of Directors by October 1, 2007 for the purposes of having the JPA Board count the votes of the member community college districts and if the votes are sufficient, enacting the amended JPA Agreement.

APPROVED, PASSED, AND ADOPTED this 10th day of September 2007 by the following vote:

AYES

NOES

ABSENT

ABSTAIN

______________________________________________
President, Governing Board
College of the Sequoias Community College District

ATTEST:

______________________________________________
Secretary, Governing Board
College of the Sequoias Community College District
Issue

The District is continuing its work to review and bring the Board Policies into compliance with current law.

Background

At the August 2007 meeting, the Board began its review of Chapter 2—the Board of Trustees section. Thirty-two (32) policies were reviewed—twenty-three (23) policies were forwarded to the September meeting for a second reading and nine were returned for modifications and another first reading.

In November 2006, a thorough review of the current board policies and the information from CCLC/Liebert Cassidy Whitmore was conducted. Then the specific review process was divided into five committees, each with an Administrator as the lead. In addition, each of these committees obtained representatives from Academic Senate and classified staff.

After each policy was written or modified, the policies were approved by the President’s Cabinet and were approved through a first and second reading process by the College Council.

Recommended Action

It is recommended that the Board of Trustees adopt the twenty-three (23) policies that were presented in August and forwarded for a second reading and recommended adoption:

Chapter 2 (Board of Trustees)

- 2010 Board Membership
- 2015 Student Member(s)
- 2100 Board Elections
- 2110 Vacancies on the Board
2200 Board Duties/Responsibilities
2210 Officers
2220 Committees of the Board
2305 Annual Organizational Meeting
2310 Regular Meetings of the Board
2315 Closed Sessions
2320 Special and Emergency Meetings
2340 Agendas
2345 Public Participation at Board Meetings
2355 Decorum
2360 Minutes
2365 Recording
2430 Delegation of Authority to Superintendent
2431 Superintendent/President Selection
2435 Evaluation of Superintendent/President
2715 Code/Ethics/Standards of Practice
2716 Political Activity
2720 Communications with Board Members
BOARD MEMBERSHIP

The Board shall consist of five (5) members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in Board Policy 2100.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board.

An employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee.

No member of the governing board shall, during the term for which he or she is elected, or appointed, hold an incompatible office.

Reference: Educ. Code Sections 72023, 72103; 72104
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
STUDENT MEMBER

The Board shall include one (1) non-voting student member.

The term of office shall be one year commencing June 1.

The student member must:
- Be a resident of California at the time of the nomination and during the term of his/her service;
- Be enrolled in and maintain a minimum of five (5) twelve (12) semester units in the District at the time of nomination and throughout the term of his/her service;
- Have a cumulative grade point average of 2.0 at the time of election and throughout his/her term in office;
- Have a current ASB card.

The student member elected to the Board shall have the following rights and privileges:
- Be seated with the Board;
- Be recognized as a full member of the Board;
- Be entitled to participate in the discussion of issues and receive all materials presented to members of the Board (except for closed session);
- Be entitled to any mileage allowance necessary to attend board meetings to the same extent as publicly elected trustees.

On or before May 15 of each year, the Board shall consider whether to afford the student member any of the following privileges:
- The privilege to make and second motions;
- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters;
- The privilege to serve a term commencing on June 1.

As a student member elected to the Board, the student board member shall agree to perform the following duties:
- Attend all regular and special meetings of the Board (except closed sessions), participate in the discussion of any or all agenda items;
- Review the agenda of the Board prior to each meeting;
- Confer with leaders of the Associated Students at each college prior to each meeting of the Board;
- When appropriate, confer with other student groups that might be affected by subsequent actions of the Board prior to each meeting;
- Consult with students representing student organizations that seek an audience with the Board;
- Seek out and talk with students who attend board meetings;
• Consult with administrators concerning the actions of the Board and identify any need for a policy review or revision;
• Provide feedback to leaders of the Associated Students and to students in general concerning any pending or final Board actions.

Reference: Educ. Code Section 72023.5
Adopted: Renumbered and modified from BP 1004 (April 20, 1998)
Revised: First Reading, August 13, 2007
Second Reading, September 10, 2007
BOARD ELECTIONS

The term of office of each trustee shall be four years, commencing on the first Friday in December following the election. Elections shall be held every two years, in even numbered years.

Terms of trustees are staggered so that, as nearly as practical, one half of the trustees (Wards 1, 2 and 5 at one election and Wards 3 and 4 at a subsequent election) shall be elected at each trustee election.

The Board of Trustees has provided for the election of trustees by the five trustee wards. In compliance with the Federal Voting Rights Act, the Board shall, in study sessions and board meetings, regularly determine trustee area boundaries based upon results of the Decennial Census.

The election of a board member residing in and registered to vote in the trustee area he or she seeks to represent shall be only by the registered voters of the same trustee areas.

The Superintendent/President shall submit recommendations to the Board regarding adjustments to be made to the boundaries of each trustee area, if any adjustment is necessary, after each decennial federal census. The Superintendent/President shall submit the recommendation in time for the Board to act as required by law.

Adopted: First Reading, August 13, 2007
          Second Reading, September 10, 2007
VACANCIES ON THE BOARD

Vacancies on the Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by EC 5090.

Within 60 days of the vacancy or filing of a deferred resignation, the Board shall either order an election or make a provisional appointment to fill the vacancy.

If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in EC 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the board members at a public meeting.

The Superintendent/President shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

See Administrative Procedure:

Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
BOARD DUTIES/RESPONSIBILITIES

The Board of Trustees governs on behalf of the citizens of the College of the Sequoias Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations;
- Hire and evaluate the Superintendent/President;
- Delegate power and authority to the chief executive to effectively lead the district;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality;
- Advocate and protect the district;
- Additional duties and responsibilities may be added.

Reference: Accreditation Standard IVB.1.d
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
OFFICERS

At the annual organizational meeting, the Board shall elect from among its members a President, a Vice President, a Clerk and a Secretary of the Board.

The terms of officers shall be for one year.

The duties of the President of the Board are:

1. Preside over all meetings of the Board:
2. Call emergency and special meetings of the Board as required by law;
3. Consult with the Superintendent/President on board meeting agendas;
4. Communicate with individual board members about their responsibilities;
5. Participate in the orientation process for new board members;
6. Assure Board compliance with policies on board education, self-evaluation and CEO evaluation;
7. Represent the Board at official events or ensure board representation.

The duty of the Vice-President of the Board is:

1. Preside over Board meetings in the absence of the President;

The duty of the Clerk of the Board is:

1. To sign all official documents of the Board.

The duties of the Secretary are:

2. Notify members of the Board of regular, special, emergency and adjourned meetings;
3. Prepare and post board meeting agendas;
4. Have prepared for adoption minutes of board meetings;
5. Attend all board meetings and closed sessions, unless excused, and in such cases to assign a designee;
6. Conduct the official correspondence of the Board;
7. Certify as legally required all board actions;
8. 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.

Reference: Educ. Code Section 72000
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
COMMITTEES OF THE BOARD

The Board may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by board action shall comply with the requirements of the Brown Act and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board and do not have authority that may lawfully be exercised by the Board itself, are not required to comply with the Brown Act, or with these policies regarding open meetings.

Board committees have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

Reference: Govt. Code Section 54952
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
ANNUAL ORGANIZATIONAL MEETING

The annual organizational meeting of the Board will be held within the fifteen day period beginning with the last Friday of November each year. The purpose of the annual organizational meeting is to elect a president, a vice-president, a clerk and a secretary, and conduct any other business as required by law or determined by the Board.

Reference: Educ. Code Section 72000(c)(2)(A)
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
REGULAR MEETINGS OF THE BOARD

Regular meetings of the Board of Trustees shall be held on the third Monday of each month, unless conditions make it imperative that another time or place be selected.

Regular meetings of the Board of Trustees shall normally be held at the COS Board Room located at 915 South Mooney Blvd., Visalia, CA.

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 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.

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.

Reference: Educ. Code Section 72000(d); Govt. Code 54952.2, 54953 et seq.; 54961
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
CLOSED SESSIONS

Closed sessions of the Board shall only be held as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code and California Education Code. Matters discussed in closed session may include:

1. The appointment, employment, evaluation of performance, discipline or dismissal of a public employee;
2. Charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session. The employee shall be given at least twenty-four (24) hours written notice of the closed session.
3. Advice of counsel on pending litigation, as defined by law;
4. Consideration of tort liability claims as part of the district’s membership in any joint powers agency formed for purposes of insurance pooling;
5. Real property transactions;
6. Threats to public security;
7. Review of the District’s position regarding labor negotiations and giving instructions to the District’s designated negotiator;
8. Discussion of student disciplinary action, with final action taken in public;
9. Conferring of honorary degrees;
10. Consideration of gifts from a donor who wishes to remain anonymous;
11. To consider its response to a confidential final draft audit report from the Bureau of State Audits.

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote of every member present.

All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.

If any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the Superintendent/President. Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not resolved at the administrative level, the matter shall be
scheduled for a closed session of the Board. The employee shall be given at least twenty-four (24) hours written notice of the closed session, and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

Reference: Govt. Code Sections 54956.8, 54956.9, 54957, 54957.6; 11125.4
Educ. Code Section 72122

Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
SPECIAL AND EMERGENCY MEETINGS

Special meetings may from time to time be called by the President of the Board or by a majority of the members of the Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting, and shall be noticed in accordance with Brown Act. No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The Superintendent/President shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

See Administrative Procedure:

Reference: Govt. Code Sections 54956, 54956.5, 54957; Educ. Code Section 72129
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
AGENDAS

An agenda shall be posted adjacent to the place of meeting 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:

1. A majority decides there is an “emergency situation” as defined for emergency meetings;
2. 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 Board subsequent to the agenda being posted;
3. 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 4 p.m. on the 13th business day prior to the regularly scheduled board meeting to ensure compliance with the Brown Act.

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. 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.
See Administrative Procedure

Reference: Govt. Code Sections 54954 et seq., 6250 et seq.; Educ. Code Sections 72121, 72121.5

Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board shall provide opportunities for members of the general public to participate in the business of the Board.

Members of the public may bring matters directly related to the business of the District to the attention of the Board in one of two ways:

1. There will be a time at each regularly scheduled board meeting for the general public to discuss items not on the agenda.

   Members wishing to present such items shall submit a written request at the beginning of the meeting to the President of the Board that summarizes the item and provides his or her name and organizational affiliation, if any. No action may be taken on such items.

