

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

[www.centerusd.k12.ca.us](http://www.centerusd.k12.ca.us)

*Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.*

## **BOARD OF TRUSTEES REGULAR MEETING**

• District Board Room, Room 503  
Wilson C. Riles Middle School  
4747 PFE Road, Roseville, CA 95747

**Wednesday, April 23, 2014 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
  - 1. Student Expulsions/Readmissions (G.C. §54962)
  - 2. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)
  - 3. Public Employee Performance Evaluation (Certificated) - Superintendent (G.C. §54957)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**
- IV. CLOSED SESSION - 5:30 p.m.**
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- VI. FLAG SALUTE**
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info/Action
- VIII. ADOPTION OF AGENDA** Action
- IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)** Info
  - 1. Center High School - Kelsey Wooley
  - 2. McClellan High School - Chris Jeffers
  - 3. Antelope View Charter School - Marianna Flores/Paloma Lopez
  - 4. Global Youth Charter School - Marianna Flores/Paloma Lopez

*Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]*

**NOTICE:** The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

**X. ORGANIZATION REPORTS (3 minutes each)**

Info

1. CUTA - Heather Woods, President
2. CSEA - Marie Huggins, President

**XI. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA**Public  
Comments  
Invited

*Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.*

**XII. BOARD / SUPERINTENDENT REPORTS (10 minutes)**

Info

**XIII. CONSENT AGENDA (5 minutes)**

Action

*NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.*

- |                  |     |  |
|------------------|-----|--|
| Governance       | 1.  | Approve Adoption of Minutes from March 12, 2014 Board Workshop                               |
| ↓                | 2.  | Approve Adoption of Minutes from March 19, 2014 Regular Meeting                              |
| ↓                | 3.  | Approve Adoption of Minutes from April 2, 2014 Board Workshop                                |
| Personnel        | 4.  | Approve Classified Personnel Transactions  |
| ↓                | 5.  | Approve Certificated Personnel Transactions  |
| ↓                | 6.  | Approve Request for Leave of Absence   |
| ↓                | 7.  | Approve CUTA Bargaining Contract: July 1, 2013 - June 30, 2016                               |
| Special Ed       | 8.  | Ratify 2013/2014 Individual Service Agreements:  |
|                  |     | 2013/14-202 Easter Seals   |
|                  |     | 2013/14-203 Capitol Academy  |
|                  |     | 2013/14-204-205 Supported Life Institute (CTEC)  |
|                  |     | 2013/14-206-245 Bright Futures Therapy   |
| Student Serv.    | 9.  | Approve 2014-2015 Contract with CHH/Center for Hearing Health, Hearing Conservation Services |
| Curr & Instr     | 10. | Approve California High School Exit Exam (CAHSEE) Waiver Request                             |
| Facilities & Op. | 11. | Approve Professional Services Agreement: Hugh R. Davison                                     |
| Business         | 12. | Approve Payroll Orders: July 2013 - March 2014   |
| ↓                | 13. | Approve Supplemental Agenda (Vendor Warrants): March 2014                                    |
| Governance       | 14. | Approve Resolution #12/2013-14: Resolution on Board Compensation for Missed Meeting          |
| Facilities & Op. | 15. | Approve 2013-2014 Safe School and Emergency Preparedness Plan - AVCS/Global                  |

**XIV. BUSINESS ITEMS**

- |            |           |   |        |
|------------|-----------|---|--------|
| Governance | <b>A.</b> | <b><u>Second Reading: Board Policies/Regulations/Exhibits</u></b>               | Action |
|            |           | Replace BP 0420.43 Charter School Revocation                                    |        |
|            |           | Replace BP 2210 Administrative Discretion Regarding Board Policy                |        |
|            |           | Delete BP 3111 Deferred Maintenance Funds                                       |        |
|            |           | Replace BP/AR 3551 Food Service Operations/Cafeteria Fund                       |        |
|            |           | Replace AR 3554 Other Food Sales  |        |
|            |           | Replace BP 4111/4211/4311 Recruitment and Selection                             |        |
|            |           | Replace BP 4131 Staff Development   |        |
|            |           | Delete AR 4131 Staff Development  |        |
|            |           | Replace BP 4231 Staff Development   |        |
|            |           | Delete AR 4231 Staff Development  |        |
|            |           | Replace BP 4331 Staff Development   |        |
|            |           | Delete AR 4331 Staff Development  |        |
|            |           | Replace BP/AR 5123 Promotion/Acceleration/Retention                             |        |
|            |           | Replace BP/AR 5141.21 Administering Medication and Monitoring Health Conditions |        |
|            |           | Replace BP 5146 Married/Pregnant/Parenting Students                             |        |
|            |           | Delete AR 5146 Married/Pregnant/Parenting Students                              |        |



Replace BP	6142.6	Visual and Performing Arts Education
Replace BP	6142.91	Reading/Language Arts Instruction
Delete AR	6142.91	Reading/Language Arts Instruction
Replace BP	6146.1	High School Graduation Requirements
Replace AR	6159.4	Behavioral Interventions for Special Education Students
Replace BP/AR	6162.51	State Academic Achievement Tests
Replace BP	6164.2	Guidance/Counseling Services
Delete AR	6164.2	Guidance/Counseling Services
Replace BP/AR	6173.1	Education for Foster Youth
Replace BP	6176	Weekend/Saturday Classes
Delete AR	6176	Weekend/Saturday Classes
Replace BP	6177	Summer Learning Programs
Replace BP	6179	Supplemental Instruction
Delete AR	6179	Supplemental Instruction
Replace BP	6184	Continuation Education
Replace BP/AR	7214	General Obligation Bonds

- ↓
- B. Operation Wallacea Trip to Honduras** Action
- This includes information pertaining to the Operation Wallacea trip to Honduras which was requested by the Board after the presentation. We have included information on the estimated costs as well as the measures being taken to provide for the safety and security of the students and staff.
- ↓
- C. Instructional Materials Adoption 6th-12th Grade Math Textbooks** Action
- The committee, with representation from all sites, reached agreement in recommending the textbooks from College Preparatory Mathematics (CPM), a non-profit educational corporation. The committee further recommended that CPM be our 6th-12th grade adopted Math curriculum. With the adoption of these materials, we will have completed our adoption cycle for Math materials.
- XV. ADVANCE PLANNING** Info
- a. *Future Meeting Dates:*
- i. *Special Meeting: Wednesday, May 7, 2014 @ 6:00 p.m. - Center High School Theater, 3111 Center Court Lane, Antelope, CA 95843*
- ii. *Regular Meeting: Wednesday, May 21, 2014 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*
- XVI. CONTINUATION OF CLOSED SESSION (Item IV)** Action
- XVII. ADJOURNMENT** Action

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Superintendent's Office  
To: Board of Trustees  
Date: April 23, 2014  
From: Scott A. Loehr, Superintendent  
Principal's Initials: \_\_\_\_\_

Action Item     X      
Information Item \_\_\_\_\_  
#Attached Pages \_\_\_\_\_

**SUBJECT: Adoption of Minutes**

**The minutes from the following meeting are being presented:**

March 12, 2014 Board Workshop

**RECOMMENDATION: The CJUSD Board of Trustees approve the presented minutes.**

**CONSENT AGENDA**

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES WORKSHOP MEETING PLANNING AND FACILITIES**

**Center Joint Unified School District - District Office, Room 5  
8408 Watt Avenue, Antelope, CA 95843**

**Wednesday, March 12, 2014**

### **M I N U T E S**

**CALL TO ORDER** - Trustee Hunt called the meeting to order at 5:30 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assistant Superintendent of Operations & Facilities  
Jeanne Bess, Director of Fiscal Services

**FLAG SALUTE** - led by Jeremy Hunt

**ADOPTION OF AGENDA** - the agenda was adopted as presented.

**Motion:** Pope  
**Second:** Kelley

**Vote:** General Consent

**COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA** - None

**PRESENTATION ON OVERVIEW OF SCHOOL BONDS** - Khushroo Gheyara presented this information to the Board.

**QUESTIONS AND COMMENTS**

**NEXT STEPS AND NEXT WORKSHOP**

The Board would like to meet with Mike Winters; look for a date in May.

**ADJOURNMENT** - 7:30 p.m.

**Motion:** Anderson  
**Second:** Pope

**Vote:** General Consent

Respectfully submitted,

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Scott A. Loehr, Superintendent  
Secretary to the Board of Trustees

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Kelly Kelley, Clerk  
Board of Trustees

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Adoption Date

*Center Joint Unified School District***AGENDA REQUEST FOR:**

Dept./Site: Superintendent's Office

Action Item     X    

To: Board of Trustees

Information Item           

Date: April 23, 2014

#Attached Pages           

From: Scott A. Loehr, Superintendent

Principal's Initials:           **SUBJECT: Adoption of Minutes****The minutes from the following meeting are being presented:**

March 19, 2014 Regular Meeting

**RECOMMENDATION:** The CJUSD Board of Trustees approve the presented minutes.**CONSENT AGENDA**

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

District Board Room, Room 503  
Wilson C. Riles Middle School  
4747 PFE Road, Roseville, CA 95747

Wednesday, March 19, 2014

### MINUTES

**OPEN SESSION - CALL TO ORDER** - President Hunt called the meeting to order at 5:30 p.m.

**ROLL CALL** - Trustees Present: Mrs. Anderson, Mr. Hunt, Mrs. Kelley, Mrs. Pope, Mr. Wilson

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services  
David Grimes, Director of Personnel/Student Services

#### ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Public Employee Performance Evaluation (Certificated) - Superintendent (G.C. §54957)
2. Student Expulsions/Readmissions (G.C. §54962)
3. Conference with Labor Negotiator, David Grimes, Re: CSEA and CUTA (G.C. §54957.6)

#### PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

**CLOSED SESSION - 5:30 p.m.**

**OPEN SESSION - CALL TO ORDER – 6:06 p.m.**

**FLAG SALUTE** - led by Trustee Kelley

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken. The following items had action taken during Open Session:

2. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion #13-14.14 - Recommendation approved.

**Motion:** Wilson  
**Second:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None

Student Expulsion #13-14.15 - Recommendation approved.

**Motion:** Wilson  
**Second:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None

**ADOPTION OF AGENDA** - There was a motion to approve the adoption of the agenda as amended, pulling Consent Agenda Item 3 for separate consideration.

**Motion:** Anderson  
**Second:** Kelley

**Vote:** General Consent

### **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School - Kelsey Wooley was not available to report. Mr. Loehr read their report.
  - CHS participated in the Every 15 Minutes program at the end of February.
  - Junior Prom was held last weekend at Morgan Creek Country Club; 185 students attended.
  - there is a Powder Puff football game and rally tonight.
  - Senior Ball is at the Croatian Center on April 12<sup>th</sup>.
  - Top Ten Dinner will be held on April 9<sup>th</sup>.
  - Purple Cord Dinner will be held on April 25<sup>th</sup>.
2. McClellan High School – Chris Jeffers
  - congratulated the MHS basketball team. Last week they won the championship game, becoming the 2014 Sacramento League Champs, Small School Division. Todd Joyce, Jeff Hageman & Hosea Davis were named All League, Carson Sibona was named Tournament MVP. Other members of the team were David Montes, Chris Jeffers, Izzy Hernandez, Taya Rodgers, Richard Beatty, Isteban Martinez, Chris Cagle, and Ray Ochoa.
  - congratulated Coach Hagman for being named Coach of the Year by the league.
  - final administration of the CAHSEE was held this week.
  - Leadership class sponsored Twin Day today.
  - Racquelle Gomez won the ipod in the Honor Roll/Perfect Attendance raffle, held during the student spirit assembly, held on March 3<sup>rd</sup>. The prize was received from Lisa Gilbertson from Horrace Mann.
  - 26 students made the honor for Trimester 2B. Ray Ochoa and Adashia Anogo received perfect attendance status during Trimester 2B as well.
  - tickets are still on sale for the spring dance that is scheduled for April 4<sup>th</sup>, to be held at Wilson C. Riles Middle School.
  - grading period Trimester 3A ends Friday, April 4<sup>th</sup>.
  - signups for the spring intramural softball program are available April 3<sup>rd</sup>. Open play begins April 8<sup>th</sup> after school.
  - congratulated Michael Ratliff for being selected Certificated Employee of the Year, and Kari Knutson for being selected Classified Employee of the Year for McClellan High School for 2014.
3. Antelope View Charter School & Global Youth Charter School - Marianna Flores
  - thanked CHS for letting them participate in the Every 15 Minutes program.
  - for the first time there will be a boys club volleyball team. There was a game this evening and they won.
  - last week they went to William Jessup University; students were very interested in the small school environment since they are a small school as well.
  - Prom is coming up on April 26<sup>th</sup>; the theme is "Red Carpet".
  - parents and students are concerned; they are hearing that Mr. Hughey will be going to McClellan High School next year. They are anxious and worried, they don't want to lose Mr. Hughey, they love him, and don't want to lose their staff.

## **ORGANIZATION REPORTS**

1. CUTA - Heather Woods, President, was not available to report. Mrs. Searls was able to report for her. Dudley, Oak Hill, North Country, Spinelli and Riles are excited to start using Chromebooks. A class at Riles has already gone paperless. Dudley 4<sup>th</sup> grader teachers are attended a Math Common Core workshop. North Country will have its Beauty and the Beast play on the 13<sup>th</sup>. There was a St. Baldricks fundraiser held at the Galleria Mall to raise money for childhood cancers. Spinelli will be having their St Baldricks fundraiser this Friday at 2:00 pm; there are 35 participants. Mr. Loehr noted that Mrs. Luigi will be shaving part of her head at the Spinelli fundraiser and the other part at the Sunday St. Baldricks event. He also noted the Mrs. Allred from Wilson C. Riles MS will be shaving her head as well.
2. CSEA - Marie Huggins, President, was not available to report. Mr. Loehr noted that Mrs. Huggins had some other obligations and wasn't able to join us. She regrets missing the meeting. Trustee Hunt asked that it be passed on that she is missed and appreciate what she does.

## **REPORTS/PRESENTATIONS**

1. **CFW Foundation Scholarship Presentation** – Scott Loehr, Superintendent, introduced Abel Guillen from CFW. He presented Esther Sandoval Nunez with a \$2,000 scholarship. Esther was not present at the meeting, but the scholarship was received by the board on her behalf.

## **COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA - none**

## **BOARD/SUPERINTENDENT REPORTS**

**Mrs. Kelley** had nothing to report.

### **Mr. Wilson**

- announced that in a couple weeks he is turning 45 and he welcomes birthday presents.

### **Mrs. Anderson**

- attended the Every 15 Minutes Program. It was a fantastic program; great job by everyone. Thanked everyone involved.

### **Mrs. Pope**

- attended the Every 15 Minutes Program.
- attended the Community Meeting regarding Common Core and LCAP. She noted that Mr. Loehr, Rebecca Lawson and Jeanne Bess all did an amazing job.
- attended the SCOE Dinner. Topic was Parent Involvement, along with Common Core.
- the Sacramento Summer Festival is going strong; there will be more info next month.

### **Mr. Loehr**

- thanked the Board for the effort and work at the last to workshops that they have done to learn more about facilities and bonds. He noted that Craig Deason did a wonderful job reporting on facilities and Khushroo Gheyara (CFW) did a good job explaining bonds.
- thanked the Technology Department; they are working so hard for the wifi to be up by April 1<sup>st</sup>.
- the Tech folks and Administrators are working hard to get the Chromebooks and into the hands of the students.
- noted that they will video conference the workshop with Mike Winters. It will give them quicker access and cost less in expenses.
- Common Core is out there; he toured some classrooms and can see it happening.



**BOARD/SUPERINTENDENT REPORTS (continued)**

- LCAP is in full swing; they hope to get a "Draft Draft" out in early April. By May 1<sup>st</sup> there will be a copy posted online.
- Every 15 Minutes program. He noted that it is very impactful.

**Mr. Hunt**

- noted that the Board Workshops were very helpful
- attended the Every 15 Minutes program; his son participated

**CONSENT AGENDA**

1. Approved Adoption of Minutes from February 12, 2014 Board Workshop
2. Approved Adoption of Minutes from February 19, 2014 Regular Meeting
3. *This item was pulled for separate consideration.*
4. Approved Classified Personnel Transactions
5. Approved 2013/2014 Individual Service Agreements:
  - 2013/14-200 Baby Steps
  - 2013/14-201 Aldar Academy
6. Approved 2013/2014 Program Improvement - Supplemental Education Services (SES Providers) - Master Contracts:
  - Club Z
  - Community College
  - Tutorial Services
7. Approved Center High School FBLA Attendance at State Leadership Conference
8. Approved 2013-14 Single Plan for Student Achievement - CHS
9. Approved Payroll Orders: July 2013 - February 2014
10. Approved Supplemental Agenda (Vendor Warrants): February 2014

**Motion:** Wilson

**Vote:** General Consent

**Second:** Kelley

**CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

3. Approved Resolution #9/2013-14: Resolution on Board Compensation for Missed Meeting

**Motion:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope

**Second:** Anderson

**Noes:** None

**Abstain:** Wilson

**BUSINESS ITEMS**

**A. First Reading: Board Policies/Regulations/Exhibits**

Replace BP	0420.43	Charter School Revocation
Replace BP	2210	Administrative Discretion Regarding Board Policy
Delete BP	3111	Deferred Maintenance Funds
Replace BP/AR	3551	Food Service Operations/Cafeteria Fund
Replace AR	3554	Other Food Sales
Replace BP	4111/4211/4311	Recruitment and Selection
Replace BP	4131	Staff Development
Delete AR	4131	Staff Development
Replace BP	4231	Staff Development
Delete AR	4231	Staff Development
Replace BP	4331	Staff Development
Delete AR	4331	Staff Development
Replace BP/AR	5123	Promotion/Acceleration/Retention
Replace BP/AR	5141.21	Administering Medication and Monitoring Health Conditions

**BUSINESS ITEMS (continued)**

Replace BP	5146	Married/Pregnant/Parenting Students
Delete AR	5146	Married/Pregnant/Parenting Students
Replace BP	6142.6	Visual and Performing Arts Education
Replace BP	6142.91	Reading/Language Arts Instruction
Delete AR	6142.91	Reading/Language Arts Instruction
Replace BP	6146.1	High School Graduation Requirements
Replace AR	6159.4	Behavioral Interventions for Special Education Students
Replace BP/AR	6162.51	State Academic Achievement Tests
Replace BP	6164.2	Guidance/Counseling Services
Delete AR	6164.2	Guidance/Counseling Services
Replace BP/AR	6173.1	Education for Foster Youth
Replace BP	6176	Weekend/Saturday Classes
Delete AR	6176	Weekend/Saturday Classes
Replace BP	6177	Summer Learning Programs
Replace BP	6179	Supplemental Instruction
Delete AR	6179	Supplemental Instruction
Replace BP	6184	Continuation Education
Replace BP/AR	7214	General Obligation Bonds

There was some discussion on BP/AR 5141.21

**Motion:** Kelley  
**Second:** Pope

**Ayes:** Anderson, Hunt, Kelley, Pope, Wilson  
**Noes:** None

**B. Resolution #10/2013-14: Declaring an Election Be Held in Its Jurisdiction: Requesting the Board of Supervisors to Consolidate This Election with Any Other Election Conducted on Said Date; and Requesting Election Services by the County Clerk - Placer County**

**Motion:** Wilson  
**Second:** Kelley

**Vote:** General Consent

**C. Resolution #11/2013-14: Resolution Calling for General District Election - Sacramento County**

**Motion:** Wilson  
**Second:** Pope

**Vote:** General Consent

**D. Second Interim Report For Fiscal Year 2013/14**

Jeanne Bess, Director of Fiscal Services, reported that there are very few changes, just the moving around of some dollars. She asked that they approve the Second Interim for Fiscal Year 2013/14.

Trustee Wilson asked if he could come by and get information on the funding formula. Mr. Hunt noted that the information is probably available online through CSBA. Mrs. Pope noted that she would like to attend as well.

**Motion:** Wilson  
**Second:** Pope

**Vote:** General Consent

**ADVANCE PLANNING**

- a. *Future Meeting Dates:*
  - i. *Regular Meeting: Wednesday, April 23, 2014 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: it was recommended to schedule a special meeting for Jeanne to discuss LCFF and LCAP - April 2<sup>nd</sup> is a possibility.*

There was a motion to continue with Closed Session.

**Motion:** Wilson  
**Second:** Kelley

**Vote:** General Consent

**CONTINUATION OF CLOSED SESSION - 6:49 p.m.**

**RETURN TO OPEN SESSION - 7:22 p.m.**

**ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** – the Board met in Closed Session and no action was taken.

**ADJOURNMENT – 7:22 p.m.**

**Motion:** Hunt  
**Second:** Pope

**Vote:** General Consent

Respectfully submitted,

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Scott A. Loehr, Superintendent  
Secretary to the Board of Trustees

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Kelly Kelley, Clerk  
Board of Trustees

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Adoption Date



# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES WORKSHOP MEETING PLANNING AND FACILITIES Center Joint Unified School District - District Office, Room 5 8408 Watt Avenue, Antelope, CA 95843**

**Wednesday, April 2, 2014**

### **M I N U T E S**

**CALL TO ORDER** - Trustee Hunt called the meeting to order at 5:34 p.m.

**ROLL CALL** - Trustees Present: Mr. Hunt, Mrs. Kelley, Mrs. Pope, Mr. Wilson

Trustees Absent: Mrs. Anderson

Administrators Present: Scott Loehr, Superintendent  
Craig Deason, Assistant Superintendent of Operations & Facilities  
Jeanne Bess, Director of Fiscal Services

**FLAG SALUTE** - led by Scott Loehr

It was announced that Trustee Nancy Anderson was absent due to illness.

**ADOPTION OF AGENDA** - the agenda was adopted as presented.

**Motion:** Wilson  
**Second:** Pope

**Ayes:** Hunt, Kelley, Pope, Wilson  
**Noes:** Anderson

**COMMENTS FROM THE AUDIENCE REGARDING ITEMS ON THE AGENDA** - None

**PRESENTATION ON LOCAL CONTROL FUNDING FORMULA (LCFF/LCAP)** - Jeanne Bess, Director of Fiscal Services, presented this information to the Board.

**QUESTIONS AND COMMENTS**

**NEXT STEPS AND NEXT WORKSHOP**

**ADJOURNMENT** - 6:50 p.m.

**Motion:** Kelley  
**Second:** Pope

**Ayes:** Hunt, Kelley, Pope, Wilson  
**Noes:** Anderson

Respectfully submitted,

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Scott A. Loehr, Superintendent  
Secretary to the Board of Trustees

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Kelly Kelley, Clerk  
Board of Trustees

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Adoption Date

AGENDA ITEM # XIII-4

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: April 23, 2014

Action Item X

To: Board of Trustees

Information Item     

From: David Grimes,   
Director of Personnel/Student Services

# Attached Pages 1

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**RESIGNATION:** Carol Morisette, Cafeteria Worker  
Elizabeth Applegate, Cafeteria Worker

**PROMOTION:** Tori Karakas, Cafeteria Lead 7-12  
Yvonne Lewis, Cafeteria Lead 7-12

**RECOMMENDATION:** Approve Classified Personnel Transactions as  
Submitted

**CONSENT AGENDA**

AGENDA ITEM # XIII-4

Carol Morisette has resigned from her position as Cafeteria Worker, Center High School, effective March 26, 2014.

Elizabeth Applegate has resigned from her position as Cafeteria Worker, Dudley Elementary School, effective April 4, 2014.

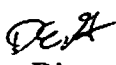
Tori Karakas has been promoted to Cafeteria Lead 7-12, Wilson Riles Middle School, effective April 7, 2014.

Yvonne Lewis has been promoted to Cafeteria Lead 7-12, Global Youth Charter School, effective April 7, 2014.



# Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	April 23, 2014	Information Item	<u>  </u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	 David Grimes, Director of Personnel and Student Services		

**Subject: Certificated Personnel Transactions**

**New Hire**

Rebekah Jones, Oak Hill Elementary School

**Release of Temporary Employees**

Rebekah Jones, Oak Hill Elementary School  
 Todd Silverman, Dudley Elementary School  
 Robert Smith, Jr., Dudley Elementary School

**Recommendation: Approve Certificated Personnel Transactions as Submitted**

**CONSENT AGENDA**

**New Hire**

Rebekah Jones has been hired as a part time temporary Special Education Teacher, Oak Hill Elementary School, effective March 24, 2014.

**Release of Temporary Employees**

Rebekah Jones will be released from her position as temporary Special Education Teacher, Oak Hill Elementary School, effective end of day on May 30, 2014.

Todd Silverman will be released from his position as temporary Counselor, Dudley Elementary School, effective end of day on May 30, 2014.

Robert Smith, Jr. will be released from his position as temporary Special Education Teacher, Dudley Elementary School, effective end of day on May 30, 2014.

AGENDA ITEM # XIII-6

***Center Unified School District***

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Personnel Office	
<b>Date:</b> April 23, 2014	<b>Action Item</b> <u>  X  </u>
<b>To:</b> Board of Trustees	<b>Information Item</b>
<b>From:</b> David Grimes <i>DK</i> Director of Personnel	<b># Attached Pages</b>

**SUBJECT: REQUEST FOR LEAVE OF ABSENCE**

Isabella Maranon, Transportation Supervisor, is requesting approval of leave of absence through May 5, 2014.

**RECOMMENDATION: APPROVE REQUEST**

AGENDA ITEM # XIII-6

**CONSENT AGENDA**

***Center Unified School District***

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Office	
Date:	April 23, 2014	Action Item <u>  X  </u>
To:	Board of Trustees	Information Item
From:	David Grimes <i>DG</i> Director of Personnel	# Attached Pages

SUBJECT:	CUTA BARGAINING CONTRACT
<p>The Governing Board is requested to approve the CUTA Bargaining Contract effective July 1, 2013 through June 30, 2016.</p>	
RECOMMENDATION:	APPROVE CONTRACT

CONSENT AGENDA

**2013 – 2016 AGREEMENT**

**BETWEEN**

**CENTER UNIFIED *CERTIFICATED EMPLOYEES* ASSOCIATION**

**AND**

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**JULY 1, 2013 – JUNE 30, 2016**

  
\_\_\_\_\_  
**CUTA PRESIDENT  
HEATHER WOODS**

\_\_\_\_\_  
**BOARD PRESIDENT  
JEREMY HUNT**

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## **ARTICLE I**

### **AGREEMENT**

This Agreement is between the Center Unified Certificated Employees Association, hereinafter called the "Association" and the Center Joint Unified School District, hereinafter called the "District."

## **ARTICLE II**

### **RECOGNITION**

- A. The District recognizes the Association as the exclusive representative for all certificated personnel except management, confidential, supervisory employees, and day-to-day substitute Certificated Employees.
- B. The term Certificated Employee, when used in this agreement shall refer only to individuals represented by the Association in the bargaining unit as defined above.

## **ARTICLE III**

### **SCOPE OF REPRESENTATION**

- A. The District and the Association have an obligation pursuant to the Education Employment Relations Act to meet and negotiate on matters defined in the law.
- B. All matters not specifically enumerated above are reserved to the District and are not subject to meet and negotiate. The District has the right to consult with any Certificated Employee or Certificated Employee organization on any matter outside the scope of representation.

## ARTICLE IV

### PAYROLL DEDUCTIONS/REPRESENTATION FEE

#### A. Payroll Deductions

1. The Business Office shall, after receiving appropriate written authorization from a Certificated Employee, deduct and make appropriate remittance for tax sheltered annuities, insurance premiums, credit union payments, and charitable donations.
2. Request for changes/modifications to deductions must be submitted in writing to the Business Office.
3. Deductions shall be prorated for certificated employees who sign such authorization after the commencement of the school year.

#### B. Representation Fee

1. a. Any Certificated Employee who is a member of the CUTA/CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months.
- b. Deductions for Certificated Employees who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of that school year.
2. a. A Certificated Employee who is not a member of the CUTA/CTA/NEA, or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of commencement of assigned duties within the bargaining unit, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, initiation fees and general assessments, payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the Certificated Employee may authorize payroll deduction for such fee in the same manner as provided in section 1 of this Article.
- b. In the event that a Certificated Employee shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in section 1, the Association shall so inform the District, and the District shall immediately begin an automatic payroll deduction as provided in Education Code section 45061 and in the same manner as set forth in section 1 of this Article. There shall be no charge to the Association for such mandatory representation fee deductions.



3. A Certificated Employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting Certificated Employee organizations shall not be required to join or financially support CUTA/CTA/NEA as a condition of employment; except that such Certificated Employee shall pay, in lieu of a service fee, sums equal to such service fee to one (1) of the following non-religious, non-labor organizations, charitable funds exempt from taxation under section 501(c) (3) or title 26 of the Internal Revenue Code:

- United Way
- American Cancer Society
- Mustard Seed School
- Shriners Children's Hospital

Such payment shall be made on or before October 31 of each school year.

4. a. Proof of payment and a written statement of objection along with verifiable evidence of membership in a religious body whose traditional tenets or teachings object to joining or financially supporting Certificated Employee organizations, pursuant to section 3 above, shall be made on an annual basis to the Association and District as a condition of continued exemption from the provisions of sections 1 and 2 above.
- b. Proof of payment shall be in the form of receipts and/or cancelled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented on or before October 31 of each school year.
5. Any Certificated Employee making payments as set forth in sections 3 and 4 above, and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable costs of using said grievance or arbitration procedures.
6. With respect to all sums deducted by the District pursuant to sections 1 and 2 above, whether for membership dues or representation fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of Certificated Employees for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.
7. The Association agrees to furnish any information needed by the District to fulfill the provisions of section 3 of this Article.
8. CUTA/CTA/NEA agrees to pay to the district all legal fees and legal costs incurred in defending against any court action and/or administrative action challenging the legality or constitutionality of the representation fee provisions of this agreement or their implementation.
9. CUTA/CTA/NEA shall have the exclusive right to decide and determine whether any such action or proceeding referred to in section 8 shall or shall not be compromised, resisted, defended, tried or appealed.

## **ARTICLE V**

### **DISTRICT RIGHTS**

- A. The District has the responsibility for the development and operation of educational programs consistent with State, Local, and Federal mandates. All matters not specifically enumerated as within the scope of negotiations in Government Code 3540 (et al) are reserved to the District. The District retains and reserves all rights, authority, duties and responsibilities vested in it by law, except as otherwise limited by the specific written provisions of this agreement.
- B. By way of illustration, and not by way of limitation, the following are included:
1. The right to adopt policies, rules, regulations, and practices.
  2. The right to supervise, direct and manage the school system including its staff, properties, facilities, and services.
  3. The right to hire certificated employees, to determine their qualifications and the conditions for their continued employment.
  4. The right to evaluate, promote, transfer, fill vacancies, assign, and/or reassign certificated employees.
  5. The right to determine staffing patterns, the numbers, and positions required.
  6. The right to discipline, terminate, and/or lay off certificated employees.
  7. The right to determine class schedules, class sizes, and hours of instructions.
  8. The right to determine curriculum, establish grade levels, and develop courses of instruction.
  9. The right to final approval and or selection of textbooks, teaching materials, and various teaching aids.
  10. The right to take action to protect pupils, certificated employees, and all other employees, and/or District property in the event of an emergency.

## ARTICLE VI

### ASSOCIATION RIGHTS

- A. CUTA shall have the right to use school equipment, buildings, and facilities at reasonable hours when not otherwise in use.
- B. CUTA shall have the right to post dated notices of activities and matters of Association concern on CUTA bulletin boards, at least one (1) of which shall be provided in each school building in areas frequented by certificated employees.
- C. CUTA may use the District email, inter-mail service, and Certificated Employee mailboxes for communications to certificated employees.
- D.
  - 1. CUTA representatives shall be permitted to transact official CUTA business on school property at reasonable times. Such business shall not conflict with any instructional responsibility.
  - 2. CUTA representatives from outside the District shall follow District rules regarding visitors.
- E. Upon written request from the CUTA President to the ***Director of Personnel***, the District will provide or make available lawfully required public information necessary for the CUTA to perform its role as exclusive representative.
- F. Certificated employees shall have the right to consult on educational objectives, courses and curriculum, and selection of textbooks.
- G.
  - 1.
    - a. CUTA/CJUSD agree that the Association President, if a Secondary Certificated Employee, shall be entitled to one (1) period each workday for up to 180 days annually to conduct Association matters.
    - b. If the Association President is an Elementary Certificated Employee, he/she shall be entitled to up to one (1) day weekly per 180 day workyear.
    - c. The Association President shall work with his/her principal to develop a schedule each year. Any release time taken by the Association President for this purpose shall not affect his/her FTE status.
    - d. The Association shall annually reimburse the District the actual cost of the replacement for the President's release time.
    - e. The Association shall pay the District by June 30<sup>th</sup> of each year.
  - 2.
    - a. The CUTA President or designee shall be entitled to five (5) days leave per school year for the purpose of conducting CUTA business, provided CUTA pays for the substitute.

- b. These days shall require at least seventy-two (72) hours advance notice and mutual agreement between the CUTA President or designee and his/her principal or supervisor of the specific days to be used.
  - c. By mutual agreement of the CUTA President and The ***Director of Personnel***, two (2) additional days may be authorized.
- H. CUTA shall file annually with the ***Director of Personnel*** and keep current the names, mailing addresses, and telephone numbers of CUTA officers and negotiation team members.
- I. Contract team representatives shall receive release time for negotiations.

## ARTICLE VII

### WORKDAY

- A. 1. The work day for all certificated staff shall consist of seven (7) hours and fifteen (15) minutes, including instruction time and supervisory duties, plus those hours referred to in Section G below.
2. The daily work schedule shall be:

	<u>EL</u>	<u>MS</u>	<u>HS</u>
<u>Contract Time/Duty</u>	:15	:40	:15
<u>Planning/Prep</u>	:50	:50	:60
<u>Lunch/Recess/Duty</u>	1:00	:35	:40
<u>Student Contact Time</u>	5:10	5:10	5:20
<u>Workday</u>	7:15	7:15	7:15

- B. Daily work schedules may vary at each school site and shall be determined by the administration.
- C. Daily pupil contact time shall not be less than the number of instructional minutes necessary to comply with Ed. Code 46201.
- D. Certificated employees shall have a duty free lunch period of no less than thirty-five (35) minutes.
- E. 1. Extracurricular supervisory duty shall be assigned by the site administrator as needed beyond the regular workday on a rotating or voluntary basis.
2. At the high school and middle school these duties shall be assigned if necessary, but not to exceed fourteen (14) hours annually for each Certificated Employee.
3. Certificated employees may request these duties in order of preference and a reasonable effort shall be made to comply.
- F. 1. Minimum days for students shall not be minimum days for certificated employees.
2. If a shortened student day is required due to unsafe conditions, the principal may also release certificated employees as soon as practical following student dismissal.
3. If minimum days are scheduled at the secondary schools for final exams, the principal may release certificated employees as soon as practical following student dismissal, for the purpose of grading exams.

4. If a minimum day is scheduled on the last workday prior to winter recess, the principal may release certificated employees as soon as practical following student dismissal.

- G.
1. Certificated employees may be required to spend up to eight (8) hours per month (not cumulative) in meetings scheduled by the District, Principal, Vice-Principal, Department Chair, Team Leader, in assigned committee meetings or workshops.
  2. Certificated employees shall not be required to remain beyond one (1) hour and thirty (30) minutes for any meeting or beyond two (2) hours for any workshop.
  3. Certificated employees shall assist the site principal in adjusting the daily schedule to attempt to accommodate hours in #2 above.
  4. This section shall not restrict the scheduling of parent/Certificated Employee conferences, student/child study meetings or I.E.P. meetings.
  5. Certificated employees shall be required to attend one (1) Back-to-School Night and one (1) Open House as determined by the Principal.
  6. Certificated employees may be requested to attend other evening meetings with parent groups and/or conferences, as scheduled by the Principal. Such meetings shall be exclusive of the eight (8) hours per month for meetings as defined above.

H. Elementary

1. Each principal shall establish the site schedule and site calendar per the contract and current practice.
2. Classroom certificated employees will have a fifty (50) minute planning/preparation period at the beginning or end of their current workday. Student supervision shall not be scheduled during this period.
3. Planning/preparation times shall be coordinated by all classroom certificated employees and the principal at each site.
4. Classroom certificated employees may also deviate from an individual workday planning/preparation schedule for a specific circumstance, if requested at least a day in advance (except for emergencies) and approved by their principal.
5. Rest breaks will be determined at the site.
6. Classroom certificated employees, who add students to their class due to the unavailability of a substitute Certificated Employee, shall be compensated at the rate of \$180 a day, to be divided evenly among certificated employees' assigned students.

I. Secondary

1. The District will maintain the current amount of time for Certificated Employee preparation and planning.
2. Secondary certificated employees who volunteer or are required by the site administrator to cover another class shall be compensated at the Instructional Activity hourly rate. Volunteers shall be chosen first.
3. No PE Certificated Employee will be required to coach any stipend based athletic activity as a condition of his/her teaching assignment. Certificated employees will not be reassigned to another department as a result of not coaching.
4. All certificated employees at a site will be given an equal amount of planning/preparation time.

J. Middle School Volunteer Supervision

1. At the Middle School, a Certificated Employee may volunteer to substitute early morning campus supervision and/or lunchtime intramural supervision for the extra-curricular supervisory duty and before/after school bus duty.
2. Such exchange of duties will be on a minute for minute substitution.

K. Department Chairs

1. Department Chairs will be appointed by the Middle and High School Principals to serve as members of each site's leadership team.
2. Each department chairperson will receive up to four (4) days per year to be used for department business. The release day will be agreed upon by the department chair and the site principal.
3. Duties and Responsibilities

Curriculum: Assist in the review and revision of courses of study; assist in the development of school course catalogues and master schedule; assist certificated employees in following course requirements.

Budget: Develop departmental budget and periodically review its status; order and distribute department books and supplies.

Personnel: Participate in interview and selection of new certificated employees; assist new certificated employees in development of lesson plans and classroom management.

Meetings: Confer with site administrator(s) on a regular basis to discuss lesson planning curriculum, and student progress; meet regularly as part of the site leadership team to discuss areas of mutual concern; schedule department meetings, as necessary, to resolve departmental issues and address school-wide concerns, per administrative request.

Other Areas: Develop additional responsibilities in consultation with members of the site leadership team.