2. Members of the public may place items on the prepared agenda in accordance with Board Policy 2340.

   A written summary of the item must be submitted to the Superintendent/President no later than 4 p.m. on the 13th business day prior to the board meeting to ensure compliance with the Brown Act. The summary must be signed by the initiator, contain his or her residence or business address, and organizational affiliation, if any.

Members of the public also may submit written communications to the Board on items on the agenda and/or speak to agenda items at the board meeting. Written communication regarding items on the Board's agenda should reach the office of the President no later than 4 p.m. on the 13th business day prior to the meeting at which the matter concerned is to be before the Board. All such written communications shall be dated and signed by the author, and shall contain the residence or business address of the author and the author's organizational affiliation, if any.

If requested, writings that are public records shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

Claims for damages are not considered communications to the Board under this rule, but shall be submitted to the District.
See Administrative Procedure:

Reference: Govt. Code Sections 54954.3, 54957.5; Educ. Code 72121.5
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
DECORUM

The following will be ruled out of order by the presiding officer.

1. Remarks or discussion in public meetings on charges or complaints which the Board has scheduled to consider in closed session.
2. Profanity, obscenity and other offensive language.
3. Physical violence and/or threats of physical violence directed towards any person or property.

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be removed from the meeting room.

Speakers who engage in such conduct may be removed from the podium and denied the opportunity to speak to the Board for the duration of the meeting.

Before removal, a warning and a request that the person(s) curtail the disruptive activity will be made by the President of the Board. If the behavior continues, the person(s) may be removed by a vote of the Board, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and may continue in session. The Board shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

Reference: Educ. Code Section 72121.5; Govt. Code Section 54954.3 (b)
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
MINUTES

The Superintendent/President shall cause minutes to be taken of all meetings of the Board. The minutes shall record all actions taken by the Board. The minutes shall be public records and shall be available to the public. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

The minutes shall also record such as names of those present, all motions, names of those making and seconding motions, votes, major discussion points, etc.

Reference: Educ. Code Section 72121(a); Govt. Code Section 54957.5
Adopted: First Reading, August 13, 2007
RECORDING

If the Board causes any tape or video recording of a meeting, the recording shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250, et seq. The Superintendent/President is directed to enact administrative procedures to ensure that any such recordings are maintained for at least thirty days following the taping or recording.

Persons attending an open and public meeting of the Board may, at their own expense, record the proceedings with an audio or video tape recording or a still or motion picture camera or may broadcast the proceedings. However, if the Board finds by a majority vote that the recording or broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Board to stop.

See Administrative Procedure:

Reference: Govt. Code Sections 54953.5, 54953.6; Educ. Code Section 72121(a);
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Reference: Educ. Code Sections 70902(d), 72400; Accreditation Standard IV.B.1.j; IV.B.2

Adopted: First Reading, August 13, 2007
           Second Reading, September 10, 2007
SUPERINTENDENT/PRESIDENT SELECTION

In the case of a Superintendent/President vacancy, the board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.

Reference: Accreditation Standard IV.B.1, IV.B.1.j., Title 5, Sections 53000 et seq.
Adopted: First Reading, August 13, 2007
           Second Reading, September 10, 2007
EVALUATION OF SUPERINTENDENT/PRESIDENT

The Board shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy.

The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

The criteria for evaluation shall be based on board policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with Board Policy 2430, during prior evaluations or goal setting sessions legally adopted by the Board.

See Administrative Procedure:

Reference: Accreditation Standard IV.B.1
Accepted: First Reading, August 13, 2007
Second Reading, September 10, 2007
CODE OF ETHICS/STANDARDS OF PRACTICE

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

1. Acting only in the best interests of the entire community.
2. Ensuring public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
3. Preventing conflicts of interest and the perception of conflicts of interest.
4. Exercising authority only as a board.
5. Using appropriate channels of communication.
6. Respecting others; acting with civility.
7. Being informed about the district, educational issues, and responsibilities of trusteeship.
8. Devoting adequate time to board work.
9. Maintaining confidentiality of closed sessions.

Reference:
Accreditation Standard IV.B.1.a, e, & h

Adopted: (First Reading, August 13, 2007)
POLITICAL ACTIVITY

Members of the Board shall not use District funds, services, property, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board.

Initiative or referendum measures may be drafted on an area of legitimate interest to the district. The Board may by resolution express the board's position on ballot measures. Public resources may be used only for informational efforts regarding ballot measures.

Reference: Educ. Code Sections 7054; 7056; Govt. Code 8314
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
PERSONAL USE OF PUBLIC RESOURCES

No trustee shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

Reference: Govt. Code Section 8314; Penal Code Section 424
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
COMMUNICATIONS AMONG BOARD MEMBERS

Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board.

Reference: Govt. Code Section 54952.2
Adopted: First Reading, August 13, 2007
Second Reading, September 10, 2007
Issue

The District is working on bringing its Board Policies into compliance with current law.

Background

At its August 2007 meeting, the Board began the review of Chapter 2, the policies for the Board of Trustees. The remaining policies in Chapters 2 and 7 (Human Resources) are scheduled to be reviewed at the September Board meeting.

It is important to note that the College of the Sequoias Community College District subscribes to the Board Policy and Administrative Procedure Service from the Community College League of California (CCLC), in partnership with Liebert Cassidy Whitmore, a California law corporation. This service provides policy and procedures samples that are legally required, legally advised, or suggested as good practice for boards and districts.

In November 2006, a thorough review of the current board policies and the information from CCLC/Liebert Cassidy Whitmore was conducted by the President’s Cabinet. Then the specific review process was divided into five committees, each with an Administrator as the lead. In addition, each of these committees obtained representatives from Academic Senate and classified staff.

After each policy was written or modified, the policies were approved by Cabinet and were approved through a first and second reading process at College Council.

Tonight, the remaining policies in the second group of New/Modified Board Policies in Chapters 2—Board of Trustees and Chapter 7—Human Resources, are being presented for a first reading.
Analysis

The following policies were reviewed by both Cabinet and College Council after a participatory committee process of creating/modifying each of the policies.

The remaining policies in Chapter 2 and all policies in Chapter 7 are brought to the Board for review and a first reading.

Chapter 2 — Board of Trustees

Policies returned due to requested modifications or further consideration:

2105 Election of Student Member  (Return w/Admin Procedures)
2330 Quorum and Voting  (Return for further consideration)
2350 Speakers  (Return after review by Trustee Cardoza and President Scroggins)
2410 Policy and Administrative Procedures  (Return for further consideration)
2432 Superintendent/President Succession (Return for further consideration)
2510 Participation in Local Decision Making  (Procedures separated from policy and some of the language from old policy added back.)
2610 Presentation of Initial Collective Bargaining Proposals (Review the dates to sunshine each employee master agreement.)
2710 Conflict of Interest  (Added language re Fair Political Practices Commission)
2725 Board Member Compensation  (Returned for further consideration)

Policies remaining to be reviewed in Chapter 2:

2730 Board Member Health Benefits
2735 Board Member Travel
2740 Board Education
2745 Board Self-Evaluation

Chapter 7 — Human Resources

7100 Commitment to Diversity
7110 Delegation
7120 Recruitment and Hiring
7130 Compensation
7140 Collective Bargaining
7210 Academic Employees
7230 Classified Employees
7240 Confidential Employees
7250 Educational Administrators
7260 Classified Supervisors and Managers
7310 Nepotism
7330 Communicable Disease
7335 Health Examinations
7340 Leaves
Recommended Action

It is recommended that the Board of Trustees accept these policies for a First Reading and forward them on for a Second Reading and adoption in October.
The student member shall be chosen by the students enrolled in the district as follows:

1. The student member of the Board will be elected by students of the student body in a general election held for that purpose.
2. The student member will be elected during the spring semester of each school year.

Special elections shall be held if the office becomes vacant by reason of the resignation or disqualification of an elected student member, or by any other reasons. Special elections shall be held within thirty (30) days after notice of the vacancy comes to the attention of the Superintendent/President. In the event of vacancy, the replacement will be in office for the remainder of the term of the person replaced.

Candidates for the position may nominate themselves or be nominated by others by the filing of an application certifying that the candidate is eligible for service under the criteria set forth in California law and these policies. The election will be conducted in accordance with administrative procedures established by the Superintendent/President.

See Administrative Procedure:

Reference: Education Code Sections 72023.5, 72103
Adopted: First Reading, September 10, 2007

BP1004 – Student Member of the Board (Portions relating to Election)

B. Election procedure, term of office, vacancy, replacement, and recall:

1. The student member of the Board of Trustees will be elected by students within the District.
2. The student member will be elected during the spring semester of each school year.
3. The student member will be elected by vote for a one-year term which will
commence on the fifteenth day of May following the election or, in the event
of vacancy, the replacement will be in office for the remainder of the term of
the person replaced.

4. A student member may resign at any time by submitting a letter of resignation
to the Secretary of the Board of Trustees.

5. Failure to meet the requirements of Section IA. and II will be construed to
constitute a resignation from the position, e.g., failure to attend board meetings
(Calif. Ed. Code, Sections 5000-5096; Govt. Code, Sections 1770, 1060).

6. A student board member may be subject to recall by the same procedures
established for recalling officers of the Associated Students.

7. When a vacancy occurs, a new student board member shall be selected by
the student governing board to serve during the remainder of the school year.
Election of Student Member

The student member of the governing board shall be elected as follows:

1. The election shall be by ballot under the supervision of the Elections Committee of the Associated Student Body.

2. The election shall be held on the fourth Wednesday and Thursday preceding the closing days of the semester. If either of these dates is a school holiday, the Elections Committee may change the date by no more than one week.

3. Any enrolled student at the College of the Sequoias is eligible to vote.

4. Nominations of candidates shall be by petition filed with the Associated Student Body Advisor by the deadline date established by the Elections Committee.

5. The petition shall be signed by the candidate certifying that all eligibility criteria have been met:
   a. Enrollment in a minimum of 9 units,
   b. Satisfactory academic progress indicated by a GPA of 2.0 or above,
   c. Attainment of 18 years of age or more,
   d. Citizenship in the State of California,
   e. Residency in the College of the Sequoias Community College District, and
   f. Qualification by the Constitution and laws of the state to hold civil office.

6. In the event of a vacancy, a replacement will be selected as follows:
   a. If the vacancy occurs prior to or during the Fall Semester, the Elections Committee will conduct a special election to select a replacement.
   b. If the vacancy occurs during the Spring Semester, nominations will be solicited by the Superintendent/President, and an appointment will be made by the President’s Cabinet from among the qualified candidates.
A quorum of the Board shall consist of three (3) members.