## ARTICLE VIII

### WORK YEAR

#### A. Traditional

1. The work year shall consist of one hundred eighty (180) instructional days, plus three (3) pre/post workdays, for a total of one hundred eighty three (183) work days.
2. The annual workdays for certificated support staff is as follows:

Speech Therapists	183
Nurses	183
Psychologists	183
Librarians	183
Secondary Counselors	193

#### B. Year Round

1.
  - a. The K-6 Calendar will be based on the sixty-twenty (60-20) plan.
  - b. The work year will be one hundred sixty-three (163) instructional days plus three (3) 'Track-On' days plus four (4) Certificated Employee work days, plus three (3) Staff Developments days for a total of one hundred seventy-three (173) total work days.
  - c. The Secondary Calendar will be determined by the Board, following a presentation to the Superintendent of possible plans by the YRE Committee and an advisory vote by Secondary certificated employees.
2.
  - a. During 'Track-On' days, a reasonable period of time will be allowed for room preparation.
  - b. Certificated employees may use alternate days for 'Track-On' and room prep if authorized by the site administrator and scheduled at least one (1) week in advance.
  - c. Meetings will not be scheduled after dismissal for certificated employees tracking off.
3.
  - a. Certificated employees who are requested to work additional days and elect to do so will be paid at their daily rate.
  - b. Certificated employees must hold a credential appropriate to that assignment.
4. Minimum days will be scheduled for each track at the close of their trimester.



5. Certificated employees shall not be required to attend inservice or meetings during their off-track time.
6. Parent Certificated Employee Conferences at the elementary schools (5 days 1<sup>st</sup> trimester/5 days 2<sup>nd</sup> trimester) will be scheduled on minimum days.

## ARTICLE IX

### YEAR ROUND EDUCATION

#### A. Track Assignments

1. Notification of track assignments for the following school year will be completed prior to May 1.
2. If an involuntary track change is necessary, the principal shall attempt to resolve collaboratively (with the certificated employees affected, if available) which Certificated Employee must be reassigned. If collaborative efforts are not successful, and all factors related to this decision are equal, the Certificated Employee on that track with the fewest years of District service shall be reassigned.
3. The decision shall be made in a timely manner.

#### B. Exchange Days

1. Certificated employees may voluntarily exchange up to five (5) instructional days with an "off track" Certificated Employee.
2. Certificated employees are responsible for arranging exchanges with other certificated employees.
3.
  - a. An exchange agreement (see appendix F) between two (2) certificated employees shall be completed and signed by the certificated employees at least five (5) workdays in advance of the exchange.
  - b. This agreement shall include names of each Certificated Employee, the dates of the exchange, and the tentative dates of the payback.
  - c. The site principal(s) shall also sign the agreement in advance, if they approve the exchange.
  - d. The site principal(s) may waive a. b. & c. above for unforeseen circumstances.
4.
  - a. Payback of the exchange shall be completed within the same fiscal year. (July 1 – June 30)
  - b. Failure of a Certificated Employee scheduled for service to complete exchange obligations under the agreement shall result in a loss of pay for the day(s) in question. Paid leave time may not be used to avoid service obligations.
  - c. The **Director of Personnel** may waive a. & b. above for medical disabilities.
5. Any sick leave required to be used for illness or injury during exchange days shall be deducted from the Certificated Employee scheduled for service.
6. Exchange certificated employees must have an appropriate credential for the position being exchanged. Principals may waive this requirement.
7. Certificated employees off duty during an exchange may not substitute during the exchange.

C. Communication

Certificated employees will be included in any District elections, surveys, or questionnaires.

D. Working Conditions

1. Air conditioning and heating will be provided in each classroom on year round school. If at any time the temperature of the classroom exceeds 90 F., certificated employees may immediately relocate with their students to predetermined areas, or minimum days will be declared, or the school day will be adjusted. Specific procedures will be developed at each site.
2. Adjacent storage areas or portable storage cabinets will be provided to each Certificated Employee.
3. If the Certificated Employee's classroom assignment changes, then the District is responsible for moving the unit(s) before the start of the Certificated Employee's track.
4. Adequate supplies and books will be available.

E. Rotation

1. If student enrollment requires that more than one (1) Certificated Employee be assigned to a classroom, the Rotation rather than the Roving system shall be used.
2. Rotation is defined as a system of room sharing where certificated employees going off-track release their room to a Certificated Employee coming on-track. Certificated employees coming on-track are assigned a different classroom than they had during the previous track. Certificated employees change rooms every time they return from break.

F. Sick Leave

Certificated employees shall earn one (1) additional sick leave day for each eighteen (18) additional days worked beyond their contracted work year.

G. Termination of Year Round School

1. If the District decides to eliminate part or all of YRE, then it will give reasonable prior notice to CUTA so that the Contract Team can explore possible solutions to issues arising from such termination.
2. If YRE is postponed at a site, certificated employees currently assigned to a track at that site will have priority for that track assignment when YRE is reinstated.

ARTICLE X

## CLASS SIZE

A. For the purposes of class size, schools shall be staffed according to the provisions of this Article.

1. Grades 6 – 12

- a. The District shall make every effort to maintain its secondary staffing so that no Certificated Employee shall average more than 34.0 students across his or her assigned classes, except in P.E. and music classes which may average no more than 43.0 students across assigned classes.
- b. Science classes at Center High School will be capped at 34 per class.
- c. Seventh and eighth science classes at Wilson C. Riles Middle School will be capped at 32 students per class with a school wide average in these classes not exceeding 30.
- d. Certificated employees assigned a combination of academic classes and music or P.E. classes will have maximums applied to their student load on a proportional basis.
- e. Appropriate seating, adequate required materials, safety, and legal limitations will determine the maximum number of students assigned to a class.
- f. In equipment-based classes, there will be enough equipment to enable all students to complete course of study requirements.
- g. For continuation and opportunity classes, the District shall make every effort to maintain a maximum class size of 25.
- h. If Morgan-Hart Class Size Reduction funds are secured for 9<sup>th</sup> grade programs, the District will staff at the state-mandated level.

2. Grades K – 5

- a. If Class Size Reduction funds are secured, the District will staff at the state-mandated level for the grades for which the funds were secured.
- b. In the absence of Class Size Reduction funding, the District shall make every effort to maintain CSR staffing levels. Priority will be given in the following order: K—1, 2 – 3. In no event will the average exceed 32.0.
- c. The District shall make every effort to maintain its grades 4 – 5 staffing at an average of 32.0.
- d. Appropriate seating, adequate required materials, safety, and legal limitations will determine the maximum number of students assigned to a class.

3. The following certificated employees shall not be included in computing staffing allocations: counselors, librarians, special education certificated employees, psychologists, categorically-funded certificated employees, nurses.
  4. Special Education classes, excluding Learning Center and Study Skills classes, will be limited to a class size based on program-mandated levels. If the limit is exceeded, the policy established for all certificated employees will be implemented.
- B. The District will work with site administrators to balance class loads within the first 15 school days of each semester.
- C. If, after 30 school days, a Certificated Employee's class size average exceeds the limit stated in Section A, the Certificated Employee may select one of the following options:
- Receive a budget allotment of \$100 for supplies and/or materials
  - Sign a class size waiver

Certificated employees who voluntarily exceed the student contact or class size maximum will not be eligible for the additional supplies/materials funding.

## **ARTICLE XI**

## **PEER ASSISTANCE AND REVIEW**

### **A. PROGRAM**

1. The intent of this program is to establish a Peer Assistance and Review system as a critical feedback mechanism that allows exemplary certificated employees (Consulting Certificated Employee) to support permanent certificated employees requiring (Participating Certificated Employee) or permanent certificated employees requesting (Voluntary Certificated Employee) assistance in areas of the California Standards for the Teaching Profession such as:
  - Engaging and supporting all students in learning;
  - Creating and maintaining effective environments for student learning;
  - Understanding and organizing subject matter for student learning;
  - Planning instruction and designing learning experiences for all students;
  - Assessing student learning.

### **B. PEER REVIEW PANEL**

1. The program shall include a five (5) member panel consisting of three (3) certificated employees (at least one (1) elementary and one (1) secondary Certificated Employee) and two (2) administrators. Certificated employees shall be selected by CUTA and administrators by CJUSD.
2. Decisions shall be made by consensus.
3. Compensation shall be \$1,000 annually per panel member.
4. The deliberations and decisions of the Panel shall be confidential and based on information provided by the Consulting Certificated Employee, Administrator, and the Participating/Voluntary Certificated Employee.
5. A Panel member shall not vote on any matter in which he/she has a conflict of interest.
6. The Panel shall be responsible for:
  - Establishing rules and procedures within program guidelines;
  - Determining a quorum and selecting a chairperson;
  - Arranging appropriate training for its members;
  - Allocating funding for the program;
  - Observing candidates for position of Consulting Certificated Employee;
  - Selecting Consulting Certificated employees;
  - Arranging appropriate training for Consulting Certificated employees;
  - Assigning the Consulting Certificated Employee to the Participating Certificated Employee and/or Voluntary Certificated Employee;
  - Reviewing voluntary requests for assistance from individual certificated employees;

- Sending written notification of participation in the program to the Participating Certificated Employee, Consulting Certificated Employee, and Administrator;
  - Monitoring the work and documentation of Consulting Certificated employees;
  - Recommending/approving appropriate staff development activities for the Participating Certificated Employee;
  - Providing the following information to the Superintendent/Board regarding each Participating Certificated Employee:
    - Demonstrated satisfactory improvement;
    - Demonstrated improvement but recommending for 2<sup>nd</sup> year of PAR;
    - Failed to demonstrate satisfactory improvement.
7. Written peer review reports will be submitted to the panel by the Consulting Certificated Employee and copies will be provided to the Administrator and Participating Certificated Employee.
  8. The Consulting Certificated Employee shall submit a final oral and written report to the panel regarding the Participating Certificated Employee's progress no later than February 15.
  9. The Participating Certificated Employee and Administrator may be present for the Consulting Certificated Employee's report and will be given an opportunity to respond at that meeting and/or in writing within five (5) days.
  10. The Panel shall annually evaluate the impact of the district's program and may submit recommendations for improvement to CUTA/CJUSD.

**C. CONSULTING CERTIFICATED EMPLOYEES**

1. Consulting Certificated employees shall meet each of the following qualifications:
  - Permanent credentialed classroom Certificated Employee;
  - Substantial recent experience in classroom instruction;
  - Demonstrated exemplary teaching ability, as indicated by:
    - Effective communication skills;
    - Subject matter knowledge;
    - Classroom management;
    - Mastery of a range of teaching strategies;
    - Professional responsibilities;
    - Engaging and supporting all students in learning;
    - Creating and maintaining effective environments for student learning;
    - Understanding and organizing subject matter for student learning;
    - Planning instruction and designing learning experiences for all students;
    - Assessing student learning;
    - Developing as a professional educator.
2. Consulting Certificated employees shall be selected by the Panel.

3. Consulting Certificated employees shall be appointed for three (3) year staggered terms and be paid \$500 annually for training. The Consulting Certificated Employee shall be paid an additional \$1,000 annually for each Participating Certificated Employee assigned and \$650 annually for each Voluntary Certificated Employee assigned.
4. Consulting Certificated employees shall have responsibility for no more than two (2) Participating Certificated employees or three (3) Voluntary Certificated employees (or a combination) per year.
5. Consulting Certificated employees are assigned to assist a Participating Certificated Employee who is in need of development in one (1) or more of the following areas:
  - Effective communication skills;
  - Subject matter knowledge;
  - Classroom management;
  - Mastery of a range of teaching strategies;
  - Engaging and supporting all students in learning;
  - Creating and maintaining effective environments for student learning;
  - Understanding and organizing subject matter for student learning;
  - Planning instruction and designing learning experiences for all students;
  - Assessing student learning.
6. Assistance provided by the Consulting Certificated Employee shall focus on the specific areas recommended for improvement by the Participating Certificated Employee's administrator based upon the unsatisfactory rating or ratings in the performance evaluation that resulted in the referral to the program.
7. Assistance may include but not be limited to the following:
  - Classroom observations;
  - Consultation;
  - Opportunities for the Participating Certificated Employee to observe effective teaching practices;
  - Staff development opportunities;
  - Workshops and/or conferences.
8. The Consulting Certificated Employee, with input from the Participating Certificated Employee, shall prepare a plan and timeline which outlines the assistance to be provided. This plan shall be forwarded to the Panel and the Administrator of the Participating Certificated Employee.
9. Communication and consultation among the Consulting Certificated Employee, Panel and Administrator shall be ongoing.
10. A cooperative relationship between the Consulting Certificated Employee and Administrator is strongly encouraged.



**D. PARTICIPATING CERTIFICATED EMPLOYEE**

1. A Participating Certificated Employee shall be permanent and assigned to the program as a result of an unsatisfactory performance evaluation.
2. The site administrator shall develop the target objectives and shall meet with the Consulting Certificated Employee and Participating Certificated Employee to discuss those objectives.
3. Performance goals for a Participating Certificated Employee shall be in writing, clearly stated and aligned with pupil learning.
4. Assistance and review shall include multiple observations of the Participating Certificated Employee during periods of classroom instruction by a Consulting Certificated Employee.
5. Assistance may include but not be limited to:
  - Classroom observations;
  - Consultation;
  - Opportunities for the Participating Certificated Employee to observe effective teaching practices;
  - Staff development opportunities;
  - Workshop and conference attendance with the Consulting Certificated Employee.
6. The term of this assistance shall normally be for one (1) year, and may be extended to a second year.
7. A final report of a Certificated Employee's participation in the program shall be documented and placed in his/her personnel file.
8. The site administrator shall continue to evaluate the Participating Certificated Employee during the process.

**E. VOLUNTARY CERTIFICATED EMPLOYEE**

1. A permanent Certificated Employee may volunteer for the peer assistance program; a commitment of not less than five (5) months participation is required.
2. All participants assigned to the program based on an unsatisfactory evaluation will be assisted prior to the acceptance of any voluntary participants.
3. The Consulting Certificated Employee and Voluntary Certificated Employee will meet to determine need and jointly develop a plan and timeline.

4. Consulting Certificated employees will provide oral and written feedback documentation to the Voluntary Certificated Employee and communication shall remain confidential.
5. The Consulting Certificated Employee shall provide a log of activities to the Panel.
6. Documentation will not be placed in the personnel file unless requested, in writing, by the Voluntary Certificated Employee.
7. Assistance shall include but not be limited to:
  - Classroom observations;
  - Consultation;
  - Opportunities for the Voluntary Certificated Employee to observe effective teaching practices;
  - Staff development opportunities;
  - Workshops and conferences.
8. Voluntary Certificated employees are expected to actively and positively participate in the process.
9. The Voluntary Certificated Employee may terminate his/her participation in the program, at any time after the initial five (5) month commitment, by providing a written thirty (30) day notice to the Consulting Certificated Employee and panel outlining the reason for the termination.

**F. GENERAL INFORMATION**

1. Program funds may also be used for the following:
  - a. Beginning Certificated Employee Support and Assessment System;
  - b. California Pre-Internship Teaching Program;
  - c. District intern program;
  - d. Professional development or other educational activities previously provided under the Mentor Certificated Employee Program;
  - e. Any program that supports the training and development of new certificated employees.
2. Not more than five percent (5%) of the funds received by the district for the program may be expended for administrative expenses.
3. Program expenditures shall not exceed program revenues received from the state. A financial report shall be provided at least quarterly to the Panel by Business Services.
4. All stipends shall be paid at the end of service and may be prorated if appropriate.
5. The Panel shall set aside funds to allow for release days and/or conferences.

6. If funds specifically designated by the State for Peer Assistance and Review are reduced or deleted for any reason, the program shall be reduced or deleted accordingly.
7. All proceedings and materials related to the administration of this program shall be strictly confidential. Panel and Consulting Certificated employees may disclose such information only as necessary to administer the program.
8. Panel and/or Consulting Certificated Employee activities shall not constitute either management or supervisory functions.
9. This Article shall be reopened if the State's implementation guidelines or regulations are specifically modified, or may be reopened at any time at request of either party.
10. Questions or concerns regarding the program procedures and process may be brought to the Contract Team if not resolved by the Panel.

## **ARTICLE XII**

### **EVALUATION**

- A. Certificated Employee evaluation shall be the responsibility of the District Administration.
- B.
  - 1. The District shall establish standards of expected student achievement at each grade level in each area of study.
  - 2. Department Chairs and department members shall participate with the Administration in the development and implementation of these standards.
  - 3. Elementary certificated employees at appropriate grade levels or subject areas shall participate with the Administration in the development and implementation of the standards.
- C. The District shall evaluate Certificated Employee competency as it reasonably relates to:
  - 1. Progress of pupils toward the standards established pursuant to B.1. above, and, if applicable, the state adopted academic content standards as measured by state-adopted criterion-referenced assessments.
  - 2. Instructional techniques and strategies used by the Certificated Employee.
  - 3. Certificated Employee adherence to curricular objectives.
  - 4. Establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.
  - 5. Required duties and professional responsibilities as delineated on the evaluation forms.
- D. The District shall establish and define job responsibilities for Certificated support staff whose responsibilities cannot be evaluated appropriately under the provisions of Section C above. The District shall evaluate their competency as it reasonably relates to those responsibilities.
- E. The evaluation of Certificated Employee competence shall not include the use of publishers' norms established by standardized tests.
- F. Certificated employees may observe other certificated employees and offer constructive comments. These comments shall be for collegial purposes only.

- G.
  - 1. Evaluation shall be in writing and a copy provided to the Certificated Employee no later than thirty (30) days prior to the last school day scheduled on the school calendar for the school year in which the evaluation takes place.
  - 2. The evaluation shall include recommendations, if necessary, as to areas of improvement in Certificated Employee performance.
  - 3. A meeting shall be held between the Certificated Employee and the evaluator to discuss the evaluation before the last scheduled school day.
  - 4. The Certificated Employee has a right to respond in writing to the evaluation, including a description of any mitigating circumstances, which may have impeded the Certificated Employee from reaching his/her goals. The response shall become a permanent attachment to the personnel file.
- H. When any permanent Certificated Employee has received an unsatisfactory overall evaluation, per current practice, the District shall evaluate the Certificated Employee annually using the evaluation form until the Certificated Employee achieves a positive evaluation or is separated from the District.
- I. Formal evaluations will be made on a continuing basis, at least once each school year for probationary certificated employees and at least every three (3) years for permanent certificated employees. At the discretion of the Site Administrator, formal evaluations may occur annually. Evaluations will become part of the employee's personnel file.
- J. In the event a Certificated Employee is not performing his or her duties in a satisfactory manner, according to standards prescribed by the District, the Principal/Site Administrator shall notify the Certificated Employee in writing and describe the unsatisfactory performance. He/she shall then confer with the Certificated Employee, make specific recommendations as to areas of improvement, and attempt to assist the Certificated Employee.
- K.
  - 1. Any evaluation which contains an unsatisfactory rating of a Certificated Employee's performance in the area of teaching methods or instruction may include the requirement that the Certificated Employee shall, as determined necessary by the District, participate in a program designed to improve appropriate areas of the Certificated Employee's performance and to further pupil achievement and the instructional objectives of the District.
  - 2. The District shall pay the fees for any class required by the District under this provision, unless the class provides units, which will lead to advancement on the Salary Schedule.
- L. Observations, both informal and formal, will occur at the discretion of the Site Administrator. Observations not attached to the formal evaluation will remain at the site level.

## **ARTICLE XIII**

### **SAFETY**

- A. Certificated employees shall not be required to work under unsafe or hazardous conditions or to perform tasks, which endanger their health and safety.
- B. Certificated employees shall immediately report potential situations of unsafe or hazardous conditions to their principal or supervisor. The principal or supervisor shall then immediately report the matter to the Superintendent and/or proper District department for appropriate action.
- C. Certificated employees may use reasonable force as necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil.
- D. Certificated employees shall immediately report cases of assault suffered by them in connection with their employment to their principal or supervisor. The principal or supervisor shall then immediately report the incident to the Superintendent and appropriate authorities.
- E. Certificated Employee attendance shall not be required whenever student attendance is not required due to inclement weather. However, make-up days will be scheduled as needed to fulfill contractual obligations.
- F. The District shall provide liability insurance per Ed Code Section 35208.
- G. The District shall provide Worker Compensation Insurance as mandated by state law.
- H. Each school site has written procedures for emergency communication and response to/for certificated employees among its classrooms, buildings, and site office.

## **ARTICLE XIV**

### **PERSONNEL FILES**

- A. Materials in the Certificated Employee personnel file, except as noted in B below, shall be made available for inspection by the Certificated Employee involved.
- B. Materials which shall be excluded from the inspection shall be limited to ratings, reports, or records that were obtained prior to the Certificated Employee's hire date, were prepared by identifiable examination committee members, or were obtained in connection with a promotional examination.
- C. Every Certificated Employee shall have the right to inspect these materials in section A above, upon request, provided that the request is made at a time when the Certificated Employee is not actually required to render District services.
- D.
  - 1. Information of a derogatory nature, except material mentioned in Section B, shall not be entered or filed unless and until the Certificated Employee is given ten (10) days notice and an opportunity to review and comment.
  - 2. A Certificated Employee shall have the right to enter, and have attached to any derogatory statement, his/her own comments. The review shall take place during normal business hours, and the Certificated Employee shall be released from duty for this purpose without salary reduction.

## ARTICLE XV

### TRANSFERS AND REASSIGNMENTS

#### A. Definitions

1. Transfer: The movement of a bargaining unit member from one school site to another.
2. Reassignment: The movement of a Certificated Employee from one subject area to another subject area, or from one grade level to another grade level at the same school site by the school site administration. Such movement is the responsibility of the site administration.
3. New Position: Any certificated position that is added to a site or District.
4. Open Position: A currently-filled position that becomes available due to being vacated.
5. District-wide Seniority: The bargaining unit member's initial date of service (first workday) in the District.
6. Change of Position: A currently-filled position that changes in hours or nature of assignment due to change in funding or adjustment in programs.

#### B. Voluntary Transfers

1. Newly-created or vacated positions will be posted for at least five (5) days prior to the closing date of the position. The postings will be located in the Personnel Department and on the District Web Site. Bargaining unit members will also be notified of these positions via e-mail.
2. **All District applicants who meet the position's eligibility requirements will be considered prior to new hires. A request to transfer must include a letter of interest and a current resume.**
3. It is understood that the best interests of the students, the site and the district, as determined by the administration, shall be the primary factors in all voluntary transfers.
4. A transfer request shall not be denied arbitrarily, capriciously, or without basis in fact.
5. If a unit member's request for a voluntary transfer is denied, the unit member, upon request, shall be granted a meeting with the ***Director of Personnel*** to discuss the reasons for the denial.



C. Involuntary Transfers

1. Involuntary transfers will be made only after efforts to make the transfers voluntary.
2. Involuntary transfers will be made for the following reasons:
  - a. A decrease in the number of pupils that requires a decrease in the number of unit members at a specific site.
  - b. Elimination of a program and/or funding.
  - c. Worksite closing.
3. The District will notify the Association, in writing, as to the reasons for the transfer. The District will consider written input from the Association before the transfer takes place.
4. If an involuntary transfer becomes necessary, the unit member with the least seniority with the appropriate credential and NCLB compliance shall be transferred.
5. A list of vacancies shall be made available to all unit members being involuntarily transferred. Those unit members may request a transfer to those positions. Certificated employees with the most seniority shall get first choice of current openings.
6. If a particular site is to be closed, unit members at that site shall be accorded first priority for filling new or vacant positions at the site or sites to which the pupils at the closing site are being placed. Unit members from the closed site shall also be accorded first priority in filling all vacancies that arise for which they have an appropriate credential and are NCLB compliant. When two (2) or more unit members apply for the same vacancy, the position shall be given to the unit member with the greatest seniority.
7. Notice of involuntary transfer will be given to a unit member as soon as practical.
8. A unit member to be involuntary transferred may request a meeting with his/her principal and/or the ***Director of Personnel***. At that meeting, the necessity for the move will be explained.
9. Unit members required to transfer during the school year will receive one (1) day release time as well as transportation of materials to the new assignment.

## ARTICLE XVI

### LEAVES

#### A. Sick Leave

1. Sick leave is defined as days of absence for illness or injury or quarantine, or disability caused or contributed to by pregnancy, miscarriage, childbirth, and recovery therefrom.
2. Excluding routine medical and dental appointments, sick leave may be granted by the principal for necessary treatment for a specified health problem, which cannot be arranged after working hours.
3. All certificated employees shall earn ten (10) days sick leave during each school year.
4. Certificated employees who begin service after the beginning of the school year, or who serve less than a full school year, shall earn sick leave on a pro-rated basis.
5. Part-time certificated employees shall be allowed sick leave in the same proportion that their service time is to full-time.
6. Sick leave days may be accumulated by probationary and permanent certificated employees, only if not used in the year for which granted. Total sick leave, which can be accumulated by any Certificated Employee under this Agreement for sick leave, shall be unlimited.
7. Verification of illness or injury may be required from a licensed physician; a medical release to return to work may also be required.
8. For the above treatment for specified health problems, verification shall be required from the Certificated Employee's physician that the required treatment could not be provided other than during working hours.
9. Any Certificated Employee who has sick leave accumulated from another California school district at the time hired shall be credited with the accumulated days in accordance with the law. It is the Certificated Employee's responsibility to notify the District Personnel Office in writing, so that the necessary details may be completed.
10. The District shall notify an employee, in writing, whenever salary is being deducted for absence.

#### B. Extended Sick Leave

1. When a Certificated Employee is absent for illness or injury for a period of five (5) school months or less, whether or not the absence arises out of or in the course of employment, the amount deducted from his/her salary for any month in which the absence occurs shall not exceed the sum which is actually paid to a

day to day substitute to fill his/her position during the absence, or if no substitute was employed, the amount which would have been paid the substitute had one (1) been employed.

2. The period for differential pay begins after exhaustion of the Certificated Employee's current annual sick leave and runs concurrently with accumulated sick leave.

C. Personal Necessity Leave

1. Upon prior approval, current and accumulated sick leave may be used by the employee, at his/her election, in cases of personal necessity.
2. The following are reasons in which personal necessity leave may be used.
  - a. Death of a member of the Certificated Employee's or spouse's immediate family as defined in Bereavement Leave.
  - b. Attendance at a funeral.
  - c. Accident involving the Certificated Employee, a member of his/her family, or his/her personal property or the personal property of a member of his/her family.
  - d. Serious or critical illness of a member of the immediate family.
  - e. Required appearance in court as litigant or witness under an official order.
  - f. Paternity Leave at the birth of a child.
  - g. Illness of daycare or continuing care provider for family members.
  - h. Such other reasons as may be approved by the **Director of Personnel**.
3. Any absence under personal necessity shall be verified in writing by a professional medical advisor, a law enforcement officer, a court official, or by a Certificated Employee affidavit.
4. Certificated employees may use up to three (3) Confidential Days a year which do not require an explanation. The Certificated Employee shall submit a leave request into ESchools Substitute Finder for approval at least two (2) work days in advance of the requested leave.
5. Confidential Days shall not normally be granted to extend a vacation period or provide additional days off immediately preceding or following a holiday.
  - a. The Site Administrator and **Director of Personnel** may authorize Confidential Days for unique individual Certificated Employee circumstances.
  - b. Each request shall be individually considered and shall not serve as a precedent for any other or future request.

6.
  - a. A Certificated Employee shall be granted emergency leave from service up to three (3) days each school year with pay, for reasons of a critical illness, accident, or necessary surgery to a member of the immediate family.
  - b. Leave granted under this section shall be deducted from sick leave, not personal necessity leave, and not accumulate from year to year.
  - c. Necessity for such leave shall be verified in writing by the attending physician.
  - d. Requests for this leave shall be made to the Certificated Employee's principal or supervisor.

D. Bereavement

1.
  - a. These days are provided for a Certificated Employee to attend the funeral, memorial service, or to grieve following the death of a member of his/her immediate family.
  - b. Such leave is not to exceed three (3) consecutive days or five (5) consecutive days if travel of least three hundred seventy-five (375) miles one (1) way is necessary in order to attend the funeral or memorial service.
  - c. The District may require verification of the immediate family death and/or travel greater than three hundred seventy five (375) miles.
  - d. This leave is to be taken within thirty (30) calendar days of the immediate family member's death.
  - e. If additional bereavement leave days are necessary, certificated employees may use available personal necessity leave.
2. The immediate family is defined as the spouse of the Certificated Employee or the following relations of the Certificated Employee or spouse:
  - mother/father
  - grandmother/grandfather
  - son/daughter
  - son-in-law/daughter-in-law
  - brother/sister
  - aunt/uncle
  - relative living in the Certificated Employee's home
3. Additional bereavement leave days shall be deducted from personal necessity leave.
4. Request for bereavement leave shall be made to Certificated Employee's principal or supervisor.

E. Jury Duty

1. Certificated employees may be absent from duty to serve as jurors without loss of pay. Fees paid to certificated employees for such service shall be payable to the District.
2. Any Certificated Employee called for jury duty shall inform their principal or supervisor, who may attempt to have the Certificated Employee excused.

F. Leave of Absence

1. Upon a Certificated Employee's written request, the Board may grant up to a one (1) year unpaid leave of absence.
2. Reasons for leave may include but not be limited to the following examples:

Child Adoption	Exchange Teaching
Child Rearing	Health
Dependent Care	Maternity
Educational Improvement	Political Activity
Educational Travel	Religious Observations
3. The Certificated Employee and the site principal/supervisor shall attempt to agree, in advance, upon a mutually agreeable leave schedule including starting/return dates. Except in unusual circumstances, all leaves shall be scheduled at the beginning and end of a Certificated Employee's track, trimester, or semester.
4.
  - a. A Certificated Employee on leave shall be entitled to a teaching position that is appropriate to his/her credential(s) upon return to the District, if the Certificated Employee provides written notification to the District, of his/her intention to remain or not remain in District Service, not less than sixty (60) days prior to his/her return date.
  - b. A Certificated Employee MAY be considered to have declined employment and MAY be terminated, if he/she fails to notify the District of his/her intention to remain or not remain in District service.
  - c. A Certificated Employee who was on leave and fails to report for duty after having notified the District of his/her intention to remain in District service MAY be considered to have declined employment and MAY be terminated.
  - d. Certificated employees and the District shall follow all required Ed Code procedures for a., b., and c. above.

G. Military Service

As required by Education Code 44800/Government Code

H. Family Care Leave: Summary of Code and Policy

California Family Rights Act of 1993 (CFRA)

1. Eligibility

- a. Prior employment in District for twelve (12) months (at least 1,250 hours during this period).
- b. Certification of the Certificated Employee's health condition or eligible family member may be required by the District.

2. Leave Allowances

- a. Leave may be authorized for up to twelve (12) work weeks in a twelve (12) month period for the birth, adoption or foster care placement of a Certificated Employee's child or for a Certificated Employee's serious health condition or that of Certificated Employee's child, parent, or spouse.
- b. An additional leave period for up to four (4) months if a Certificated Employee is disabled by pregnancy, childbirth, or related medical conditions, may be available. (This pregnancy related provision is available separate from the twelve (12) weeks even though a Certificated Employee may not meet the Eligibility Requirements.) The basic minimum duration is two (2) weeks, which must conclude within one (1) year of birth or placement for adoption or foster care.

3. Notice Requirement

- a. A Certificated Employee shall request family care and medical leave in writing, at least thirty (30) days before commencement date of the leave.
- b. If the leave becomes necessary less than thirty (30) days before its commencement, the Certificated Employee shall provide such notice as soon as practicable.

- 4. The use of this leave may impact certain Certificated Employee benefits and seniority date. If considering this form of leave please contact the Personnel Department for more details. (Board Administrative Regulation 4161.8 and Government Code.)

I. Industrial Accident and Illness Leave of Absence

As required by Education Code 44984

## ARTICLE XVII

### CERTIFICATED LEAVE OF ABSENCE SUPPORT SYSTEM

- A. 1. CUTA and the District will maintain a Certificated Leave of Absence Support System (CLASS), also known as the Catastrophic Leave Bank, pursuant to Education Code 44043.5 for use by unit members who have exhausted all paid leave entitlement due to catastrophic illness or injury.
2. Days in the Catastrophic Leave Bank shall accumulate from year to year.
3. The Catastrophic Leave Bank shall be administered by a joint committee comprised of two members appointed by the Association and two members appointed by the District. The terms of the committee shall be staggered two-year terms. Initial appointments shall be for one or two years.
- B. Eligibility and Contributions
1. All unit members on active duty with the District are eligible to contribute to the Catastrophic Leave Bank.
2. Participation is voluntary, but requires annual contribution to the Bank. Only contributors will be permitted to withdraw from the Bank.
3. Unit members who elect not to join the Catastrophic Leave Bank during the annual enrollment period have a waiting period of thirty days after joining the bank before becoming eligible to withdraw from the Bank.
4. The contribution, on the appropriate form, shall be authorized by the unit member and continued from year to year until canceled by the unit member.
5. Cancellation, on the proper form, may be effected at any time and the unit member shall not be eligible to draw from the Bank as of the effective date of the cancellation. Sick leave previously authorized for contribution to the bank shall not be returned if the unit member effects cancellation.
6. Contributions shall be made between July 1 and October 1 of each school year. Unit members returning from extended leave which included the enrollment period and new hires will be permitted to contribute within thirty calendar days of beginning work. The District shall supply enrollment forms for the Catastrophic Leave Bank to all new unit members and those unit members returning from leave.
7. The annual rate of contribution by each participating unit member for each school year shall be one day of sick leave, the legal minimum required.

C. Withdrawal from the Bank

1. Catastrophic Leave Bank participants whose sick leave is exhausted may withdraw from the Bank for catastrophic illness or injury. Catastrophic illness or injury shall be defined as any illness or injury that incapacitates a unit member or a member of the unit member's family for over ten consecutive duty days which requires the unit member to take time off work to care for that immediate family member as defined by Article XVI Section D.2 in the CUTA District Agreement.
2. The first ten days of illness or disability must be covered by the unit member's own sick leave, differential leave, or leave without pay. Withdrawals shall become effective immediately upon the exhaustion of sick leave or the waiting period, whatever is greater. For example, if a unit member contributed when first eligible to contribute and had ten days of accumulated sick leave when the illness began, she/he shall begin withdrawing upon the eleventh duty day, if otherwise eligible. If the unit member had fifteen days of sick leave at the beginning of the illness, she/he shall begin withdrawing days on the sixteenth duty day. If the unit member had five days of sick leave at the beginning of the illness, she/he shall begin withdrawing days on the eleventh duty day.
3. **Withdrawals from the Catastrophic Leave Bank shall be granted on a daily basis not to exceed thirty days per request. At no time shall the total withdrawal days granted to any individual exceed thirty days within one school year. Unit members applying to withdraw from the Catastrophic Leave Bank will be required to submit a medical doctor's statement indicating the nature of the illness or injury and the probable length of absence from work. Members of the Committee shall keep information regarding the nature of the illness confidential. A unit member's withdrawal from the bank may not exceed beyond the current school year.**
4. Leave from the Bank may not be used for illness or disability which qualified the unit member for worker compensation benefits unless the unit member has exhausted all worker compensation leave and her/his own sick leave.
5. If the Catastrophic Leave Bank does not have sufficient days to fund a withdrawal request, the Committee is under no obligation to provide days and the District is under no obligation to pay the participant any funds whatsoever. If the Committee denies a request for withdrawal, or an extension of withdrawal, because of insufficient days to fund the request, they shall notify the unit member, in writing, of the reason for the denial.

D. Administration of the Bank

1. The committee's authority shall be limited to administration of the Bank. The committee shall approve all properly submitted requests complying with the terms of this Article. Withdrawals may not be denied on the basis of the type of illness or disability.



2. Applications shall be reviewed and decisions of the committee reported to the applicant, in writing, within five duty days of receipt of the application.
  3. The committee shall keep all records confidential and shall not disclose the nature of the illness except as is necessary to process the request for withdrawal.
  4. By October 5 of each school year, the District shall notify the committee of the total number of days available in the Bank.
  5. If the Catastrophic Leave Bank is terminated for any reason, the days remaining in the Catastrophic Leave Bank shall be returned to the then current members of the Bank proportionately.
- E. Certificated Management, Classified Management and Confidential employees may participate in the Catastrophic Leave Bank.

## ARTICLE XVIII

### COMPLAINT PROCEDURE

- A.
  - 1. Complaints shall be made in accordance with Board Policy/Administrative Regulation 1312.1.
  - 2. Complaints by a parent/guardian or member of the community should be made directly to the Certificated Employee against whom the complaint is being filed.
  - 3. If any complaint is not made directly to the Certificated Employee, the complaint shall be referred to the Certificated Employee by the supervisor/designee within five (5) days.
- B. If the complaint is not resolved informally, the parent/guardian or member of the community may, within ten (10) working days of "A" above, appeal in writing and direct it to the Certificated Employee's supervisor/designee.
- C. Prior to the supervisor/designee reaching a decision on the complaint, he/she shall provide an opportunity for all parties to meet to present factual information, and to allow for explanation, clarification, and resolution of the issue.
- D. If the complaint, after review by the supervisor/designee remains unresolved, he/she shall refer the complaint, together with his/her report of the situation to the **Director of Personnel**.
- E. Prior to the **Director of Personnel** reaching a decision on the complaint, he/she shall attempt to provide an opportunity for all parties to meet to present factual information, and to allow for explanation, clarification, and resolution of the issue.
- F. The District will consider the complaint dropped if the parent/guardian or member of the community fails to appeal in writing or attend the meetings described above.
- G. After the meeting, if any, has been held, the **Director of Personnel** shall render a decision, which shall be final unless the parent/guardian or member of the community, the Certificated Employee, or the Superintendent requests a closed hearing before the Board. If the Certificated Employee requests, an open hearing will be held.
- H. Every effort should be made to resolve the complaint as early as possible.
- I. Complaints, which are withdrawn, are proven false, or are not sustained by any hearing procedure, shall not be placed in the Certificated Employee's personnel file.