The Board shall act by majority vote of all the membership of the Board present, except as noted below.

No action shall be taken by secret ballot.

The following actions require a two-thirds majority of all members of the Board:

1. Resolution of intention to sell or lease real property (except where an unanimous vote is required);
2. Resolution of intention to dedicate or convey an easement;
3. Resolution authorizing and directing the execution and delivery of a deed;
4. Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
5. Appropriation of funds from an undistributed reserve;
6. Resolution to condemn real property.

The following actions require a unanimous vote of all members of the Board:

1. Resolution authorizing a sale or lease of District real property to the state, any country, city, or to any other school or community college district;
2. Resolution authorizing lease of District property under a lease for the production of gas.

Reference: Education Code Sections 72000(d)(3, 81310 et seq., 81365, 81511, 81432; Government Code Section 53094; Code of Civil Procedure Section 1245.240

Adopted: First Reading, September 10, 2007
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:

1. **Prior to the start of the meeting, they shall persons wishing to speak will complete a written request, on the form provided, to address the Board at the beginning of the meeting at which they wish to speak.**

2. The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.

3. No member of the public may speak without being recognized by the President of the Board.

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

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

6. 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.

7. Each speaker will be allowed a maximum of five (5) minutes per topic.

8. Fifteen (15) 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.

9. **In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. The Board may also take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.**
10. **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.**

Reference: Govt. Code Sections 54950, et seq.; Educ. Code Section 72121.5

Adopted: First Reading, September 10, 2007

**BP 1071 – Public Participation at Board Meetings**

Members of the public may address the Board regarding items on the agenda before or during the Board’s consideration of the items. Prior to the start of the meeting, persons wishing to speak will, on forms provided, indicate their name, address, and item on which they intend to speak. If the matter is listed as an item for Board action, the Board will not take action until persons who have requested to speak have done so. Unless otherwise approved by the Board, the total time allotted to all persons wishing to speak to an item will be 15 minutes, and individual speakers will be limited to 5 minutes. In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. The Board may also take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

Each person who addresses the Board must be first recognized by the presiding officer. Comments must be addressed to the Board as a whole and not to individual staff members or District employees. The Board and staff are not obligated to comment on or respond to comments by the public.
The Board may adopt such policies, **not inconsistent with the regulations of the Board of Governors and the laws of this State, that are as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.**

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall, annually, provide each member of the Board with any revisions of Board Policies **Administrative Procedures** since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the Superintendent/President.

See Administrative Procedure:

Reference: Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e
Adopted: First Reading, September 10, 2007
The policies adopted by the Board of Trustees for the College of the Sequoias Community College District have been written to be consistent with the provisions of law, but do not encompass all laws relating to the District’s activities. All District employees will be expected to know of, and will be held responsible for observing, all provisions of law pertinent to their activities as District employees. Any District policy may be suspended by a majority vote of the Trustees present at a regularly constituted meeting, such vote to be entered in the minutes of the meeting.

The policies and procedures governing the District may be amended or repealed by a majority of the Board of Trustees present at any duly constituted meeting, and new rules may be enacted from time to time as the Board sees fit.

Normal Board procedure in the case of proposed District policy adoptions or modifications will be to defer final action on the proposal until at least one regular Board meeting has elapsed. If circumstances indicate the need to adopt or modify a District policy at the time of its proposal, the Board of Trustees will exercise its discretion to do so.

The Superintendent will have custody of copies of the policies and procedures and of amendments thereto, and will make these known to employees of the District, and to other interested person. The Superintendent/President may prepare special summaries of appropriate policies for specific groups of employees. Copies of the complete policies and procedures will be on file in the Office of the District Superintendent.

Ref: Calif. Ed. Code, Section 70902
Adopted: July 17, 1972

AND

BP1031 - ADOPTION OF POLICIES AND ADMINISTRATIVE PROCEDURES

The Board of Trustees reserves the right to adopt policies and to delegate to management the development and implementation of administrative procedures which are not within the scope of exclusive representation and are not in conflict with negotiated provisions contained in the current collective bargaining agreements between the College of the Sequoias Community College District (COSCCD) and the employees' exclusive representative as prescribed in Government Code, Sections 3540 et seq., or is not inconsistent with or preempted by law.

Ref: Government Code, Sections 3540 et seq.
Adopted: April 20, 1998
The Board delegates authority to the Superintendent/President to appoint an acting Superintendent/President to serve in his or her absence for short periods of time, not to exceed fifteen (15) calendar days at a time.

In the absence of the Superintendent/President and when an acting president has not been named, administrative responsibility shall be on a rotating basis, in alphabetical order:

1. Vice President, Academic Services;
2. Vice President, Administrative Services;
3. Vice President, Student Services.

The Board shall appoint an acting Superintendent/President for periods exceeding fifteen (15) days, or when the Board anticipates an absence will exceed fifteen (15) days.

Reference: Educ. Code Sections 70902(d); 72400; Title 5 Section 53021(b)
Adopted: First Reading, September 10, 2007
BOARD POLICY – Participation in Local Decision-Making 2510
COLLEGE OF THE SEQUOIAS CCD

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, Sections 53200-53206.)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law.

The methods by which the Board of Trustees and its designees will consult with the Academic Senate are specified below:

A. Primarily rely upon the advice and judgment of the Academic Senate on:
1. Degree and certificate requirements
2. Grading policies
3. Policies for faculty professional development activities
4. Curriculum, including establishing prerequisites and placing courses within disciplines

B. Mutually Agree on:
1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Educational program development
3. Standards or policies regarding student preparation and success
4. District and college governance structures, as related to faculty roles
5. Faculty roles and involvement in accreditation process, including self study and annual reports
6. Processes for program review
7. Processes for institutional planning and budget development

Procedures to implement this section are developed collegially with the Academic Senate.
Staff (Title 5, Section 51023.5.)
Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of all COS recognized committees will be given every reasonable consideration.

Students (Title 5, Section 51023.7.)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

See Administrative Procedure:

Reference: Educ. Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

Adopted: First Reading, September 10, 2007

BP-1110 - DELEGATION OF AUTHORITY

I. Key Terms: (Based upon Title 5, Section 53200 & Community College League of California Guidelines for Implementation of Title 5, Section 53200-53204.)

A. Primary, but not exclusivity

General description of the Academic Senate's role in making recommendations with respect to academic and professional matters.

B. Consult collegially with the Academic Senate describes how the Board of Trustees is to seek faculty input through either of the following methods:

1. Rely primarily upon the advice and judgment of the Academic Senate
   a. Senate recommendations will normally be accepted
   b. Only in exceptional circumstances and for compelling reasons will recommendations not be accepted
   c. The Board of Trustees can receive advice from others

2. Mutual agreement with the Academic Senate
   a. If no agreement, existing policy remains in effect unless policy exposes District to legal liability or fiscal hardship
b. If there is no existing policy or when legal liability or fiscal hardship requires that the existing policy be changed, the Board of Trustees may do so, after a good faith effort to reach agreement and only for compelling legal, fiscal, or organizational reasons.

II. Who Decides on Method of Consultation?

The Board of Trustees decides on which combination of "mutually agree" and "primarily rely" will be used for the 10 items. The process to be used should be specified for each item.

III. Methods for Consultation Between COS Academic Senate and the Board of Trustees on Academic and Professional Matters:

A. Primarily rely upon the advice and judgment of the Academic Senate
   1. Degree and certificate requirements
   2. Grading policies
   3. Policies for faculty professional development activities

B. Mutually Agree
   1. Curriculum, including establishing prerequisites and placing courses within disciplines
   2. Educational program development
   3. Standards or policies regarding student preparation and success
   4. District and college governance structures, as related to faculty roles
   5. Faculty roles and involvement in accreditation process, including self study and annual reports
   6. Processes for program review
   7. Processes for institutional planning and budget development

IV. Mutual Agreement Process

A. The Board of Trustees, Academic Senate, or Superintendent/President identifies issues or problems. When either the governing board or the Academic Senate seeks to consult collegially the party seeking consultation shall request the consultation in writing. The parties shall then collegially consult and strive to develop mutually agreed upon recommendations to the governing board regarding policy.

B. The Superintendent/President and the Senate President define what data needs to be collected, and what issues need to be resolved. The Academic Senate shall appoint faculty to serve on college committees, task forces, or other groups after consultation with the Superintendent/President.

C. The Superintendent/President and the Senate President decide who should be responsible for writing a document or policy and how the resources (including personnel) shall be allocated for accomplishing this.

D. The Senate President takes the finished document or policy to the Senate for endorsement; the Superintendent/President confers with the Board as needed.

E. The Superintendent/President and Senate President repeat Step D as needed.

F. The Superintendent/President and Senate President jointly present the final document or policy recommendation to the Board of Trustees for final approval.

G. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic and/or professional matter, both parties will so report to the Board. Any existing policy will then remain in effect, unless that policy exposes the District to legal liability or fiscal hardship. If there is no existing policy and the parties cannot reach mutual agreement, the Board of Trustees may act if there are compelling legal, fiscal, or
organizational reasons to do so.

The Board of Trustees will override decisions mutually agreed upon only in cases of compelling legal, fiscal or organizational reasons as described in Title 5, Section 53203, and will provide a written explanation of those reasons.

Ref: Title 5, Section 53200
Community College League of California Guidelines for Implementation of Title 5, Sections 53200-53204
Adopted: May 20, 1996
Participation in Local Decision-Making

I. Key Terms: (Based upon Title 5, Section 53200 & Community College League of California Guidelines for Implementation of Title 5, Section 53200-53204.)

A. Primary, but not exclusivity

General description of the Academic Senate's role in making recommendations with respect to academic and professional matters.

B. Consult collegially with the Academic Senate describes how the Board of Trustees is to seek faculty input through either of the following methods:

1. Rely primarily upon the advice and judgment of the Academic Senate
   a. Senate recommendations will normally be accepted
   b. Only in exceptional circumstances and for compelling reasons will recommendations not be accepted
   c. The Board of Trustees can receive advice from others

2. Mutual agreement with the Academic Senate
   a. If no agreement, existing policy remains in effect unless policy exposes District to legal liability or fiscal hardship
   b. If there is no existing policy or when legal liability or fiscal hardship requires that the existing policy be changed, the Board of Trustees may do so, after a good faith effort to reach agreement and only for compelling legal, fiscal, or organizational reasons.