## **ARTICLE XIX**

### **GRIEVANCE PROCEDURE**

- A.
  - 1. A grievance is a claim by one or more unit members or the Association that there has been a violation misinterpretation or misapplication of a provision of this Agreement or a violation of the right to fair treatment.
  - 2. An alleged violation, which is under another jurisdiction set up by State or Federal law, shall not be subject to this procedure.
  - 3. If a Certificated Employee has a matter, which he/she desires to discuss with his/her Principal/Supervisor, he/she may do so without recourse to this procedure.
- B.
  - 1. The purpose of this procedure is to reach equitable solutions to contract problems which may arise.
  - 2. The Contract Team agrees that this procedure will be kept as informal and confidential as may be appropriate at any level.
- C. The Contract Team shall consist of the CUTA and CJUSD Negotiating Representatives.
- D. The term "days" shall mean days when the District Central Office is open for business.
- E.
  - 1. CUTA shall have the right to initiate a grievance involving a Certificated Employee or group of certificated employees, but only with his/her or their signed approval.
  - 2. By mutual agreement, two (2) or more identical grievances may be combined into a single group grievance for the purpose of processing.
  - 3. If a grievance arises as a result of any action or inaction by an administrator other than the Grievant's Principal/Supervisor, the Certificated Employee may present such grievance at Level Two.
- F.
  - 1. Time limits may be extended by mutual consent.
  - 2. Failure by a Certificated Employee to abide by the time limits shall cause the grievance to be considered withdrawn.
  - 3. Failure by the District to abide by the time limits shall cause the grievance to automatically progress to the next level.
- G. Informal
  - 1. The Certificated Employee alleging a grievance will first discuss the matter with his/her Principal/Supervisor with the objective of resolving it informally. This meeting shall take place within ten (10) days of the alleged violation occurring or when the grievant reasonably should have been aware of it occurring.

2. Both the Certificated Employee and Principal/Supervisor shall sign the grievance form verifying the date and results of the meeting.
3. The grievant may be accompanied by a CUTA representative.

H. Formal

1. Before submitting a written grievance, the Certificated Employee shall first discuss the matter with CUTA Grievance Chair to determine if a valid grievance exists.
2. If determined that such does exist, the Grievance Chair shall assist the Certificated Employee in preparing the correct written format.
3. A written grievance shall be clear and concise and include the following:
  - a. Certificated Employee(s) name, position, and work site
  - b. Specific article(s) and section(s) of the agreement alleged to have been violated
  - c. Circumstances including the facts, dates, names, and places as appropriate
  - d. Specific remedy sought
  - e. Date and result of the informal discussion
  - f. Date delivered to the Principal/Supervisor

I. Level One

1. If the issue is not resolved by the informal discussion, the Certificated Employee may submit a written grievance to the Principal/Supervisor within ten (10) days of the informal meeting.
2. The Principal/Supervisor shall review the grievance and communicate a decision to the grievant in writing within ten (10) workdays of receipt of the written grievance. The Certificated Employee shall send a copy of the Principal/Supervisor decision to the **Director of Personnel** and Grievance Chair.
3. The Certificated Employee has five (5) days to notify the Grievance Chair, in writing, of his/her intent to proceed to Level Two.

J. Level Two

1. The **Director of Personnel** and Grievance Chair shall meet within five (5) days, to establish a Grievance Hearing Committee.
2. The committee shall be made up of an equal number of District and CUTA members.

3. At the beginning of the committee meeting, the Grievant may present his/her case prior to the committee's deliberation.
4. The committee shall meet within ten (10) days of being informed to review all facts, make a decision, and submit it in writing to the Grievant within five (5) days of their meeting.
5. A mutually acceptable resolution of the issue by the committee shall be binding on all parties.

K. Level Three

1. If the committee is unable to resolve the matter at the hearing, the ***Director of Personnel*** and Grievance Chair shall meet, within five (5) days, to contact the State Conciliation Service and request the services of a Mediator to assist in the resolution of the grievance.
2. The Grievance Hearing Committee shall meet with the Mediator at times that are mutually convenient.
3. The parties may develop "ground rules" for this process themselves, or develop "ground rules" with the Mediator, or permit the Mediator to establish "ground rules".
4. A mutually acceptable mediated settlement shall be binding on all parties.

- L. All preparation, filing, or presentation of grievances shall be at times other than when a Certificated Employee or the Grievance Chair is to be at their assigned duties.
- M. Association representatives on the committee shall receive reasonable periods of release time for meeting with the District committee representatives.
- N. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from Certificated Employee personnel files.

## ARTICLE XX

### HEALTH AND WELFARE BENEFITS (Effective 1/1/14)

A. For calendar year 2014, the District will make available three (3) plans of Western Health Advantage and two (2) plans of Kaiser for employees.

B. Full time employees may elect one (1) of the following health coverage plans:

	<u>E</u>	<u>E + 1</u>	<u>E + F</u>
<b>Western Health Advantage HMO</b>			
District Allowance	\$603.06	\$910.45	\$1,299.77
Employee Pays	\$18.73	\$392.24	\$559.97
<b>Western Health Advantage - 420</b>			
District Allowance	\$546.27	\$824.60	\$1,177.21
Employee Pays	\$16.97	\$355.42	\$507.41
<b>Western Health Advantage HDHP</b>			
District Allowance	\$404.14	\$831.12	\$1,186.52
Employee Pays	\$12.20	\$41.14	\$58.73
<b>Kaiser HMO</b>			
District Allowance	\$614.17	\$926.90	\$1,324.14
Employee Pays	\$49.11	\$465.99	\$665.70
<b>Kaiser HDHP</b>			
District Allowance	\$421.89	\$865.94	\$1,237.07
Employee Pays	\$13.96	\$49.34	\$70.47

C. The District will reimburse \$50 of the \$100 Emergency Room Services charge. Applicable claims incurred by this charge shall be submitted on District reimbursement forms which are available in the Business Office. The District will reimburse employee for verifiable claims within thirty (30) calendar days of receipt in the Business Office; reimbursement checks shall be sent to employee's home address.

D. Full time Employees may elect one (1) of the following dental coverage plans:

**Delta Dental \$2000 Cap**

District Allowance	\$113.12
Employee Pays	\$33.25

**Delta Dental PPO**

District Allowance	\$99.27
Employee Pays	\$25.12

Full time Employees hired after (1/1/05 for classified and 11/1/98 for certificated) shall only be eligible for the PPO coverage plan as shown above.

- E. Full time Employees who are not already covered by Kaiser vision, may elect the following vision coverage plan:

**Vision Service Plan (VSP)**

District Allowance	\$23.95
Employee Pays	\$0

- F. Certificated employees electing plans or coverage which exceed the District allowance will have the additional monthly premium amount deducted from their monthly wages on a pre-tax basis per IRS rules.
- G. Full time certificated employees shall be provided \$25,000 level term life insurance coverage for themselves.
- H. 1. Certificated employees working between half (1/2) time and full time shall be eligible for health and welfare benefits on a pro-rated basis.
2. Newly hired certificated employees and/or current certificated employees, whose workweek is increased (see #1 above), shall be 'eligible' for fringe benefit coverage to be implemented as follows:

<u>1<sup>st</sup> workday (paid status)</u>	<u>1<sup>st</sup> day of eligibility</u>
1 <sup>st</sup> – 15 <sup>th</sup>	1 <sup>st</sup> day of following month
e.g. August 3	1 <sup>st</sup> day of September
16 <sup>th</sup> – 31 <sup>st</sup>	1 <sup>st</sup> day of succeeding month
e.g. August 24	1 <sup>st</sup> day of October

3. Failure to provide all required accurate and completed forms in a timely manner may cause a delay in implementation of fringe benefit coverage.
- I. 1. Any Certificated Employee who completes a full school year of service is entitled to twelve (12) months of health and welfare benefits for that full year of service.
2. Certificated employees who teach less than a full ten (10) month school year and leave the District shall have their benefits terminate on the last day of their last month of District service.
- J. 1. The District will permit its retired certificated employees to remain in the District-offered health and welfare benefit of their choice and for which they are eligible at their own expense. Arrangements for advance payment shall be made with the Business Office.
2. Retired certificated employees electing 1 (above) are required to join Medicare, if eligible. The District will provide information regarding medical supplementary coverage.

- K. The parties shall follow the rules and regulations of the Carriers/Administrators.
- L. Federal law allows employees to contribute pre-tax dollars to a Section 125 Plan, which may be used to pay for:
  - Child Care Costs
  - Dependent Care Costs
  - Unreimbursed Medical Costs



## **ARTICLE XXI**

### **SALARY**

- A.
  - 1. The Salary Schedule shall be increased 4% effective July 1, 2007.
  - 2. The Salary Schedule is under Appendix A.
- B. Certificated employees required to work additional full workdays will be paid their daily rate. This excludes payment for summer school and special assignments.
- C.
  - 1. Daily rate is calculated by dividing the Certificated Employee's annual salary by his/her work year.
  - 2. Work year is defined as one hundred eighty-three (183) workdays for traditional year certificated employees and one hundred seventy-three (173) workdays for YRE certificated employees.
- D.
  - 1. Certificated employees must be in a paid status at least seventy five percent (75%) of the previous work year to be eligible for any step advancement.
  - 2. Each Certificated Employee shall move down one (1) step on the salary schedule at the beginning of each contract year, until reaching the maximum salary for that column.
  - 3. Certificated employees who advance on the salary schedule from one (1) column to another shall also advance to the appropriate step based on their years of District experience.
- E.
  - 1. Certificated employees required to use their own automobiles in the performance of their duties and/or who are assigned to more than one (1) school per day, shall be reimbursed for mileage.
  - 2. The rate shall be the current IRS mileage allowance, for all driving following arrival at the first location at the beginning of their workday to departure from the last location at the end of their workday.
- F.
  - 1. Certificated employees new to the District or returning after a break in service shall be allowed year for year service up to Step 8 on the salary schedule.
  - 2. For initial placement on the salary schedule only teaching experience in K-12 schools after acquiring a valid and appropriate credential will be accepted.
- G.
  - 1. Certificated employees working a traditional school year may elect to be paid on a ten (10) month (August - May) or twelve (12) month (September - August) schedule.
  - 2. Certificated employees currently on a twelve (12) month (July/June) schedule shall have the option of remaining on that pay schedule.

3. Certificated employees who wish to change pay options, may do so one (1) time between July 1 and August 31.
  4. Certificated employees working YRE shall be paid on a twelve (12) month (July-June) basis. Newly hired certificated employees shall not receive salary in advance of service.
  5. If a Certificated Employee working YRE is involved in a transfer that would ordinarily involve a change in pay cycle, the Certificated Employee may remain on that pay cycle for a maximum of two (2) years.
  6. If a Certificated Employee has received salary in advance of service and leaves the District for any reason, he/she will be responsible for paying back to the District any prepaid salary received.
- H
1. Part-time certificated employees shall earn compensation based on prorated daily Certificated Employee periods/teaching minutes (student contact time).
    - a. At the elementary level, part-time certificated employees will be paid using the following formula: actual teaching minutes divided by total of one (1) FTE teaching minutes times one (1) FTE salary
      1. Example:  $155 \text{ minutes} / 310 \text{ minutes} \times \$60,000 = \$30,000$
      2. Example:  $.50 \text{ FTE} \times \$60,000 = \$30,000$
    - b. At the secondary level, part-time certificated employees will be paid using the following formula: actual teaching periods divided by total of one (1) FTE teaching periods times one (1) FTE salary
      1. Example:  $3 \text{ teaching periods} / 5 \text{ teaching periods} \times \$60,000 = \$36,000$
      2. Example:  $.60 \text{ FTE} \times \$60,000 = \$36,000$
    - c. At the secondary level, certificated employees teaching a class during their preparation period will be paid using the following formula: one (1) FTE schedule plus preparation period divided by five (5) teaching periods times one (1) FTE salary
      1. Example:  $6 \text{ teaching periods} / 5 \text{ teaching periods}$
      2. Example:  $1.20 \text{ FTE} \times \$60,000 = \$72,000$
  2. Part-time service includes professional responsibilities as determined by the site administrator. These responsibilities include, but are not limited to, Open House, Back to School Night, staff meetings, department meetings and parent/Certificated Employee conferences.
  3. Required supervisory duties shall be prorated.

## ARTICLE XXII

### **PROCEDURE FOR COURSE APPROVAL FOR DISTRICT SALARY CREDIT**

- A. The Certificated Employee will submit the Request for Course Approval form to the principal or supervisor.
- B. After the principal or supervisor has made a determination, the form will be sent to the Certificated Personnel Technician at the District Office.
- C.
  - 1. Certificated employees desiring prior approval for course work must submit completed forms to their principal or supervisor a minimum of ten (10) working days before the class begins.
  - 2. Certificated employees taking classes for District credit without prior approval have no assurance that approval will be granted.
- D. Approval will be granted for units received from accredited institutions under the following criteria:
  - 1. Units related to subject areas stated on the teaching credential.
  - 2. Units necessary for completion of a new teaching major or minor, if the subject is taught within the district.
  - 3. Units necessary for credential additions or modification, if the subject is taught within the district.
  - 4. Units recommended by the Certificated Employee's principal/supervisor.
  - 5. Units toward a Masters or Doctoral degree, which are directly related to the Certificated Employee's assignment or other educational credits used within the district.
  - 6. Units related to current assignments including extra-curricular activities.
- E.
  - 1. District workshops approved for credit by the Assistant Superintendent of Curriculum and Instruction will be awarded credit at the rate of one (1) semester unit for each fifteen (15) hours of attendance.
  - 2. Continuing Education Unit (CEU) will be awarded two-thirds (2/3) of a semester unit credit.
  - 3. Quarter units are converted to semester units by multiplying the quarter units by two-thirds (2/3).

- F.
  - 1. For District budgeting purposes, certificated employees shall provide the Personnel Office with prior notice of intent to take course work for Salary Schedule Class advancement.
  - 2. The District shall provide a form to each Certificated Employee on/about April 1 to be returned not later than April 30 of each year.
- G.
  - 1. To receive credit for approved completed courses from the prior year, certificated employees shall submit official transcripts to the Personnel Office by October 15.
  - 2. If an official transcript is not available by the above date, other verification of completion including grade reports must be submitted for review by October 15. Credit will not be posted until the official transcript is received by the Personnel Office, but no later than December 1, to be credited for that year.
- H.
  - 1. Units shall accumulate from year to year until sufficient for salary schedule class advancement.
  - 2. Certificated employees shall be eligible for Salary Class advancement if they submit official transcripts or other acceptable evidence necessary to verify the course credits needed to the Personnel Office prior to October 15 of each year.
- I. Credit will not be granted for courses/workshops for which the District has paid registration, fees, stipends, expenses, and/or daily rates. Exceptions:
  - 1. Credit will be granted if the Certificated Employee uses personal necessity leave (business) to attend courses/workshops.
  - 2. Credit will be granted for courses/workshops for which the District has paid registration fees if taken outside the regular work day.
- J.
  - 1. If a Certificated Employee questions a decision disapproving a course, he/she may appeal to the Course Evaluation Committee whose decision will be final.
  - 2. This committee will be composed of two (2) certificated employees chosen by the Association and two (2) administrators chosen by the district.
- K.
  - 1. Only units acquired after earning a BA shall be considered for Class placement or advancement.
  - 2.
    - a. Graduate units earned in the final semester prior to the posting of the BA will be considered for Class placement, if the units were earned as part of a master's program to which the Certificated Employee has been officially admitted.
    - b. Certificated Employee must provide verification of official admission.

- L. Community college units earned prior to date of hire are not eligible for Salary Schedule credit.
- M.
  - 1. Failure by the District to adhere to the procedures of this Article may be subject to a grievance.
  - 2. The course approval form (justification, determinations, and approval/disapproval) is not subject to a grievance.

## **ARTICLE XXIII**

### **STRS EMPLOYER PICK UP**

- A. 'STRS' Employer Pick Up" is a program covered by provisions of Internal Revenue Code Section 414 (h) (2), whereby the 8% Certificated Employee contribution is non-taxable when reported as paid by the employer. This contribution is still considered part of the Certificated Employee's compensation for everything except tax treatment.
- B. There shall be no cost to the District for the maintenance of this program except for normal payroll costs. If any additional or unexpected costs occur, this Article shall be reopened upon the request of either party.
- C. The District and CUTA acknowledge that it is the individual's responsibility to seek professional advice concerning individual tax situations, and neither is liable for any individual investment consequences of this Agreement.
- D. If litigation, legislation, STRS, IRS/FTB administrative rule, or regulation modifies this program, it shall be void on the date of the modification and the provision shall be renegotiated.

## **ARTICLE XXIV**

### **RETIREMENT BENEFITS**

A. Certificated Employee eligibility for retirement benefits are subject to the following:

1. Twenty (20) years of District service.
2. At least age fifty-five (55).
3. The Certificated Employee shall be eligible to receive the same District paid, Employee Only, health, dental, and vision benefit options as covered by the current CJUSD/CUTA Agreement.
4. District paid health coverage shall be effective for a maximum of five (5) years or to age sixty-five (65), whichever comes first.
5. The District will permit its retired certificated employees to remain in the District-offered health care plan of their choice and for which they are eligible at their own expense. Arrangements for advance payment shall be made with the Business Office.
7. Retired certificated employees electing the above are required to join Medicare if eligible. The District will provide information regarding medical supplementary coverage.

**B Outside the Coverage Area – Stipend Option**

1. A retiree who otherwise qualifies for the benefits outlined in Section A of this Article, but who lives outside the coverage area of all medical plans offered by the District, shall be provided, for the sole purpose of assisting with healthcare premiums, a monthly monetary stipend. The monthly stipend amount shall not exceed the actual premium cost of the retiree-only medical insurance, or the District's least-expensive monthly premium contribution toward an employee only HMO (not high deductible) provided to current certificated employees, whichever is less.
2. The "outside the coverage area" stipend option will be offered only to those retirees who live outside the coverage area of ALL HMO options (not high deductible) offered by the District to current certificated employees.
3. In addition to the basic qualifications listed in Section A of this Article, eligibility for the "outside the coverage area" stipend will require the retiree to provide the following to the District on an annual basis:

- a. Written verification of current address showing residency outside the coverage area.**
- b. Written verification of current medical coverage including monthly premium cost.**
- c. Written verification that the retired employee is named as the primary policyholder of the coverage.**

**C. Timeline for Implementation of Section B**

- 1. The benefits provided for retirees under Section B of this Article shall be granted only to those who retired from the District on or after January 1, 2013.**
- 2. Implementation of Section B of this Article will commence beginning January 15, 2014. No retroactive premium payments or stipends for months prior to this date will be provided by the Dostroct/**



## **ARTICLE XXV**

### **SEVERABILITY**

- A. If any provisions of the Agreement or any application of the Agreement to any Certificated Employee shall be found contrary to law by a state or federal court or agency other than the District, then such provision or application shall be deemed null and void, but all other provisions or applications shall continue in full force and effect.
- B. The provisions of such law shall supersede, to the extent of the conflict, the provisions of this Agreement and govern the relation of the parties.

## **ARTICLE XXVI**

### **CONTINUITY OF OPERATIONS**

- A. The parties agree and understand that there will be no illegal failure to fully and faithfully perform job functions and responsibilities, and that there will be no illegal interference with the ongoing operation of the District.
- B. The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement, and to make every effort toward inducing all certificated employees to do so.

## **ARTICLE XXVII**

### **WAIVER**

- A. The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining. The understandings and agreements arrived at by the parties after the exercise of that right and opportunity are in this Agreement.
- B. The District and the Association voluntarily and unqualifiedly waive the right and agree that the other shall not be obligated to bargain collectively with respect to any subject or matter specifically referred to or covered in this Agreement even though such subject or matter may not have been within the knowledge and contemplation of either or both of the parties at the time that they negotiated or signed this Agreement.

## **ARTICLE XXVIII**

### **ENTIRE AGREEMENT**

- A. This Agreement supersedes and cancels all previous Agreements, verbal or written, or based on alleged past practices between the District and the Association, and constitutes the entire agreement between the parties.
- B. Any supplemental amendment or agreement shall not be binding upon either party unless executed in writing by the parties.
- C. Matters of common concern may be subject to negotiation during the period of this Agreement upon request of mutual agreement of both parties.

## **ARTICLE XXIX**

### **DURATION**

- A. Should one (1) or both parties elect to terminate the current Contract Team process (Appendix C), Sections B., C., D., below shall then be in effect.
- B. This Agreement shall become effective upon ratification by both parties and shall continue in effect through June 30, 2013.
- C. Reopeners for each school year shall be limited to:
  - 1. Salary
  - 2. Health and Welfare Benefits
  - 3. One (1) Article selected by each party
- D. CUTA shall commence the negotiations process to amend this Agreement no earlier than April 1 of each school year.

## ARTICLE XXX

### JUST CAUSE AND DUE PROCESS

#### A. Purpose

1. This article is to establish just cause and due process for disciplinary actions affecting bargaining unit members up to short- term suspensions without pay.
2. No bargaining unit member will be disciplined, reduced in rank or compensation, nor otherwise subjected to adverse action as a result of alleged misconduct, without "just cause."
3. The parties endorse the utilization of this Agreement and the contractual grievance proceedings. Any alleged misconduct which can be remedied by progressive discipline must be remedied in accordance with this Agreement.
4. District action to terminate employment remunerated under "Extra Pay for Extra Services" contracts as specified in this Agreement shall not be reviewable under this article unless such termination is for a disciplinable offense.

#### B. General Provisions

1. Upon request, bargaining unit members have the right to secure and utilize Association representation for any disciplinary considerations.
2. Bargaining unit members shall have the right to rebut any written warning or reprimand by submitting a written statement of their position. Such written rebuttal shall be attached to the warning or reprimand.
3. The bargaining unit member shall acknowledge receipt of all documents intended for placement in his/her personnel file in the manner set forth in the "Personnel File" article of this Agreement. The unit member's acknowledgement shall not be deemed to indicate their agreement with the contents of the document.

#### C. Levels of Progressive Discipline

1. **Informal Level:** The parties agree that disciplinary questions and/or issues are best resolved by means of objective discussion between supervisors and bargaining unit members. This is the first step prior to formal discipline.
2. **Written Warnings:** Written warnings issued to the bargaining unit member constitute the first level of formal discipline.

3. **Written Reprimand:** Written reprimands for placement into the bargaining unit member's personnel file constitute the second level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.
4. **Suspensions without Pay:** A second written reprimand for placement into the bargaining unit member's personnel file, or suspensions without pay (not to exceed fifteen [15] working days), shall constitute the third level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.
5. **Implementation:** While progressive discipline levels may not be bypassed arbitrarily or capriciously, it is mutually recognized that certain conditions warrant full or partial bypass of such levels.
  - a. The District retains its right to suspend with pay in accordance with the California Education Code. In the event the District subsequently seeks to invoke formal discipline under grounds covered by this article, such action will be governed under the provisions of this Agreement.
  - b. "Gross Misconduct" warranting immediate implementation of dismissal proceedings in accordance with the California Education Code.
  - c. Serious misconduct of such a critical nature that it justifies bypassing earlier levels of progressive discipline.

D. Notice and Appeal of Suspension without Pay

1. The District may suspend a unit member without pay for fifteen (15) workdays or less per school year for just cause. Before discipline is imposed, the District shall notify the unit member, in writing, at least five (5) workdays prior to implementation of such proposed disciplinary action.
2. The notice shall contain a specific statement of the act(s), omission(s), or infraction(s) upon which the disciplinary action is based, the proposed disciplinary action to be taken by the District, and a statement of reasonable professional expectations, rules, regulations, or statutes which the unit member is alleged to have violated.
3. The unit member will be provided a notice of the right to appeal the proposed suspension by filing a written request, within five (5) workdays of service of the notice, to meet with and respond to the Superintendent as to why the unit member should not be suspended without pay.
4. Within ten (10) workdays following the meeting with and opportunity to respond, the Superintendent shall notify the unit member of his/her determination. The decision of the Superintendent shall be final.

**E. Derogatory Information**

1. Personnel records are mandatory permanent records which the district is required by law to retain indefinitely (5 Cal Code Regs Section 16023).
2. Notwithstanding the foregoing, formal discipline documents will be sealed in a bargaining unit member's personnel file upon request of the member, if at least four years have passed without further misconduct.
3. Sealed documents shall be placed in a sealed envelope in the personnel file and not used for any purpose or released to anyone without the member's written consent, except as follows: (1) by order of a court of competent jurisdiction that member's interest in confidentiality yield to the disclosure of some or all of any such documents; (2) in response to a lawful subpoena; (3) in the event of litigation between the parties; (4) as otherwise required by law.

**F. Mutual Disciplines**

The District and the Association agree to conform to the following disciplines in order to provide for fair, thorough and objective joint consideration in any proceeding:

1. Reasonable good faith disclosure of known facts, circumstances and evidence relied upon by the District in its determination of disciplinary action.
2. Diligent joint effort to effect appropriate confidentiality, proper interpersonal behavior and objective communication during initial consideration and subsequent review of any disciplinary issue.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
CERTIFICATED SALARY SCHEDULE - APPENDIX A

2013-2014 (183 days)

STEPS	CLASS I BA	CLASS II BA + 36	CLASS III BA + 48	CLASS IV BA + 60	CLASS V BA + 72*
1	37,486	39,362	41,329	43,395	
2	38,985	40,936	42,982	45,131	
3	40,544	42,573	44,701	46,936	
4	42,166	44,276	46,489	48,813	
5	43,853	46,047	48,349	50,766	
6	45,607	47,889	50,283	52,797	55,439
7	47,431	49,805	52,294	54,909	57,657
8	49,328	51,797	54,386	57,105	59,963
9		53,869	56,561	59,389	62,362
10			58,823	61,765	64,856
11				64,236	67,451
12				66,805	70,149
14				68,813	72,254
16				70,877	74,421
18				73,003	76,654
20				75,193	78,953

Longevity 3% (Class IV & V) Steps 14 - 16 -  
18 - 20

Masters\*\* \$500

PHD/ED \$750

**\*Employees hired after July 1, 1989, must be in the District at least five (5) years prior to movement into Class V.**

**\*\*Teachers earning a Masters Degree from an accredited institution shall receive \$500 for each, effective July 1, 1995.**

**APPENDIX B**  
**EXTRA CURRICULAR ATHLETICS**  
**2010/11**

All Extra-Curricular hires must be authorized and approved in advance by the site principal.

<b>SPORT</b>	<b>STIPEND</b>	<b>SPORT</b>	<b>STIPEND</b>
Athletic Director	3,400		
<b>BASEBALL</b>		<b>SOCCER</b>	
Varsity Head	2,625	Varsity Head	2,625
JV Head	2,000	JV Head	2,000
Varsity Assistant	1,750	Varsity Assistant	1,750
<b>BASKETBALL</b>		<b>SOFTBALL</b>	
Varsity Head	2,775	Varsity Head	2,625
JV Head	2,150	JV Head	2,000
FR Head	2,000	Varsity Assistant	1,750
Varsity Assistant	1,850	<b>SWIMMING</b>	
<b>CROSS COUNTRY</b>		Varsity Head	2,350
Varsity Head	2,350	<b>TENNIS</b>	
Assistant	1,650	Varsity Head	2,625
<b>FOOTBALL</b>		JV Head	2,000
Varsity Head	2,775	Varsity Assistant	1,750
JV Head	2,150	<b>TRACK</b>	
FR Head	2,000	Varsity Head	2,775
Varsity Assistant	1,850	JV Head	1,850
<b>GOLF</b>		Varsity Assistant	1,750
Varsity Head	2,350	<b>VOLLEYBALL</b>	
<b>OTHER</b>		Varsity Head	2,775
Spirit Leader	2,025	JV Head	2,150
Assistant	1,200	Varsity Assistant	1,850
Drill Team Advisor	1,300	FR Head	2,000
Dance Team Advisor	1,300	<b>WRESTLING</b>	
Assistant Coach	1,310	Varsity Head	2,625
		JV Head	2,000
		Varsity Assistant	1,750

Coaches of athletic teams advancing into the playoffs or section competitions will receive an additional 7% of his/her current extra-curricular salary for each additional week required.

## **COMPREHENSIVE HIGH SCHOOL ACTIVITIES**

<u>Leadership</u>	<u>Stipends</u>
Activity Director	\$3,400
Testing Coordinator	3,400
Class Advisors	1,500
Club Advisors	750
Link Crew Coordinator	750

### Academics

Yearbook Advisor	2,000
Newspaper Advisor	1,500
Department Chair	1,500
Academic Decathlon Advisor	750

### Performing Arts

Performing Arts Center Coordinator	3,000
Music Director	2,000
Drama Coach	2,000

## **CONTINUATION HIGH SCHOOL ACTIVITIES**

Testing Coordinator	500
Conflict Mediation Coordinator	500

Revised 5/9/13



## **MIDDLE SCHOOL ACTIVITIES**

### **Academic**

Department Chair	\$1,500
Activities Director	1,025
Drama Coach	1,025
SST Coordinator	1,025
Yearbook Advisor	1,025
Music Director	1,025
W/EB Advisor	1,025
Club Advisor	750

### **Sports**

Basketball	\$1,150
Flag Football	1,150
Track	1,150
Volleyball	1,150
Athletic Director	1,750

## **ELEMENTARY ACTIVITIES**

Music Director	\$1,500
Head Teacher	1,500
SST Coordinator	1,025
Club Advisor	750

## **HOURLY RATES**

Summer/Hourly Programs	\$ 30
Saturday School	30
Home Teacher	30
Instructional Activities	30
Other Extra Duties	30
Scorekeeper	16 (per game)
Timekeeper	16 (per game)

## **APPENDIX C**

### **CUTA/CJUSD CONTRACT TEAM**

**MEMO TO:** All Certificated employees/Administrators  
**FROM:** CUTA/CJUSD Contract Team  
**DATE:** January 9, 1992  
**SUBJECT:** Negotiations

- - - - -  
The Contract Team Agrees that negotiations shall be accomplished through a collaborative effort. The team agrees to:

1. Create a climate of trust and honesty in dealing with each other;
2. Open communication with each other so it becomes undesirable and unnecessary to present extreme positions;
3. Treat one another with dignity and openness even when there is disagreement or difficulty;
4. Prepare joint news releases to ensure dissemination of accurate and non-inflammatory information about the proceedings;
5. Avoid raising and sunshining extreme proposals and prevent extreme positional bargaining;
6. Develop mechanisms to diagnose problems and expedite efficient problem resolution;
7. Deal with problems brought up by either party and develop methods and processes to efficiently and effectively resolve them;
8. Avoid ideological posturing and focus on issues needing attention;
9. Attempt to understand the real issues underlying proposals and move sincerely and forthrightly to resolve these problems;
10. Arrive at consensus solutions and settlements.

**APPENDIX D**  
**CUTA/CJUSD**  
**GRIEVANCE FORM**

(Review Article XX Grievance Procedures prior to filling out this form)

**A. Information:**

\_\_\_\_\_  
Certificated employees(s) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Work Site \_\_\_\_\_ Position \_\_\_\_\_

**B. Informal:**  
(Certificated Employee and Principal/Supervisor)

\_\_\_\_\_  
Result of meeting: \_\_\_\_\_ Meeting Date \_\_\_\_\_

\_\_\_\_\_  
Certificated Employee(s)

**C. Formal:**  
(Certificated Employee Grievance Chair)

\_\_\_\_\_  
Meeting Date \_\_\_\_\_

\_\_\_\_\_  
Certificated Employee(s) \_\_\_\_\_ Grievance Chair \_\_\_\_\_

1. Basis of grievance:  
\_\_\_\_\_  
\_\_\_\_\_

2. Clear statement of facts:  
\_\_\_\_\_  
\_\_\_\_\_

3. Specific remedy sought:  
\_\_\_\_\_  
\_\_\_\_\_

**D. Level One:**  
Date submitted to Principal/Supervisor: \_\_\_\_\_

Principal/Supervisor Response:

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\_\_\_\_\_  
Principal/Supervisor

\_\_\_\_\_  
Certificated Employee(s)

\_\_\_\_\_  
Date

Response Acceptable: \_\_\_\_\_

Response Unacceptable \_\_\_\_\_

**E. Level Two:**  
(Grievance Committee)

\_\_\_\_\_  
Meeting Date

Committee Decision: \_\_\_\_\_

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Committee Members:

_____	_____
_____	_____

\_\_\_\_\_  
Certificated Employee(s)

\_\_\_\_\_  
Date

Response Acceptable: \_\_\_\_\_

Response Unacceptable \_\_\_\_\_

**F. Level Three:**  
(State Mediation)

\_\_\_\_\_  
Meeting Date

Mediated Settlement: \_\_\_\_\_

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**CENTER JOINT UNIFIED SCHOOL DISTRICT  
REQUEST FOR COURSE APPROVAL**

**TO BE FILLED OUT BY CERTIFICATED EMPLOYEE:**

Name: \_\_\_\_\_

School Site: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_

Class Date(s): \_\_\_\_\_

Instruction: \_\_\_\_\_

Semester Unit: \_\_\_\_\_

Quarter Unit: \_\_\_\_\_

Name of Institution \_\_\_\_\_

**CHECK APPROPRIATE BOX (ES):**

\_\_\_\_\_ University Class

\_\_\_\_\_ CEU (Continuing Ed. Unit)

\_\_\_\_\_ District Professional Development

\_\_\_\_\_ District Paid (e.g., registration, fees,  
and/or expenses)

**ATTACH A COPY OF THE CLASS/COURSE/PROFESSIONAL DEVELOPMENT DESCRIPTION**

**TO BE FILLED OUT BY SITE ADMINISTRATOR/SUPERVISOR**

Approved: \_\_\_\_\_

Disapproved: \_\_\_\_\_

Justification:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Site Principal's/Supervisor's Signature**

**Date**

**TO BE FILLED OUT BY COURSE EVALUATION COMMITTEE**

Decision/Justification:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date

Certificated Employee

Certificated Emplo

Administrator

Administrator

**APPENDIX F**  
**EXCHANGE DAY - AGREEMENT FORM**

\_\_\_\_\_  
Certificated Employee A                      and                      Certificated Employee B

have agreed to an exchange of instructional days.

Certificated Employee A is scheduled for Exchange Service on the Following Dates: \_\_\_\_\_

\_\_\_\_\_

Certificated Employee B is scheduled for Exchange Service on the Following Dates: \_\_\_\_\_

\_\_\_\_\_

Special Conditions or Requirements: \_\_\_\_\_

\_\_\_\_\_

**SIGNATURES/DATES**

\_\_\_\_\_  
Certificated Employee A

\_\_\_\_\_  
Certificated Employee B

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Each Certificated Employee has read and understands Article IX, Section B., EXCHANGE DAYS, in the CUTA/CJUSD Agreement.**

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education  
 Date: April 23, 2014 Action Item   X    
 To: Board of Trustees Information Item  
 From: Scott Loehr, Superintendent # Attached Pages  
 Initials: S.L.

## SUBJECT: 2013/2014 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2013/14 fiscal year.

2013/14-202	Easter Seals	\$ 375.00
2013/14-203	Capitol Academy	\$ 34,120.00
2013/14-204-205	Supported Life Institute (CTEC)	\$ 1,290.00
2013/14-206-245	Bright Futures Therapy	\$ 58,480.00

**RECOMMENDATION:** CJUSD Board of Trustees to ratify Individual Service Agreements for the 2013/2014 school year.

**CONSENT AGENDA**

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Student Services

Date: April 23, 2014

To: Board of Trustees

From: David Grimes  
Director of Student Services/Personnel  
Initials: D.G.

Action Item X

Information Item

# Attached Pages

**SUBJECT:** 2014-2015 Contract with CHH/Center for Hearing Health, Hearing Conservation Services

Please approve the attached contract for hearing screening services for grades K, or 1, 2, 5, 8, 10, preschool and special education students and student referrals for the 2014/15 school year.

Contract Rate for each site:	1-140 tests	\$465.00 Minimum
	141 – to total quantity tested	\$2.75 each
	Individuals Test	\$7.50 each
	(Pre-school, Special Education students)	

Terms: Net 10 Days	Tax ID: 94-2722490
--------------------	--------------------

**RECOMMENDATION:** CJUSD Board of Trustees to approve 2014/2015 school year contract with CHH/Center for Hearing Health, Hearing Conservation Services

**CONSENT AGENDA**



Center for Hearing Health, Inc., hereinafter known as "CHH" agrees to provide California Education Code hearing screening tests on a mutually agreeable date(s), time(s), and site(s) for the students of **Center Joint Unified School District** hereinafter known as "School, The School, or Schools."

1) CHH simultaneously administers individual hearing screening tests for groups of eight students utilizing specially designed vehicles.

2) Screenings are administered for students in grades K or 1, 2, 5, 8, 10, preschool and Special Education. Pre-school and Special Education students, unable to respond in group screening, are individually tested at a separate fee as noted in the Contract Rate.

3) Fully compliant tests are administered by a Certified School Audiometrist or Licensed Audiologist in accordance with SECTION 2951 of the CALIFORNIA ADMINISTRATIVE CODE, TITLE 17.

4) The initial screening test is a pass/fail in response to a 25 decibel pure tone at 1000Hz, 2000Hz and 4000Hz. Students who fail the initial screening are further tested to record individual thresholds at 500Hz, 1000Hz, 2000Hz, and 4000Hz. Post follow-up (2-6 weeks) audiograms and parental notification will be the responsibility of The School.

5) A summary report totaling each category of screening and an audiometric record for each student who Failed or Could Not Condition (CNC) will be presented to each School upon completion of the schedule at each site.

6) It is the responsibility of The School to exclude participation of students who have corrective devices (e.g. hearing aids, cochlear implants) and students whose parents or guardians have filed a written statement with regard to Education Code, section 49451.

7) Employees of CHH are duly licensed by all applicable Local, State and Federal agencies to provide the services referred to herein and have complied with all laws and regulations to which employees of CHH are required to comply.

8) Employees of CHH who are in contact with students while providing the services referred to herein are subject to a criminal background check through the State of California Justice Department fingerprint program (CA Ed Code Section 45125.1) and it has been verified that these employees have not been convicted of a violent or serious felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c).

9) The School and CHH shall maintain confidentiality of student records and information, in accordance with federal and state law, to include the Family Educational Rights and Privacy Act (FERPA), the California Education Code HIPAA and the Welfare and Institutions Code governing confidentiality. The discussion, transmission, or narration (in any form) of student information is forbidden except as permitted by law. This includes candid discussion between CHH employees and school personnel, including parent volunteers and teachers.