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G. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic and/or professional matter, both parties will so report to the Board. Any existing policy will then remain in effect, unless that policy exposes the District to legal liability or fiscal hardship. If there is no existing policy and the parties cannot reach mutual agreement, the Board of Trustees may act if there are compelling legal, fiscal, or organizational reasons to do so.

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Ref: Title 5, Section 53200; Community College League of California Guidelines for Implementation of Title 5, Sections 53200-53204

Adopted: May 20, 1996 (as Board Policy 1110)
BOARD POLICY – Presentation of Initial Collective Bargaining Proposals 2610
COLLEGE OF THE SEQUOIAS CCD

The Superintendent/President is directed to enact administrative procedures that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Board of initial proposals for collective bargaining.

Collective bargaining begins when either an exclusive representative or the District itself presents an initial proposal for consideration in accordance with the following timelines:

California School Employees Association (CSEA)
• Sunshining of initial proposals shall occur not less than 120 days from the expiration date of the Agreement.

College of the Sequoias Teachers Association (COSTA)
• Sunshining of initial proposals shall occur by March 30 March 1

College of the Sequoias Adjunct Faculty Association (COSAFA)
• Meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

Reference: CSEA and COSTA Bargaining Agreements; Govt. Code Section 3547
Adopted: First Reading, September 10, 2007
Board members shall not be financially interested in any contract made by the Board or in any contract they make in their capacity as board members.

A board member shall not be considered to be financially interested in a contract if his or her interest is limited to those interests defined as remote under Government Code Section 1091 or is limited to interests defined by Government Code Section 1091.5.

A board member who has a remote interest in any contract considered by the Board shall disclose his or her interest during a board meeting and have the disclosure noted in the official board minutes. The board member shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract.

A board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or inimical to his or her duties as an officer of the district.

In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for disclosure of assets of income of board members who may be affected by their official actions, and prevent members from making or participating in the making of board decisions which may foreseeably have a material effect on their financial interest.

Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

In addition, Board members must adhere to and commit to abide by any/all guidelines established by the Fair Political Practices Commission.

Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises. Additionally, Board members may contact the Fair Political Practices Commission's “advice line” at 1 (866) ASK-FPPC or visit its website, www.fppc.ca.gov.

Reference: Government Code Sections 1090, et seq.; 1126; 87200, et seq.; Title 2, Sections 18730 et seq.

See Administrative Procedure:

Adopted: First Reading, September 10, 2007
Renumbered and modified from BP 1060 (April 20, 1998)
BP1060—Conflict of Interest

In accordance with the Political Reform Act, which requires state and local government agencies to adopt and promulgate Conflict of Interest Codes and the regulations of the Fair Political Practices Commission, the Superintendent/President shall establish procedures to comply with the laws pertaining to conflict of interest. Trustees and designated employees shall file their statements with the College of the Sequoias Community College District, who will make the statements available for public inspection and reproduction. Statements for the Board of Trustees and all designated employees will be retained by the College of the Sequoias Community College District.

Ref: Government Code, Sections 81000, et seq.
Title 2, Calif. Code of Regulations, Section 18730
Adopted: April 20, 1998
Uses CCLC language with insertions underlined. Replaces BP1080 –
Board Member Remuneration.

BOARD POLICY – Board Member and Student Trustee Compensation 2725
COLLEGE OF THE SEQUOIAS CCD
Board of Trustees

Members of the Board who attend all board meetings shall receive two hundred forty
dollars ($240) per month and the Student Trustee shall also receive two hundred
dollars ($240) per month. A member of the Board who does not attend all meetings
held by the Board in any month shall receive, as compensation, an amount not greater
than the pro rata share of the number of meetings actually attended.

A member of the Board may be paid for a meeting when absent if the Board, by
resolution, finds that at the time of the meeting the member is performing services outside
the meeting for the community college district, is ill, on jury duty, or the absence is due to
a hardship deemed acceptable by the Board.

The Board may, on an annual basis, increase the compensation of board members by
five percent. However, any increase is subject to rejection in a referendum by a majority
of the voters in the district.

Reference: Educ. Code Section 1090, 35120, 72024
Adopted: Renumbered and modified from BP 1080 (November 13, 1973)
First Reading, September 10, 2007

BP1080—Board Member Remuneration

Each Trustee shall be paid twenty dollars ($20.00) for each meeting attended, not to exceed one
hundred twenty dollars ($120.00) per month. These payments shall be made on a quarterly basis.

Ref: Calif. Ed. Code, Section 72425
Adopted: November 18, 1973
Uses CCLC language. Replaces BP1085 – Board Member Benefits.

BOARD POLICY – Board Member Health Benefits 2730
COLLEGE OF THE SEQUOIAS CCD
Board of Trustees

Members of the Board shall be permitted to participate in the District's health benefit programs.

Former members of the Board may continue to participate in the District's health benefits programs upon leaving the Board if the following criteria are met: the member must have begun service on the Board after January 1, 1981; the member must have been first elected to the Board before January 1, 1995; and the member must have served at least 12 years. All other former Board members may continue to participate in the District's health benefits programs on a self-pay basis.

Reference: Govt. Code Section 53201
Adopted: First Reading, September 10, 2007

BP1085 – Board Member Benefits

The District will provide a benefit plan to members of the Board of Trustees during their tenure as elected and/or appointed officials. The plan will include paid coverage at least equivalent to that offered to management staff, but shall, as a minimum, include medical, dental, and vision insurance for the subscriber and eligible dependent(s). In addition, Board members will be covered by a level term life insurance policy equivalent to management staff during the same period.

The District will provide medical, dental, and vision insurance coverage to members of the Board of Trustees after their tenure as elected/appointed officials according to the following qualifications:

1. Board members must have served for a period of twelve (12) years and reached age fifty (50).

2. Board members will receive District-paid benefits for the subscriber and eligible dependent(s) at least equivalent to those granted management staff until reaching age sixty-five (65).

3. After reaching age sixty-five (65), the District will pay for a Medicare supplement plan for the subscriber and eligible dependent(s).

4. Medical, dental and vision insurance shall be provided to former board members who meet the eligibility requirements contained herein as of December 31, 1994. New board members elected after January 1, 1995 may only continue to receive health benefits as former board members if they pay the full costs thereof.

Ref: Government Code, Sections 53201, 53205
Adopted: February 26, 1990
Revised: February 27, 1995
Uses CCLC language. Replaces BP1090 – Travel/Conference Reimbursement.

BOARD POLICY – Board Member Travel

COLLEGE OF THE SEQUOIAS CCD

Board of Trustees

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

See Administrative Procedure:

Reference: Educ. Code Section 72423
Adopted: First Reading, September 10, 2007

BP1090 – Travel/Conference Reimbursement

Each Board of Trustee member will be reimbursed for costs incurred for all official duties performed for the College and/or District.

Ref: Calif. Ed. Code, Section 71004
Adopted: January 21, 1980
Revised: August 23, 1989
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.

Reference: Accreditation Standard IV.B.1.f
Adopted: First Reading, September 10, 2007
BOARD POLICY – Board Self-Evaluation
COLLEGE OF THE SEQUOIAS CCD

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 in May 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 President.

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

Reference: Accreditation Standard IV.B.1.e & g
Adopted: First Reading, September 10, 2007

BP1003 – Evaluation of the Board of Trustees

The Board of Trustees acknowledges the importance of meeting its responsibilities as a body of elected officials for effective institutional governance.

To this end, the Board of Trustees shall conduct a performance review of its stewardship regularly, but no less often than once a year. The intent of this Board review shall be to strengthen its performance, identify and reach consensus on its goals, ensure board members have a clear grasp of their responsibilities, and clarify expectations among board members and the Superintendent/President.

The Board of Trustees performance review shall be the responsibility of the President of the Board to plan and organize. It shall be planned and conducted in such a way that the Board of Trustees and the
Superintendent/President can decide on explicit actions for subsequent consideration. These shall be summarized in writing within a reasonable time and distributed to all Board members, with the aid and assistance of the Superintendent/President.

The self-assessment process will include:

A. The completion of a self-assessment instrument by each member of the Board.
B. A discussion of the compilation of the results.
C. The development of a set of goals for the next year (or next two years).

A committee of the Board shall be appointed no later than May or June to determine the instrument or process to be used in the 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.

A summary of the evaluations will be presented and discussed at a regular board session. The results will be used to identify accomplishments in the past year and goals for the following year.

Reference: Accreditation Standard IV.B.1.e & g
Adopted: May 15, 2006
New – uses CCLC language. No equivalent COS policy.

BOARD POLICY – Commitment to Diversity 7100
COLLEGE OF THE SEQUOIAS CCD Human Resources

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

Reference:
Education Code Section 87100 et seq.; Title 5, Section 53000, et seq.

Adopted: (First Reading, August 13, 2007)
New – uses CCLC with additions underlined. No equivalent COS policy.

BOARD POLICY – Delegation of Authority 7110
COLLEGE OF THE SEQUOIAS CCD Human Resources

The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation by the Board.

Reference:
Education Code Section 70902(d)

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
BOARD POLICY – Recruitment and Hiring 7120

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the California School Employees Association an opportunity to participate in the decisions under the Board’s policies regarding local decision making.

Reference:
Education Code Section 70902(d), 87100 et seq.; Title 5, Section 53000, et seq.; Accreditation Standard III.1.A

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
B. Selection committees for vice president positions shall be appointed by the College Superintendent/President. In making these appointments, the Superintendent/President may confer with management personnel and employee groups who have responsibilities within the area of the vacancy.

- Vice President Selection Committee — At least one faculty representative shall be appointed by the COSTA President and an equal number of faculty representatives shall be appointed by the Academic Senate President to serve on the selection committee. A CSEA member shall also be appointed. The number of administrators/managers/confidential employees appointed to the committee will equal the number of faculty and CSEA members on the committee. The District may invite additional faculty, a classified, an adjunct faculty member, a student and a community member to serve as needed. The Superintendent/President will attempt to include minority representation on these committees.

C. Screening committees will review written applications, interview an appropriate number of candidates, and recommend the top three finalists to the Superintendent/President.

- If not satisfied with the selected finalists, the Superintendent/President reserves the right to request additional applicants be forwarded for review (from the original pool of applicants interviewed by the Vice President Selection Committee) or request an additional recruitment for the vice presidential position.

D. The Superintendent/President will review the forwarded applications. The selected finalists will be invited for an interview with the Superintendent/President.

E. The Superintendent/President after conferring with the Vice President Selection Committee will recommend one finalist. The Superintendent/President and Board of Trustees will interview the finalist. Approval of the candidate will be subject to approval by the Board of Trustees.

Adopted: March 20, 2006
Revised: November 20, 2006

AND

BP5000 - FACULTY SELECTION PROCEDURES

The hiring of faculty will follow the guidelines agreed upon by the College of the Sequoias Faculty Senate, management, and the Board of Trustees. Upon such agreement the procedures shall be considered as Board Policy when approved and adopted by the Board of Trustees. The procedures shall be in compliance with federal and state laws, and the regulations of authorized compliance agencies. Such procedures shall have as their purpose the hiring of qualified personnel as described in the policies of the Board of Trustees.

The Board of Trustees shall make the final determination in employment matters related to academic personnel.

Adopted: May 20, 1981
Uses CCLC language so that all employees are included. Replaces BP4010 – Salary Schedules and BP 5590 – Adjunct Faculty – Compensation. Portions of these policies may be incorporated into the Administrative Procedures.

BOARD POLICY – Compensation

Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each contract employee shall be established by the Board.

Reference:
Education Code Sections 70902(b)(4); 87801; 88160;
Government Code Section 53200

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)

BP 4010 – Salary Schedules

The Human Resource Services Office shall annually develop a salary schedule for certificated employees and a salary schedule for classified employees.

Adopted: February 17, 1958
Revised: March 16, 1964; March 16, 1969; July 21, 1986

AND

BP5590 – Adjunct Faculty - Compensation

The District shall annually adopt an Adjunct Faculty Salary Schedule.

a. The Adjunct Faculty Salary Schedule shall specify the hourly pay rate for teaching responsibilities. It will also specify the annual pay rate for adjunct faculty employees assigned 100 percent of a full-time faculty employee's assignment.

b. Adjunct faculty employees may petition for advancement on the Adjunct Faculty Salary Schedule based upon attainment of additional education degree(s).
1. A written request for advancement must be submitted to the Personnel Services Department prior to issuance of an employment contract in order to have an approved advancement in effect for the current semester.

2. It is the responsibility of the adjunct faculty employee to submit official transcripts and/or other acceptable supporting documents to the Personnel Services Department prior to the beginning of the semester.

3. If the request for salary advancement is denied by the Personnel Services Department, the affected employee may request a written explanation of the District’s action.

Adopted: October 20, 1997
Uses CCLC language. Replaces BP5015 – Employee Organizations. Portions of this policy may be incorporated into Administrative Procedures.

BOARD POLICY – Collective Bargaining

If eligible employees of the District select an employee organization as their exclusive representative, and if after recognition by the District or after a properly conducted election, an exclusive representative is certified as the representative of an appropriate unit of employees under the provisions of the Educational Employment Relations Act, Government Code Section 3540 et seq., the District will meet and negotiate in good faith on matters within the scope of bargaining as defined by law.

Reference:
Government Code Sections 3540, et seq.

Adopted: (First Reading, August 13, 2007)

BP5015 – Employee Organizations

All certificated employees shall have the right to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on matters of employer/employee relations. Employees shall also have the right to refuse to join or participate in the activities of employee organizations and shall have the right to represent themselves individually in their employment relations with the District, except that once the employees in an appropriate unit have selected an exclusive representative and it has been recognized or certified pursuant to provisions of the Rodda Act, no employee in that unit may meet and negotiate with the District. Decisions affecting the individual employee will be made without regard to membership or nonmembership in such organizations.

The Board, District employees, or employee organizations shall not interfere with, intimidate, restrain, coerce, or discriminate against employees of the District because of the exercise of their rights under this policy.

Adopted: May 18, 1965
Revised: April 17, 1984
Uses CCLC language with insertions underlined. Replaces:
BP5000 – Faculty Selection Procedures;
BP5010 – Faculty Teaching Load;
BP5020 – Faculty Senate;
BP5030 – Extended Day & Summer Sessions;
BP5060 – Full Credited Retirement Benefit for Part-time Faculty;
BP5540 – Adjunct Faculty – Access to Information & Use of Facilities/Equipment; and
BP5550 – Adjunct Faculty – Workload and Flex Obligations. Portions of these policies may be incorporated into the Administrative Procedures.

BOARD POLICY – Academic Employees 7210
COLLEGE OF THE SEQUOIAS CCD Human Resources

Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.

Decisions regarding tenure of faculty shall be made in accordance with the evaluation procedures established for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. The Board reserves the right to determine whether a faculty member shall be granted tenure.

The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the Superintendent/President to determine the extent of the District’s needs for temporary faculty.

Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and the Title 5-required District five-year plan for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.
BP5000 - FACULTY SELECTION PROCEDURES

The hiring of faculty will follow the guidelines agreed upon by the College of the Sequoias Faculty Senate, management, and the Board of Trustees. Upon such agreement the procedures shall be considered as Board Policy when approved and adopted by the Board of Trustees. The procedures shall be in compliance with federal and state laws, and the regulations of authorized compliance agencies. Such procedures shall have as their purpose the hiring of qualified personnel as described the policies of the Board of Trustees.

The Board of Trustees shall make the final determination in employment matters related to academic personnel.

Adopted: May 20, 1991

AND

BP5010 – Faculty Teaching Load

Thirty (30) lecture hour equivalents (LHE) per year shall be considered a full-time teaching load.

Laboratory class hours are considered to be the equivalent of three-fourths (.75) of a lecture hour for load determination purposes.

Laboratory class hours include industry and technology laboratory sections, science laboratory sections, business lecture/labs (e.g. keyboarding), nursing lecture/labs, agriculture lecture/labs, and fine arts lecture/labs.

A full-time teaching load for activity class hours consists of twenty-one hours per week, or the equivalent of .7 of a lecture hour for load determination purposes.

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Lecture Hour Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1.00 LHE</td>
</tr>
<tr>
<td>Laboratory</td>
<td>.75 LHE</td>
</tr>
<tr>
<td>Activity</td>
<td>.70 LHE</td>
</tr>
</tbody>
</table>

In some instances, heavier than normal fall semester teaching loads may be offset by lighter spring semester teaching loads.

All teaching assignments must be reviewed and approved by the Division Chairperson and the Vice President, Academic Services.

Adopted: April 17, 1984
Revised: November 15, 1999
BP5020 – Academic Senate

Faculty members may establish an Academic Senate which is authorized to:

1. Fix and amend, by vote of the faculty, the composition, structure, and procedures of the Senate or Council.

2. Select, in accordance with accepted democratic election procedures, the members of the Senate or Council.

3. Make recommendations to the District administration and to the Board of Trustees.

The Senate shall present its written views and recommendations to the Superintendent/President of the College, and then to the Board of Trustees. Upon request of the Academic Senate, and subject to the Brown Act, when applicable, the Board of Trustees or such Board members or administrative officers as it may designate, shall meet and confer with representatives of the Academic Senate with respect to recommendations made or proposed to be made by the Senate. The board members or administrative officers shall not preclude the representatives of the Academic Senate from meeting with, or appearing before, the Board with respect to the views, recommendations, or proposals of the Senate at a regular meeting or special meeting of the Board.

The Academic Senate may assume such responsibilities and perform such functions as may be requested of them by the administration or the Board of Trustees.

Ref: Govt. Code Sections 54950 et seq.; Calif. Admin., Title 5, Sections 53200-53205
Adopted: October 20, 1975
Revised: December 6, 2004

AND

BP5030—Extended Day and Summer Session

Evening college (temporary) and summer session (regular, contract, and temporary) instructors will be limited to teaching a maximum of two classes, equivalent in hours of meeting time to courses of three semester units, per term in addition to their regular full-time employment.

Full-time day contract and regular faculty members will be limited to teaching no more than one evening college class per term over their full-time teaching loads.

Evening college and summer session instructors will adhere to the approved course of study outlines for the courses they are assigned to teach.

Temporary evening college and summer session instructors will be required to administer the student evaluation of instruction questionnaire developed by the Faculty Committee on Evaluations at least once each year.

All evening college and summer session instructors will adhere to the same standards of student evaluation and grading as are employed in regular day classes.

Ref: Educ. Code Section 72233
Adopted: October 20, 1976

AND

BP5060 – Full Credited Retirement Benefit for Part-Time Faculty

The State Teachers Retirement System provides that certificated employees may, under specified conditions, accrue full-time retirement benefits while teaching part-time. Under such an arrangement, both the District and the employee would continue to make contributions to the State Teachers Retirement System equal to what would be made if the employee were working full-time. Prior approval from the college District Board of Trustees must be obtained by persons who wish to participate in the program.

College of the Sequoias' faculty members may apply to earn full credited service for part-time teaching provided they:

a. Are between the ages of 65 and 66 years;
b. Have taught in California public schools for at least ten years;
c. Were employed on a full-time basis during the immediately preceding five years;
d. Teach at least half-time while the arrangement may continue for a period not to exceed five years.

Following approval by the Board, the arrangement may continue for a period not to exceed five years.

Requests to participate in the full credited service for part-time employment arrangement must be submitted to the office of the Superintendent/President no later than January 1 of the year preceding that in which part-time service is to begin. Requests will be considered for approval on the basis of the following considerations:

a. Feasibility of meeting the college's educational goals with part-time rather than full-time employees;
b. Current enrollment trends and their effects on staffing needs in subjects taught by the applicants;
c. Availability of qualified instructors to augment the staff if additional faculty will be needed as the result of a change from full-time to part-time status.

Ref: Educ.-Code Sections 22724, 87483;
Govt.-Code Section 20815

Adopted: November 15, 1979

AND

BP5540 – Adjunct Faculty – Access to Information and Use of Facilities/Equipment

The District will provide to the Adjunct Faculty Association (AFA):

a. One copy of the Board of Trustees Policy Manual; any changes, additions or deletions will be provided upon implementation by the Board.

b. One copy of the Board Agenda packet, excluding all confidential information or materials which may be precluded under applicable law. Such materials will be provided at the time of distribution to administrative personnel.
c. Upon request, and not to exceed once per semester, the District will provide a listing of adjunct faculty members currently employed. The information will include name, college location address and telephone number.

d. Upon prior approval of the Vice President, Administrative Services, or designee, AFA may use District facilities for Association meetings and/or District equipment. Such usage will be subject to applicable Board Policies and the District may assess reasonable fees for such usage.