Contract rate per site: \$465.00 up to 140 tests; \$2.75 each over 140 tests


Individual tests: \$7.50 each, i.e., Pre-school; Special Ed

Terms: Net 10 Days

Tax ID: 942722490

School Dist. PO # \_\_\_\_\_

(If applicable; not required)

  
School Superintendent/Designee

3/10/14  
Date

  
Center for Hearing Health

3/03/2014  
Date

- Return signed Service Agreement to CHH (mail, fax, or email); Retain a copy
- Invoice presented upon completion or weekly for services extending beyond five days

# Center Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: April 7, 2014

Action Item X

To: CUSD Board of Trustees

Information Item       

From: Mike Jordan

# Attached Pages 21

Principal's Initials MOJ

CONSENT AGENDA

## SUBJECT: CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) WAIVER REQUEST

Mike Jordan, Center High School Principal, is requesting approval for the twenty-one (21) attached CAHSEE Waiver Requests.

Students 24276, 37888, 18332, 14117, 14639, 42539, 40599, 41471, 17008, 16961, 37320, 26037, 41005, 39795, 39796, 16229, 24588, 25235, 40896, 17717, and 18032 have taken one or both parts of the CAHSEE with a modification, and have received the equivalent of a passing score, thereby making them eligible for the waiver process. At the request of their parents, Mr. Jordan is submitting this Waiver Request to the Board. Mr. Jordan certifies that these students have met all of the conditions specified in Section 60851 (c) of the Education Code.

The attached Waiver Forms must be signed by the Board President and the appropriate Board action (waiver approved / waiver denied) must be checked. Once completed, the original forms must be returned to Center High School's Testing Coordinator, Ann Neal.

## RECOMMENDATION:

Approve CAHSEE Waivers for students with identified learning disabilities.

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

**STUDENT NAME**

**STUDENT NUMBER**

**Modification used on:**

**\_\_\_\_\_ ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Michael D. Linder

Date 4/7/14

## BOARD ACTION

\_\_\_\_\_ Waiver approved

                     Waiver denied

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 37888

**Modification used on:**

           **ELA Test**


**Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Mehmet D. Jahan

Date 4/7/14

## BOARD ACTION

                     Waiver approved

                     Waiver denied

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

**STUDENT NAME**

STUDENT NUMBER 18332

**Modification used on:**

           **ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan,

Title Principal

Signature Mark D. Liden

Date 4/7/14

## BOARD ACTION

\_\_\_\_\_ Waiver approved

                     Waiver denied

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 14117

Modification used on:

☒ ELA Test

☒ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan  
Signature [Signature]

Title Principal  
Date 4/7/14

## BOARD ACTION

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 14639

**Modification used on:**

✓ ELA Test

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Michael D. Jordan

Date 4/7/14

## BOARD ACTION

\_\_\_\_\_ Waiver approved

                     Waiver denied

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 42539

**Modification used on:**

           **ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan  
Signature Mike Jordan

Title Principal  
Date 4/7/14

## BOARD ACTION

                     Waiver approved

### Waiver denied

**Board President** \_\_\_\_\_



## CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 40599

Modification used on:

☒ ELA Test

☐ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature [Signature]

Date 4/7/14

### BOARD ACTION

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 41471

Modification used on:

☒ ELA Test

☒ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature [Signature]

Date 4/7/14

## BOARD ACTION

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_

**CALIFORNIA HIGH SCHOOL EXIT EXAM  
WAIVER REQUEST FOR STUDENTS WITH A DISABILITY**

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 17008

Modification used on:

☒ ELA Test

☒ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan  
Signature [Signature]

Title Principal  
Date 4/7/14

**BOARD ACTION**

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

**STUDENT NAME**

STUDENT NUMBER 16 961

**Modification used on:**

## ELA Test

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title *Principal*

**Signature**

**Date**

## BOARD ACTION

\_\_\_\_\_ Waiver approved

                     Waiver denied

### Board President

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 37320

**Modification used on:**

           **ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Michael D. Lerner

Date 4/7/14

## BOARD ACTION

                     Waiver approved

**Waiver denied**

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

**STUDENT NAME**

STUDENT NUMBER 26037

**Modification used on:**

## ELA Test

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Nike Jordan

Title *Principal*

Signature Nick D. [Signature]

Date 4/7/14

## BOARD ACTION

                     Waiver approved

                     **Waiver denied**

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

**STUDENT NAME**

STUDENT NUMBER 41005

**Modification used on:**

✓ ELA Test

           **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

**Signature**

**Date**

## BOARD ACTION

\_\_\_\_\_ Waiver approved

                     **Waiver denied**

### Board President

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 39795

Modification used on:

☒ ELA Test

☒ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature [Signature]

Date 4/7/14

## BOARD ACTION

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_



# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 39796

**Modification used on:**

           **ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Mehmet D. Jahan

Date 4/7/14

## BOARD ACTION

                     Waiver approved

**Waiver denied**

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

**STUDENT NAME**

STUDENT NUMBER 16229

**Modification used on:**

✓ ELA Test

✓ Math Test

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Robert D. Jones

Date 4/7/14

## BOARD ACTION

                     Waiver approved

                     **Waiver denied**

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

**Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.**

STUDENT NAME \_\_\_\_\_

STUDENT NUMBER 24588

**Modification used on:**

✓ ELA Test

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Melvin J. Baker

Date 4/2/14

## BOARD ACTION

                     Waiver approved

**Waiver denied**

**Board President** \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME [REDACTED]

STUDENT NUMBER 25235

Modification used on:

☒ ELA Test

☐ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature Mike Jordan

Date 4/7/14

## BOARD ACTION

☐ Waiver approved

☐ Waiver denied

Board President \_\_\_\_\_

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

**STUDENT NAME**

**STUDENT NUMBER**

**Modification used on:**

**ELA Test**

✓ **Math Test**

**I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title *Principa!*

**Signature**

Date \_\_\_\_\_

## BOARD ACTION

                     Waiver approved

                     Waiver denied

### Board President

# CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER REQUEST FOR STUDENTS WITH A DISABILITY

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NAME

[REDACTED]

STUDENT NUMBER

17717

Modification used on:

\_\_\_\_\_ ELA Test

☒ Math Test

I certify that the student above has met the following requirements and is eligible to receive a California High School Exit Exam waiver.

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

Signature [Signature]

Date 4/7/14

## BOARD ACTION

\_\_\_\_\_ Waiver approved

\_\_\_\_\_ Waiver denied

Board President \_\_\_\_\_

Students who take one or both parts of the California High School Exit Exam (CAHSEE) with a modification and have received the equivalent of a passing score are eligible for the waiver request process. At the request of the parent, the school principal will submit to the local school governing board a waiver request. For the local board to waive the CAHSEE requirement the principal must certify that the student has met all of the conditions specified in section 60851(c) of the Education Code.

STUDENT NUMBER 18032

## ELA Test

✓ **Math Test**

1. The student has an individualized education program or a 504 plan in place that requires modifications be provided to the pupil when taking the CAHSEE.
2. The student has sufficient high school level course work either satisfactorily completed or in progress to have attained the skills and knowledge needed to pass the CAHSEE.
3. The student has an individual score report showing that he/she has received the equivalent of a passing score while using modifications.

Name Mike Jordan

Title Principal

**Signature**

Date \_\_\_\_\_

\_\_\_\_\_ Waiver approved

## Waiver denied

### Board President

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department      Action Item   X    
 To: Board of Trustees      Information Item         
 Date: April 3, 2014      # Attached Pages   4    
 From: Craig Deason, Assist. Supt.  
 Assist. Supt. Initials: CD

SUBJECT: PSA for Hugh R. Davison  
 CONSULTANT'S NAME: Hugh R. Davison  
 COMPANY NAME (if applicable):  
 SERVICES TO BE RENDERED: Disking of Rex Fortune Property  
 DATES OF SERVICE: April 2014 - June 30, 2014  
 PAYMENT PER DAY: \$1,000  
 TOTAL AMOUNT OF CONTRACT: Not to Exceed \$1,000.00  
 FUNDING SOURCE: 35-7710-0-5800-106-9615-8500-007-000

RECOMMENDATION: That the CJUSD Board of Trustees approves the Professional Services Agreement as presented.

CONSENT AGENDA





Center Unified School District  
8408 Watt Avenue  
Antelope, California 95843

## PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 3<sup>rd</sup> day of April by and between the Center Unified School District and the person(s) or firm described below hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss damage, or injury while performing the stipulated services.

Contractor Name: Hugh R DAVISON

Address: 1710 ELVERTA Rd ELVERTA CA 95626 (PO Box 427)

Phone: (916) 991-4787

Taxpayer ID # [REDACTED]

Full description of services to be provided:

Disk field - Rex Fortune School site property

Payment \$ 1000 per year. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

Beginning Date of Service: April 2014

Frequency of Service: Once / year

Ending Date of Service: June 30, 2014

Method of Payment and Tax Reporting: (check one)

- ☐ Variable Payroll - W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)  
☒ Accounts Payable - 1099 Generated (Requires completion of W-9 on back of this form).

Total amount of this contract \$ 1000

Budget # \_\_\_\_\_

Reason service cannot be provided by a District employee: \_\_\_\_\_

Signature of CONTRACTOR: Hugh R Davison

Date: 04/03/2014

Signature of District employee requesting service: Craig Deason

Date: 4/3/14

Signature of Accounting Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Date Board of Trustees Approved (If over \$500.00): \_\_\_\_\_

Signature of Authorized Contracting Official: \_\_\_\_\_

Date: \_\_\_\_\_

\*\*\* CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE \*\*\*

# INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES

## PART I

	YES	NO
1. Has this category of worker already been classified an "employee" by the IRS? Refer to page 1 for individuals listed in IRS Publication SIVR 40 and others identified during the IRS compliance studies in San Diego County.		
2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.		✓
3. Is the individual already an employee of the district in another capacity?		✓
4. Has the individual performed substantially the same services for the district as an employee in the past? <i>Is the individual retired, returning to substitute, or train, etc.?</i>		✓
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		✓
6. Does the district have the legal right to control the method of performance by this individual? <i>Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is <u>not necessary</u> that the district <u>exercise</u> this right or have the expertise required to do so. In many cases this would not be practical nor advisable.</i>		✓
7. Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance and implies the maintenance of legal control.		✓

If the answer to any of the above questions is "YES",

## STOP HERE

Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

If all of the above are "NO", continue...

## PART II

	YES	NO
8. Must the required service be performed by this individual? <i>Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval</i>		✓
9. Does the district have a continuing relationship with this individual? <i>Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.</i>	✓	
10. Can this relationship be terminated without the consent of <u>both</u> parties?	✓	

If the answer to questions 8, 9, or 10 is "YES", there is a good possibility that an employment relationship exists. Questions 8 & 9 are indicators of district control that, in conjunction with other factors, imply an employment relationship. Go back to PART I and re-evaluate each question. If questions 1-7 are still all "NO", continue...

PART II - continued

	YES	NO
11. Does the individual operate an <u>independent</u> trade or business that is available to the general public? <i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i>	✓	
12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? <i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i>	✓	

If either 11 or 12 are "NO", the individual is a district employee

**STOP HERE**

and process the individual through payroll.

If 11 and 12 are both "YES", continue

	YES	NO
13. Does the individual provide all materials and support services necessary for the performance of this service? <i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i>	✓	
14. Is this paid by the job or on a commission?	✓	
15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? <i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i>	✓	

If 11 and 12 are "YES", 13 through 15 should also be "YES" and are items that should be written into the consultant contract. This individual is an independent contractor. A "YES" on questions 13 through 15 supports the district's conclusion and substantiates a "reasonable basis" for treatment as an independent contractor. While there are circumstances where the district might pay contractually provided expenses, these should be kept at a minimum to avoid giving the impression of an employment relationship.

# Request for Taxpayer Identification Number and Certification

Give form to the  
requester. Do not  
send to the IRS.

Print or type  
See Specific Instructions on page 2

Name <b>Hugh R DAVIS</b>	Requester's name and address (optional)
Business name, if different from above <b>TRACTORbob</b>	
Check appropriate box: <input checked="" type="checkbox"/> Individual/ Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other <input type="checkbox"/> Exempt	
Address (number, street, and apt. or suite no.) <b>1710 ELVERTA RD</b>	
City, state, and ZIP code <b>ELVERTA CA 95626</b>	
List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 2. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 2.

Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.

Social security number
or
Employer identification number

## Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. person (including a U.S. resident alien).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 2.)

Sign Here Signature of U.S. person **Hugh R Davis**

Date **04/03/2014**

## Purpose of Form

A person who is required to file an information return with the IRS must get your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to give your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee.

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

Note: If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments after December 31, 2001 (29% after December 31, 2003). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

- You do not furnish your TIN to the requester, or
- You do not certify your TIN when requested (see the Part I instructions on page 2 for details), or
- The IRS tells the requester that you furnished an incorrect TIN, or
- The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

- You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the Part II instructions and the separate instructions for the Requester of Form W-9.

## Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 04/04/2014

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page** 1

**Principal's Initials:** \_\_\_\_\_

**SUBJECT:**

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT  
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll  
Orders for July 2013 through March 2014.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
District Payroll Orders for July 2013 through March 2014.

**CONSENT AGENDA**

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2014</b>
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 899,102.04	50139.63		\$ 949,241.67	252
AUG	\$ 2,200,733.72	\$ 68,455.98		\$ 2,269,189.70	634
SEPT	\$ 2,215,854.45	\$ 119,769.89		\$ 2,335,624.34	681
OCT	\$ 2,223,970.83	\$ 94,626.55		\$ 2,318,597.38	668
NOV	\$ 2,213,101.99	\$ 133,900.45		\$ 2,347,002.44	704
DEC	\$ 533,240.08	\$ 109,933.94	\$ 130,828.90	\$ 774,002.92	1143
2-Jan	\$ 1,722,577.99			\$ 1,722,577.99	
JAN	\$ 2,243,920.55	\$ 67,140.87		\$ 2,311,061.42	681
FEB	\$ 2,210,471.89	\$ 115,339.05		\$ 2,325,810.94	683
MARCH	\$ 2,215,053.65	\$ 158,878.21		\$ 2,373,931.86	713
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 18,678,027.19	\$ 918,184.57	\$ 130,828.90	\$ 19,727,040.66	6159
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** April, 2014

**To:** Board of Trustees

**From:** Jeanne Bess

**Action Item**

**Information Item**

**# Attached Pages** 62

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

March 5, 2014 \$198,702.24, March 13, 2014 \$201,301.48,  
March 20, 2014 \$490,872.07, March 26, 2014 \$182,707.07

The commercial warrant payments to vendors totals  
\$ 1,073,582.86

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
Supplemental Agenda – Vendor Warrants as  
presented

**CONSENT AGENDA**

81 CENTER UNIFIED SCHOOL DIST.  
030714

ACCOUNTS PAYABLE PRELIST

J9942 APY500 H.02.05 03/05/14 PAGE 0

Batch status: A All

From batch: 0059

To batch: 0059

Include Revolving Cash: Y

Include Address: N



81 CENTER UNIFIED SCHOOL DIST.  
030714

ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 01 GENERAL FUND

J9942 APY500 H.02.05 03/05/14 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
013985/00	ALL DIESEL ELECTRIC INC.						
65 PO-140057	03/07/2014	9331	1	01-7230-0-4300-112-0000-3600-007-000	NN P	135.63	135.63
TOTAL PAYMENT AMOUNT						135.63 *	135.63
014733/00	ALL WEST COACHLINES INC.						
1964 PO-141682	03/07/2014	49344	1	01-0000-0-5810-240-1110-1000-011-000	NN P	700.00	700.00
1964 PO-141682	03/07/2014	49397	1	01-0000-0-5810-240-1110-1000-011-000	NN F	700.00	700.00
TOTAL PAYMENT AMOUNT						1,400.00 *	1,400.00
020625/00	ALLSTATE SIGN & PLAQUE CORP						
1824 PO-141573	03/07/2014	158692-1	1	01-0000-0-4300-475-3200-1000-015-000	NN P	426.30	426.30
TOTAL PAYMENT AMOUNT						426.30 *	426.30
022117/00	APPLE STORE - ARDEN FAIR						
1629 PO-141403	03/07/2014	4275030755	1	01-7405-0-4400-115-0000-7700-007-000	NN F	2,598.00	2,673.00
TOTAL PAYMENT AMOUNT						2,673.00 *	2,673.00
010400/00	AT&T						
92 PO-140078	03/07/2014	248 134-8100 8413 02/23-3/22	1	01-0000-0-5902-106-0000-8110-007-000	NN P	8.91	8.91
TOTAL PAYMENT AMOUNT						8.91 *	8.91
017561/00	BAIONI, KIM						
1969 PO-141686	03/07/2014	REIMB	1	01-0036-0-5200-103-0000-2110-003-000	NN F	332.44	332.44
TOTAL PAYMENT AMOUNT						332.44 *	332.44
022277/00	BETTER PRESENTATION SYSTEMS						
1765 PO-141518	03/07/2014	3086	1	01-3010-0-4300-240-1110-1000-011-000	NN F	332.92	332.92
TOTAL PAYMENT AMOUNT						332.92 *	332.92

Vendor/Addr Req Reference Date Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
020650/00 BLACKWELL, BARBARA						
1959 PO-141678 03/07/2014 REIMB						
	1	01-0000-0-4300-371-0000-2700-012-000 NN F	31.04 *		31.04	31.04
	TOTAL PAYMENT AMOUNT					31.04
020540/00 CALIFORNIA AMERICAN WATER CO						
96 PO-140082 03/07/2014 1015-2100209573727	1	01-0000-0-5540-106-0000-8110-007-000 NN P			1,376.70	1,376.70
96 PO-140082 03/07/2014 1015-210020956980	1	01-0000-0-5540-106-0000-8110-007-000 NN P			827.70	827.70
96 PO-140082 03/07/2014 1015-2100213954847	1	01-0000-0-5540-106-0000-8110-007-000 NN P			1,835.12	1,835.12
96 PO-140082 03/07/2014 1015-210021268303	1	01-0000-0-5540-106-0000-8110-007-000 NN P			280.71	280.71
	TOTAL PAYMENT AMOUNT					4,320.23
021678/00 CAPITOL ACADEMY						
554 PO-140491 03/07/2014 406 JAN 2014	1	01-6500-0-5800-102-5750-1180-003-000 NN P	10,406.60 *		10,406.60	10,406.60
	TOTAL PAYMENT AMOUNT					10,406.60
020305/00 CDW GOVERNMENT INC.						
1852 PO-141590 03/07/2014 JZ57397	1	01-0000-0-4300-371-0000-2700-012-000 NN F			117.11	117.11
1944 PO-141669 03/07/2014 KF05191	1	01-0000-0-4400-234-1110-1000-008-000 NN F	921.66 *		804.55	804.55
	TOTAL PAYMENT AMOUNT					921.66
021175/00 CINTAS DOCUMENT MANAGEMENT						
495 PO-140440 03/07/2014 DG37070881	1	01-0000-0-5800-472-0000-2700-014-000 NN P	34.35 *		34.35	34.35
	TOTAL PAYMENT AMOUNT					34.35
015699/00 CLARK SECURITY PRODUCTS						
16 PO-140016 03/07/2014 22K-026849	1	01-8150-0-4300-106-0000-8110-007-000 NN P	294.91 *		294.91	294.91
	TOTAL PAYMENT AMOUNT					294.91
018277/00 EASTER SEAL SOCIETY OF CA. INC						
1145 PO-140992 03/07/2014 JAN 14	1	01-6500-0-5800-102-5750-1180-003-000 NN P	1,441.13 *		1,441.13	1,441.13
	TOTAL PAYMENT AMOUNT					1,441.13

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 01 GENERAL FUND

J9942 APY500 H.02.05 03/05/14 PAGE 3  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
016797/00	EBONY GRIFFIN						
1975 PO-141696	03/07/2014	FEB MILEAGE	1 01-5630-0-5800-601-1220-1000-017-000	NN F	118.94	118.94	
TOTAL PAYMENT AMOUNT						118.94 *	118.94
019523/00	FOLLETT EDUCATIONAL SERVICE						
1867 PO-141604	03/07/2014	1606767A	1 01-6300-0-4300-475-3200-1000-015-000	NN F	73.99	67.57	
TOTAL PAYMENT AMOUNT						67.57 *	67.57
022347/00	GIVE SOMETHING BACK						
1869 PO-141607	03/07/2014	IN-0211313	1 01-6300-0-4300-475-3200-1000-015-000	NN F	207.72	213.11	
1870 PO-141608	03/07/2014	IN-0211312	1 01-0000-0-4300-475-3200-1000-015-000	NN F	234.25	229.59	
1911 PO-141634	03/07/2014	IN0211791	1 01-0000-0-4300-472-0000-2700-014-000	NN F	46.57	46.58	
1921 PO-141649	03/07/2014	IN-0212927	1 01-0000-0-4300-472-0000-2700-014-000	NN F	84.77	84.76	
TOTAL PAYMENT AMOUNT						574.04 *	574.04
020264/00	HOURLCAILLOU, GARY						
1999 PO-141695	03/07/2014	REIMB	1 01-0000-0-2200-114-0000-8200-000-000	NN F	150.00	150.00	
TOTAL PAYMENT AMOUNT						150.00 *	150.00
017899/00	LAWSON, BECKY						
1957 PO-141677	03/07/2014	REIMB	1 01-0000-0-5200-103-0000-2110-003-000	NN F	589.21	589.21	
TOTAL PAYMENT AMOUNT						589.21 *	589.21
021926/00	MATRE, KAREN						
1987 PO-141701	03/07/2014	REIMB	1 01-0000-0-4300-472-1110-1000-014-604	NN F	253.00	253.00	
TOTAL PAYMENT AMOUNT						253.00 *	253.00
022406/00	MAXIM HEALTHCARE SERVICES INC						
1733 PO-141490	03/07/2014	2219680262	1 01-0000-0-5800-102-0000-3140-003-000	NN P	3,607.80	3,607.80	
1733 PO-141490	03/07/2014	2236730262	1 01-0000-0-5800-102-0000-3140-003-000	NN P	2,720.00	2,720.00	
TOTAL PAYMENT AMOUNT						6,327.80 *	6,327.80

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 01 GENERAL FUND

J9942 APY500 H.02.05 03/05/14 PAGE 4  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
021058/00	MULDOON, CARRIE						
1994 PO-141707	03/07/2014	MILEAGE	1	01-7405-0-5200-103-0000-2130-003-000	NN F	38.08	38.08
TOTAL PAYMENT AMOUNT						38.08 *	38.08
017109/00	MUSIC THEATER INTERNATIONAL						
1232 PO-141061	03/07/2014	532090	1	01-0000-0-4300-236-1110-1000-009-000	NN F	715.00	700.20
TOTAL PAYMENT AMOUNT						700.20 *	700.20
014069/00	PLATT ELECTRIC SUPPLY						
32 PO-140029	03/07/2014	B753494	1	01-8150-0-4300-106-0000-8110-007-000	NN P	133.92	133.92
TOTAL PAYMENT AMOUNT						133.92 *	133.92
021401/00	PRACTI-CAL INC						
1965 PO-141683	03/07/2014	27602	1	01-5640-0-5800-103-0000-3140-003-000	NN P	387.81	387.81
1965 PO-141683	03/07/2014	27679	1	01-5640-0-5800-103-0000-3140-003-000	NN P	723.57	723.57
1965 PO-141683	03/07/2014	27745	1	01-5640-0-5800-103-0000-3140-003-000	NN F	711.11	711.11
TOTAL PAYMENT AMOUNT						1,822.49 *	1,822.49
011238/00	RELIABLE TIRE						
1147 PO-140994	03/07/2014	112278	1	01-7240-0-4300-112-5001-3600-007-000	NN F	245.44	455.54
TOTAL PAYMENT AMOUNT						455.54 *	455.54
014959/00	RICOH						
1963 PO-141681	03/07/2014	G7279101285 NO CNTRY	1	01-0000-0-5600-236-1110-1000-009-000	NN F	130.00	130.00
TOTAL PAYMENT AMOUNT						130.00 *	130.00
010266/00	SACRAMENTO COUNTY UTILITIES						
106 PO-140091	03/07/2014	50000878608 1/22-3/21	1	01-0000-0-5540-106-0000-8110-007-000	NN P	329.30	329.30
106 PO-140091	03/07/2014	50000878546	1	01-0000-0-5540-106-0000-8110-007-000	NN P	646.63	646.63
106 PO-140091	03/07/2014	50006974207	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,578.98	1,578.98
TOTAL PAYMENT AMOUNT						2,554.91 *	2,554.91

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
015840/00	SHOPK12						
1910 PO-141643	03/07/2014	2894	1	01-3010-0-4300-371-1110-1000-012-000	NN F	560.00	560.00
TOTAL PAYMENT AMOUNT						560.00 *	560.00
017106/00	SIA/VISION SERVICE PLAN						
PV-141046	03/07/2014	SIA/VISIONS	01	0000-0-9552-000-0000-0000-000-000	NN		6,319.07
TOTAL PAYMENT AMOUNT						6,319.07 *	6,319.07
010263/00	SMUD						
107 PO-140092	03/07/2014	7000000347	1	01-0000-0-5530-106-0000-8110-007-000	NN P	47,889.31	47,889.31
TOTAL PAYMENT AMOUNT						47,889.31 *	47,889.31
020252/00	STAPLES ADVANTAGE						
1886 PO-141615	03/07/2014	3223682542	1	01-6500-0-4400-102-5001-2700-003-000	NN F	248.39	249.54
TOTAL PAYMENT AMOUNT						249.54 *	249.54
010139/00	TROXELL COMMUNICATIONS INC						
1683 PO-141442	03/07/2014	765943	1	01-7405-0-4400-115-0000-7700-007-000	NN P	11,583.01	11,583.01
1683 PO-141442	03/07/2014	765975	1	01-7405-0-4400-115-0000-7700-007-000	NN F	2,274.99	2,275.00
TOTAL PAYMENT AMOUNT						13,858.01 *	13,858.01
018567/00	TRULITE MSG LLC						
42 PO-140038	03/07/2014	602260	1	01-8150-0-4300-106-0000-8110-007-000	NN P	223.68	223.68
TOTAL PAYMENT AMOUNT						223.68 *	223.68
016370/00	TWIN RIVERS UNIFIED SCH DIST						
1602 PO-141360	03/07/2014	142882	1	01-0031-0-5801-105-0000-8300-005-000	NN P	11,250.00	11,250.00
TOTAL PAYMENT AMOUNT						11,250.00 *	11,250.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount	
014947/00	UC REGENTS							
829 PO-140732	03/07/2014	CC13033	1 01-7405-0-5200-472-0000-2130-014-000	NN F		660.00	660.00	
TOTAL PAYMENT AMOUNT						660.00 *	660.00	
011190/00	UNIVERSAL SPECIALTIES INC							
871 PO-140763	03/07/2014	DOC#63286	1 01-8150-0-4300-106-0000-8110-007-000	NN P		289.07	289.07	
TOTAL PAYMENT AMOUNT						289.07 *	289.07	
016861/00	US GAMES/BSN SPORTS							
1880 PO-141614	03/07/2014	95904862	1 01-0000-0-4300-238-1110-1000-010-000	NN F		127.56	127.56	
TOTAL PAYMENT AMOUNT						127.56 *	127.56	
017313/00	XEROX							
1 PO-140001	03/07/2014	701728170	1 01-3010-0-5612-240-1110-1000-011-000	NN P		18.15	18.15	
490 PO-140438	03/07/2014	300163332	1 01-0000-0-5800-115-9790-8200-007-000	NN P		38,619.69	38,619.69	
490 PO-140438	03/07/2014	300163041	1 01-0000-0-5800-115-9790-8200-007-000	NN P		510.31	510.31	
833 PO-140734	03/07/2014	300163332	1 01-3010-0-5612-371-1110-1000-012-000	NN P		50.00	50.00	
833 PO-140734	03/07/2014	300163332 DEC	1 01-3010-0-5612-371-1110-1000-012-000	NN P		100.00	100.00	
837 PO-140737	03/07/2014	300163332	1 01-0000-0-5612-472-9769-1000-014-000	NN P		25.00	25.00	
838 PO-140738	03/07/2014	300163332	1 01-0000-0-5612-115-9780-8200-007-000	NN P		25.00	25.00	
839 PO-140739	03/07/2014	300163332	1 01-3550-0-5612-472-1110-1000-014-000	NN P		100.00	100.00	
841 PO-140741	03/07/2014	300163332	1 01-6500-0-5612-102-5001-2700-003-000	NN P		25.00	25.00	
842 PO-140742	03/07/2014	300163332	1 01-0000-0-5612-371-0000-2700-012-000	NN P		25.00	25.00	
TOTAL PAYMENT AMOUNT						39,498.15 *	39,498.15	
TOTAL FUND PAYMENT						157,599.21 **	157,599.21	

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount	
017313/00		XEROX							
843 PO-140745	03/07/2014	300163332		1 09-1100-0-5612-501-1110-1000-016-000	NN P		100.00	100.00	
844 PO-140746	03/07/2014	300163332		1 09-1100-0-5612-501-0000-2700-016-000	NN P		20.00	20.00	
844 PO-140746	03/07/2014	300163332		2 09-1100-0-5612-501-1110-1000-016-000	NN P		80.00	80.00	
845 PO-140747	03/07/2014	300163332		1 09-0700-0-5612-503-0000-8110-018-000	NN P		100.00	100.00	
TOTAL PAYMENT AMOUNT				300.00 *				300.00	
TOTAL FUND PAYMENT				300.00 **				300.00	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 11  
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ADULT EDUCATION FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep	T9MP		
017313/00	XEROX						

846 PO-140748 03/07/2014 300163332

1 11-0030-0-5612-601-4130-1000-017-000 NN P 25.00 25.00  
TOTAL PAYMENT AMOUNT 25.00 \*

TOTAL FUND PAYMENT 25.00 \*\* 25.00



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	fd reso	p obje	sit goal	func rep	dep T9MP	
								Liq Amt Net Amount
014130/00	ANDRADE, JENNIFER							
1955 PO-141676	03/07/2014	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN	F		16.30 16.30
TOTAL PAYMENT AMOUNT				16.30 *				16.30
011255/00	EARTHGRAINS BAKING CO INC							
563 PO-140500	03/07/2014	26435 64-01890-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		248.56 248.56
563 PO-140500	03/07/2014	26435 64-01891-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		181.26 181.26
563 PO-140500	03/07/2014	26435 64-01893-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		204.50 204.50
563 PO-140500	03/07/2014	26435 64-01894-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		133.15 133.15
563 PO-140500	03/07/2014	26435 64-19052-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		152.86 152.86
563 PO-140500	03/07/2014	26435 64-19639-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		178.65 178.65
563 PO-140500	03/07/2014	26435 64-19664-0300-04	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		13.05 13.05
TOTAL PAYMENT AMOUNT				1,112.03 *				1,112.03
010230/00	MOTHER LODE SNA #45							
1980 PO-141694	03/07/2014	MULLEN, NEVAREZ, LEWIS	1	13-5310-0-5200-108-0000-3700-007-000	NN	F		150.00 150.00
TOTAL PAYMENT AMOUNT				150.00 *				150.00
016279/00	P&R PAPER SUPPLY							
395 PO-140357	03/07/2014	XXXXXXXXXX	1	13-5310-0-4300-108-0000-3700-007-000	NN	P		1,623.81 1,623.81
TOTAL PAYMENT AMOUNT				1,623.81 *				1,623.81
019993/00	PROPACIFIC FRESH							
385 PO-140347	03/07/2014	CENTER HS FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		5,501.63 5,501.63
385 PO-140347	03/07/2014	DUDLEY FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,867.30 1,867.30
385 PO-140347	03/07/2014	GLOBAL YTH FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,434.01 1,434.01
385 PO-140347	03/07/2014	NO COUNTRY FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,071.25 1,071.25
385 PO-140347	03/07/2014	OAKHILL FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,830.07 1,830.07
385 PO-140347	03/07/2014	SPINELLI FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		862.97 862.97
385 PO-140347	03/07/2014	WC RILES FEB	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		2,378.66 2,378.66
TOTAL PAYMENT AMOUNT				14,945.89 *				14,945.89
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
387 PO-140349	03/07/2014	XXXXXXXXXX	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		71.60 71.60
TOTAL PAYMENT AMOUNT				71.60 *				71.60

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 13 CAFETERIA FUND  
J9942 APY500 H.02.05 03/05/14 PAGE 10  
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	fd reso p obje	sit goal	func rep dep	T9MP	Liq Amt	Net Amount
016043/00	SHELTONS UNLIMITED MECHANICAL													

389 PO-140351 03/07/2014 14-03 NUTRI  
1 13-5310-0-5600-108-0000-3700-007-000 NY P 1,575.00 1,575.00  
TOTAL PAYMENT AMOUNT 1,575.00 \*

TOTAL FUND PAYMENT 19,494.63 \*\* 19,494.63

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0059 03072014  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
022117/00	APPLE STORE - ARDEN FAIR						
1787 PO-141553	03/07/2014	4275374651	1 21-0000-0-4400-115-0000-7700-007-000	NN F	21,358.08	21,134.88	
TOTAL PAYMENT AMOUNT			21,134.88 *			21,134.88	
017002/00	HOME DEPOT CREDIT SERVICES						
1916 PO-141644	03/07/2014	6022134	1 21-0000-0-4300-115-0000-8500-007-000	NN P	148.52	148.52	
TOTAL PAYMENT AMOUNT			148.52 *			148.52	
TOTAL FUND PAYMENT			21,283.40 **			21,283.40	
TOTAL BATCH PAYMENT			198,702.24 ***	0.00		198,702.24	
TOTAL DISTRICT PAYMENT			198,702.24 ****	0.00		198,702.24	
TOTAL FOR ALL DISTRICTS:			198,702.24 ****	0.00		198,702.24	

Number of warrants to be printed: 50, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0062

To batch: 0062

Include Revolving Cash: Y

Include Address: N

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0062 03/14/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP			
011802/00	A-Z BUS SALES INC.						
1010 PO-140884	03/14/2014	DI35997	1 01-7240-0-4300-112-5001-3600-007-000	NN P	62.24	62.24	
1010 PO-140884	03/14/2014	DI32132	1 01-7240-0-4300-112-5001-3600-007-000	NN P	171.35	171.35	
TOTAL PAYMENT AMOUNT					233.59 *	233.59	
015797/00	ACE SUPPLY HARDWARE NORTH						
1009 PO-140883	03/14/2014	95525/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	17.47	17.47	
1009 PO-140883	03/14/2014	95484/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	95.19	95.19	
1009 PO-140883	03/14/2014	95107/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	23.60	23.60	
1009 PO-140883	03/14/2014	95115/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P	24.17	24.17	
TOTAL PAYMENT AMOUNT					160.43 *	160.43	
010271/00	ADCO HEARING PRODUCTS INC						
1935 PO-141660	03/14/2014	INV102739	1 01-6500-0-4300-102-5750-1110-003-000	YN F	77.00	71.30	
TOTAL PAYMENT AMOUNT					71.30 *	71.30	
TOTAL USE TAX AMOUNT					5.70		
010002/00	ALDAR ACADEMY						
547 PO-140484	03/14/2014	JAN 2014	1 01-6500-0-5800-102-5750-1180-003-000	NN P	3,406.08	3,406.08	
547 PO-140484	03/14/2014	FEB2014	1 01-6500-0-5800-102-5750-1180-003-000	NN P	2,128.80	2,128.80	
TOTAL PAYMENT AMOUNT					5,534.88 *	5,534.88	
019311/00	ALIGNMENT SPECIALTIES	561190683					
2009 PO-141717	03/14/2014	EREF#8540/WO#12290	1 01-7230-0-5600-112-0000-3600-007-000	NY F	324.77	324.77	
TOTAL PAYMENT AMOUNT					324.77 *	324.77	
011617/00	AMADOR STAGE LINES						
2075 PO-141779	03/14/2014	48424	1 01-0000-0-5810-472-1110-1000-014-602	NN P	975.26	975.26	
2075 PO-141779	03/14/2014	48425	1 01-0000-0-5810-472-1110-1000-014-602	NN F	696.50	696.50	
TOTAL PAYMENT AMOUNT					1,671.76 *	1,671.76	

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
022471/00	AMERICAN PSYCHOLOGICAL ASSOC						
1837 PO-141591	03/14/2014	SI031239	1	01-5630-0-4200-601-1220-1000-017-000	YN F	61.52	51.85
				TOTAL PAYMENT AMOUNT	51.85 *		51.85
				TOTAL USE TAX AMOUNT	4.15		
017075/00	AMERICAN RIVER SPEECH INC.						
2090 PO-141798	03/14/2014	FEB2014	1	01-6500-0-5800-102-5750-1180-003-000	NN P	7,031.20	7,031.20
				TOTAL PAYMENT AMOUNT	7,031.20 *		7,031.20
010564/00	APPLE COMPUTER						
1958 PO-141675	03/14/2014	4276713719	1	01-7405-0-4400-236-0000-2420-009-000	NN F	1,631.64	1,631.64
				TOTAL PAYMENT AMOUNT	1,631.64 *		1,631.64
013924/00	ARTICULATE TECHNOLOGIES						
1327 PO-141145	03/14/2014	851	1	01-5640-0-4300-601-9728-3150-017-000	NN F	138.92	138.92
				TOTAL PAYMENT AMOUNT	138.92 *		138.92
011675/00	AT&T MESSAGING						
93 PO-140079	03/14/2014	6910629	1	01-0000-0-5902-106-0000-8110-007-000	NN P	720.00	720.00
				TOTAL PAYMENT AMOUNT	720.00 *		720.00
018533/00	ATKINSON ANDELSON LOYA RUDD						
1915 PO-141637	03/14/2014	444707	1	01-0000-0-5804-105-0000-7200-005-000	NE P	14,588.03	14,588.03
				TOTAL PAYMENT AMOUNT	14,588.03 *		14,588.03
022470/00	ATKINSON YOUTH SERVICES						
1177 PO-141018	03/14/2014	FEB 2014	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,067.20	2,067.20
				TOTAL PAYMENT AMOUNT	2,067.20 *		2,067.20