   1. District requirements will have priority over that of the Association at all times.

   2. All materials produced shall be solely at the expense of the AFA.

   3. No long-distance telephone charges will be billed to the District.

e. The District will provide a general office space for adjunct faculty members to conduct meetings with students, prepare for class presentations, grade examinations etc.

f. The District will devote bulletin board space at one location on main campus and the Hanford Center for use by the Adjunct Faculty Association (AFA).

   1. AFA may post, circulate, and distribute items of general interest to adjunct faculty employees, in accordance with applicable statutes, court rulings, regulations and Board Policies.

   2. A copy of the written communications from AFA placed on the designated bulletin board(s) or to be distributed in employee mailboxes shall be simultaneously provided to the Vice President of Instruction and Director of Personnel Services.

Adopted: October 20, 1997

AND

BP5550 – Adjunct Faculty – Workload and Flex Obligations

Adjunct faculty will normally be assigned for 60 percent of a regular faculty full-time assignment or less. Upon recommendation and approval of the District administration, adjunct may be assigned/employed for a greater percentage in accordance with applicable provisions of the California Education Code.

   a. Flex (Staff Development) Activities will be required as part of adjunct faculty workload. The determination of the number of hours will be predicated upon the hours each assigned class would have met on the day of District mandated Flex Activity.

   b. Adjunct Faculty employees may attend additional Flex Activities beyond those required for the Fall Semester. Such hours may be applied to the Spring Semester flex requirement, if the adjunct faculty member is employed.

   c. Flex Activities required for adjunct faculty must be completed by April 15 of the year in which employed and assigned. Failure to complete the required Flex Activities will result in a loss of pay for the total required hours which have not been completed by April 15. Such adjustment will be reflected in the May payroll warrant.

Adopted: October 20, 1997
New – uses CCLC language with insertions underlined. No comparable COS policy.

BOARD POLICY – Classified Employees 7230
COLLEGE OF THE SEQUOIAS CCD Human Resources

Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the classified service.

The classified service does not include:
1. Substitute and short-term employees who are employed and paid for less than 75 percent of the fiscal year.
2. Part-time apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment.
3. Full-time students employed part-time, and part-time students employed part-time in any college work-study program or in a work experience education program conducted by the District.

The Board shall fix and prescribe the duties of the members of the classified service. (See Board Policy 7110).

Before a short-term employee is employed, the Board, at a regularly scheduled meeting, shall specify the service required to be performed and certify the ending date of the service. The Board may later act to shorten or extend the ending date, but shall not extend it beyond 75 percent of an academic year.

The Superintendent/President shall establish procedures to assure that the requirements of state law and regulations regarding the classified service are met.

The probationary period for classified employees shall be ten (10) working months.

Reference:
Education Code Sections 88003; 88004; 88009; 88013

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Board in accordance with applicable law and with the regulations of the California Public Employment Relations Board.

Confidential employees are not eligible for inclusion in a bargaining unit represented by an exclusive representative and the terms and conditions of their employment are not controlled by any collective bargaining agreement.

The terms and conditions of employment for confidential employees shall be provided for by procedures developed by the Superintendent/President. Such terms and conditions of employment shall include, but not be limited to, procedures for evaluation and rules regarding leaves, transfers and reassignments.

Reference:
Government Code Section 3540.1(c)

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his or her administrative assignment expires or is terminated, if the following criteria are met:

3. The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developing jointly by the Superintendent/President and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.

3. The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the Superintendent/President. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the Superintendent/President.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the Superintendent/President.

Every educational administrator shall be employed by an appointment or contract of eighteen (18) months.
The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his or her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

Reference:
Education Code Sections 72411 et seq., 87002(b), 87457-87460;
Government Code Section 3540.1(g) and (m)

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
New – uses CCLC language. No equivalent COS policy.

BOARD POLICY – Classified Supervisors & Managers  7260
COLLEGE OF THE SEQUOIAS CCD Human Resources

Classified administrators are administrators who are not employed as educational administrators.

Classified supervisors are those classified administrators, regardless of job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or having the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action.

Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.

Classified administrators may be employed in the same manner as the other members of the classified service. If a classified administrator is employed as a regular member of the classified service, employment shall be consistent with other provisions of these policies regarding employment of classified employees.

Reference:
Government Code Section 3540.1(g) and (m);
Education Code Section 72411

Adopted:  (First Reading, August 13, 2007)
The District does not prohibit the employment of relatives [or domestic partners as defined by Family Code Section 297 et seq.] in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has 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 297 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.

Reference:
Government Code Section 12920 et seq. 1090 et seq.

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
All newly hired academic employees shall have on file a medical certificate indicating freedom from communicable diseases, including tuberculosis. No academic employee shall commence service until such medical certificate has been provided to the District.

All newly hired employees must show that they have been examined within the past 60 days to determine that they are free from active tuberculosis.

All employees shall be required to undergo an examination within **four years of employment and every four years thereafter**, to determine if they are free from tuberculosis.

Reference:
Education Code Sections 87408; 87408.6; 88021

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
Modifies BP4055 – Health Examinations. New CCLC language is underlined. Old policy below reflects deleted text with strikeouts.

BOARD POLICY – Health Examinations

The Superintendent/President shall establish administrative procedures related to medical examinations of candidates for appropriate positions prior to assuming the duties of the position. Such pre-employment medical examinations shall be required only after a conditional job offer has been made, and shall be required of any candidate for a position for which a pre-employment medical examination has been deemed appropriate. No candidate shall be required to participate in such an examination solely on the basis of the candidate’s age or disability.

The procedures may require any employee to undergo a physical or mental examination where such a fitness for duty exam is job related and consistent with business necessity. Such medical examinations shall be at the District’s expense and shall be conducted by a physician chosen by the District.

Reference:
42 U.S.C. Section 12112; 29 C.F.R., Part 1630; Government Code Section 12940

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)

BP 4055 - HEALTH EXAMINATIONS

The Superintendent/President may require medical examinations of candidates for appropriate positions prior to assuming the duties of the position. Such pre-employment medical examinations shall be required only after a conditional job offer has been made, and shall be required of any candidate for a position for which a pre-employment medical examination has been deemed appropriate. No candidate shall be required to participate in such an examination on the basis of the candidate’s age or disability.

Ref: Education Code § 88021
Adopted: January 12, 2004
The Superintendent/President shall establish procedures for employee leaves as authorized by law and by any collective bargaining agreements entered into by the District. Such leaves shall include, but are not limited to:

1. illness leaves for all classes of permanent employees;
2. vacation leave for members of the classified service, administrators, confidential, and managers;
3. leave for service as an elected official of a community college District public employee organization, or of any statewide or national employee organization with which the local organization is affiliated; Education Code Sections 87768.5; 88210
4. leave of absence to serve as an elected member of the legislature; Education Code Section 87701
5. pregnancy leave; Education Code Sections 87766; 88193; Government Code Section 12945
6. use of illness leave for personal necessity; Education Code Sections 87784; 88207
7. industrial accident leave;
8. bereavement leave;
9. jury service or appearance as a witness in court; Education Code Section 87036; 87037
10. military service; Education Code Section 87700
11. sabbatical leaves for permanent faculty.

Vacation leave for members of the classified service, educational administrators and classified supervisors and managers shall not accumulate beyond 30 days of paid leave or 240 hours of paid leave. Employees shall be permitted to take vacation in a timely manner to avoid accumulation of excess vacation.

In addition to these policies and collective bargaining agreements, the Board retains the power to grant leaves with or without pay for other purposes or for other periods of time.

Reference:
Education Code Sections 87763 et seq., 88190 et seq. and cites below
BP5005 - TEACHER ILLNESS AND ABSENCE

Teachers will be allowed ten days per year sick leave, accumulative without limit.

1. Absence for illness or injury. Days of absence are deducted from accumulated sick leave.

2. Personal necessity absence. This is defined as absence due to either (a) serious illness of a member of the immediate family, or (b) accident, involving the person or property of the instructor, or the personal property of a member of the immediate family. Days of absence are deducted from accumulated sick leave.

3. Bereavement. Three days are allowed for in-state and five for out-of-state travel following the death of a member of the employee's immediate family.

4. Conference attendance. Advance approval must be obtained from the Division Chairperson, the Vice-President, Instruction, and the Superintendent/President. Board policy limits each faculty member to attendance at no more than two conferences per academic year except when the individual is serving as an active participant such as a panelist or resource person. A limit of three class meeting days exists for each conference attendance.

5. Official college business. Examples include attendance at a meeting to which the individual is the official college representative, accompanying an athletic team or other college group on an approved trip, etc.

An absence due to any reason other than those described above is considered to be an absence for personal business and, therefore, an unexcused absence. In these cases, the faculty member's salary is reduced by 1/176th of his/her annual salary for every day of absence.

It is the responsibility of the instructor to report all absences due to illness to the Office of Instruction regardless of whether or not it is necessary to employ a substitute instructor.

Day-by-day substitutes will receive the regular amount set for substitutes, but when employed for more than twenty days, they shall be paid on the same basis they would be entitled to on an annual contract.

Teachers may be absent on approved school business without deductions for substitutes. Expenses will be allowed if approved in advance by the Superintendent/President (i.e., department meetings, etc.).

When teachers find it necessary to be absent from school due to illness or other reasons, they should notify their Division Chairperson or the Vice-President, Instruction the preceding day, or by 7:30 a.m. on the morning of the absence so that assignments and substitutes may be provided. They should also notify the Vice-President, Instruction in advance when they expect to be back so that substitutes will not be hired.
Teachers should have class work outlined for several days in advance at all times. This will make it possible for substitutes to fill in, in case of emergency, without having to “mark time.”

Ref.: Educ. Code Sections 87781, 8778.15, 87781.5, 87784, 87788
Adopted: May 16, 1949
Revised: April 17, 1984, March 16, 1987

AND

BP5580 - ADJUNCT FACULTY - LEAVES OF ABSENCE

Absence for illness or accident (regular sick leave) with pay shall be provided to adjunct faculty employees.

a. The number of hours accrued by an adjunct faculty member during any semester shall be the number of hours employed and assigned by the District each week. Staff development activities, committee work, and similar assignments shall not be included in the determination of earned sick leave.

b. Accrued, but unused sick leave provided by the District shall continue to accrue from semester to semester.

1. Accrued sick leave shall not be carried forward in event an adjunct faculty member is employed in a District tenure-track faculty position.

2. Accrued sick leave shall not be transferred to another District unless that employing District has adopted a procedure to accept such transfer.

c. Adjunct faculty shall be eligible to utilize sick leave benefits to be accrued through the semester in which currently employed. If the employee separates from District employment prior to completion of the semester, any overpayment shall be reimbursed to the District.

d. Upon returning from a sick leave, the affected adjunct faculty member shall complete a District absence form as a condition of receiving compensation under this Policy.

e. Misuse of sick leave benefits as determined by the District administration shall be sufficient cause to withhold compensation for such absence(s) and/or disciplinary action.

f. A physician’s statement may be required by the District to certify the employee’s absence and/or certify that the employee is physically able to resume all adjunct faculty responsibilities.

Personal Necessity Leave may be granted, without loss of pay, for a maximum of one (1) day of paid leave of absence per semester for each course to which an adjunct faculty member is employed and assigned by the District. Verification of such leave shall be made on a District form and subject to approval of the appropriate administrator. Personal Necessity Leave shall be deducted from the employee’s accrued sick leave. Personal Necessity Leave shall include:

a. Serious illness or death of the employee’s immediate family (as defined by California Education Code).

b. An accident involving the employee’s property or that of a family member which necessitates the immediate attention of the employee.

c. Appearance in court as a litigant or as a witness under an official court order.
Jury Duty and Workers Compensation leave shall be provided to adjunct faculty members in accordance with applicable law.

**Reporting of Absence**

The District administration shall establish administrative regulations to insure appropriate reporting of absences by adjunct faculty and class coverage as necessary. Adjunct Faculty employees must complete a District absence form whenever the assigned instructor is not conducting his/her class.

a. Substitute adjunct personnel shall meet minimum qualifications to teach in a subject area(s) and hired in accordance with the Adjunct Faculty Hiring Procedure and be approved by the area Vice-President, or designee, and Division Chair.

b. The salary paid to a substitute will be commensurate with her/his education and work experience.

Adopted: October 20, 1997
New – uses CCLC language with insertions underlined. No equivalent COS policy.

BOARD POLICY – Catastrophic Leave Program 7345
COLLEGE OF THE SEQUOIAS CCD Human Resources

The Board authorizes implementation of a catastrophic leave program to permit employees of the District to donate eligible leave credits to an employee when that employee or a member of his or her family suffers from a catastrophic illness or injury.

The Superintendent/President shall establish administrative procedures to administer the program that comply with the requirements established by the Education Code. The administrative procedures shall assure that the program is administered in a nondiscriminatory way.

Reference:
Education Code Section 87045

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
This policy is identical to COS BP2024 – Resignation. Only change will be to renumber it to match CCLC sequencing.

BOARD POLICY – Resignations

The Board shall accept the resignation of any employee and shall fix the time when the resignation takes effect, which shall not be later than the close of the academic year during which the resignation has been received by the Board.

The Board hereby delegates to the Superintendent/President the authority to accept resignations on its behalf at any time. Resignations shall be deemed accepted by the Board when accepted in writing by the Superintendent/President. When accepted by the Superintendent/President, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification.

Reference:
Education Code Sections 87730; 88201

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
New – uses CCLC language with insertions underlined. No equivalent COS policy.

BOARD POLICY - Discipline & Dismissal, Academic Employees 7360
COLLEGE OF THE SEQUOIAS CCD Human Resources

A contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education Code section 87732. If the employee is to be penalized, the Board shall determine the nature of the penalties. If the Board decides to dismiss or penalize a contract or regular employee, it shall assure that each of the following has been satisfied:

1. The employee has been evaluated in accordance with standards and procedures established in accordance with the provisions of Education Code Sections 87660 et seq., and any administrative procedure for evaluation contained in a collective bargaining agreement;
2. The Board has received all statement of evaluation which considers the events for which dismissal (or penalties) may be imposed;
3. The Board has received a recommendation from the Superintendent/President;
4. The Board has considered the statements of evaluation and the recommendations in a lawful meeting.

If the Board decides it intends to dismiss (or penalize) a contract or regular employee, it shall take the actions required by the Education Code, and the Superintendent/President or designee shall thereafter assure that the employee is afforded the full post-termination due process required by the Education Code Sections 87666 through 87681, and 87740.

The Superintendent/President shall establish procedures that define the conditions and processes for dismissal, discipline, and due process and ensure they are available to employees.

Reference:
Education Code Section 87669, 87732

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
Modification: The first paragraph of COS BP6200 – Discipline and
Dismissals – Classified Employees and Classified Managers will be
replaced with CCLC language which is underlined. Old text has
strikeouts. Policy will also be renumbered to match CCLC sequencing.

BOARD POLICY - Discipline & Discipline, Classified Employees 7365
COLLEGE OF THE SEQUOIAS CCD Human Resources

The Governing Board has established the following causes for disciplinary action. The
procedures governing classified disciplinary actions are made pursuant to the Education
Code and may be provided for in collective bargaining agreements between the
Governing Board and recognized representatives of classified employees.

The Superintendent/President shall enact procedures for the disciplinary
proceedings applicable to permanent classified employees of the District. Such
procedures shall conform to the requirements of the Education Code.

The Board's determination of the sufficiency of the cause for disciplinary action of a
classified employee shall be conclusive.

No disciplinary action shall be taken for any cause that arose prior to the employee
becoming permanent, or for any cause that arise more than two years preceding the date
of the filing of any charge against the employee, unless the cause was concealed or not
disclosed by the employee when it could be reasonably assumed that the employee
should have disclosed the facts to the District.

A permanent member of the classified service shall be subject to disciplinary action,
including, but not limited to, oral reprimand, written reprimand, reduction in pay, demotion,
suspension, or discharge, for any of the following grounds:

1. Fraud in securing employment or making a false statement on an application for
   employment.

2. Incompetence, i.e., inability to comply with the minimum standard of an
   employee's position for a significant period of time.

3. Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of
   an employee in the position.

4. Willful disobedience and insubordination, a willful failure to submit to duly
   appointed and acting supervision, conform to duly established orders or directions
   of, or insulting or demeaning the authority of a supervisor or manager.

5. Dishonesty involving employment.
6. Being impaired by or under the influence of alcohol or illegal drugs or narcotics while on duty, which could impact the ability to do the job.

7. Excessive absenteeism.

8. Unexcused absence without leave.

9. Abuse or misuse of sick leave.

10. The conviction of either a misdemeanor or a felony involving moral turpitude shall constitute grounds for dismissal of any employee. The record of conviction shall be conclusive evidence only of the fact that the conviction occurred. A plea or verdict of guilty, or a conviction showing a plea of nolo contendere made to charge a felony or any offense involving moral turpitude, is deemed to be a conviction within the meaning of this Section.

11. Discourteous treatment of the public or other employees.

12. Improper or unauthorized use of District property.

13. Refusal to subscribe to any oath or affirmation which is required by law in connection with District employment.

14. Any willful act of conduct undertaken in bad faith, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department or division.

15. Inattention to duty, tardiness, indolence, carelessness or negligence in the care and handling of District property.

16. Mental or physical impairment which renders the employee unable to perform the essential functions of the job without reasonable accommodation or without presenting a direct threat to the health and safety of self or others.

17. Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his or her official duties.

18. The refusal of any officer or employee of the District to testify under oath before any court, grand jury, or administrative officer having jurisdiction over any then pending cause of inquiry in which the District is involved. Violation of this provision may constitute of itself sufficient ground for the immediate discharge of such officer or employee.

19. Willful violation of policies, procedures and other rules which may be prescribed by the District, college(s) or departments.

20. Working overtime without authorization.
Reference: Education Code Section 88013
See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)
Employees shall not use District funds, services, supplies, property or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board. This policy prohibits political activity during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

Reference:
Education Code Sections 7054, 7056; Government Code Section 8314

Adopted: (First Reading, August 13, 2007)
Uses CCLC language with insertions underlined. Replaces BP5330 – Adjunct Faculty Payroll Deductions. Portions of this policy may be incorporated into Administrative Procedures.

BOARD POLICY – Salary Deductions

An employee may request reduction of his or her salary in any amount for any or all of the following purposes:

1. participation in a deferred compensation program;
2. paying premiums on any policy or certificate of group life insurance or disability insurance or legal expense insurance, or any of them;
3. paying rates, dues, fees, or other periodic charges on any hospital service contract.

The request provided for above shall be revocable by the employee.

The District shall without charge reduce the salary payment by the amount which the employee has authorized in writing for the purpose of paying his or her membership dues in any local, statewide or other professional organization. Revocation of such authorization shall be in writing and shall be effective beginning with the next pay period.

Reference:
Education Code Sections 87040; 87833; 87834; 88167

See Administrative Procedure:

Adopted: (First Reading, August 13, 2007)

BP5330 - ADJUNCT FACULTY - PAYROLL DEDUCTIONS

The District may deduct from adjunct faculty salary payments and make appropriate remittance for insurance premiums or other plans or programs jointly approved by the District and representatives of the Adjunct Faculty Association (AFA). Written authorization for such deduction(s) must be completed by the employee and submitted to the Payroll Services Department according to a District-established schedule.

Adopted: October 20, 1997
Uses CCLC language with insertions underlined. Replaces BP3100 – Travel & Reimbursement and BP3102 – Business Expense Reimbursement for Attendance at Conferences or Other Events (Employees and Non-Employees). Portions of current policies may be incorporated into Administrative Procedures.

BOARD POLICY – Travel
COLLEGE OF THE SEQUOIAS CCD Human Resources

The Superintendent/President is authorized to attend conferences, meetings and other activities that are appropriate to the functions of the District.

The Superintendent/President shall establish procedures regarding the attendance of other employees at conferences, meetings, or activities. The procedures shall include authorized expenses, advance of funds, and reimbursement.

All travel outside the United States must be approved in advance by the Board.

Reference:
Education Code Section 87032

See Administrative Procedure:

 Adopted: (First Reading, August 13, 2007)

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BP3100 - TRAVEL AND REIMBURSEMENT

It shall be the policy of the Board of Trustees of College of the Sequoias to reimburse staff for actual and necessary costs, in accordance with college procedures, for expenses incurred when attending meetings or conferences on official college business. Such expenses include a 15 percent service charge for services rendered and mileage reimbursement equivalent to that allowed by the IRS for the use of private vehicles on authorized school business.

Adopted: June 17, 1991
Revised: September 21, 1992
February 23, 1998

AND

BP 3102 - BUSINESS EXPENSE REIMBURSEMENT FOR ATTENDANCE AT CONFERENCES OR OTHER EVENTS (EMPLOYEES AND NONEMPLOYEES)
The Board of Trustees hereby delegates authorization to the Superintendent/President or Designee to determine the public purpose served and grant employee and non-employee reimbursement approval in advance for travel, for meetings, for event attendance or participation at conferences or other events within the limitations of the adopted budget for involvement in advisory committees, or planning groups, or other activities that assist in establishing district-wide goals, articulate program needs or help establish priorities within the community college district, or which advance and promote the community relations of the college.