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
021604/00	ATLAS DISPOSAL INDUSTRIES						
94 PO-140080	03/14/2014	566085	1 01-0000-0-5550-106-0000-8110-007-000	NN P		168.06	168.06
94 PO-140080	03/14/2014	566500	1 01-0000-0-5550-106-0000-8110-007-000	NN P		571.12	571.12
94 PO-140080	03/14/2014	566506	1 01-0000-0-5550-106-0000-8110-007-000	NN P		500.78	500.78
94 PO-140080	03/14/2014	566505	1 01-0000-0-5550-106-0000-8110-007-000	NN P		395.22	395.22
94 PO-140080	03/14/2014	566504	1 01-0000-0-5550-106-0000-8110-007-000	NN P		242.43	242.43
94 PO-140080	03/14/2014	566507	1 01-0000-0-5550-106-0000-8110-007-000	NN P		255.33	255.33
94 PO-140080	03/14/2014	566501	1 01-0000-0-5550-106-0000-8110-007-000	NN P		1,265.03	1,265.03
94 PO-140080	03/14/2014	566503	1 01-0000-0-5550-106-0000-8110-007-000	NN P		203.88	203.88
94 PO-140080	03/14/2014	566502	1 01-0000-0-5550-106-0000-8110-007-000	NN P		595.45	595.45
TOTAL PAYMENT AMOUNT						4,197.30 *	4,197.30
018881/00	ATV VIDEO						
1668 PO-141430	03/14/2014	29132	1 01-0000-0-5600-472-1110-1000-014-602	NN F		2,200.00	2,200.00
TOTAL PAYMENT AMOUNT						2,200.00 *	2,200.00
017561/00	BAIONI, KIM						
2032 PO-141713	03/14/2014	MED REIMB	1 01-0000-0-3403-475-3200-1000-000-000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT						50.00 *	50.00
021235/00	BECKER, LEE ANN						
2076 PO-141780	03/14/2014	FEB MILEAGE	1 01-0000-0-5210-102-0000-3140-003-000	NN P		61.04	61.04
TOTAL PAYMENT AMOUNT						61.04 *	61.04
019454/00	BELLA VISTA HIGH SCHOOL						
2027 PO-141740	03/14/2014	CHS 4/26	1 01-0000-0-5800-472-1110-4200-014-000	NN F		250.00	250.00
TOTAL PAYMENT AMOUNT						250.00 *	250.00
014789/00	BISHO, VERNON						
2050 PO-141761	03/14/2014	REIMB E15M	1 01-0000-0-4300-472-1110-1000-014-604	NN F		28.97	28.97
TOTAL PAYMENT AMOUNT						28.97 *	28.97

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
018329/00	BOON TRADING COMPANY						
1914 PO-141636	03/14/2014	116688	1	01-0000-0-4400-472-1215-1000-014-000	YN F	224.63	207.99
TOTAL PAYMENT AMOUNT						207.99 *	207.99
TOTAL USE TAX AMOUNT						16.64	
016846/00	CALHOUN, ROGER						
756 PO-140663	03/14/2014	MILEAGE FEB 14	1	01-0000-0-5210-472-0000-2700-014-000	NN P	7.89	7.89
TOTAL PAYMENT AMOUNT						7.89 *	7.89
010155/00	CALIFORNIA STATE UNIVERSITY						
2020 PO-141736	03/14/2014	CENTERHS 3/08 TRACK	1	01-0000-0-5800-472-1110-4200-014-000	NN F	200.00	200.00
TOTAL PAYMENT AMOUNT						200.00 *	200.00
021394/00	CARROLL, KARI						
2013 PO-141789	03/14/2014	REIMB	1	01-5630-0-5800-601-1220-1000-017-000	NN F	74.26	74.26
TOTAL PAYMENT AMOUNT						74.26 *	74.26
021036/00	CCHAT CENTER						
553 PO-140490	03/14/2014	CENTER2-14	1	01-6500-0-5800-102-5750-1180-003-000	NN P	2,359.23	2,359.23
TOTAL PAYMENT AMOUNT						2,359.23 *	2,359.23
020305/00	CDW GOVERNMENT INC.						
1624 PO-141392	03/14/2014	JK37193	1	01-7405-0-4400-115-0000-7700-007-000	NN P	360.83	360.83
1624 PO-141392	03/14/2014	JJ79119	1	01-7405-0-4400-115-0000-7700-007-000	NN P	2,861.02	2,861.02
1877 PO-141616	03/14/2014	KC96540	1	01-7405-0-4400-371-0000-2420-012-000	NN P	720.25	720.25
1877 PO-141616	03/14/2014	KF27394	1	01-7405-0-4400-371-0000-2420-012-000	NN P	1,014.12	1,014.12
1877 PO-141616	03/14/2014	KF66885	1	01-7405-0-4400-371-0000-2420-012-000	NN F	1,040.46	1,014.12
1884 PO-141619	03/14/2014	KC54282	2	01-5630-0-4400-601-1220-1000-017-000	NN F	435.83	435.21
1890 PO-141622	03/14/2014	KF09447	1	01-0000-0-4300-371-0000-2700-012-000	NN F	660.20	657.20
1918 PO-141646	03/14/2014	JX33217	1	01-7405-0-4400-115-0000-7700-007-000	NN P	1,443.31	1,443.31
1918 PO-141646	03/14/2014	KF28403	1	01-7405-0-4400-115-0000-7700-007-000	NN P	1,282.28	1,282.28
1953 PO-141673	03/14/2014	KF05649	1	01-0054-0-4400-238-1110-1000-010-000	NN F	150.98	150.15
1966 PO-141684	03/14/2014	DG79737	1	01-7405-0-4400-238-0000-2420-010-000	NN F	965.46	965.46
TOTAL PAYMENT AMOUNT						10,903.95 *	10,903.95



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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
014449/00	CENTER HIGH SCHOOL STUDENT						
2033 PO-141743	03/14/2014	ATHLETIC REIMB	1 01-0000-0-4300-472-1110-4200-014-000	NN F	1,077.81	1,077.81	
TOTAL PAYMENT AMOUNT			1,077.81 *			1,077.81	
015768/00	CHAMBERLAIN, JOE MATTHEW						
2064 PO-141771	03/14/2014	REIMB	1 01-6385-0-5211-472-1110-1000-014-000	NN F	73.28	73.28	
TOTAL PAYMENT AMOUNT			73.28 *			73.28	
019910/00	CHANEY, AMY						
2063 PO-141770	03/14/2014	REIMB	1 01-6385-0-5211-472-1110-1000-014-000	NN F	102.78	102.78	
TOTAL PAYMENT AMOUNT			102.78 *			102.78	
015699/00	CLARK SECURITY PRODUCTS						
16 PO-140016	03/14/2014	22K-027782	1 01-8150-0-4300-106-0000-8110-007-000	NN P	125.42	125.42	
TOTAL PAYMENT AMOUNT			125.42 *			125.42	
021464/00	CMI EDUCATION INSTITUTE INC						
1689 PO-141452	03/14/2014	508717	1 01-6500-0-4300-102-5060-2110-003-000	NN F	201.94	190.21	
TOTAL PAYMENT AMOUNT			190.21 *			190.21	
010236/00	CREATIVE BUS SALES						
71 PO-140062	03/14/2014	8005544	1 01-7230-0-4300-112-0000-3600-007-000	NN P	94.77	94.77	
TOTAL PAYMENT AMOUNT			94.77 *			94.77	
021797/00	D3 SPORTS INC						
2051 PO-141762	03/14/2014	17681	2 01-0000-0-4300-472-1110-1000-014-604	NN F	87.80	87.80	
2051 PO-141762	03/14/2014	17681	1 01-0000-0-5800-472-1110-1000-014-602	NN F	70.20	70.20	
TOTAL PAYMENT AMOUNT			158.00 *			158.00	

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
014383/00	DEL ORO TRACK AND FIELD						
2026 PO-141739	03/14/2014	CHS APRIL	1	01-0000-0-5800-472-1110-4200-014-000	NN F	250.00	250.00
TOTAL PAYMENT AMOUNT				250.00 *			250.00
017368/00	DEL ORO TRACK AND FIELD						
2015 PO-141735	03/14/2014	CHS 2/28	1	01-0000-0-5800-472-1110-4200-014-000	NN F	300.00	300.00
TOTAL PAYMENT AMOUNT				300.00 *			300.00
011613/00	DITTO PRINT & COPY						
1842 PO-141583	03/14/2014	4962	1	01-0000-0-5800-103-0000-2110-003-000	NN F	54.32	54.32
TOTAL PAYMENT AMOUNT				54.32 *			54.32
010336/00	ECOTECH PEST MANAGEMENT INC						
104 PO-140089	03/14/2014	4282	1	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00
TOTAL PAYMENT AMOUNT				712.00 *			712.00
020587/00	ELECTRIC GOLF CAR COMPANY INC						
1726 PO-141481	03/14/2014	5000	1	01-7230-0-4300-112-0000-3600-007-000	NN P	66.42	66.42
1726 PO-141481	03/14/2014	5003	1	01-7230-0-4300-112-0000-3600-007-000	NN P	78.79	78.79
TOTAL PAYMENT AMOUNT				145.21 *			145.21
019262/00	ENTERPRISE RENT A CAR						
2077 PO-141781	03/14/2014	6Y4Z5W	1	01-0000-0-5600-472-1110-4000-014-915	NN P	147.19	147.19
2077 PO-141781	03/14/2014	6Y45S	1	01-0000-0-5600-472-1110-4000-014-915	NN F	97.09	97.19
2079 PO-141783	03/14/2014	6V5T42	1	01-0000-0-5600-472-1110-4000-014-915	NN F	147.19	147.19
2081 PO-141792	03/14/2014	6WBFSP	1	01-0000-0-5600-472-1110-1000-014-000	NN F	136.39	136.39
TOTAL PAYMENT AMOUNT				527.96 *			527.96
016266/00	ENVISION CONSULTING GROUP						
1967 PO-141723	03/14/2014	2014010	1	01-0000-0-5800-103-0000-2110-003-000	NN F	540.00	540.00
TOTAL PAYMENT AMOUNT				540.00 *			540.00

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
016162/00	EVE EASTTEAM						
2091 PO-141799	03/14/2014	REIMB	1 01-5640-0-4300-601-9728-3150-017-000	NN F	561.43	561.43	
TOTAL PAYMENT AMOUNT			561.43 *			561.43	
015635/00	GAGNON, RAYMOND						
2056 PO-141767	03/14/2014	REIMB	1 01-7405-0-5200-472-0000-2130-014-000	NN F	24.48	24.48	
TOTAL PAYMENT AMOUNT			24.48 *			24.48	
017102/00	GARY GRIMM & ASSOCIATES						
1949 PO-141666	03/14/2014	221893A	1 01-6500-0-4300-102-5770-1110-003-000	YN F	78.57	72.75	
TOTAL PAYMENT AMOUNT			72.75 *			72.75	
TOTAL USE TAX AMOUNT			5.82				
022347/00	GIVE SOMETHING BACK						
1917 PO-141645	03/14/2014	IN0212924	1 01-0000-0-4300-472-1286-1000-014-000	NN F	89.60	89.60	
1940 PO-141664	03/14/2014	IN-0212923	1 01-6500-0-4300-102-5770-1120-003-000	NN F	468.59	468.57	
1951 PO-141671	03/14/2014	IN-0213466	1 01-6500-0-4300-102-5770-1110-003-000	NN F	71.26	71.25	
1972 PO-141687	03/14/2014	IN-0214494	2 01-0000-0-4300-101-0000-7150-002-000	NN F	579.46	579.36	
1972 PO-141687	03/14/2014	IN-214494	1 01-0000-0-4300-120-0000-7110-001-000	NN F	11.28	11.28	
1991 PO-141704	03/14/2014	IN-0215095	1 01-6300-0-4300-472-1110-1000-014-000	NN F	415.93	415.93	
1992 PO-141705	03/14/2014	IN-0215096	1 01-0000-0-4300-472-1284-1000-014-000	NN F	684.14	689.52	
2044 PO-141751	03/14/2014	IN-0216197	1 01-6500-0-4300-102-5750-1110-003-000	NN F	178.90	178.90	
2058 PO-141755	03/14/2014	IN-0216196	1 01-0000-0-4300-472-1230-1000-014-000	NN F	171.27	171.26	
TOTAL PAYMENT AMOUNT			2,675.67 *			2,675.67	
017577/00	GOMES, JOE						
2038 PO-141746	03/14/2014	REIMB	1 01-3550-0-5210-472-1110-1000-014-000	NN F	29.85	29.85	
TOTAL PAYMENT AMOUNT			29.85 *			29.85	
017718/00	GUIDING HANDS INC.						
2123 PO-141826	03/14/2014	1857	1 01-6500-0-5800-102-5750-1180-003-000	NN P	9,709.20	9,709.20	
2123 PO-141826	03/14/2014	1897	1 01-6500-0-5800-102-5750-1180-003-000	NN P	825.00	825.00	
TOTAL PAYMENT AMOUNT			10,534.20 *			10,534.20	

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					fd reso p obje	sit goal	func rep	dep T9MP		
016133/00	HAWKINS OFFICIATING SERVICE				680396194					
2093	PO-141823	03/14/2014	WCRILES FEB 2014			1	01-0000-0-5800-371-1110-1000-012-000	NY F	700.00	700.00
TOTAL PAYMENT AMOUNT									700.00	700.00
021775/00	HD SUPPLY FACILITIES MAINT.									
23	PO-140022	03/14/2014	9128191623			1	01-8150-0-4300-106-0000-8110-007-000	NN P	568.54	568.54
TOTAL PAYMENT AMOUNT									568.54	568.54
017002/00	HOME DEPOT CREDIT SERVICES									
1575	PO-141349	03/14/2014	4280963			1	01-8150-0-4300-106-0000-8110-007-000	NN P	163.73	163.73
1575	PO-141349	03/14/2014	3022615			1	01-8150-0-4300-106-0000-8110-007-000	NN P	60.88	60.88
1575	PO-141349	03/14/2014	9011829			1	01-8150-0-4300-106-0000-8110-007-000	NN P	14.80	14.80
TOTAL PAYMENT AMOUNT									239.41	239.41
021343/00	HUNTER, CURTIS									
2067	PO-141774	03/14/2014	REIMB			1	01-0000-0-4300-472-1284-1000-014-000	NN F	37.80	37.80
TOTAL PAYMENT AMOUNT									37.80	37.80
018990/00	INTERSTATE BATTERY SYSTEM									
75	PO-140065	03/14/2014	10079761			1	01-7230-0-4300-112-0000-3600-007-000	NN P	405.90	405.90
TOTAL PAYMENT AMOUNT									405.90	405.90
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO									
2010	PO-141718	03/14/2014	27-S1919115.001			1	01-8150-0-4300-106-0000-8110-007-000	NN F	2,096.99	2,096.99
TOTAL PAYMENT AMOUNT									2,096.99	2,096.99
016750/00	JUST SEND IT POSTAL CENTER									
319	PO-140290	03/14/2014	318575/318574			1	01-5630-0-5800-601-1220-1000-017-000	NN P	190.00	190.00
TOTAL PAYMENT AMOUNT									190.00	190.00

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
010212/00		LAKESHORE LEARNING MATERIALS					
1892 PO-141623	03/14/2014	1339640214	1 01-5640-0-4300-601-9728-3150-017-000	NN F		97.32	73.75
TOTAL PAYMENT AMOUNT						73.75 *	73.75
017899/00		LAWSON, BECKY					
1988 PO-141724	03/14/2014	FEB MILEAGE	1 01-7405-0-5210-103-0000-2130-003-000	NN F		38.08	38.08
TOTAL PAYMENT AMOUNT						38.08 *	38.08
017726/00		LOS ANGELES FREIGHTLINER					
2122 PO-141825	03/14/2014	BNS2723	1 01-7230-0-4300-112-0000-3600-007-000	NN P		137.04	137.04
TOTAL PAYMENT AMOUNT						137.04 *	137.04
017727/00		MASON L. DONALDSON	558474631				
2095 PO-141802	03/14/2014	INV 001	1 01-8150-0-5800-106-0000-8110-007-000	NY F		1,600.00	1,600.00
TOTAL PAYMENT AMOUNT						1,600.00 *	1,600.00
022406/00		MAXIM HEALTHCARE SERVICES INC	521590951				
1733 PO-141490	03/14/2014	2251330262	1 01-0000-0-5800-102-0000-3140-003-000	NN P		2,720.00	2,720.00
TOTAL PAYMENT AMOUNT						2,720.00 *	2,720.00
022172/00		MED TRANS					
1368 PO-141177	03/14/2014	656 NOV-FEB	1 01-6500-0-5800-102-5750-1180-003-000	NN P		2,440.00	2,440.00
TOTAL PAYMENT AMOUNT						2,440.00 *	2,440.00
019545/00		MICHAEL WRIGHT					
2052 PO-141763	03/14/2014	REIMB	1 01-0000-0-4300-472-1275-1000-014-000	NN F		49.85	49.85
TOTAL PAYMENT AMOUNT						49.85 *	49.85
019059/00		MILLENNIUM TERMITE & PEST					
105 PO-140090	03/14/2014	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000	NN P		91.00	91.00
105 PO-140090	03/14/2014	72628	1 01-0000-0-5500-106-0000-8110-007-000	NN P		116.00	116.00
TOTAL PAYMENT AMOUNT						207.00 *	207.00

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
015787/00	O'REILLY AUTO PARTS						
1827 PO-141575	03/14/2014	268722	1 01-7230-0-4300-112-0000-3600-007-000	NN P		48.95	48.95
1827 PO-141575	03/14/2014	269551	1 01-7230-0-4300-112-0000-3600-007-000	NN P		16.19	16.19
1827 PO-141575	03/14/2014	269709	1 01-7230-0-4300-112-0000-3600-007-000	NN P		36.15	36.15
1827 PO-141575	03/14/2014	270004	1 01-7230-0-4300-112-0000-3600-007-000	NN P		143.00	143.00
1827 PO-141575	03/14/2014	270486	1 01-7230-0-4300-112-0000-3600-007-000	NN P		49.50	49.50
1827 PO-141575	03/14/2014	270756	1 01-7230-0-4300-112-0000-3600-007-000	NN P		37.79	37.79
1827 PO-141575	03/14/2014	270783	1 01-7230-0-4300-112-0000-3600-007-000	NN P		2.23	2.23
1827 PO-141575	03/14/2014	270896	1 01-7230-0-4300-112-0000-3600-007-000	NN P		17.53	17.53
1827 PO-141575	03/14/2014	270903	1 01-7230-0-4300-112-0000-3600-007-000	NN P		31.30	31.30
TOTAL PAYMENT AMOUNT						382.64 *	382.64
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
1866 PO-141603	03/14/2014	698987919001	1 01-0000-0-4300-371-0000-2700-012-000	NN P		125.50	125.50
1866 PO-141603	03/14/2014	698987920001	1 01-0000-0-4300-371-0000-2700-012-000	NN P		14.46	14.46
1866 PO-141603	03/14/2014	698987921001	1 01-0000-0-4300-371-0000-2700-012-000	NN F		25.85	25.09
1873 PO-141611	03/14/2014	699237896001	1 01-0000-0-4300-475-3200-1000-015-000	NN F		64.67	64.67
1874 PO-141612	03/14/2014	699237563001	1 01-0000-0-4300-238-1110-1000-010-000	NN P		47.25	47.25
1874 PO-141612	03/14/2014	699237564001	1 01-0000-0-4300-238-1110-1000-010-000	NN F		11.38	11.38
1961 PO-141679	03/14/2014	694821492001	1 01-6300-0-4300-371-1110-1000-012-000	NN F		269.73	280.58
1983 PO-141697	03/14/2014	695440757001	1 01-0000-0-4300-238-1110-1000-010-000	NN F		104.40	91.72
1990 PO-141703	03/14/2014	695440573001	1 01-0000-0-4300-238-1110-1000-010-000	NN F		291.98	291.98
TOTAL PAYMENT AMOUNT						952.63 *	952.63
021050/00	PACHECO, SHAWNA						
2028 PO-141731	03/14/2014	REIMB	1 01-6520-0-5210-472-5770-1110-003-000	NN F		62.84	62.84
TOTAL PAYMENT AMOUNT						62.84 *	62.84
014872/00	PALMER, MICHAEL						
2057 PO-141768	03/14/2014	REIMB	1 01-7405-0-5200-472-0000-2130-014-000	NN F		32.75	32.75
TOTAL PAYMENT AMOUNT						32.75 *	32.75
020017/00	PITMAN, EMMA						
2042 PO-141749	03/14/2014	REIMB	1 01-0000-0-4300-472-1110-1000-014-604	NN F		99.58	99.58
TOTAL PAYMENT AMOUNT						99.58 *	99.58

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
011345/00		PLACER LEARNING CENTER					
2121 PO-141821	03/14/2014	FEB2014	1 01-6500-0-5800-102-5750-1180-003-000	NN P	4,435.60	4,435.60	
TOTAL PAYMENT AMOUNT			4,435.60 *			4,435.60	
010875/00		PLACER TRACK & FIELD BOOSTERS					
2023 PO-141738	03/14/2014	CHS 3/28 TRACK	1 01-0000-0-5800-472-1110-4200-014-000	NN F	300.00	300.00	
TOTAL PAYMENT AMOUNT			300.00 *			300.00	
014069/00		PLATT ELECTRIC SUPPLY	752304244				
32 PO-140029	03/14/2014	B772352	1 01-8150-0-4300-106-0000-8110-007-000	NN P	1,606.84	1,606.84	
32 PO-140029	03/14/2014	B819721	1 01-8150-0-4300-106-0000-8110-007-000	NN P	17.81	17.81	
32 PO-140029	03/14/2014	B728740	1 01-8150-0-4300-106-0000-8110-007-000	NN P	39.85	39.85	
TOTAL PAYMENT AMOUNT			1,664.50 *			1,664.50	
017245/00		PRECISION DATA PRODUCTS INC.					
1989 PO-141702	03/14/2014	31282	1 01-6300-0-4300-472-1110-1000-014-000	NN F	166.85	166.85	
TOTAL PAYMENT AMOUNT			166.85 *			166.85	
021194/00		PRUDENTIAL OVERALL SUPPLY INC					
80 PO-140069	03/14/2014	180178506	1 01-7230-0-5600-112-0000-3600-007-000	NN P	58.16	58.16	
80 PO-140069	03/14/2014	180177965	1 01-7230-0-5600-112-0000-3600-007-000	NN P	58.16	58.16	
TOTAL PAYMENT AMOUNT			116.32 *			116.32	
020634/00		PURDY, JANE					
2072 PO-141777	03/14/2014	REIMB	1 01-0000-0-4300-472-1110-1000-014-602	NN F	19.44	19.44	
TOTAL PAYMENT AMOUNT			19.44 *			19.44	
014231/00		RIVERA, IVAN					
1614 PO-141397	03/14/2014	FEB MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P	218.40	218.40	
TOTAL PAYMENT AMOUNT			218.40 *			218.40	

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
019159/00	ROCKLIN TRACK AND FIELD						
2029 PO-141741	03/14/2014	CHS 3/29 TRACK	1	01-0000-0-5800-472-1110-4200-014-000	NN F	250.00	250.00
TOTAL PAYMENT AMOUNT						250.00 *	250.00
010242/00	ROTO-ROOTER PLUMBERS						
1719 PO-141478	03/14/2014	SA25659	1	01-8150-0-5600-106-0000-8110-007-000	NN P	750.00	750.00
TOTAL PAYMENT AMOUNT						750.00 *	750.00
010264/00	SACRAMENTO BEE						
2019 PO-141727	03/14/2014	00772480	1	01-0000-0-4300-105-0000-7200-005-000	NN F	160.00	160.16
TOTAL PAYMENT AMOUNT						160.16 *	160.16
016503/00	SACRAMENTO CO SCHOOL BOARDS						
1872 PO-141610	03/14/2014	LOEHR	1	01-0000-0-4300-101-0000-7150-002-000	NN F	25.00	25.00
1872 PO-141610	03/14/2014	KELLEY/POPE	2	01-0000-0-4300-120-0000-7110-001-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT						75.00 *	75.00
013973/00	SAMBA SAFETY						
85 PO-140103	03/14/2014	6137-201402	1	01-7230-0-4300-112-0000-3600-007-000	NN P	55.60	55.60
TOTAL PAYMENT AMOUNT						55.60 *	55.60
017234/00	SCHIRO, BONNIE						
2055 PO-141766	03/14/2014	E15M REIMB	1	01-0000-0-4300-472-1110-1000-014-604	NN F	344.03	344.03
2125 PO-141828	03/14/2014	REIMB E15M	1	01-0000-0-4300-472-1110-1000-014-602	NN F	16.14	16.14
TOTAL PAYMENT AMOUNT						360.17 *	360.17
022154/00	SHERRY, ROBERTA						
1926 PO-141654	03/14/2014	FEB MILEAGE	1	01-0000-0-5210-102-0000-3140-003-000	NN P	54.88	54.88
2104 PO-141824	03/14/2014	MILEAGE REIMB	1	01-0000-0-5200-103-0000-2110-003-000	NN F	20.16	20.16
TOTAL PAYMENT AMOUNT						75.04 *	75.04



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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
011500/00	SIA / DELTA DENTAL						
PV-141047	03/14/2014	SIA/DELTA DENTAL	01-0000-0-9552-000-0000-0000-000-000	NN		47,376.71	47,376.71
TOTAL PAYMENT AMOUNT						47,376.71 *	47,376.71
014558/00	SPURR						
108 PO-140093	03/14/2014	55531	1 01-0000-0-5520-106-0000-8110-007-000	NN P		6,433.28	6,433.28
TOTAL PAYMENT AMOUNT						6,433.28 *	6,433.28
018066/00	SUPER DUPER INC.						
1858 PO-141597	03/14/2014	1950102A	1 01-5640-0-4300-601-9728-3150-017-000	NN F		82.02	76.50
TOTAL PAYMENT AMOUNT						76.50 *	76.50
020075/00	TATYANA SILCHUK						
1419 PO-141214	03/14/2014	FEB MILEAGE	1 01-6500-0-5800-102-5770-3600-003-000	NN P		256.21	256.21
TOTAL PAYMENT AMOUNT						256.21 *	256.21
010498/00	TAYLOR, SHANNAN						
1231 PO-141060	03/14/2014	INV 105 FEB	1 01-6500-0-5800-102-5750-1180-003-000	NN P		200.00	200.00
TOTAL PAYMENT AMOUNT						200.00 *	200.00
018563/00	THE AIR TEAM						
1883 PO-141714	03/14/2014	1776	1 01-8150-0-5600-106-0000-8110-007-000	NY F		475.00	475.00
TOTAL PAYMENT AMOUNT						475.00 *	475.00
014079/00	THYSSENKRUPP ELEVATOR CORP						
1901 PO-141628	03/14/2014	1090144116	1 01-8150-0-5600-106-0000-8110-007-000	NN P		100.00	100.00
1901 PO-141628	03/14/2014	1091045702	1 01-8150-0-5600-106-0000-8110-007-000	NN P		253.59	253.59
1901 PO-141628	03/14/2014	1090144798	1 01-8150-0-5600-106-0000-8110-007-000	NN P		932.26	932.26
TOTAL PAYMENT AMOUNT						1,285.85 *	1,285.85

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	Id reso p obje	sit goal func	rep dep T9MP		
021308/00	TOPPER, JAMIE						
1960 PO-141715	03/14/2014	REIMB	1 01-0000-0-4300-371-1110-1000-012-000	NN F		42.12	42.12
TOTAL PAYMENT AMOUNT						42.12 *	42.12
022085/00	TOZZI, MATHEW						
2053 PO-141764	03/14/2014	REIMB	1 01-0029-0-4300-472-1110-1000-014-000	NN F		39.92	39.92
TOTAL PAYMENT AMOUNT						39.92 *	39.92
010139/00	TROXELL COMMUNICATIONS INC						
1845 PO-141585	03/14/2014	767222	1 01-7405-0-4400-115-0000-7700-007-000	NN F		11,387.52	11,387.52
TOTAL PAYMENT AMOUNT						11,387.52 *	11,387.52
018567/00	TRULITE WSG LLC						
2011 PO-141719	03/14/2014	602261	1 01-8150-0-4300-106-0000-8110-007-000	NN F		904.37	904.37
TOTAL PAYMENT AMOUNT						904.37 *	904.37
015018/00	VERHOVETCHI, VEACESLAV						
1392 PO-141198	03/14/2014	TRIP 242 REIMB	1 01-7240-0-5800-112-5001-3600-007-000	NN F		6.26	12.01
TOTAL PAYMENT AMOUNT						12.01 *	12.01
015191/00	WACHOB, CYNTHIA						
2114 PO-141815	03/14/2014	FEB MILEAGE	1 01-6500-0-5210-102-5060-2110-003-000	NN P		131.60	131.60
TOTAL PAYMENT AMOUNT						131.60 *	131.60
020702/00	WALL-BUTLER, THELMA						
2008 PO-141788	03/14/2014	REIMB	1 01-5640-0-4300-601-9728-3150-017-000	NN F		312.85	312.85
TOTAL PAYMENT AMOUNT						312.85 *	312.85
016439/00	WEAVER, SANDRA						
2054 PO-141765	03/14/2014	REIMB	1 01-0000-0-4300-472-0000-2700-014-000	NN F		107.49	107.49
TOTAL PAYMENT AMOUNT						107.49 *	107.49

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Req Reference	Date			fd reso p obje	sit goal func rep dep T9MP			
016457/00	WESTERN STATES FIRE							
2012 PO-141720	03/14/2014	564664		1 01-8150-0-5600-106-0000-8110-007-000	NN P	1,260.00	1,260.00	
2012 PO-141720	03/14/2014	564661		1 01-8150-0-5600-106-0000-8110-007-000	NN P	160.00	160.00	
TOTAL PAYMENT AMOUNT						1,420.00 *		1,420.00
022414/00	WHITNEY HIGH SCHOOL CAL TRACK							
2021 PO-141737	03/14/2014	CHS MAR 15 TRACK		1 01-0000-0-5800-472-1110-4200-014-000	NN F	200.00	200.00	
TOTAL PAYMENT AMOUNT						200.00 *		200.00
010494/00	WIESER EDUCATIONAL INC.							
1946 PO-141665	03/14/2014	63451		1 01-0037-0-4100-103-1110-1000-003-000	NN F	235.21	233.63	
TOTAL PAYMENT AMOUNT						233.63 *		233.63
014397/00	WORKABILITY REGION 4							
2025 PO-141730	03/14/2014	PROU 205 L.BENDER,S.PACHECO		1 01-6520-0-5200-472-5770-1110-003-000	NN F	200.00	200.00	
TOTAL PAYMENT AMOUNT						200.00 *		200.00
020841/00	XEROX CORPORATION							
643 PO-140562	03/14/2014	072895239		1 01-0000-0-5600-472-0000-2700-014-000	NN P	23.05	23.05	
TOTAL PAYMENT AMOUNT						23.05 *		23.05
TOTAL FUND PAYMENT						165,816.33 **		165,816.33
TOTAL USE TAX AMOUNT						32.31		

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Req Reference	Date	Description	fd reso	p obje	sit goal	func rep	dep T9MP	Liq Amt	Net Amount
010669/00	ALHAMBRA & SIERRA SPRINGS								
2103	PO-141808	03/14/2014	4779099	022614					
2103	PO-141808	03/14/2014	4779099	022614					
TOTAL PAYMENT AMOUNT								81.56 *	81.56
TOTAL FUND PAYMENT								81.56 **	81.56

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date		fd reso	p obje	sit goal	func rep	dep T9MP	Liq Amt
Net Amount								
020305/00	CDW GOVERNMENT INC.							
1884	PO-141619	03/14/2014	KC54282					
				1	11-0030-0-4400-601-4130-1000-017-000	NN	F	435.81
				TOTAL PAYMENT AMOUNT				435.20 *
				TOTAL FUND				PAYMENT
								435.20 **
								435.20

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
019834/00	BERKELEY FARMS INC						
386 PO-140348	03/14/2014	109931 CHS	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,634.55	1,634.55
386 PO-140348	03/14/2014	109932 DUDLEY	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,657.06	1,657.06
386 PO-140348	03/14/2014	1101853 GLOBAL YOUTH	1	13-5310-0-4700-108-0000-3700-007-000	NN P	296.14	296.14
386 PO-140348	03/14/2014	109933 NO COUNTRY	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,196.19	1,196.19
386 PO-140348	03/14/2014	109934 OAK HILL	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,504.29	1,504.29
386 PO-140348	03/14/2014	109935	1	13-5310-0-4700-108-0000-3700-007-000	NN P	970.45	970.45
386 PO-140348	03/14/2014	109936 WC RILES	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,492.29	1,492.29
TOTAL PAYMENT AMOUNT				8,750.97 *			8,750.97
011205/00	CULTURE SHOCK YOGURT						
562 PO-140499	03/14/2014	1832	1	13-5310-0-4700-108-0000-3700-007-000	NN P	142.80	142.80
TOTAL PAYMENT AMOUNT				142.80 *			142.80
011602/00	DANIELSEN CO., THE						
381 PO-140343	03/14/2014	34281	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	03/14/2014	34499	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	03/14/2014	35741	2	13-5310-0-4300-108-0000-3700-007-000	NN P	8.00	8.00
381 PO-140343	03/14/2014	34281	1	13-5310-0-4700-108-0000-3700-007-000	NN P	3,804.01	3,804.01
381 PO-140343	03/14/2014	34499	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,599.78	1,599.78
381 PO-140343	03/14/2014	35741	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,247.79	2,247.79
TOTAL PAYMENT AMOUNT				7,675.58 *			7,675.58
021080/00	ED JONES FOOD SERVICE INC	<del>0000000001</del>					
1821 PO-141567	03/14/2014	166078/166306	1	13-5310-0-4700-108-0000-3700-007-000	NN P	4,842.81	4,842.81
TOTAL PAYMENT AMOUNT				4,842.81 *			4,842.81
017730/00	HARRIS COMPUTER SYSTEMS						
397 PO-140359	03/14/2014	XT0000002541	1	13-5310-0-5800-108-0000-3700-007-000	NN P	300.00	300.00
TOTAL PAYMENT AMOUNT				300.00 *			300.00
022364/00	HEARTLAND PAYMENT SYSTEMS	<del>0000000000</del>					
392 PO-140354	03/14/2014	HSS0000002886	1	13-5310-0-5300-108-0000-3700-007-000	NN P	336.15	336.15
TOTAL PAYMENT AMOUNT				336.15 *			336.15

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
-----							
020252/00	STAPLES ADVANTAGE						
1968 PO-141685	03/14/2014	3224862360	1	13-5310-0-4300-108-0000-3700-007-000	NN F	235.82	236.91
TOTAL PAYMENT AMOUNT						236.91 *	236.91
011422/00	SYSCO OF SAN FRANCISCO						
383 PO-140345	03/14/2014	1574675/402182399	2	13-5310-0-4300-108-0000-3700-007-000	NN P	356.13	356.13
383 PO-140345	03/14/2014	402041577	2	13-5310-0-4300-108-0000-3700-007-000	NN P	389.21	389.21
383 PO-140345	03/14/2014	402111624	2	13-5310-0-4300-108-0000-3700-007-000	NN P	118.91	118.91
383 PO-140345	03/14/2014	402251636	2	13-5310-0-4300-108-0000-3700-007-000	NN P	1,256.24	1,256.24
383 PO-140345	03/14/2014	1574675/402182399	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,674.55	1,674.55
383 PO-140345	03/14/2014	402121108	1	13-5310-0-4700-108-0000-3700-007-000	NN P	163.05	163.05
383 PO-140345	03/14/2014	402041577	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,334.60	2,334.60
383 PO-140345	03/14/2014	402111624	1	13-5310-0-4700-108-0000-3700-007-000	NN P	774.36	774.36
383 PO-140345	03/14/2014	402111623	1	13-5310-0-4700-108-0000-3700-007-000	NN P	0.15	0.15
383 PO-140345	03/14/2014	402251636	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,368.18	1,368.18
TOTAL PAYMENT AMOUNT						8,435.38 *	8,435.38
TOTAL FUND PAYMENT						30,720.60 **	30,720.60

81 CENTER UNIFIED SCHOOL DIST.  
03/14/14

ACCOUNTS PAYABLE PRELIST  
BATCH: 0062 03/14/2014  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
-----							
017002/00	HOME DEPOT CREDIT SERVICES						
1916 PO-141644	03/14/2014	9013947	1 21-0000-0-4300-115-0000-8500-007-000	NN P		104.66	104.66
			TOTAL PAYMENT AMOUNT		104.66 *		104.66
010139/00	TROKELL COMMUNICATIONS INC						
1825 PO-141569	03/14/2014	767618	1 21-0000-0-4400-115-0000-7700-007-000	NN P		65.89	65.89
1825 PO-141569	03/14/2014	767219	1 21-0000-0-4400-115-0000-7700-007-000	NN P		1,920.24	1,920.24
1825 PO-141569	03/14/2014	766799	1 21-0000-0-4400-115-0000-7700-007-000	NN P		1,782.00	1,782.00
1825 PO-141569	03/14/2014	768024	1 21-0000-0-4400-115-0000-7700-007-000	NN F		849.97	375.00
			TOTAL PAYMENT AMOUNT		4,143.13 *		4,143.13
TOTAL FUND			PAYMENT		4,247.79 **		4,247.79
TOTAL BATCH PAYMENT			201,301.48 ***		0.00		201,301.48
TOTAL USE TAX AMOUNT			32.31				
TOTAL DISTRICT PAYMENT			201,301.48 ****		0.00		201,301.48
TOTAL USE TAX AMOUNT			32.31				
TOTAL FOR ALL DISTRICTS:			201,301.48 *****		0.00		201,301.48
TOTAL USE TAX AMOUNT			32.31				

Number of warrants to be printed: 111, not counting voids due to stub overflows.



Batch status: A All

From batch: 0063

To batch: 0063

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
03/21/2014

ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP			
010669/00	ALHAMBRA & SIERRA SPRINGS						
192 PO-140175	03/21/2014	4780818 030614	1 01-0000-0-4300-105-0000-7200-005-000	NN P	25.96	25.96	
TOTAL PAYMENT AMOUNT				25.96 *		25.96	
014546/00	ANDERSON, MOLLY						
2127 PO-141845	03/21/2014	REIMB	1 01-0029-0-5200-472-1110-1000-014-000	NN F	397.00	397.00	
TOTAL PAYMENT AMOUNT				397.00 *		397.00	
010564/00	APPLE COMPUTER						
2048 PO-141733	03/21/2014	4277385795	1 01-0000-0-4400-115-0000-7700-007-000	NN F	625.32	625.32	
TOTAL PAYMENT AMOUNT				625.32 *		625.32	
011481/00	AT&T						
91 PO-140077	03/21/2014	C60222378177	1 01-0000-0-5902-106-0000-8110-007-000	NN P	4,866.39	4,866.39	
TOTAL PAYMENT AMOUNT				4,866.39 *		4,866.39	
018533/00	ATKINSON ANDELSON LOYA RUDD						
1915 PO-141637	03/21/2014	448256	1 01-0000-0-5804-105-0000-7200-005-000	NE P	7,733.36	7,733.36	
TOTAL PAYMENT AMOUNT				7,733.36 *		7,733.36	
019504/00	B & H PHOTO-VIDEO						
1977 PO-141691	03/21/2014	80842874	1 01-7405-0-4300-236-0000-2420-009-000	YN F	177.42	164.28	
TOTAL PAYMENT AMOUNT				164.28 *		164.28	
TOTAL USE TAX AMOUNT				13.14			
010442/00	BAR HEIN						
1871 PO-141609	03/21/2014	436658	1 01-0000-0-4300-106-0000-8110-007-000	NN F	910.03	910.03	
TOTAL PAYMENT AMOUNT				910.03 *		910.03	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
016540/00		BLOCK AND COMPANY INC					
2078 PO-141782	03/21/2014	14048899	2	01-0000-0-4300-105-0000-7200-005-000	NN F	78.29	89.00
TOTAL PAYMENT AMOUNT						89.00 *	89.00
018259/00		BOULDEN PUBLISHING					
1839 PO-141786	03/21/2014	ORD#24534A	1	01-5630-0-4300-601-1220-1000-017-000	NN F	79.01	78.69
TOTAL PAYMENT AMOUNT						78.69 *	78.69
019075/00		BRIGHT FUTURES THERAPY					
2207 PO-141857	03/21/2014	3126	1	01-6500-0-5800-102-5750-1180-003-000	NN P	14,000.00	14,000.00
TOTAL PAYMENT AMOUNT						14,000.00 *	14,000.00
010340/00		CA DEPT OF JUSTICE					
266 PO-140244	03/21/2014	020862 FEB	1	01-0000-0-5800-110-0000-7200-004-000	NN F	78.00	256.00
TOTAL PAYMENT AMOUNT						256.00 *	256.00
015482/00		CALIFORNIA ASSOC. FOR GIFTED					
1504 PO-141289	03/21/2014	4261	1	01-0036-0-5200-103-0000-2110-003-000	NN F	740.00	740.00
TOTAL PAYMENT AMOUNT						740.00 *	740.00
015559/00		CALIFORNIA LEAGUE OF MIDDLE					
1548 PO-141331	03/21/2014	NORTH 14-WILDMAN	1	01-7405-0-5200-234-0000-2140-008-000	NN F	299.00	299.00
TOTAL PAYMENT AMOUNT						299.00 *	299.00
020305/00		CDW GOVERNMENT INC.					
1624 PO-141392	03/21/2014	KG60304	1	01-7405-0-4400-115-0000-7700-007-000	NN P	622.03	622.03
1896 PO-141639	03/21/2014	KL60949	1	01-0000-0-4300-234-1110-1000-008-000	NN P	1,013.80	1,013.80
1896 PO-141639	03/21/2014	KF28407	1	01-0000-0-4300-234-1110-1000-008-000	NN F	513.99	513.99
TOTAL PAYMENT AMOUNT						2,149.82 *	2,149.82

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
022562/00	CHRISTIAN RILEY						
2139 PO-141839	03/21/2014	REIMB	1	01-6500-0-4300-102-5750-1110-003-000	NN F	113.39	113.39
TOTAL PAYMENT AMOUNT						113.39 *	113.39
015160/00	COMVIEW						
1790 PO-141555	03/21/2014	0217954-IN	1	01-7405-0-4300-115-0000-7700-007-000	NN F	319.04	319.05
TOTAL PAYMENT AMOUNT						319.05 *	319.05
015718/00	CUSTOM BENEFIT ADMINISTRATORS						
PV-141048	03/21/2014	CBA MARCH 31,2014		01-0000-0-9552-000-0000-0000-000-000	NN		2,901.80
TOTAL PAYMENT AMOUNT						2,901.80 *	2,901.80
014858/00	DEASON, CRAIG						
2159 PO-141852	03/21/2014	REIMB	1	01-8150-0-5200-106-0000-8110-007-000	NN F	40.00	40.00
TOTAL PAYMENT AMOUNT						40.00 *	40.00
014292/00	FLINN SCIENTIFIC						
1996 PO-141708	03/21/2014	1731096	1	01-6300-0-4300-371-1110-1000-012-000	NN F	154.36	154.36
TOTAL PAYMENT AMOUNT						154.36 *	154.36
019523/00	FOLLETT EDUCATIONAL SERVICE						
1932 PO-141658	03/21/2014	1607730A	1	01-0037-0-4100-103-1110-1000-003-000	NN F	1,768.23	1,775.72
TOTAL PAYMENT AMOUNT						1,775.72 *	1,775.72
022347/00	GIVE SOMETHING BACK						
1933 PO-141659	03/21/2014	IN-0212926	1	01-6500-0-4300-102-5770-1110-003-000	NN F	166.11	166.13
1938 PO-141663	03/21/2014	IN-0212925	1	01-6500-0-4300-102-5770-1110-003-000	NN F	106.90	106.90
1941 PO-141734	03/21/2014	IN-0216199	1	01-6500-0-4300-102-5770-1120-003-000	NN F	104.71	163.00
2062 PO-141769	03/21/2014	IN-0216658	1	01-0000-0-4300-472-1286-1000-014-000	NN F	111.30	111.30
2065 PO-141772	03/21/2014	IN-0216659	1	01-0000-0-4300-472-0000-2700-014-000	NN F	138.20	138.18
2105 PO-141809	03/21/2014	IN-0217681	1	01-0000-0-4300-472-0000-2700-014-000	NN P	119.27	119.27
2105 PO-141809	03/21/2014	IN-0218363	1	01-0000-0-4300-472-0000-2700-014-000	NN F	6.42	6.39
2112 PO-141813	03/17/2014	IN-021782	1	01-0000-0-4300-472-1251-1000-014-000	NN F	663.84	663.83
TOTAL PAYMENT AMOUNT						1,475.00 *	1,475.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			fd reso p obje	sit goal func	rep dep T9MP		
010191/00	GRAINGER							
2157 PO-141856	03/21/2014	9379047864		1 01-8150-0-4300-106-0000-8110-007-000	NN F		2,282.70	2,282.70
TOTAL PAYMENT AMOUNT							2,282.70 *	2,282.70
020258/00	HANDWRITING WITHOUT TEARS							
1936 PO-141661	03/21/2014	826613-1		1 01-6500-0-4300-102-5770-1120-003-000	NN F		405.60	378.16
TOTAL PAYMENT AMOUNT							378.16 *	378.16
018340/00	HARBOR FREIGHT TOOLS							
717 PO-140629	03/21/2014	TICKET 0297099		1 01-8150-0-4300-106-0000-8110-007-000	NN P		78.17	78.17
717 PO-140629	03/21/2014	TICKET 0297101		1 01-8150-0-4300-106-0000-8110-007-000	NN P		80.61	80.61
717 PO-140629	03/21/2014	TICKET 297100		1 01-8150-0-4300-106-0000-8110-007-000	NN F		42.55	55.88
TOTAL PAYMENT AMOUNT							214.66 *	214.66
010992/00	HARBOR FREIGHT TOOLS USA INC							
541 PO-140479	03/21/2014	TICKET 297100		1 01-0000-0-9320-000-0000-0000-000-000	NN P		305.71	305.71
541 PO-140479	03/21/2014	TICKET 2140942		1 01-0000-0-9320-000-0000-0000-000-000	NN P		548.80	548.80
TOTAL PAYMENT AMOUNT							854.51 *	854.51
021775/00	HD SUPPLY FACILITIES MAINT.							
23 PO-140022	03/21/2014	9128410976		1 01-8150-0-4300-106-0000-8110-007-000	NN P		105.59	105.59
TOTAL PAYMENT AMOUNT							105.59 *	105.59
010602/00	HI-LINE ELECTRICAL & MECH							
73 PO-140063	03/21/2014	10290334		1 01-7230-0-4300-112-0000-3600-007-000	NN P		102.66	102.66
TOTAL PAYMENT AMOUNT							102.66 *	102.66
010355/00	KAISER FOUNDATION HEALTH PLAN							
PV-141049	03/21/2014	KAISER APRIL		01-0000-0-9552-000-0000-0000-000-000	NN			147,133.40
TOTAL PAYMENT AMOUNT							147,133.40 *	147,133.40

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
017726/00	LOS ANGELES FREIGHTLINER						
809 PO-140718	03/21/2014	BN52992	1 01-7240-0-4300-112-5001-3600-007-000	NN P		26.11	26.11
809 PO-140718	03/21/2014	BN53168	1 01-7240-0-4300-112-5001-3600-007-000	NN P		1,533.27	1,533.27
809 PO-140718	03/21/2014	BNS2855	1 01-7240-0-4300-112-5001-3600-007-000	NN P		31.10	31.10
TOTAL PAYMENT AMOUNT						1,590.48 *	1,590.48
020461/00	MITCHELL, CYNDY						
1390 PO-141196	03/21/2014	TRIP 201 REIMB	1 01-7240-0-5800-112-5001-3600-007-000	NN P		11.86	11.86
TOTAL PAYMENT AMOUNT						11.86 *	11.86
017315/00	NAPA AUTO PARTS - GENUINE AUTO						
1861 PO-141599	03/21/2014	944053	1 01-7230-0-4300-112-0000-3600-007-000	NN P		120.65	120.65
1861 PO-141599	03/21/2014	945526	1 01-7230-0-4300-112-0000-3600-007-000	NN P		9.51	9.51
1861 PO-141599	03/21/2014	945075	1 01-7230-0-4300-112-0000-3600-007-000	NN P		12.90	12.90
1861 PO-141599	03/21/2014	945121	1 01-7230-0-4300-112-0000-3600-007-000	NN P		9.02	9.02
1861 PO-141599	03/21/2014	945038	1 01-7230-0-4300-112-0000-3600-007-000	NN P		8.47	8.47
TOTAL PAYMENT AMOUNT						160.55 *	160.55
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
2018 PO-141726	03/21/2014	695643905001	1 01-6500-0-4300-102-5770-1110-003-000	NN F		37.79	34.01
2024 PO-141729	03/21/2014	695644173001	1 01-0000-0-4300-371-0000-2700-012-000	NN F		195.33	194.44
2049 PO-141754	03/21/2014	695938920001	1 01-0000-0-4300-238-1110-1000-010-000	NN P		30.13	30.13
2049 PO-141754	03/21/2014	695938921001	1 01-0000-0-4300-238-1110-1000-010-000	NN F		103.47	103.46
2080 PO-141784	03/21/2014	696220465001	1 01-0000-0-4300-238-1110-1000-010-000	NN F		103.65	103.65
TOTAL PAYMENT AMOUNT						465.69 *	465.69
021167/00	PLACER COUNTY OFFICE OF EDUC						
1478 PO-141270	03/21/2014	AR14-00716	1 01-7405-0-5200-103-0000-2130-003-000	NN F		500.00	500.00
TOTAL PAYMENT AMOUNT						500.00 *	500.00
022525/00	POST-IT LLC						
760 PO-140667	03/21/2014	FEB2014	1 01-0000-0-5800-110-0000-7200-004-000	NN F		0.00	160.00
TOTAL PAYMENT AMOUNT						160.00 *	160.00

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
80 PO-140069	03/21/2014	180179060	1 01-7230-0-5600-112-0000-3600-007-000	NN P	58.16	58.16	58.16
			TOTAL PAYMENT AMOUNT	58.16 *			58.16
022122/00	SACRAMENTO COUNTY OFFICE OF ED						
1543 PO-141322	03/21/2014	141116	1 01-7405-0-5200-475-3200-2140-015-000	NN F	25.00	25.00	25.00
			TOTAL PAYMENT AMOUNT	25.00 *			25.00
020981/00	SAVE MART SUPERMARKETS						
828 PO-140731	03/14/2014	2296052	1 01-6500-0-4300-102-5770-1110-003-000	NN P	23.55	23.55	23.55
			TOTAL PAYMENT AMOUNT	23.55 *			23.55
010373/00	SCHOOLS INSURANCE AUTHORITY						
1820 PO-141566	03/21/2014	WC 2014-34	1 01-0000-0-9558-000-0000-0000-000-000	NN F	179,424.50	179,424.50	179,424.50
			TOTAL PAYMENT AMOUNT	179,424.50 *			179,424.50
020252/00	STAPLES ADVANTAGE						
2041 PO-141748	03/21/2014	3225029772	1 01-0000-0-4300-472-0000-2700-014-000	NN F	93.28	85.67	85.67
			TOTAL PAYMENT AMOUNT	85.67 *			85.67
021813/00	SUREWEST						
111 PO-140096	03/21/2014	604457-0001 3/1-3/31	1 01-0000-0-5902-106-0000-8110-007-000	NN P	1,556.46	1,556.46	1,556.46
			TOTAL PAYMENT AMOUNT	1,556.46 *			1,556.46
017756/00	TIGER DIRECT INC						
1978 PO-141692	03/21/2014	L32730720101	1 01-7405-0-4400-236-0000-2420-009-000	NN P	62.65	62.65	62.65
1978 PO-141692	03/21/2014	L32730720102	1 01-7405-0-4400-236-0000-2420-009-000	NN F	1,002.22	939.90	939.90
			TOTAL PAYMENT AMOUNT	1,002.55 *			1,002.55

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
018567/00	TRULITE WSG LLC						
42 PO-140038	03/21/2014	608503	1 01-8150-0-4300-106-0000-8110-007-000	NN P		63.78	63.78
TOTAL PAYMENT AMOUNT						63.78 *	63.78
016423/00	WALKER, JULIE						
2107 PO-141836	03/21/2014	REIMB	1 01-6500-0-5210-102-5001-2700-003-000	NN F		33.60	33.60
TOTAL PAYMENT AMOUNT						33.60 *	33.60
010307/00	WARDS NATURAL SCIENCE						
102 PO-140087	03/21/2014	8055259153	1 01-0029-0-4300-472-1110-1000-014-000	NN P		118.02	118.02
102 PO-140087	03/21/2014	8054720876	1 01-0029-0-4300-472-1110-1000-014-000	NN P		9.78	9.78
102 PO-140087	03/21/2014	8054713583	1 01-0029-0-4300-472-1110-1000-014-000	NN P		210.60	210.60
102 PO-140087	03/21/2014	8055538137	1 01-0029-0-4300-472-1110-1000-014-000	NN F		88.46	88.45
TOTAL PAYMENT AMOUNT						426.85 *	426.85
022221/00	WESTERN HEALTH ADVANTAGE						
PV-141050	03/21/2014	WHA APRIL	01-0000-0-9552-000-0000-0000-000-000	NN		91,726.48	91,726.48
TOTAL PAYMENT AMOUNT						91,726.48 *	91,726.48
016457/00	WESTERN STATES FIRE						
43 PO-140039	03/21/2014	567134	1 01-8150-0-5600-106-0000-8110-007-000	NN F		160.00	210.00
TOTAL PAYMENT AMOUNT						210.00 *	210.00
TOTAL FUND PAYMENT						467,711.03 **	467,711.03
TOTAL USE TAX AMOUNT						13.14	



81 CENTER UNIFIED SCHOOL DIST.  
03/21/2014

ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	fd	reso	p	obje	sit	goal
			func	rep	dep	T9MP	Liq Amt	Net Amount
016540/00	BLOCK AND COMPANY INC							
2078 PO-141782	03/21/2014	14048899	1	13-5310-0-4300-108-0000-3700-007-000	NN	F	234.86	267.02
TOTAL PAYMENT AMOUNT							267.02 *	267.02
021080/00	ED JONES FOOD SERVICE INC	942828211						
1821 PO-141567	03/21/2014	166814	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	8,116.08	8,116.08
TOTAL PAYMENT AMOUNT							8,116.08 *	8,116.08
016279/00	P&R PAPER SUPPLY							
395 PO-140357	03/21/2014	N87552-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,232.65	1,232.65
TOTAL PAYMENT AMOUNT							1,232.65 *	1,232.65
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
387 PO-140349	03/21/2014	180179059	1	13-5310-0-5800-108-0000-3700-007-000	NN	P	71.60	71.60
TOTAL PAYMENT AMOUNT							71.60 *	71.60
TOTAL FUND PAYMENT							9,687.35 **	9,687.35

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0063 03/21/2014  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd	reso	p obje	sit goal func rep dep T9MP	
-----							
020305/00	CDW GOVERNMENT INC.						
1788 PO-141554	03/21/2014	JW262333/KH68458	1	21-0000-0-4400-115-0000-7700-007-000	NN P	6,475.83	6,475.83
1788 PO-141554	03/21/2014	KJ32583	1	21-0000-0-4400-115-0000-7700-007-000	NN P	2,083.36	2,083.36
TOTAL PAYMENT AMOUNT						8,559.19 *	8,559.19
020695/00	SCHOOL OUTFITTERS						
1984 PO-141698	03/21/2014	INV11376440	1	21-0000-0-4300-115-0000-8500-007-000	NN F	3,958.72	3,955.04
2016 PO-141722	03/21/2014	INV11377426	1	21-0000-0-4300-115-0000-8500-007-000	NN F	960.34	959.46
TOTAL PAYMENT AMOUNT						4,914.50 *	4,914.50
TOTAL FUND PAYMENT						13,473.69 **	13,473.69
TOTAL BATCH PAYMENT						490,872.07 ***	490,872.07
TOTAL USE TAX AMOUNT						13.14	
TOTAL DISTRICT PAYMENT						490,872.07 ****	490,872.07
TOTAL USE TAX AMOUNT						13.14	
TOTAL FOR ALL DISTRICTS:						490,872.07 ****	490,872.07
TOTAL USE TAX AMOUNT						13.14	

Number of warrants to be printed: 52, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0065

To batch: 0065

Include Revolving Cash: Y

Include Address: N

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
015797/00	ACE SUPPLY	HARDWARE NORTH					
1009 PO-140883	03/28/2014	095631/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P		2.49	2.49
1009 PO-140883	03/28/2014	95692/2	1 01-8150-0-4300-106-0000-8110-007-000	NN P		8.61	8.61
TOTAL PAYMENT AMOUNT			11.10 *				11.10
010669/00	ALHAMBRA & SIERRA SPRINGS						
90 PO-140076	03/28/2014	4782453 031314	1 01-8150-0-4300-106-0000-8110-007-000	NN P		45.46	45.46
235 PO-140213	03/28/2014	4780794 031314	1 01-0000-0-4300-103-0000-7200-003-000	NN P		58.72	58.72
468 PO-140425	03/28/2014	4781839 031314	1 01-0000-0-4300-475-3200-2700-015-000	NN P		42.34	42.34
1718 PO-141477	03/28/2014	4781257 031314	1 01-7230-0-4300-112-0000-3600-007-000	NN P		66.91	66.91
TOTAL PAYMENT AMOUNT			213.43 *				213.43
021763/00	ALL STAR RENTS						
1616 PO-141386	03/28/2014	434459	1 01-8150-0-5600-106-0000-8110-007-000	NN P		560.67	560.67
TOTAL PAYMENT AMOUNT			560.67 *				560.67
014546/00	ANDERSON, MOLLY						
2225 PO-141911	03/28/2014	REIMB	1 01-0029-0-4300-472-1110-1000-014-000	NN F		43.00	43.00
TOTAL PAYMENT AMOUNT			43.00 *				43.00
010564/00	APPLE COMPUTER						
2131 PO-141822	03/28/2014	4277951356	1 01-7405-0-4400-240-0000-2420-011-000	NN F		1,631.64	1,631.64
TOTAL PAYMENT AMOUNT			1,631.64 *				1,631.64
021097/00	ASSOCIATED VALUATION SERVICES						
140 PO-140125	03/28/2014	4423 13/14 4TH QTR	1 01-0000-0-5800-105-0000-7200-005-000	NN F		1,082.88	1,639.04
TOTAL PAYMENT AMOUNT			1,639.04 *				1,639.04
010700/00	AUS SACRAMENTO MC LOCKBOX						
747 PO-140656	03/28/2014	506-2918209	1 01-0000-0-5800-111-0000-8200-007-000	NN P		64.04	64.04
747 PO-140656	03/28/2014	506-2892786	1 01-0000-0-5800-111-0000-8200-007-000	NN P		64.04	64.04
TOTAL PAYMENT AMOUNT			128.08 *				128.08

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
017561/00	BAIONI, KIM						
2267 PO-141954	03/28/2014	REIMB	1 01-0036-0-4300-103-0000-2110-003-000	NN F	25.92	25.92	
TOTAL PAYMENT AMOUNT			25.92 *			25.92	
016805/00	BATES, CHERYL						
961 PO-140841	03/28/2014	MAR MILEAGE	1 01-6500-0-5210-102-5750-1130-003-000	NY P	56.95	56.95	
TOTAL PAYMENT AMOUNT			56.95 *			56.95	
015662/00	BEHAVIORAL EDUCATION FOR						
551 PO-140488	03/28/2014	3434	1 01-6500-0-5800-102-5750-1180-003-000	NN P	145.00	145.00	
551 PO-140488	03/28/2014	3435	1 01-6500-0-5800-102-5750-1180-003-000	NN P	435.00	435.00	
TOTAL PAYMENT AMOUNT			580.00 *			580.00	
016149/00	BENNETT, JANET						
2228 PO-141914	03/28/2014	REIMB	1 01-7405-0-5200-103-0000-2130-003-000	NN F	32.48	32.48	
TOTAL PAYMENT AMOUNT			32.48 *			32.48	
016106/00	BERGER, CHRISTINE						
2309 PO-141984	03/28/2014	REIMB	1 01-6500-0-4300-102-5750-1110-003-000	NN F	57.45	57.45	
TOTAL PAYMENT AMOUNT			57.45 *			57.45	
014789/00	BISHO, VERNON						
2189 PO-141880	03/28/2014	REIMB	1 01-7220-0-5800-472-1110-1000-014-000	NN F	120.81	120.81	
TOTAL PAYMENT AMOUNT			120.81 *			120.81	
020650/00	BLACKWELL, BARBARA						
2239 PO-141924	03/28/2014	REIMB	1 01-0000-0-4300-371-0000-2700-012-000	NN F	22.60	22.60	
TOTAL PAYMENT AMOUNT			22.60 *			22.60	

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
-----							
022210/00	CAHSEE SPECIAL PROCESSING						
1754 PO-141502	03/28/2014	SP0038437	1	01-0000-0-5800-103-0000-3160-003-911	NN F	750.00	750.00
TOTAL PAYMENT AMOUNT				750.00 *			750.00
020540/00	CALIFORNIA AMERICAN WATER CO						
96 PO-140082	03/28/2014	1015210020062960	1	01-0000-0-5540-106-0000-8110-007-000	NN P	606.98	606.98
96 PO-140082	03/28/2014	1015210021268389	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	03/28/2014	1015210020037810	1	01-0000-0-5540-106-0000-8110-007-000	NN P	689.05	689.05
96 PO-140082	03/28/2014	101521002095327	1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,317.27	1,317.27
96 PO-140082	03/28/2014	1015210021268822	1	01-0000-0-5540-106-0000-8110-007-000	NN P	301.36	301.36
96 PO-140082	03/28/2014	1015210019694008	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	03/28/2014	1015210019695353	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	03/28/2014	1015210020445299	1	01-0000-0-5540-106-0000-8110-007-000	NN P	417.40	417.40
96 PO-140082	03/28/2014	1015210021268303	1	01-0000-0-5540-106-0000-8110-007-000	NN P	187.33	187.33
96 PO-140082	03/28/2014	1015210019904460	1	01-0000-0-5540-106-0000-8110-007-000	NN P	564.53	564.53
96 PO-140082	03/28/2014	1015210019904293	1	01-0000-0-5540-106-0000-8110-007-000	NN P	612.65	612.65
96 PO-140082	03/28/2014	1015210019694541	1	01-0000-0-5540-106-0000-8110-007-000	NN P	180.61	180.61
96 PO-140082	03/28/2014	1015210019695896	1	01-0000-0-5540-106-0000-8110-007-000	NN P	76.59	76.59
96 PO-140082	03/28/2014	1015210018891530	1	01-0000-0-5540-106-0000-8110-007-000	NN P	223.14	223.14
TOTAL PAYMENT AMOUNT				5,718.74 *			5,718.74
022566/00	CALIFORNIA FBLA						
2222 PO-141908	03/28/2014	CHS M.MENDOZA	1	01-3550-0-5200-472-1110-1000-014-000	NN F	408.00	408.00
TOTAL PAYMENT AMOUNT				408.00 *			408.00
010409/00	CAROLINA BIOLOGICAL SUPPLY CO						
2109 PO-141811	03/28/2014	48692909	1	01-0029-0-4300-472-1110-1000-014-000	NN F	94.40	96.17
TOTAL PAYMENT AMOUNT				96.17 *			96.17
015768/00	CHAMBERLAIN, JOE MATTHEW						
2191 PO-141882	03/28/2014	REIMB	1	01-7220-0-5800-472-1110-1000-014-000	NN F	178.87	178.87
TOTAL PAYMENT AMOUNT				178.87 *			178.87

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
019910/00	CHANEY, AMY						
2190 PO-141881	03/28/2014	REIMB	1	01-7220-0-5800-472-1110-1000-014-000	NN F	254.62	254.62
TOTAL PAYMENT AMOUNT						254.62 *	254.62
021051/00	CHILD ABUSE PREVENTION COUNCIL						
2255 PO-141946	03/28/2014	7427	1	01-0000-0-5800-601-1110-1000-017-093	NN F	6,130.00	6,130.00
TOTAL PAYMENT AMOUNT						6,130.00 *	6,130.00
016248/00	CID, VIVIAN						
2181 PO-141874	03/28/2014	REIMB	2	01-0000-0-4300-105-0000-7200-005-000	NN F	151.05	151.05
2181 PO-141874	03/28/2014	REIMB	1	01-5630-0-4300-601-1220-1000-017-000	NN F	1,359.41	1,359.41
TOTAL PAYMENT AMOUNT						1,510.46 *	1,510.46
021573/00	CLEMENTS, KRISTEN						
2194 PO-141885	03/28/2014	REIMB	1	01-7220-0-5800-472-1110-1000-014-000	NN F	184.27	184.27
TOTAL PAYMENT AMOUNT						184.27 *	184.27
016320/00	COLLIER, ALYSON						
2282 PO-141966	03/28/2014	REIMB	1	01-5630-0-4300-601-1220-1000-017-000	NN F	443.58	443.58
2290 PO-141970	03/28/2014	REIMB	1	01-5630-0-4300-601-1220-1000-017-000	NN F	179.73	179.73
TOTAL PAYMENT AMOUNT						623.31 *	623.31
016813/00	CORTELCO INC						
1762 PO-141515	03/28/2014	115017-00	1	01-8150-0-4300-106-0000-8110-007-000	NN P	552.78	552.78
TOTAL PAYMENT AMOUNT						552.78 *	552.78
021979/00	COUNTY OF SACRAMENTO						
762 PO-140669	03/28/2014	13/14 2ND QTR	1	01-0000-0-5800-100-0000-7200-005-000	NN P	2,478.35	2,478.35
TOTAL PAYMENT AMOUNT						2,478.35 *	2,478.35

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
020318/00	CROLEY, WAYNE						
2302 PO-141933	03/28/2014	MILEAGE REIMB	1 01-0000-0-5210-105-0000-7200-005-000	NN F		52.54	52.54
TOTAL PAYMENT AMOUNT						52.54 *	52.54
011613/00	DITTO PRINT & COPY						
2017 PO-141725	03/28/2014	4974	1 01-0000-0-5800-105-0000-7200-005-000	NN F		1,188.65	1,242.10
TOTAL PAYMENT AMOUNT						1,242.10 *	1,242.10
016767/00	DV WAREHOUSE INC						
2066 PO-141773	03/28/2014	100494	1 01-7220-0-4300-472-1110-1000-014-000	NN F		520.76	520.76
TOTAL PAYMENT AMOUNT						520.76 *	520.76
016002/00	EDGAR, SHERRY						
2202 PO-141891	03/28/2014	REIMB	1 01-7405-0-5200-472-0000-2130-014-000	NN F		122.23	122.23
TOTAL PAYMENT AMOUNT						122.23 *	122.23
020587/00	ELECTRIC GOLF CAR COMPANY INC						
1726 PO-141481	03/28/2014	5026	1 01-7230-0-4300-112-0000-3600-007-000	NN P		15.61	15.61
TOTAL PAYMENT AMOUNT						15.61 *	15.61
021939/00	ENTEK CONSULTING GROUP INC						
1826 PO-141574	03/28/2014	14/0088	1 01-8150-0-4300-106-0000-8110-007-000	NN F		185.00	185.00
TOTAL PAYMENT AMOUNT						185.00 *	185.00
019262/00	ENTERPRISE RENT A CAR						
2219 PO-141905	03/28/2014	6261QF	1 01-0000-0-5600-472-1110-4000-014-915	NN F		244.38	244.38
2220 PO-141906	03/28/2014	70T1YP/1408134	1 01-0000-0-5600-472-1110-4000-014-915	NN F		313.17	313.17
TOTAL PAYMENT AMOUNT						557.55 *	557.55



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reaso p obje	sit goal func	rep dep T9MP		
011132/00	FEDEX						
1326 PO-141144	03/28/2014	2-596-64833	1 01-0000-0-5901-105-0000-7200-005-000	NN	P	26.95	26.95
TOTAL PAYMENT AMOUNT						26.95 *	26.95
011008/00	FLAGHOUSE INC.						
2101 PO-141806	03/28/2014	P05942120101	1 01-6300-0-4300-371-1110-1000-012-000	NN	F	223.07	222.17
TOTAL PAYMENT AMOUNT						222.17 *	222.17
010186/00	FOLLETT SOFTWARE COMPANY						
1897 PO-141640	03/28/2014	1117266	1 01-0000-0-4300-234-1110-1000-008-000	NN	F	484.92	494.75
TOTAL PAYMENT AMOUNT						494.75 *	494.75
011772/00	FOLLETT SOFTWARE COMPANY						
2086 PO-141795	03/28/2014	1119373	1 01-0000-0-4400-238-1110-1000-010-000	NN	F	538.92	494.75
TOTAL PAYMENT AMOUNT						494.75 *	494.75
019704/00	FRISCH, JOYCE						
2197 PO-141888	03/28/2014	REIMB	1 01-0000-0-4300-371-0000-2700-012-000	NN	F	23.95	23.95
2301 PO-141979	03/28/2014	REIMB	1 01-0000-0-5210-371-1110-1000-012-916	NN	F	19.14	19.14
TOTAL PAYMENT AMOUNT						43.09 *	43.09
015635/00	GAGNON, RAYMOND						
2161 PO-141863	03/28/2014	REIMB	1 01-7405-0-5200-472-0000-2130-014-000	NN	F	95.94	95.94
TOTAL PAYMENT AMOUNT						95.94 *	95.94
022347/00	GIVE SOMETHING BACK						
1687 PO-141451	03/28/2014	IN-0201932	1 01-6512-0-4300-102-5001-2700-002-000	NN	F	79.08	79.07
2005 PO-141787	03/28/2014	IN-0217683	1 01-0000-0-4300-240-0000-2700-011-000	NN	F	1,283.07	1,283.06
2142 PO-141846	03/28/2014	IN-0219378	1 01-0000-0-4300-240-0000-2700-011-000	NN	F	378.09	378.07
TOTAL PAYMENT AMOUNT						1,740.20 *	1,740.20

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			fd reso p obje	sit goal func rep dep T9MP			
010725/00	GOODHEART WILLCOX							
2099 PO-141805	03/28/2014	01401410		1 01-6300-0-4100-371-1110-1000-012-000 NN F			2,907.93	2,786.67
TOTAL PAYMENT AMOUNT							2,786.67 *	2,786.67
010191/00	GRAINGER							
21 PO-140020	03/28/2014	9386843479		1 01-8150-0-4300-106-0000-8110-007-000 NN P			272.45	272.45
734 PO-140644	03/28/2014	9385464590		1 01-0000-0-4300-106-0000-8110-007-000 NN F			50.58	65.16
TOTAL PAYMENT AMOUNT							337.61 *	337.61
017609/00	GUERGUY, CARLA							
2253 PO-141944	03/28/2014	DANCE REIMB		1 01-5640-0-4300-601-9728-1000-017-475 NN F			237.97	237.97
TOTAL PAYMENT AMOUNT							237.97 *	237.97
022345/00	HAGMAN, AARON							
2174 PO-141868	03/28/2014	REIMB PE EQUIP		1 01-6300-0-4300-475-3200-1000-015-000 NN F			891.96	891.96
TOTAL PAYMENT AMOUNT							891.96 *	891.96
010992/00	HARBOR FREIGHT TOOLS USA INC							
2218 PO-141904	03/28/2014	TICKET#0160517/639584		1 01-0000-0-9320-000-0000-0000-000-000 NN P			565.64	565.64
TOTAL PAYMENT AMOUNT							565.64 *	565.64
015636/00	HASTIE'S SAND AND GRAVEL							
2221 PO-141907	03/28/2014	121979		1 01-0000-0-4300-472-1110-4200-014-000 NN F			707.95	707.95
TOTAL PAYMENT AMOUNT							707.95 *	707.95
017002/00	HOME DEPOT CREDIT SERVICES							
1575 PO-141349	03/28/2014	6016675		1 01-8150-0-4300-106-0000-8110-007-000 NN P			47.26	47.26
1575 PO-141349	03/28/2014	3026403		1 01-8150-0-4300-106-0000-8110-007-000 NN P			58.67	58.67
1575 PO-141349	03/28/2014	5022217		1 01-8150-0-4300-106-0000-8110-007-000 NN P			29.52	29.52
2083 PO-141793	03/28/2014	8173905		1 01-0000-0-4300-238-0000-2700-010-000 NN F			607.09	607.09
TOTAL PAYMENT AMOUNT							742.54 *	742.54

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP			
022208/00	JONES, LINDA						
2254 PO-141945	03/28/2014	MHS DANCE REIMB	1 01-5640-0-4300-601-9728-1000-017-475	NN F	111.06	111.06	
TOTAL PAYMENT AMOUNT			111.06 *			111.06	
020090/00	JORDAN, MICHAEL						
2195 PO-141886	03/28/2014	REIMB	1 01-0000-0-4300-472-0000-2700-014-000	NN F	59.41	59.41	
TOTAL PAYMENT AMOUNT			59.41 *			59.41	
021874/00	KIDWELL, TAMBRA						
2007 PO-141716	03/28/2014	TRIP 227 REMIB	1 01-7230-0-5800-112-0000-3600-007-000	NN P	7.32	7.32	
TOTAL PAYMENT AMOUNT			7.32 *			7.32	
021914/00	LOY MATTISON ENTERPRISES						
976 PO-140854	03/28/2014	020114022814	1 01-0000-0-5902-106-0000-8110-007-000	NY F	1,027.50	820.00	
TOTAL PAYMENT AMOUNT			820.00 *			820.00	
022230/00	MANAGED HEALTH NETWORK						
49 PO-140044	03/28/2014	3200056162	1 01-0000-0-3401-100-1110-1000-000-000	NN P	1,197.90	1,197.90	
TOTAL PAYMENT AMOUNT			1,197.90 *			1,197.90	
022406/00	MAXIM HEALTHCARE SERVICES INC						
1733 PO-141490	03/28/2014	2282880262	1 01-0000-0-5800-102-0000-3140-003-000	NN P	3,210.00	3,210.00	
1733 PO-141490	03/28/2014	2269310262	1 01-0000-0-5800-102-0000-3140-003-000	NN P	3,127.00	3,127.00	
TOTAL PAYMENT AMOUNT			6,337.00 *			6,337.00	
018496/00	MCCLELLAN HIGH SCHOOL						
2176 PO-141869	03/28/2014	CAP/GOWN R BARNES	1 01-5630-0-4300-601-1220-1000-017-000	NN F	35.00	35.00	
TOTAL PAYMENT AMOUNT			35.00 *			35.00	

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount	
-----								
021692/00	MONOPRICE INC							
2137 PO-141834	03/28/2014	10063597	1 01-0000-0-4300-371-1110-1000-012-000	NN F		272.83	263.59	
TOTAL PAYMENT AMOUNT						263.59 *	263.59	
016527/00	NATIONAL ASSOCIATION OF							
2204 PO-141893	03/28/2014	CHS M JORDAN	1 01-0000-0-5300-472-0000-2700-014-000	NN F		250.00	250.00	
TOTAL PAYMENT AMOUNT						250.00 *	250.00	
017748/00	NEXT WAVE AUTOMATION							
2120 PO-141820	03/28/2014	A14031403	1 01-0000-0-4400-472-1203-1000-014-000	NN F		317.00	317.53	
TOTAL PAYMENT AMOUNT						317.53 *	317.53	
010317/00	NORMAN S. WRIGHT MECHANICAL							
2098 PO-141804	03/28/2014	588832	1 01-8150-0-4300-106-0000-8110-007-000	NN P		227.89	227.89	
TOTAL PAYMENT AMOUNT						227.89 *	227.89	
015787/00	O'REILLY AUTO PARTS							
1827 PO-141575	03/28/2014	269999	1 01-7230-0-4300-112-0000-3600-007-000	NN P		68.64	68.64	
1827 PO-141575	03/28/2014	270800	1 01-7230-0-4300-112-0000-3600-007-000	NN P		85.67	85.67	
1827 PO-141575	03/28/2014	270907	1 01-7230-0-4300-112-0000-3600-007-000	NN P		42.11	42.11	
1827 PO-141575	03/28/2014	271775	1 01-7230-0-4300-112-0000-3600-007-000	NN P		37.77	37.77	
1827 PO-141575	03/28/2014	272004	1 01-7230-0-4300-112-0000-3600-007-000	NN P		105.75	105.75	
1827 PO-141575	03/28/2014	272822	1 01-7230-0-4300-112-0000-3600-007-000	NN P		8.04	8.04	
1827 PO-141575	03/28/2014	272833	1 01-7230-0-4300-112-0000-3600-007-000	NN P		80.99	80.99	
1827 PO-141575	03/28/2014	272971	1 01-7230-0-4300-112-0000-3600-007-000	NN P		28.47	28.47	
1827 PO-141575	03/28/2014	272989	1 01-7230-0-4300-112-0000-3600-007-000	NN P		15.11	15.11	
1827 PO-141575	03/28/2014	273100	1 01-7230-0-4300-112-0000-3600-007-000	NN P		55.43	55.43	
1827 PO-141575	03/28/2014	273116	1 01-7230-0-4300-112-0000-3600-007-000	NN P		280.79	280.79	
1827 PO-141575	03/28/2014	273135	1 01-7230-0-4300-112-0000-3600-007-000	NN P		87.92	87.92	
TOTAL PAYMENT AMOUNT						896.69 *	896.69	
017576/00	OFFICE DEPOT/BUS.SERVICES DIV							
2045 PO-141752	03/28/2014	695940106001	1 01-6500-0-4300-102-5001-2700-003-000	NN P		951.57	951.57	
2045 PO-141752	03/28/2014	695940107001	1 01-6500-0-4300-102-5001-2700-003-000	NN F		3.63	3.63	
2037 PO-141790	03/28/2014	696551079001	1 01-6300-0-4300-240-1110-1000-011-000	NN F		137.38	137.38	
2096 PO-141803	03/28/2014	696549206001	1 01-0000-0-4300-371-0000-2700-012-000	NN F		165.56	164.80	