August 23, 1999 Cabinet
August 30, 1999 College Council
Reference: Board Policy 3100
Adopted: November 15, 1999
New – uses CCLC language. No equivalent COS Policy.

BOARD POLICY – Domestic Partners 7510
COLLEGE OF THE SEQUOIAS CCD Human Resources

Domestic partners registered with the California Secretary of State shall have, insofar as permitted by California law, all of the same rights, protections, and benefits, as well as the same obligations, responsibilities, and duties of married persons (spouses) under state law. Former domestic partners shall have all of the rights and obligations of former spouses. Surviving domestic partners shall have the same rights, protections, and benefits as are granted to a surviving spouse of a decedent.

Therefore, all references to “spouses” in the District’s policies or procedures shall be read to include registered domestic partners as permitted by California law.

Reference:
Family Code Sections 297, 298, 298.5, 297.5, 299, 299.2, and 299.3.

Adopted: (First Reading, August 13, 2007)
The Board has established a police department under the supervision of one Chief of Police, who shall report directly to the Vice-President, Administrative Services. The department(s) shall have jurisdiction to enforce the law on or near the campus(es) and other grounds or properties owned, operated, controlled or administered by the District.

District police officers shall be employed as members of the classified service but shall, when duly sworn, be peace officers as defined by law. Prior to employment, they shall satisfy the training requirements set out in Penal Code Sections 830, et seq.

The Vice-President, Administrative Services shall establish minimum qualifications of employment for the Chief of Police including, but not limited to, prior employment as a peace officer or completion of a peace officer training course approved by the Commission on Peace Officers' Standards and Training.

The Vice-President, Administrative Services shall ensure that every member of the police department first employed by the District before July 1, 1999 satisfies the requirements of state law regarding qualifications for continued employment.

Every member of the police department shall be issued a suitable identification card and badge bearing words "College of the Sequoias Community College Police"...

The Vice-President, Administrative Services, in cooperation with the Chief of Police, shall issue such other regulations as may be necessary for the administration of the police department.

Reference: Education Code Sections 72330, et seq.
See Administrative Procedure:
Adopted:  (First Reading, August 13, 2007)
The Superintendent/President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by district employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or District policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, district employees shall not: (1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or (2) directly or indirectly use or attempt to use the official authority or influence of his or her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

See Administrative Procedure:

Reference:

Adopted: (First Reading, August 13, 2007)
FIRST READING PROPOSED REVISION TO
BOARD POLICY 5030—FEES

Status: Action Scheduled (First Reading)

Presented by: Bill Scroggins
President

Issue

The District is in the process of reviewing and updating all of the college’s board policies. The current Fee policy does not allow the college to have flexibility for students enrolled in new off-campus programs.

Background

The college now has several off-campus programs and the students enrolled in the programs are never on campus and thus the health services are not available to them. The modifications to the fee policy will allow the Superintendent/President to waive the health fee for these types of classes.

Recommendation

It is recommended that the Board of Trustees approve the first reading of Board Policy 5030—Fees and forward it to the October meeting for a second reading and adoption.
FEES

The Board authorizes the following fees. The Superintendent/President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the college catalog (EC 76300, et seq.). Student records may be withheld for individuals who have failed to pay their financial obligation to the college (BP5035) and students may be dropped for non-payment of fees.

ENROLLMENT FEE

Each student shall be charged a fee for enrolling in credit courses as required by law (EC 76300).

AUDITING FEES

Persons auditing a course shall be charged the maximum fee authorized by law. Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged this fee to audit three or fewer units per semester (EC 76370).

HEALTH FEE

The District shall charge each student the maximum allowable fee as approved by the Chancellors' Office for health supervision and services (EC 76355). The Superintendent/President has the option to waive the health service fee for special groups and community organizations.

PARKING FEE

Students who wish to purchase a parking permit shall be required to pay a $20 per semester fee for parking services (EC 76360).

INSTRUCTIONAL MATERIALS

Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District (EC 76365; Title 5 - 59400, et seq.).

STUDENT REPRESENTATION FEE

Students will be charged a $1 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial, or moral reasons and shall submit such refusal in writing.
STUDENT CENTER FEE
The COS Student Body voted to levy a $1.00 per unit ($5.00 maximum per semester) Student Center fee. This fee, by California State Law, may only be used to finance, construct, enlarge, remodel, or refurbish and operate the COS Student Center.

TRANSCRIPT FEES
The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Superintendent/President is authorized to establish the fee, which shall not to exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record (EC 76223).

INTERNATIONAL STUDENTS APPLICATION PROCESSING FEE
The District shall charge students who are both citizens and residents of a foreign country a fee to process his or her application for admission. This processing fee and regulations for determining economic hardship may be established by the Superintendent/President. The fee shall not exceed the lesser of 1) the actual cost of processing an application and other documentation required by the U.S. government; or 2) one hundred dollars ($100), which shall be deducted from the tuition fee at the time of enrollment (EC 76223).

REFUND POLICY FOR FEES
The refund policy for various student fees shall be in accordance with Section 58508 of Subchapter 6 of Chapter 9 of Division 6 of Title 5 of the California Code of Regulations, and Education Code Sections 66700, 70901, 72250, and 72252, and District Procedures which are incorporated into student class schedules.

Ref:
Adopted: First Reading, September 10, 2007
ANNUAL APPROPRIATION LIMIT

(Resolution No. 2007-28)

Status: Action Scheduled (Roll Call Vote)

Presented by: Rod Frese, Ph.D.
Vice President, Administrative Services

Issue

Pursuant to Article XIII-B of the Constitution and Chapter 1205, Statutes of 1980, all community college districts are required to compute an annual appropriation limit. That appropriation limit is adjusted annually for changes in price index, population, and other factors (if applicable).

Background

The price factor to be used in establishing the appropriation limit is defined as the change in fourth quarter California per capita personal income. The price factor to be used in setting the 2007-08 appropriation limit is 4.42%.

Analysis

The appropriations limit for 2007-2008 is $72,686,612. The District is well below the limit, as the amount of the appropriation which is subject to limit is $40,830,799.

Implications

The appropriation limit must be approved by the governing board in accordance with Government Code Section 7910.

Recommended Action

It is recommended that the Board of Trustees adopt Resolution Number 2007-28.
DISTRICT NAME: College of the Sequoias	 DATE: September 4, 2007

I. 2007-2008 APPROPRIATIONS LIMIT:
   A. 2006-2007 Appropriations Limit $63,716,116
   B. Price factor for 2007-08: 1.0442
   C. Population factor:
      1. 2005/2006 Second Period Actual FTES 7582.27
      2. 2006/2007 Second Period Actual FTES 8283.99
      3. 2006/2007 Population change factor 1.0925
         (line C.2. divided by line C.1.)
   D. 2006-2007 Limit adjusted by inflation and population factors $72,686,612
         (line A multiplied by line B and line C.3.)
   E. Adjustments to increase limit:
      1. Transfers in of financial responsibility $......................
      2. Temporary voter approved increases $0.00
      3. Total adjustments - increase $0.00
         Sub-Total $......................
   F. Adjustments to decrease limit:
      1. Transfers out of financial responsibility $......................
      2. Lapses of voter approved increases $0.00
      3. Total adjustments - decrease < >
   G. 2007-2008 Appropriations Limit $72,686,612

II. 2007-2008 APPROPRIATIONS SUBJECT TO LIMIT:
   A. State Aid (General Apportionment, Apprenticeship
      Allowance, Basic Skills, and Partnership for Excellence) $32,693,588
   B. State Subventions (Home Owners Property Tax Relief,
      Timber Yield tax, etc.) 179,346...
   C. Local Property taxes 7,974,410...
   D. Estimated excess Debt Service taxes 00..
   E. Estimated Parcel taxes, Square Foot taxes, etc. 00..
   F. Interest on proceeds of taxes 00..
   G. Local appropriations from taxes for unreimbursed State,
      court, and federal mandates < 16,545 >
   H. 2007-2008 Appropriations Subject to Limit $40,830,799
BEFORE THE BOARD OF TRUSTEES
OF THE COLLEGE OF SEQUOIAS COMMUNITY COLLEGE DISTRICT
TULARE COUNTY, CALIFORNIA

In the Matter of Establishing an Estimated Appropriations Limit for the 2007-2008 Fiscal Year and an Actual Appropriations Limit for the 2006-2007 Fiscal Year

RESOLUTION 2007-28

RECITALS

1. In November of 1979, the California electorate adopted Proposition 4, commonly called the Gann Initiative, which added Article XIIIIB to the California Constitution; and

2. The provisions of that Article establish maximum appropriation limits, commonly called “Gann Limits,” for public agencies, including community college districts; and

3. Section 7900 et seq. of the Government Code and specifically Section 7910 require this board to establish annually, by resolution at a regular or special meeting, its appropriations limits; and

4. Government Code section 7902.1 authorizes this board to increase its appropriation limit to an amount equal to its proceeds of taxes; and

5. Government Code section 7910 requires that documentation used in the determination of the appropriations limits and other necessary determinations shall be made available to the public 15 days prior to the meeting; and

6. Government Code section 7908(c) requires each community college district to report to the Chancellor of the California Community Colleges and to the Director of Finance at least annually its appropriations limit, its appropriations subject to limitation, the amount of its state aid apportionments and subventions included within the proceeds of taxes of the district, and amounts excluded from the appropriations limit.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.

2. This board hereby establishes and adopts for the 2007-2008 fiscal year an estimated appropriations limit in the amount of $72,686,612 and for the 2006-2007 fiscal year identifies the actual appropriations limit of $63,716,116.

3. Said appropriations limits have been calculated and determined in accordance with all applicable statutes and constitutional provisions and do not exceed the limitations imposed by Proposition 4.
4. In the event this board increases the appropriations limit, it shall notify the Director of Finance of the change within 45 days as required by Government Code section 7902.1.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee __________ , seconded by Trustee __________ , at a regular meeting held on September 10, 2007, by the following vote:

[Please list board member names]

AYES: ____________________________

NOES: ____________________________

ABSENT: ____________________________

I, William T. Scroggins, secretary of the governing board of the College of Sequoias Community College District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 10th day of September, 2007.

Dated __________

Secretary, Board of Trustees