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Req Reference	Date	Description	fd reso p obje	sit goal func rep dep T9MP			
017576 (CONTINUED)							
2126 PO-141829	03/28/2014	696788185001	1	01-0000-0-4300-472-0000-2700-014-000	NN F	62.21	56.91
2164 PO-141854	03/28/2014	69697058301	1	01-0000-0-4300-371-1110-1000-012-000	NN P	69.16	69.16
2164 PO-141854	03/28/2014	696970584001	1	01-0000-0-4300-371-1110-1000-012-000	NN P	64.39	64.39
2164 PO-141854	03/28/2014	696970585001	1	01-0000-0-4300-371-1110-1000-012-000	NN F	17.84	15.05
2164 PO-141854	03/28/2014	696970583001	2	01-6300-0-4300-371-1110-1000-012-000	NN F	450.74	450.74
TOTAL PAYMENT AMOUNT			1,913.63 *				1,913.63
010426/00 PAULS SAFE & LOCK							
1116 PO-140961	03/28/2014	19322	1	01-8150-0-4300-106-0000-8110-007-000	NY P	13.17	13.17
TOTAL PAYMENT AMOUNT			13.17 *				13.17
018082/00 PCM-G INC							
1844 PO-141584	03/28/2014	S85074980101	1	01-9115-0-4400-115-0000-7700-007-000	NN F	51,265.28	51,265.28
1976 PO-141690	03/28/2014	S85341650101	1	01-7405-0-4400-236-0000-2420-009-000	NN P	10,004.64	10,004.64
1976 PO-141690	03/28/2014	S85342130101	1	01-7405-0-4400-236-0000-2420-009-000	NN F	1,064.00	1,064.00
TOTAL PAYMENT AMOUNT			62,333.92 *				62,333.92
020169/00 FITZNER, JOSEPH							
550 PO-140487	03/28/2014	MARCH SEC MILEAGE	1	01-0000-0-5210-106-0000-8300-007-000	NN P	8.40	8.40
TOTAL PAYMENT AMOUNT			8.40 *				8.40
010251/00 PLACER CO OFFICE OF EDUCATION							
1112 PO-140979	03/28/2014	AR14-00752	1	01-5630-0-5200-601-1220-1000-017-000	NN F	25.00	25.00
TOTAL PAYMENT AMOUNT			25.00 *				25.00
014069/00 PLATT ELECTRIC SUPPLY							
32 PO-140029	03/28/2014	B908545	1	01-8150-0-4300-106-0000-8110-007-000	NN P	798.07	798.07
TOTAL PAYMENT AMOUNT			798.07 *				798.07
021401/00 PRACTI-CAL INC							
2223 PO-141909	03/28/2014	27893	1	01-5640-0-5800-103-0000-3140-003-000	NN P	1,311.48	1,311.48
2223 PO-141909	03/28/2014	27822	1	01-5640-0-5800-103-0000-3140-003-000	NN F	162.31	162.31
2312 PO-141986	03/28/2014	26179	1	01-5640-0-5800-103-0000-3140-003-000	NN P	230.74	230.74

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Req Reference	Date			fd reso p obje	sit goal func rep dep T9MP			
021401 (CONTINUED)								
2312 PO-141986	03/28/2014	26304		1	01-5640-0-5800-103-0000-3140-003-000	NN P	92.75	92.75
2312 PO-141986	03/28/2014	26368		1	01-5640-0-5800-103-0000-3140-003-000	NN P	169.41	169.41
2312 PO-141986	03/28/2014	26428		1	01-5640-0-5800-103-0000-3140-003-000	NN P	3.54	3.54
2312 PO-141986	03/28/2014	26495		1	01-5640-0-5800-103-0000-3140-003-000	NN P	3.74	3.74
2312 PO-141986	03/28/2014	CR22282/27188		1	01-5640-0-5800-103-0000-3140-003-000	NN P	10.88	10.88
2312 PO-141986	03/28/2014	27259		1	01-5640-0-5800-103-0000-3140-003-000	NN P	46.38	46.38
2312 PO-141986	03/28/2014	27331		1	01-5640-0-5800-103-0000-3140-003-000	NN P	169.04	169.04
2312 PO-141986	03/28/2014	27077		1	01-5640-0-5800-103-0000-3140-003-000	NN P	319.44	319.44
2312 PO-141986	03/28/2014	26655		1	01-5640-0-5800-103-0000-3140-003-000	NN F	66.42	66.42
TOTAL PAYMENT AMOUNT							2,586.13	2,586.13
021194/00 PRUDENTIAL OVERALL SUPPLY INC								
80 PO-140069	03/28/2014	180180176		1	01-7230-0-5600-112-0000-3600-007-000	NN P	58.16	58.16
80 PO-140069	03/28/2014	180179631		1	01-7230-0-5600-112-0000-3600-007-000	NN P	58.16	58.16
TOTAL PAYMENT AMOUNT							116.32	116.32
011238/00 RELIABLE TIRE								
1899 PO-141626	03/28/2014	112697		1	01-7230-0-4300-112-0000-3600-007-000	NN P	341.28	341.28
TOTAL PAYMENT AMOUNT							341.28	341.28
014024/00 REMEDIA PUBLICATIONS								
1986 PO-141700	03/28/2014	442874		1	01-6500-0-4300-102-5750-1110-003-000	YN F	99.23	91.88
TOTAL PAYMENT AMOUNT							91.88	91.88
TOTAL USE TAX AMOUNT							7.35	
010552/00 SAC VAL JANITORIAL								
354 PO-140320	03/28/2014	10076833		1	01-0000-0-4300-111-0000-8200-007-000	NN P	157.34	157.34
1453 PO-141240	03/28/2014	10077092		1	01-0000-0-9320-000-0000-0000-000-000	NN P	191.56	191.56
TOTAL PAYMENT AMOUNT							348.90	348.90
018912/00 SAFETY-KLEEN CORPORATION								
84 PO-140073	03/28/2014	62982135		1	01-7230-0-5800-112-0000-3600-007-000	NN P	789.79	789.79
TOTAL PAYMENT AMOUNT							789.79	789.79

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			fd reso p obje	sit goal func	rep dep T9MP		
018260/00	SAWSTOP LLC							
2060 PO-141757	03/28/2014	0101327-IN		1 01-0000-0-4300-472-1203-1000-014-000	NN F		199.28	193.45
TOTAL PAYMENT AMOUNT							193.45 *	193.45
017234/00	SCHIRO, BONNIE							
2183 PO-141876	03/28/2014	REIMB		1 01-0000-0-4300-472-0000-2700-014-000	NN F		23.10	23.10
2187 PO-141935	03/28/2014	REIMB		2 01-0000-0-4300-472-1110-1000-014-604	NN F		43.71	43.71
2187 PO-141935	03/28/2014	REIMB E15M		1 01-0000-0-5901-472-1110-1000-014-602	NN F		22.05	22.05
TOTAL PAYMENT AMOUNT							88.86 *	88.86
010373/00	SCHOOLS INSURANCE AUTHORITY							
638 PO-140569	03/28/2014	2014UST-KAM.17 JAN FEB		1 01-7230-0-5800-112-0000-3600-007-000	NN P		300.00	300.00
TOTAL PAYMENT AMOUNT							300.00 *	300.00
015240/00	SF CABLE INC							
2146 PO-141841	03/28/2014	229681		1 01-7405-0-4300-115-0000-7700-007-000	NN F		276.33	275.11
TOTAL PAYMENT AMOUNT							275.11 *	275.11
021060/00	SHURTLEFF, DIANA							
2185 PO-141878	03/28/2014	REIMB		2 01-0000-0-4300-105-0000-7200-005-000	NN F		47.57	47.57
2185 PO-141878	03/28/2014	REIMB		1 01-5630-0-4300-601-1220-1000-017-000	NN F		1,141.64	1,141.64
TOTAL PAYMENT AMOUNT							1,189.21 *	1,189.21
019979/00	STL GRANDSTANDS							
1757 PO-141510	03/28/2014	577		1 01-0000-0-5600-472-1110-1000-014-602	NN F		4,800.00	4,800.00
TOTAL PAYMENT AMOUNT							4,800.00 *	4,800.00
021813/00	SUREWEST							
110 PO-140095	03/28/2014	604800-0001		1 01-0000-0-5902-106-0000-8110-007-000	NN P		933.47	933.47
TOTAL PAYMENT AMOUNT							933.47 *	933.47

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Req Reference	Date			fd reso p obje	sit goal func	rep dep T9MP		
011357/00	TAP PLASTICS INC							
1565 PO-141338	03/28/2014	379359		1 01-8150-0-4300-106-0000-8110-007-000	NN P		875.05	875.05
TOTAL PAYMENT AMOUNT							875.05 *	875.05
022567/00	TARGET EXCELLENCE							
2227 PO-141913	03/28/2014	10492		1 01-3010-0-5800-103-1110-1000-003-822	NN P		1,435.00	1,435.00
TOTAL PAYMENT AMOUNT							1,435.00 *	1,435.00
010139/00	TROXELL COMMUNICATIONS INC							
2000 PO-141710	03/28/2014	769382		1 01-9115-0-4400-115-0000-7700-007-000	NN P		30,277.21	30,277.21
2000 PO-141710	03/28/2014	769305		1 01-9115-0-4400-115-0000-7700-007-000	NN P		81.92	81.92
2000 PO-141710	03/28/2014	769190		1 01-9115-0-4400-115-0000-7700-007-000	NN P		2,505.60	2,505.60
2022 PO-141728	03/28/2014	768605		1 01-5630-0-4400-601-1220-1000-017-000	NN P		487.08	487.08
2022 PO-141728	03/28/2014	769384		1 01-5630-0-4400-601-1220-1000-017-000	NN F		2,116.80	2,116.80
TOTAL PAYMENT AMOUNT							35,458.05 *	35,458.05
015190/00	TROXELL COMMUNICATIONS, INC.							
2034 PO-141760	03/28/2014	769577		1 01-7405-0-4400-472-0000-2420-014-000	NN F		1,404.00	1,404.00
TOTAL PAYMENT AMOUNT							1,404.00 *	1,404.00
014223/00	UC DAVIS SCHOOL OF EDUCATION							
1375 PO-141193	03/28/2014	01-017639170		1 01-7405-0-5200-234-0000-2140-008-000	NN F		175.00	175.00
TOTAL PAYMENT AMOUNT							175.00 *	175.00
010127/00	UNITED PARCEL SERVICE							
2201 PO-141937	03/28/2014	00000YW013104		1 01-0000-0-5901-236-1110-1000-009-000	NN F		31.14	34.14
TOTAL PAYMENT AMOUNT							34.14 *	34.14
020091/00	VAN NESS-CORONADO, LISA							
2165 PO-141864	03/28/2014	REIMB		1 01-5640-0-4200-601-9728-1000-017-234	NN F		323.67	323.67
TOTAL PAYMENT AMOUNT							323.67 *	323.67



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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
-----							
016423/00	WALKER, JULIE						
2310 PO-141985	03/28/2014	MILEAGE MARCH	1 01-6500-0-5210-102-5750-2110-003-000	NN F		33.60	33.60
			TOTAL PAYMENT AMOUNT	33.60 *			33.60
016889/00	WATER RITE PRODUCTS INC.						
41 PO-140037	03/28/2014	551396	1 01-8150-0-4300-106-0000-8110-007-000	NN P		14.44	14.44
41 PO-140037	03/28/2014	551146	1 01-8150-0-4300-106-0000-8110-007-000	NN P		22.24	22.24
			TOTAL PAYMENT AMOUNT	36.68 *			36.68
022348/00	WILSON, SHERRY						
1720 PO-141479	03/28/2014	TRIP 242 REIMB	1 01-7230-0-5800-112-0000-3600-007-000	NN P		5.07	5.07
			TOTAL PAYMENT AMOUNT	5.07 *			5.07
019497/00	WOODS, HEATHER						
2188 PO-141936	03/28/2014	REIMB	1 01-7220-0-5800-472-1110-1000-014-000	NN F		113.29	113.29
			TOTAL PAYMENT AMOUNT	113.29 *			113.29
TOTAL FUND PAYMENT							163,656.25 **
TOTAL USE TAX AMOUNT							7.35
							163,656.25

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021794/00	EAGLE SOFTWARE INC											
2295	PO-141974	03/28/2014	M&S-3605									
TOTAL PAYMENT AMOUNT											1,200.00	1,200.00
TOTAL FUND											1,200.00	1,200.00

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Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP		
016320/00	COLLIER, ALYSON						
2245 PO-141938	03/28/2014	11/7/13 REIMB	1	11-0030-0-5200-601-4130-1000-017-000	NN F	454.00	454.00
2246 PO-141939	03/28/2014	TRAVEL REIMB	1	11-0030-0-5200-601-4130-1000-017-000	NN F	340.71	340.71
2252 PO-141943	03/28/2014	REIMB	1	11-0030-0-4300-601-4130-1000-017-000	NN F	19.50	19.50
TOTAL PAYMENT AMOUNT				814.21 *			814.21
020981/00	SAVE MART SUPERMARKETS						
543 PO-140480	03/28/2014	2296101	1	11-0028-0-4300-601-4130-1000-017-000	NN P	73.64	73.64
TOTAL PAYMENT AMOUNT				73.64 *			73.64
014786/00	SCHOOL SPECIALTY						
2088 PO-141797	03/28/2014	208112136675	1	11-0028-0-4300-601-4130-1000-017-000	NN F	84.19	67.35
TOTAL PAYMENT AMOUNT				67.35 *			67.35
021060/00	SHURTLEFF, DIANA						
2184 PO-141877	03/28/2014	REIMB	1	11-0030-0-4300-601-4130-1000-017-000	NN F	180.00	180.00
TOTAL PAYMENT AMOUNT				180.00 *			180.00
010139/00	TROXELL COMMUNICATIONS INC						
2022 PO-141728	03/28/2014	768605	2	11-0028-0-4400-601-4130-1000-017-000	NN P	487.08	487.08
2022 PO-141728	03/28/2014	769384	2	11-0028-0-4400-601-4130-1000-017-000	NN F	6,350.40	6,318.72
TOTAL PAYMENT AMOUNT				6,805.80 *			6,805.80
TOTAL FUND			PAYMENT	7,941.00 **			7,941.00

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
FUND : 13 CAFETERIA FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	fd reso p obje	sit goal	func rep dep T9MP		
-----							
017051/00	DAVIS, LAURA						
399 PO-140361	03/28/2014	DEC MILEAGE	1	13-5310-0-5210-108-0000-3700-007-000	NN P	6.22	6.22
399 PO-140361	03/28/2014	JAN-FEB MILEAGE	1	13-5310-0-5210-108-0000-3700-007-000	NN P	40.88	40.88
TOTAL PAYMENT AMOUNT						47.10 *	47.10
021080/00	ED JONES FOOD SERVICE INC						
1821 PO-141567	03/28/2014	167294	1	13-5310-0-4700-108-0000-3700-007-000	NN P	7,656.50	7,656.50
1821 PO-141567	03/28/2014	SHORTPAY/BALDUE	1	13-5310-0-4700-108-0000-3700-007-000	NN P	30.00	30.00
TOTAL PAYMENT AMOUNT						7,686.50 *	7,686.50
011462/00	HOBART SERVICE						
2212 PO-141900	03/28/2014	31429710	1	13-5310-0-5600-108-0000-3700-007-000	NN F	448.60	448.60
TOTAL PAYMENT AMOUNT						448.60 *	448.60
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
387 PO-140349	03/28/2014	180179630	1	13-5310-0-5800-108-0000-3700-007-000	NN P	71.60	71.60
TOTAL PAYMENT AMOUNT						71.60 *	71.60
TOTAL FUND PAYMENT						8,253.80 **	8,253.80

81 CENTER UNIFIED SCHOOL DIST.  
03282014

ACCOUNTS PAYABLE PRELIST  
BATCH: 0065 03/28/2014  
FUND : 21 BUILDING FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	fd reso p obje	sit goal func	rep dep T9MP	Liq Amt	Net Amount
-----							
017002/00	HOME DEPOT CREDIT SERVICES						
1916 PO-141644	03/28/2014	8018613	1	21-0000-0-4300-115-0000-8500-007-000	NN P	116.18	116.18
1916 PO-141644	03/28/2014	8025514	1	21-0000-0-4300-115-0000-8500-007-000	NN P	22.29	22.29
TOTAL PAYMENT AMOUNT						138.47 *	138.47
014069/00	PLATT ELECTRIC SUPPLY						
1906 PO-141631	03/28/2014	B870369	1	21-0000-0-4300-115-0000-8500-007-000	NN P	160.63	160.63
1906 PO-141631	03/28/2014	B863369	1	21-0000-0-4300-115-0000-8500-007-000	NN P	336.86	336.86
TOTAL PAYMENT AMOUNT						497.49 *	497.49
010139/00	TROXELL COMMUNICATIONS INC						
2022 PO-141728	03/28/2014	768605	3	21-0000-0-4400-115-0000-8500-007-000	NN P	974.16	974.16
2022 PO-141728	03/28/2014	769286	3	21-0000-0-4400-115-0000-8500-007-000	NN F	45.90	45.90
TOTAL PAYMENT AMOUNT						1,020.06 *	1,020.06
TOTAL FUND PAYMENT						1,656.02 **	1,656.02
TOTAL BATCH PAYMENT						182,707.07 ***	182,707.07
TOTAL USE TAX AMOUNT						7.35	
TOTAL DISTRICT PAYMENT						182,707.07 ****	182,707.07
TOTAL USE TAX AMOUNT						7.35	
TOTAL FOR ALL DISTRICTS:						182,707.07 ****	182,707.07
TOTAL USE TAX AMOUNT						7.35	

Number of warrants to be printed: 102, not counting voids due to stub overflows.



**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION # 12/2013-14**

**RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS**

WHEREAS, the Governing Board of the Center Joint Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Trustee Nancy Anderson did not attend the Board meeting on Wednesday, April 2, 2014 for the following reason:

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☒ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of April 2014.

PASSED AND ADOPTED THIS 23rd day of April, 2014 at a regular meeting, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Attest:

---

Scott A. Loehr, Superintendent  
Center Joint Unified School District

---

Jeremy Hunt, President  
Board of Trustees

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>AVCS/Global</b>	<b>Action Item</b> _____ <b>X</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> _____
<b>Date:</b>	<b>April 23, 2014</b>	<b># Attached Pages</b> _____ <b>110</b>
<b>From:</b>	<b>Doug Hughey, Principal</b>	
<b>Principal/Administrator Initials:</b>		

**SUBJECT: 2013-2014 Safe School and Emergency Preparedness Plan - AVCS/Global**

**Antelope View Charter School and Global Youth Charter School would like Board approval for the attached 2013-2014 Safety Plan.**

**RECOMMENDATION: CUSD Board of Trustees approve the 2013-2014 Safe School and Emergency Preparedness Plan for AVCS/Global.**

# CONSENT AGENDA



**ANTELOPE VIEW CHARTER**

AND

**GLOBAL YOUTH CHARTER**

**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised March, 2014

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

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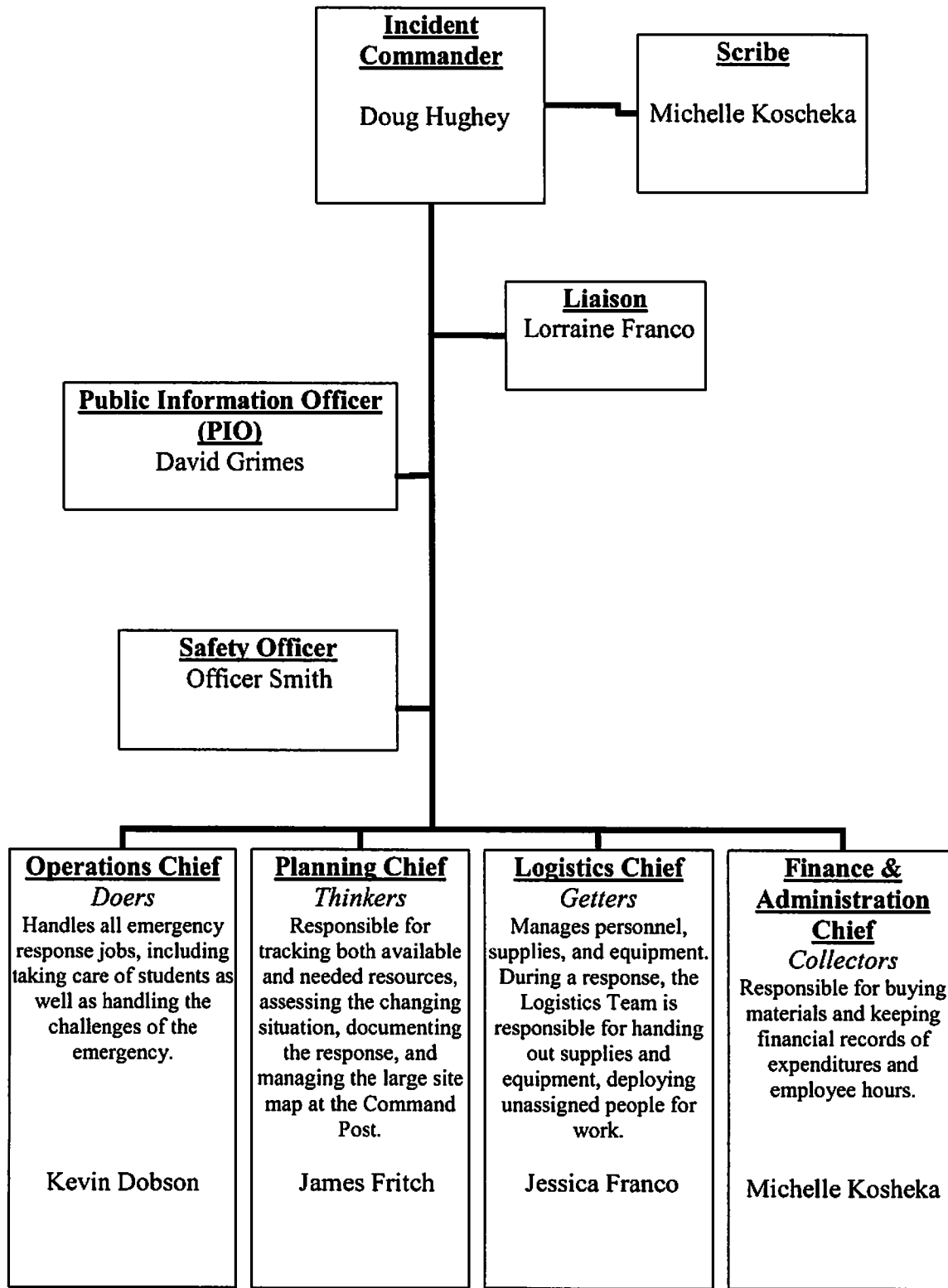
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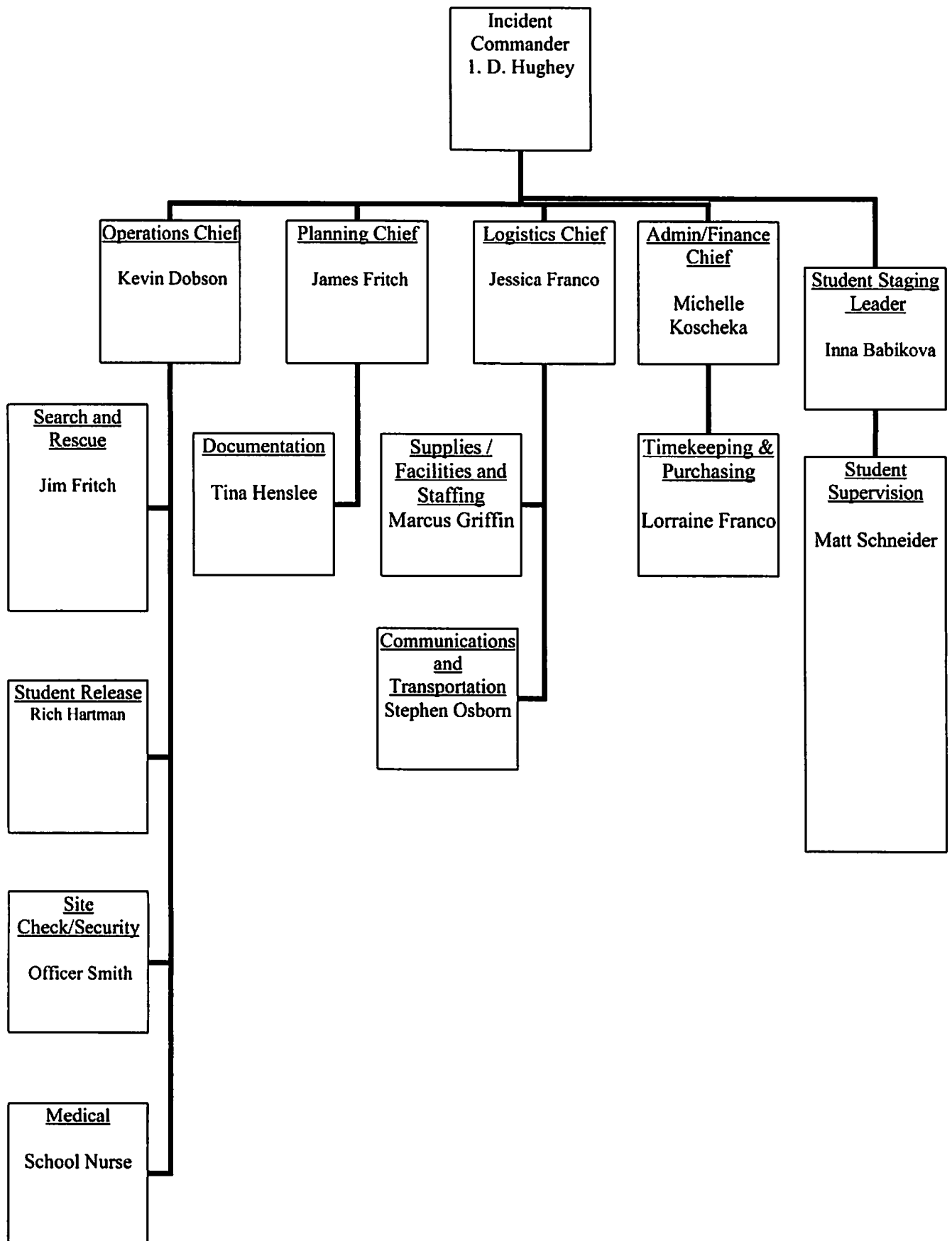
## **PART 1 CRISIS MANAGEMENT**

### **SECTION 1 INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

## AVCS and GYCS School Incident Command System





## Incident Command Descriptions

*Incident Commander:* The Incident Commander is the overall leader during an emergency incident. This person is normally the principal or assistant principal of the school. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

*Logistics Chief:* The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

**Operations Chief:** The Operations Chief manages the members of the Operations Team. The Chief reports directly to the Liaison. This group, referred to as the “Doers”, performs the “hands on” response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

**Planning Chief:** The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

**Communications:** This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office.

**Documentation:** This person will collect, evaluate and document information about the development of the incidents and the status of resources.

**Liaison:** The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies, such as local police and fire departments.

**Medical Team:** Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their



students. They will then report directly to the Team Leader in a pre-determined First Aid Staging Area and organize first aid supplies. The medical area should provide privacy for the injured and easy access for cars used to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The Medical Team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If a transported student's name is not known, use a cell phone to take a photo of that student and document where he/she was transported to. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

*Off-Site Evacuation Coordinator:* The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.

*Scribe:* The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

*Search and Locate:* This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a pre-determined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need

for additional help. The Team Leader reports progress/needs to the Operations Chief.

*Site Check/Security Team:* Members of this team will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. The Site Check/Security Team will notify the utility companies of a break or suspected break in utilities. The team will then proceed to the entrances where public safety and/or parents may arrive and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event.

*Situation Analysis:* The person in charge of situation analysis will provide ongoing analysis of situation and resources status - *What if...*

*Staffing Assignment Coordinator:* The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.

*Student Release a.k.a. Parent Reunion Coordinator:* This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents

where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

*Student Supervision Team:* This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

*Supplies/Facilities:* This person will locate and provide facilities, equipment, supplies and materials as needed.

*Timekeeping & Purchasing:* This person will maintain accurate records of staff hours and of purchases.

*Transportation:* The school staff member responsible for organizing this operation works with the district Transportation Department to coordinate the arrival of buses and the loading of students onto the proper bus. Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, and arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

## **SECTION 2 STAGING AREAS**

### Indoor Command Post:

1. Principal's Conference Room

### Outdoor Command Post:

1. Front of Ken Thomas Gym (lower gym)

### Triage Area:

1. Room #44

### Parent Reunification Area:

1. Front Parking Lot (see attached map)

### Bus Staging Area:

1. Park (see attached map)

### Media Staging Area:

1. Front Entrance (see attached map)

### Off-Site Evacuation Location:

1. [REDACTED]

## **SECTION 3      LOCKDOWN PROCEDURES**

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that requires limiting student movement in the area. When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the faculty in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment,

such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

1. Lock the classroom door immediately.
2. Keep all students sitting on the floor, away from the door and windows.
3. Use caution and discretion in allowing students entry into the classroom.
4. Advise the students that there is some type of emergency but you don't know what it is.
5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.
6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.
7. Ignore any fire alarm activation. The school will not be evacuated using this method.
8. Project a calm attitude to maintain student behavior.
9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could prepare for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the ICS will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the Incident Command Team should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the sheriff department if the sheriff has not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the sheriff.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or

scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known information and respond to the first arriving sheriff personnel and brief them on the situation.

Once a lockdown has been started, wait for the sheriff department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the sheriff if a tactical operation is necessary.

Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

## **SECTION 4 EVACUATION PROCEDURES**

### General Evacuation

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary. If a general evacuation is ordered, the school population will be sent home, to the off site evacuation location, or to another location. Students are evacuated by walking or on school busses. If the school has been evacuated, the response personnel will need to decide when it is safe to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

### Evacuation of School Grounds

In the event the school cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to the off site evacuation location.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available, students will board {insert location}. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

### School Evacuation Instructions

#### Exit the Building

- Go to the designated assembly area.
- Immediately upon hearing the fire alarm signal or instructions to "leave the building" over the intercom, students, faculty and others in the building shall evacuate the building via prearranged evacuation route quickly, quietly and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.

#### Teachers

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the Student Supervision Leader at pre-designated location away from building.



- Necessary first aid should be performed.

#### Students

##### In homeroom class

- Leave all personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

##### NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.
- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

##### At recess / break

- During recess, students should go to their assembly area.
- Students should go to the assembly area of the next class on their schedule.

#### Staff Not Assigned To Classrooms

- Will follow as directed in the Incident Command System.
- Assist as directed by principal or designee.

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine WHEN it is safe to re-enter
  - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.
  - Instruct teachers to:
    - Release students to responsible adults using predetermined procedure.
    - Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

#### Evacuation of Students with Disabilities

Students with sensory, developmental, cognitive and mobility disabilities will have evacuation protocol in place that meets the requirements of their Individualized Education Plan, their Health Plan and/or Americans with Disabilities Act requirements. During an evacuation:

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.
- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

### Exit Route

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

## **SECTION 5 STUDENT RELEASE PROCEDURES**

### Early Dismissal

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

### Release of Students to Parents

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the only adults the students will be released to. Any other adult showing up may stay with the student, but he/she will not be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Prior to the approved adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their students are picked up and/or the principal or his/her replacement approves of their leaving.

## STUDENT RELEASE FORM

Student's  
Name\_\_\_\_\_

Date\_\_\_\_\_Time\_\_\_\_\_

Teacher\_\_\_\_\_

Room  
#\_\_\_\_\_Grade\_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature\_\_\_\_\_

-----

### IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name\_\_\_\_\_

Address\_\_\_\_\_

Phone #\_\_\_\_\_

-----

### STUDENTS UNACCOUNTED FOR

Teacher's  
Name\_\_\_\_\_Grade\_\_\_\_\_Room\_\_\_\_\_

Students unaccounted for:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **SECTION 6 SCHOOL PARTNERSHIPS**

### Off Site Partnership

**Include location, contact information,  
and directions here.**

See Appendix K

## SECTION 7 RESOURCES

### Staff Special Skills

#### Staff Emergency Information

##### Staff Member

Doug Hughey			
[REDACTED]	Phone Number	Health Concerns	Special Skills
		[REDACTED]	
<b>JUNIOR HIGH</b>			
Tina Henslee	[REDACTED]		
Teresa Lunsford	[REDACTED]		
<b>ANTELOPE VIEW</b>			
Stephen Osborn	[REDACTED]		
Inna Babikova	[REDACTED]		
Michele Koscheka	[REDACTED]		
Marcus Griffin	[REDACTED]		
<b>GLOBAL YOUTH</b>			
James Fritch	[REDACTED]	[REDACTED]	
Rich Hartman	[REDACTED]		
Matt Schneider	[REDACTED]		
Kevin Dobson	[REDACTED]		
Jessica Franco	[REDACTED]		
Lorraine Franco	[REDACTED]		






## **SECTION 8 COMMUNICATIONS**

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by cell phone:

Principal  
Secretary  
Day Custodian  
Counselor  
Operations Chiefs  
Planning Chiefs  
Logistics Chiefs  
Incident Commanders

### **Telephone Communication**

1. The school telephones may NOT be used by ANY person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Twin Rivers Police Department, and the Superintendent.

## **SECTION 9      CRISIS PHONE DIRECTORY**

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
  - Craig Deason, Assistant Superintendent: (916) 338-7580
  - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6337
  - Kim Rogers, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

## SECTION 10 LETTERS HOME

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to {insert location}. If possible, notification will be sent to parents through the automatic dialing system; otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

## **SECTION 11 AFTERMATH**

### **Counseling**

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided with early intervention by trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

## **SECTION 12     TRAINING AND UPDATING**

### Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation.

Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

### Training

The staff has participated in the following trainings:

- SEMS video – {4/7/14}
- CPR Training – {Coaches/Pre-Season}
- Mandated Child Abuse Reporter Training – {4/7/14}
- Triage Training – {Insert date}

## **PART 2 CRISIS READINESS**

### **SECTION 1 ACTIVITY IN THE VICINITY**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **SECTION 2 AFTER-HOURS CRISIS PROCEDURES**

Store an emergency bag, with a copy of the Crisis Readiness portion of the safety plan, in a visible location in the school areas that are accessed by clubs and groups after regular school hours.

A one-page "After Hours Crisis Procedures" document has been provided with the "Facilities Use Agreement." This document refers the group leader to the Crisis Readiness portion of the safety plan for detailed crisis response procedures.

Train custodians on what role they should take during after-hours events. Ensure custodians have the Twin Rivers' Police Department phone number memorized. Also, ensure custodians carry a phone so they may be communicated with if a crisis occurs.

**\*\* CIF After Hours procedures are in Appendix M\*\***

## **SECTION 3 BOMB THREAT**

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### **Bomb Threat Procedures**

#### **I. Office Personnel**

- a. If the threat is made by any means other than telephone, immediately notify an administrator.
- b. If the threat is made by telephone, the person receiving the call is to do the following:
  - i. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so, who? As soon as possible, indicate your impressions on the Bomb Threat Form.
  - ii. Ask the caller three questions, in this order:
    1. When is the bomb going to explode? (The caller may or may not respond to this question. If the threat is real, chances are he/she will say something. If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.)
    2. Where is the bomb located? What kind of bomb is it? (If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.)
    3. Why are you doing this? Where are you now? (The caller's answer to these questions will give you a clue as to whether or not it is a real threat. If he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In no event suggest a reason to him by asking something like, "Do you want money?" Let the caller provide the reason.)
  - iii. Note the time the call was received and immediately notify the principal or designee.
- c. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

#### **II. Administration**

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.



- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."

### IV. Custodians, Cooks, and other Classified Employees

- a. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- b. Assist Administration as needed.

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: \_\_\_\_\_

Exact words of caller:

---

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#### Questions to Ask

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to detonate? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

#### Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases\_\_\_\_\_

Recognize Voice? If so, who do you think it was?\_\_\_\_\_

Background Noises (Circle):

Music            TV  
Traffic        Running Motor (type)\_\_\_\_\_  
Horns        Whistles       Bells  
Machinery   Aircraft    Tape Recorder    Other\_\_\_\_\_

Additional Information:

A. Did the caller indicate knowledge of the facility? If so, how? In what ways?\_\_\_\_\_

B. What line did the call come in on?\_\_\_\_\_

C. Is the number listed? Private number? Whose?

D. Person Receiving Call\_\_\_\_\_

E. Telephone number the call was received at\_\_\_\_\_

F. Date\_\_\_\_\_

G. Report call immediately to:\_\_\_\_\_  
(Refer to bomb incident plan)

Signature\_\_\_\_\_ Date\_\_\_\_\_

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person:\_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person receiving the call

Person monitoring the call

Department\_\_\_\_\_

Department\_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address\_\_\_\_\_

Home Address\_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 4      BUS ACCIDENT**

### Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency care cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts and work phone numbers for spouse.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.

## **SECTION 5      CHEMICALS/BIOHAZARD/GAS ODOR**

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety. A general evacuation requires a significant amount of lead-time, which may not be available.

In order for the "in-place-shelter procedure" to be effective, the effected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

## **SECTION 6 DEATH/SUICIDE**

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911.
2. Contact Superintendent.
3. Notify immediate family - parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
  - Confidentiality issues
  - Providing factual information
  - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

## **SECTION 7 EARTHQUAKE**

### During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

### After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
  - Open all windows and doors.
  - Turn off the main gas valve at the meter.
  - Leave the building immediately.
  - Notify the gas company, police, and fire departments.
  - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

### Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an



inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

## **SECTION 8 FIRE/EXPLOSION**

### Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

### Computer Labs

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes.

### Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
  - Have automatic extinguishers over deep fryers and grills.
  - Have fire extinguishers for all types of fires in proper location.
  - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
  - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

### Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.

3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

#### Silent Fire Drill / Neighborhood Disaster Plan

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating "silent fire drill." The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

#### Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

#### Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

## **SECTION 9 FLOOD**

### When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

### After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

### Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

## **SECTION 10      GAS ODOR**

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

## **SECTION 11      HOSTAGE SITUATION**

### Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

### Terrorist or Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

### Terrorist or Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. The school office personnel shall attempt to follow all commands of the terrorists.

### Terrorist or Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **SECTION 12 HOSTILE VISITOR**

### Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school can be achieved.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

### Procedure to Deal with Civil Disturbances

#### **Violent Person:**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "duck and cover" drill will be initiated. Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with



law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; contact the office immediately. The office will call 911. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license number, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information under the heading, "Kidnapping/Attempted Kidnapping."

#### **Mob:**

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

#### **Unidentified Person(s) Taking Control:**

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

## **SECTION 13 KIDNAPPING/ATTEMPTED KIDNAPPING**

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## **SECTION 14 MEDICAL EMERGENCY**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

### **First Aid Stations**

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### **Rescue**

With a non-critical or less serious injury, move the victim to the nurse's office.

With a serious or critical injury, do the following:

1. Evaluate the situation. Unless the victim is in further danger, do not move him/her.
2. Be sure the victim is breathing.
3. Control serious bleeding.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

With non-critical illness or injury, do the following:

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

#### Abdominal Pain

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

#### Artificial Respiration

1. Steps for mouth-to-mouth artificial respiration:

- Clear airway
  - Tilt head back (unless possible neck injury - use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.
2. If victim's tongue obstructs airway:
    - Tilt the head
    - Jut the jaw forward
  3. If facial injuries make it impossible to use mouth-to-mouth method then use the manual method.
    - Use mouth-to-nose if airtight seal is impossible over victim's mouth.
    - Small child - cover both mouth and nose.
  4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
  5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture - no bleeding or broken skin at wound)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving

3. Treat for shock
  - Treatment (open fracture - broken bone and broken skin)
    1. Do not move protruding bone end
    2. If bleeding, control bleeding by direct pressure on wound
    3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as closed fractures
  - X-ray may be necessary

### Breathing - Unconscious Person

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

### Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause

- between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
- d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
- a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.

## Burns

1. Degrees:
  - Skin red (1st degree)
  - Blisters develop (2nd degree). Never break open blisters.
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic. (Do not use plastic on face.)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
  - Apply a thick, dry sterile dressing and bandage to keep out air.

- If large area, wrap with a clean sheet or towel.
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
4. First Aid for chemical burns
- Wash chemical away with water.
5. Acid burn to the eye (also alkali burns)
- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

#### Choking (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak; immediately do the following:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

#### Convulsions or Seizures

##### 1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.



## 2. Causes

- Head injuries
- Severe infections
- Epilepsy

## 3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

### Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

### Electric Shock

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

### Eyes

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

### Fainting

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between his knees.

### Fracture

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back into place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back into place.
4. Do not permit the victim to walk about.
5. Notify parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.

2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

#### 1. Symptoms

- May or may not be unconscious
- Unconsciousness may be delayed one-half hour or more
- Bleeding from mouth, nose or ear
- Paralysis of one or more extremities
- Difference in size of pupils of the eyes

#### 2. First Aid for Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

### Nosebleeds

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled, medical help is needed. Maintain pressure on nose until a doctor is present.

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.

- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) for new and updated information.

#### Poisoning

1. In all oral poisoning, give liquids to dilute the poison.

2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

### Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, DO NOT REMOVE IT.

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

### Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.

- i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

### Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid breathing
  - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down.
  - Control any external bleeding.
  - Help the victim maintain body temperature, cover to avoid chilling.
  - Reassure the victim.
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911.
  - Call parents.

## Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

## Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

## **SECTION 15 MISSING STUDENT**

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

### Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

### Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

### Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

### Visitor Badges and Log

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call 911. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for the sheriff. Confirm child attended school that day. Assign staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
  - Description, including height, weight, skin color, eye color, clothing, backpack, etc.
  - Obtain photo, if available.
  - Home address, phone number, parents' contact numbers
  - Class schedule, special activities
  - Bus or walking route information
2. Contact custodial parents.
3. Convene crisis management team.



4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Unified District Office.
7. Obtain information on possible witnesses, friends, and last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist the sheriff's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

## **SECTION 16 PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17 SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **SECTION 18 SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

1. Use of Facility: Upon request and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJSUD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter: The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food\*Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

9. Reimbursement: The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*
5. *Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18 SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

#### School(s) Vision

Students will have the option for a personalized learning experience with Antelope View Charter School or experience a small school/traditional setting with Global Youth. Either choice, our students will have a safe learning environment that promotes community growth, parental involvement, high academic rigor, and a strong understanding of cultural awareness.

## **SECTION 2      DESCRIPTION OF PHYSICAL ENVIRONMENT**

Located at the old Center Junior High School, Antelope View and Global Youth share the facilities. The school is located down the street from Center High School at 3243 Center Court Lane.

The facilities include: main office, multiple classrooms (map provided), a gym, a multipurpose room, a computer lab, and a track. Both Global and Antelope View use all of the facilities on a daily basis.



## **SECTION 3      PHYSICAL ENVIRONMENT GOALS**

### The Physical Environment

An action plan for places reflecting the school's physical environment

including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

- Objective #1: Student safety as it relates to emergency procedures
  1. Related Activities
    - \* Monthly fire drills
    - \* Duck and cover drills
    - \* Visitors must wear a "visitor badge"
    - \* SRO available within the district
- Objective #2: Student safety as it relates to daily routines
  1. Related Activities
    - \* School rules are gone over at the beginning of each semester
    - \* All staff is responsible for student supervision
- Objective #3: Student safety as it relates to student health and well being
  1. Related Activities
    - \* Shot records are reviewed and updated by district's nurse
    - \* Notification of contagious diseases is facilitated by district's nurse

#### **SECTION 4      DESCRIPTION OF SOCIAL ENVIRONMENT**

Antelope View and Global Youth have worked extremely hard at having both schools succeed on one campus. Although they share some students, as well as staff, both schools have their own identity: Independent Study, Small Traditional School.

Both staffs meet on a weekly basis (if not more) to share concerns and focus on the best interest of their students. In addition, both staffs meet monthly to discuss items such as Open House and Recruiting Students.

## **SECTION 5 SOCIAL ENVIRONMENT GOALS**

### **An action plan to maintain the school's organizational structure**

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

- Objective #1: Successful operation of the school through staff
  1. Related Activities
    - \* Staff is encouraged to share in the decision-making
    - \* Staff members work collaboratively to enforce school rules and procedures
    - \* Staff members communicate with families via email and phone
    - \* Administration has an open door policy for direct communication with staff, students, and parents

## **SECTION 6 DESCRIPTION OF SCHOOL CLIMATE**

Global's "family" school climate is quite evident when you walk in any classroom, visit the front office, or attend a PTC meeting. Global spends quality time with each other in and out of the classroom (ballgames, college visits, rallies, dances... to name a few).

Antelope View is in the midst of a major change. AVCS will be headed to a one day a week I.S. model in the Fall of 2012. This model will allow all students to enhance their skills in junior college, in the work force, or in a special skill (ie: dance, art, athletics).

## **SECTION 7 SCHOOL CLIMATE GOALS**

### The School Climate

An action plan for people and programs reflecting the school's social environment

- Objective #1: Create a nurturing school environment
  1. Related Activities
    - \* Adult/student mentoring
    - \* Campus monitoring
    - \* After school clubs and athletics
- Objective #2: Create a nurturing school environment
  1. Related Activities
    - \* Adult/student mentoring
    - \* Campus monitoring
    - \* After school clubs and athletics
- Objective #3: Open communication among staff, students, and parents
  - \* Parent/Student handbooks are sent home at the beginning of the year
  - \* AVCS/GYCS website features upcoming events, staff email, and Aeries Homelink
  - \* Absent students are called every day
  - \* Teachers provide parents a copy of their classroom expectations

## SECTION 8 SIGNATURE SHEET

Global Youth's and Antelope View's School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Doug Hughey</u>	Principal	_____
<u>Matt Schneider</u>	Teacher	_____
<u>Mariana Flores</u>	Student	_____
<u>Traci Doyle</u>	SSC Parent	_____

**Appendix A**

California

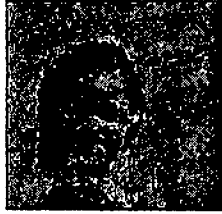
**CHILD ABUSE  
& NEGLECT**

Reporting Law

**Condensed Version**

**2007**

Crime and Violence Prevention Center  
California Attorney General's Office



# California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](http://www.leginfo.ca.gov) for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

## Who Are Mandated Reporters?

**P.C. 11165.7** defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or



- caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
  - 20) A firefighter, *except for volunteer firefighters*.
  - 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
  - 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
  - 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
  - 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
  - 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
  - 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
  - 27) A coroner.
  - 28) A medical examiner, or any other person who performs autopsies.
  - 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
  - 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
  - 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
  - 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
  - 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
  - 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
  - 36) A custodial officer as defined in Section 831.5 of the Penal Code.
  - 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

### Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

### What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**  
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

### When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at [www.ag.ca.gov](http://www.ag.ca.gov) (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

### **To Whom Must You Report?**

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. (P.C. 11165.9)

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. (P.C. 11166 (f))

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. (P.C. 11166 (h))

### **Immunity**

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. (P.C. 11172 (a)) And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. (P.C. 11172 (c))

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. (P.C. 11172 (a))

### **Additional Safeguards for Mandated Reporters**

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. (P.C. 11166 (i)(1))

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. (P.C. 11166.01(a)) If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01(b))

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. (P.C. 11167 (d)(1))

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

### **Liability for Failure to Make A Required Report**

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

### **Responsibilities of Agencies Employing Mandated Reporters**

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

**EXCEPTION:** Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

### **Feedback to Mandated Reporters**

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. (P.C. 11170 (b)(2))

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Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center  
California Attorney General's Office  
1300 I St., Suite 1120  
(916) 324-7863  
[www.safestate.org](http://www.safestate.org)

## Appendix B

### SUSPECTED CHILD ABUSE REPORT

#### SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party  
Pursuant to Penal Code Section 11166

<b>A. CASE IDENTIFICATION</b>	TO BE COMPLETED BY PROVIDING THE LAW
	VICTIM NAME: _____
	REPORTING PARTY NAME: _____
DATE OF REPORT: _____	

<b>B. REPORTING PARTY</b>	NAME/TITLE _____									
	ADDRESS _____									
<b>C. REPORT SENT TO</b>	PHONE _____ DATE OF REPORT _____ SIGNATURE _____									
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION									
<b>D. INVOLVED PARTIES</b>	AGENCY _____ ADDRESS _____									
	OFFICIAL CONTACTED _____ PHONE _____ DATE/TIME _____									
	NAME (LAST, FIRST, MIDDLE) _____ ADDRESS _____ BIRTHDATE _____ SEX _____ RACE _____									
	PRESENT LOCATION OF CHILD _____ PHONE _____									
	1. NAME _____ BIRTHDATE _____ SEX _____ RACE _____ NAME _____ BIRTHDATE _____ SEX _____ RACE _____ 2. _____ 3. _____									
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____ NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE _____ SEX _____ RACE _____									
	ADDRESS _____ ADDRESS _____									
	HOME PHONE _____ BUSINESS PHONE _____ HOME PHONE _____ BUSINESS PHONE _____									
	IF NECESSARY, ATTACH EXTRA SHEET ON OTHER FORM AND CHECK THIS BOX <input type="checkbox"/> 1. DUTY/TIME OF INCIDENT _____ PLACE OF INCIDENT _____ (PARTY NAME) <input type="checkbox"/> HOSPITAL <input type="checkbox"/> OBSERVED									
	IF CHILD IN CUSTODY OF ANOTHER PARTY AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION									
<b>E. INCIDENT INFORMATION</b>	2. TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ABUSE <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER									
	3. NARRATIVE DESCRIPTION: _____									
	4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED: _____									
	5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENTS FOR THIS CHILD: _____									

#### INSTRUCTIONS AND DISTRIBUTION ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Paper or Sheet: WHITE Copy, County Welfare or Probation-BLUE Copy, District Attorney-GREEN Copy, Reporting Party-YELLOW Copy

## **Appendix C**

### **Williams Uniform Complaint Procedure**

#### **NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS**

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:  
<http://www.cde.ca.gov/re/cp/uc>.

(8/05 11/05) 11/07

## Exhibit 2

### COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

## **Appendix D**

### **Hate Motivated Behavior**

As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity.\*\*\*

In its publication entitled "Hate-Motivated Behavior in Schools", the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults.\*\*\*

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.\*\*\*

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)



## **Appendix E**

### **Nondiscrimination/Harassment**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

## Appendix F

### CENTER UNIFIED

#### SUSPENSION NOTICE

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Student \_\_\_\_\_ DOB \_\_\_\_\_ Parent \_\_\_\_\_

Address \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Teacher \_\_\_\_\_

Special Education: ☐ YES ☐ NO

SUSPENSION FROM SCHOOL: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Date(s) of Suspension \_\_\_\_\_ Date to Return to School \_\_\_\_\_

Number of DAYS suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19

☐ 20

Number of TIMES suspended accumulated with this suspension: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

PARENT/PUPIL/PRINCIPAL CONFERENCE: Date \_\_\_\_\_ Time \_\_\_\_\_

EXTENDED SUSPENSION: ☐ YES ☐ NO Parent/Pupil Notification Date: \_\_\_\_\_ Time \_\_\_\_\_

#### EDUCATION CODE, SECTION 48900:

- ☐ (a-1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a-2) *Willfully* used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- ☐ (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
- ☐ (d) Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- ☐ (e) Committed robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property.
- ☐ (g) Stolen or attempted to steal school property or private property.
- ☐ (h) **Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.**
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) **Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.**
- ☐ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of duties.

- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ 48900.2 Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in grades K through 3.
- ☐ 48900.3 Attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5.
- ☐ 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- ☐ 48900.7 Made terrorist threats against school officials or school property, or both.

**EDUCATION CODE 48915 - Mandatory expulsion recommendation and mandatory expulsion:**

- ☐ (c-1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- ☐ (c-2) Brandishing a knife at another person.
- ☐ (c-3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
- ☐ (c-4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

---

**EDUCATION CODE 48915 - Mandatory expulsion recommendation (unless inappropriate) and discretionary expulsion:**

- ☐ (a-1) Causing serious physical injury to another person, except in self-defense.
- ☐ (a-2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- ☐ (a-3) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

☐ (a-4) Robbery or extortion.

☐ (a-5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

FACTS LEADING TO DECISION TO SUSPEND \_\_\_\_\_

TO THE PARENTS/GUARDIAN: This suspension has been issued in compliance with the Education Code of the State of California, Sections 48900, 48910 and 48911. The reason for this suspension has been explained to the pupil, and he/she has had an opportunity to explain his/her version of the incident. Pursuant to Section 48911, the parent or guardian is required to respond without delay to a school official's request for a conference regarding this suspension, please telephone 338-6470. The student's parent or guardian has a right to have access to the pupil records as provided by Section 49069.

**PLEASE NOTE:** DURING THIS PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR ANY SCHOOL CAMPUS, OR MAY BE SUBJECT TO ARREST.

For offenses 48900 A-E and 48915 refer to Action Subject to Expulsion Form.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

and/or

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

Copies: Original - Parent, Pink - Superintendent, Goldenrod - School  
tg:8.98

## **Appendix G**

### **Staff List**

**Principal: Doug Hughey**

#### **Antelope View**

Inna Babikova

Michele Koscheka

Stephen Osborn

#### **Global Youth**

Kevin Dobson

Jessica Franco

Lorraine Franco

James Fritch

Marcus Griffin

Rich Hartman

Tina Henslee

Matt Schneider

## **Appendix H**

### **Classroom Telephone Numbers**

Babikova	Extension 221	Lorraine Franco 680
Fritch	Extension 206	Jessica Franco 680
Hughey	Extension 104	
Koscheka	Extension 101	
Osborn	Extension 220	

## **Appendix I**

**Appendix J**  
**Classroom Evacuation Map**



## **Appendix K**

### **OFF SITE EVACUATION MAP**

## Appendix L

### EOC Message Form

Date:
Time:

**ROUTINE**

Priority (Circle One)

**EMERGENCY**

**URGENT**

(Life Threatened)

(Property Threatened)

(All Others)

<b>To:</b>	<b>From:</b>
Name:	Name:
Title:	Title:
Location:	Location:

Check One:

☐ Take Action

☐ For Information

☐ Other

**Category**

**Number**

**Description**

A.

# \_\_\_\_\_

Fatalities

B.

# \_\_\_\_\_ Minor

Injuries

Minor: In need of First Aid attention only

# \_\_\_\_\_ Major

Major: Unable to treat on site, i.e. airway and breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

# \_\_\_\_\_ Moderate

Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage.

C.

# \_\_\_\_\_ of Injured

Injuries (Ambulance)

D.

Circle One:

Property Damages

Major

Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

Moderate

Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines).

Minor

Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

E.

\_\_\_\_\_ Ambulance

Resources Needed

\_\_\_\_\_ PG & E

\_\_\_\_\_ Other

Other: Describe

***Transmit data only, A – E above, in 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.***

Additional Information:
Disposition:

Appendix M

**After Hours Procedures**

# **EVENT EMERGENCY GUIDELINES**

## **CALIFORNIA INTERSCHOLASTIC FEDERATION**

**MARCH, 2013**

### **Purpose**

These Event Emergency Guidelines have been developed to work in conjunction with school site and school district safety plans, where applicable. These Guidelines are general in nature and the manner in which they are implemented must depend on the sound judgment of the

coach or school administrator at the scene who will be making quick assessments. By their nature, disasters and emergencies are unique events and a decision maker's response to them will almost always involve at least some improvisation.

The Guidelines are divided into two sections. The first section consists of Guidelines to lower the risk of violence or disruptions to an athletic event. The second section addresses responses to specific threats that occur during an athletic event.

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## **GENERAL REMINDERS**

**WHEN INVESTIGATING ANY ACCIDENTS OR UNUSUAL INCIDENTS, PLEASE REMEMBER TO:**

1. Note date and time of incident
2. Note the names and badge numbers of officers responding to incident.
3. Get signed witness statements noting name, address, phone numbers(s) and date of birth.
4. Note **ALL** individuals involved and conduct a full investigation, documenting all information in writing.
5. File all required forms in a timely manner with the event coordinator.

## **PART I: PLANNING TO AVOID VIOLENCE AND DISRUPTIVE INCIDENTS AT ATHLETIC EVENTS**

**GENERAL CONSIDERATIONS:** Often the hostility of a crowd is the reflection of hostility between coaches or as a result of coaches' actions. In addition, a crowd, or individuals within the crowd, faced with disorganized, confused events, are more prone to become hostile. The following recommendations have the primary goal to prevent or decrease hostility between schools and guide schools to more efficiently conduct events.

### **A. RESPONSIBILITIES OF HOME TEAM**

The coaching staff and administrators of both teams have significant responsibilities and opportunities to reduce the risk of violence and unsafe conditions at athletic events. However, the Home team staff have more responsibilities because they have more control and knowledge about conditions at their sporting facility. The implementation of the Guidelines listed below will depend on a range of factors, including the history of competition between the schools, the layout and location of the athletic facility, the time of the event and the anticipated number of spectators.

1. **Pre-Event Planning:** Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.
2. **Staff Planning:** Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.
3. **Visiting Team Arrival:** Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.
4. **Referees:** Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field.
5. **Scoreboard:** Have properly trained adult scorers and timers for officials at games.
6. **Game Announcer:** The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.
7. **Concession Stands:** Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.
8. **Conduct of Game:** Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.
9. **Disruptive Individuals:** If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.
10. **Area outside of Venue:** Areas immediately outside of the venue should be kept clear of unassociated persons.
11. **Exiting the Venue:** Arrange for supervision to continue until students have left the area, including the team bus.

### **B. GUIDELINES FOR VISITING TEAMS**

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.
4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

### **C. GUIDELINES FOR BOTH TEAMS**

1. Players should refrain from showing surprise or irritation at a call by an official.
2. "Playing to the crowd" can cause trouble- particularly in basketball, where the players' facial expressions are clearly visible to the bench and stands. Players should not communicate with spectators.
3. Players on the bench should not heckle the opposing team.
4. Unsportsmanlike gesturing or the harassment of individual players should be avoided.

## **PART II: SPECIFIC THREATS**

### **A. INJURIES AND MEDICAL EMERGENCIES**

Call 911. If you are alone, call 911 first and then return to the victim. Stay on the line until the 911 operator gives you permission to hang up the phone. Tell the operator exactly which entrance to use to your facility/site and exactly where you are located in the facility/site.

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.
3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

### **B. FIRE**

1. Call Fire Department.
2. If fire is small in nature, extinguish it with a fire extinguisher.
3. If fire is large in nature or uncontrollable, pull the fire alarm, call 911 and immediately evacuate the building of all students and staff according to your pre-determined crisis plan. Close all doors and windows behind you, but do not lock them.
4. Do not touch anything on your way out.
5. Do not use the elevators.
6. If you smell something burning, immediately notify the site directors who will notify on-site engineering personnel to investigate.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

### **C. EARTHQUAKE:**

#### **(A) Indoor Event: Basic Rule is Drop, Cover, Hold and Wait**

1. At the first indication of ground movement, you should drop to the ground. It may soon be impossible to stand upright during the earthquake. Getting to the ground will prevent you from being thrown to the ground and will allow you to assist your team and spectators more quickly.
2. If you are in grandstand, grab hold of seats, railing or other fixture. Move away from the side of the grandstands
3. If you are in an open area, such as a basketball court or swimming pool area, move to the area in front of an interior wall, especially interior corners, kneel and clasp your hand behind your neck.
4. Protect your eyes from flying glass and debris with your arm covering your eyes.
5. After ground movement ends, check for injuries and safely evacuate the building after counting to at least 60. (Many aftershocks occur in the first 60 seconds after the main quake).
6. Please note: It is intuitive and natural for individuals to flee the scene of an earthquake, because flight is a reasonable response to other types of disaster such as fire. This generalized flight response is generally unsafe in the context of an earthquake. California School buildings are built to exacting earthquake standards, otherwise known as the Field Act. As a general proposition the safest place to be on a school site during an earthquake is inside a school building. Most injuries occur when people move to different locations or move to another place in the building.
7. To the extent possible, quiet the crowd to control panic. It is often the case that most injuries during an earthquake do not occur from a structural failure of a building but injuries sustained by person exiting the building, who are struck from falling glass, debris and architectural or lighting elements. (It is a unfortunate fact that architectural elements and lighting fixtures are not inspected to the same level of scrutiny as structural elements.) The area of significant danger is in the "fall zone", the 10 to 20 wide perimeter of a



building where objects can fall and strike those below. If possible send someone to "scout" this perimeter around the exit before the general evacuation commences.

8. Move to a safe, open area, away from power lines and other overhead hazards.

#### **B. Outside Event: DROP AND COVER AND STAY OUTSIDE**

1. Assess where you are. If you are near overhead lines, trees or buildings, move away from them. If they are not near you, drop to the ground and cover the back of your neck with your hands.
2. Do not enter any buildings until it is determined safe to do so.

#### **C. Traveling to a School Event: STOP SAFELY**

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below, apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.
3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

#### **D. SEVERE WEATHER**

1. If the tornado sirens are sounded, immediately proceed to the designated shelter area in your building.
2. If inside, stay away from glass windows and doors and the perimeter of the building. Sit as near to the wall as you can get.
3. If you are inside, do not use the phones during an electrical storm.
4. If the building is moving, assume the duck and cover position with your head between your knees and your hands locked over your head.
5. If severe weather occurs while you are outside with students, immediately seek shelter in a building. If none is available, keep students away from trees if you are in an electrical storm. If a tornado is threatening, go to the lowest area of land and lie down.
6. Keep students as calm as possible and speak in reassuring tones.
7. Contact your immediate supervisor.
8. Complete the incident report form and forward it to your immediate supervisor.

#### **E. SHOTS FIRED: RUN, HIDE AND FIGHT IF NECESSARY**

**GENERAL CONSIDERATIONS:** Most mass shooting incidents are over within 10-15 minutes. Your plan for safety should be designed for the short duration survival of you and those around you. Your main challenge is to quickly process the fact that you are in such an incident and to not freeze in place. A flawed plan for escape is better than no plan at all.

##### **A. Outside Event**

1. During the initial firing, immediately lie on the ground.
2. Immediately assess, to the extent you can, the nature of the threat.
3. If the shooter is in your vicinity, run and encourage others to run.
4. If you are in an open area, run in a zigzag pattern, bending over as much as you can.
5. Keep others from entering into the area.
6. Seek shelter if you cannot outrun the shooter. Any feature that can be used to block gun fire should be considered, including walls, planters or trees.
7. Call 911 as soon as safety permits.
8. As soon as possible, evacuate patrons to a safe area, preferably into a building.
9. Remain calm and as observant as possible. Be ready to describe the shooter, the weapon, a vehicle tag number, etc. to police when they arrive.
10. Be ready to describe the situation and request medical aid if necessary.
11. Do not confront the shooter unless the circumstances present no other option: In most cases, the shooter will leave after the initial assault.
12. After shots are no longer being fired, check for injuries.
13. Contact your immediate supervisor.
14. Contact parents/guardian.
15. Complete the incident report form and forward it to your immediate supervisor.

## **B. Inside a Building**

1. Tell everyone to get on the floor or behind furniture and remain quiet. Activate crisis procedure plan.
2. If you are in a confined area, such as a locker room, lock the doors and, if possible, move out of view of windows. Blockade locked doors as best you can.
3. If you are confined indoors, turn out the lights and mute your cell phone.
4. Call 911. Be ready to describe the situation and request medical aid if necessary.
5. Remain calm and as observant as possible – be ready to describe the shooter and the weapon to police when they arrive.
6. **Do not confront the shooter unless the circumstances present no other option:** In most cases, the shooter will leave after the initial assault.
7. After shots are no longer being fired, check students for injuries.
8. Keep students calm and wait for assistance to arrive.
9. If shooter has left the building, do not permit anyone to enter until assistance arrives.
10. Contact your immediate supervisor.
11. Contact parents/guardians immediately.
12. Complete the incident report form and forward it to your immediate supervisor.

## **C. Fight Option**

1. If you cannot escape or hide, and lives remain at stake, fight the intruder
2. The goal is to incapacitate the shooter.
3. Use extreme aggressiveness and improvise your weapons, including fire extinguishers, and chairs.

## **F. WEAPONS WITHOUT SHOOTING**

### **A. Suspected Weapon On The Premises**

1. Call 911.
2. **Do not confront the individual.**
3. Try to keep patrons away from the area until police arrive. If this is not possible, observe the suspect from a reasonable distance until police do arrive. Activate lock down procedures if necessary.
4. If the suspect leaves the premises, try to watch and determine the direction. Be ready to give police as complete a description as possible including vehicle tag number.
5. Contact your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

### **B. Observed Weapon On The Premises**

1. Seek assistance from another staff member or supervising adult in reporting the incident.
2. Discreetly call 911 if the suspect is not present.
3. Provide a physical and clothing description and the last known direction of travel of the individual.
4. **IN ALL CASES – USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.**

## **G. SUSPICIOUS BEHAVIOR**

1. Approach the individual and ask if you can help.
2. If the individual does not appear to have legitimate business on the premises, ask the person to leave.
3. If the individual does not leave and/ or the suspicious behavior continues, call 911.
4. Contact your immediate supervisor.
5. Continue to observe the individual until police arrive.
6. Be ready to give police as complete a description of the behavior as possible.
7. Do not become involved in a confrontation with the individual.
8. If the behavior seems potentially threatening to your students, remove them to a safer area.
9. Complete the incident report form and forward it to your immediate supervisor.

## **H. CHILD ABUSE**

1. Immediately record the suspected child abuse/neglect in daily log.
  2. All staff are mandatory reporters and must report the suspected child abuse/neglect to law enforcement (including a school police department) on the day that it is observed and recorded and no later than 72 hours after the reasonable suspicion is formed.
  3. Program Director must contact the Child Welfare Organization for parents/guardians, when appropriate, about observed abuse or neglect within 24 hours of the observation.
  4. Staff must record all observations, phone calls and contacts made.
  5. If immediate help is required, call Police Department or 911.
  6. Contact your immediate supervisor.
  7. Complete the incident report form and forward it to your immediate supervisor.
- (Remember: All information about children and families is **confidential**)

#### **Definitions Of Child Abuse:**

1. **Physical Abuse** – any injuries from shaking, beating, striking, burning. Any suspected sexual abuse.
2. **Physical Neglect** – failure to provide basic necessities such as food, clothing, shelter, medical attention or proper supervisor

#### **I. PERSONNEL HARASSMENT**

1. Remain Calm.
2. Do not respond to the person in a confrontational manner
3. Involve your direct supervisor.
4. Ask and allow person to explain situation.
5. Listen and show concern.
6. If situation remains confrontational, ask the person to leave.
7. If you feel that you are in danger, call 911.
8. Complete the incident report form and forward it to your immediate supervisor.

#### **J. POWER OUTAGE**

1. Remain calm.
2. If participants are in danger, stop activity and move them to a safe place.
3. Contact your immediate supervisor. Notify the on-site maintenance staff.
4. Ask site personnel for available flashlight.
5. Complete the incident report form and forward it to your immediate supervisor.

#### **K. MISSING CHILD**

1. Remain calm.
2. Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Pre-determined procedures should be in place for the remainder of the program hours.)
3. Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.
4. Notify the police at 911.
5. Notify the parent/guardian. Ask questions of the parent such as:
  - Does s/he know how to ride the bus?
  - Does s/he have any money?
  - Are there any places in the area that the child is familiar with such as a playground or picnic area?
  - Are there any relatives or friends in the area where the child would be likely to go?
6. Gather all vitals – Picture or description, registrations/applications and clothes child was wearing. The police will need this information to assist in finding the child as quickly as possible.

7. If you or your staff assists in the search, ask neighbors for help. Many people are able and willing to do whatever it takes to help find a missing child.
8. Complete the incident report form and forward it to your immediate supervisor.

#### **L. ABDUCTION**

1. **Remain Calm**
2. Call 911.
3. Report abduction, or attempted abduction to your immediate supervisor.
4. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
5. If the person is seen taking the child into an automobile, note the color and make of automobile and attempt to memorize the license plate or at least a portion of it. Note the direction or street the automobile is traveling.
6. Treat custody dispute problems as a possible child abduction.

#### **M. CONTROLLED SUBSTANCE (Drugs/Alcohol)**

1. Be ready to provide as complete a description of the suspect as possible.
2. Call 911. Give 911 operator as complete a description of the suspect, the behavior, the type of controlled substance, if known, and vehicle tag number.
3. **Do not approach the suspect.**
4. If suspect leaves before police arrive, note the direction, type of vehicle, etc. Do not attempt to follow the suspect.
5. Call your immediate supervisor.
6. Complete the incident report form and forward it to your immediate supervisor.

#### **N. SEXUAL HARASSMENT**

1. If a student reports to you that s/he has been approached in an inappropriate fashion by another person, take the student to a private area with another staff member for an interview. **All allegations of sexual harassment, regardless of the nature, must be investigated.**
2. Determine by questioning, as gently as possible, exactly what happened. Ask the victim questions like:
  - What did the person say?
  - What did the person do that made you feel uncomfortable?
  - When did this happen?
  - How long has this been going on?
3. Inform the parents/guardians immediately of the alleged sexual harassment.
4. Interview the alleged aggressor. If a patron, proceed with the questioning. If an employee, wait for your supervisor to arrive to conduct the interview.
5. **If allegations of physical touching, CALL POLICE and your immediate supervisor. Sexual Assault Procedures should be initiated (see page 12).**

#### **O. SEXUAL ASSAULT**

1. Isolate and secure the victim and the assault area.
2. Call 911.
3. Do not leave the victim alone. Ensure the victim is in a safe place, and assist in making them comfortable.
4. Remain calm and reassure patrons that all possible actions are being taken to care for the injured person and to protect others.

#### **Note: For Sexual Assaults:**

1. Notify supervisor.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.

3. Provide the victim with privacy.
4. Secure the crime scene. Protect any potential evidence.
5. **DO NOT USE THE VICTIM'S NAME** on two-way radios or release the victim's identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist law enforcement officials as requested.
8. Complete the incident report form and forward it to your immediate supervisor.

#### **P. TACTICAL SITUATION**

1. If inside, take all participants to a central area. Keep away from windows and doors and secure all entry doors.
2. If outside and time permits take all participants to an indoor central location.
3. Call your supervisor immediately – they will determine who to contact.
4. Call parents/guardian to inform them of the situation.
5. Do not release anyone until the police say it is safe to do so.
6. Do not release any information to the media. Let the police or a public relations representative have that responsibility.
7. Complete the incident report form and forward it to your immediate supervisor.

#### **Q. BOMB THREATS**

##### **ALL BOMB THREATS MUST BE TAKEN SERIOUSLY**

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. **DO NOT** try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
  - **WHEN** will the device explode?
  - **WHERE** is the device?
  - **WHAT** kind of device is it?
  - **WHAT** does it look like?
  - **WHY** did you place the device?
  - **WHO** are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
  - Time of call
  - Exact words of caller
  - Male or female sounding voice
  - Is there a detectable accent
  - Voice tone, pitch, meter
  - Speech skills, inflections
  - Is the voice familiar
  - Background noise
  - Time the call is terminated
6. **CALL 911 immediately.** Answer all questions asked of you. Follow any instructions give by the 911 operator.
  - **DO NOT TOUCH SUSPICIOUS OBJECTS.**
  - **DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**

- **DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS**

7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

**For Those Individuals Aware Of The Bomb Threat:**

**DO NOT PANIC.** Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item     X    

To: Board of Trustees

Information Item           

Date: April 23, 2014

# Attached Pages           

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials:           

## SUBJECT: First Reading: Board Policies/Regulations/Exhibits (12/13)

Replace	BP	0420.43	Charter School Revocation
Replace	BP	2210	Administrative Discretion Regarding Board Policy
Delete	BP	3111	Deferred Maintenance Funds
Replace	BP/AR	3551	Food Service Operations/Cafeteria Fund
Replace	AR	3554	Other Food Sales
Replace	BP	4111/4211/4311	Recruitment and Selection
Replace	BP	4131	Staff Development
Delete	AR	4131	Staff Development
Replace	BP	4231	Staff Development
Delete	AR	4231	Staff Development
Replace	BP	4331	Staff Development
Delete	AR	4331	Staff Development
Replace	BP/AR	5123	Promotion/Acceleration/Retention
Replace	BP/AR	5141.21	Administering Medication and Monitoring Health Conditions
Replace	BP	5146	Married/Pregnant/Parenting Students
Delete	AR	5146	Married/Pregnant/Parenting Students
Replace	BP	6142.6	Visual and Performing Arts Education
Replace	BP	6142.91	Reading/Language Arts Instruction
Delete	AR	6142.91	Reading/Language Arts Instruction
Replace	BP	6146.1	High School Graduation Requirements
Replace	AR	6159.4	Behavioral Interventions for Special Education Students
Replace	BP/AR	6162.51	State Academic Achievement Tests
Replace	BP	6164.2	Guidance/Counseling Services
Delete	AR	6164.2	Guidance/Counseling Services
Replace	BP/AR	6173.1	Education for Foster Youth
Replace	BP	6176	Weekend/Saturday Classes
Delete	AR	6176	Weekend/Saturday Classes
Replace	BP	6177	Summer Learning Programs
Replace	BP	6179	Supplemental Instruction
Delete	AR	6179	Supplemental Instruction
Replace	BP	6184	Continuation Education
Replace	BP/AR	7214	General Obligation Bonds

**RECOMMENDATION:** CJUSD Board of Trustees approve the first reading of presented policies/regulations/exhibits.

## CHARTER SCHOOL REVOCATION

Note: The following policy is optional. Education Code 47607 and 5 CCR 11968.5.2-11968.5.3 authorize the Governing Board to revoke the charter of a charter school in its jurisdiction when certain substantiated findings are made. In Today's Fresh Start, Inc. v. Los Angeles County Office of Education, the California Supreme Court confirmed that the revocation process prescribed in the Education Code provides a charter school with sufficient due process and that a charter school is not entitled to any additional evidentiary hearing by a neutral third party.

In addition, Education Code 47604.5 authorizes the State Board of Education (SBE), upon the recommendation of the Superintendent of Public Instruction (SPI), to revoke the charter of any charter school, whether or not the SBE is the chartering authority, if it makes certain findings relating to gross financial mismanagement, illegal or improper use of funds, substantial and sustained departure from measurably successful practices that may jeopardize the educational development of students, or, as amended by AB 97 (Ch. 47, Statutes of 2013), failure to improve student outcomes across multiple state and school priorities identified in the charter pursuant to Education Code 47605 or 47605.6. SBE revocation procedures are specified in 5 CCR 11968.5-11968.5.1.

The Governing Board expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 0420.41 - Charter School Oversight)*

*(cf. 0420.42 - Charter School Renewal)*

*(cf. 0500 - Accountability)*

The Board may revoke a charter before the date it is due to expire whenever the Board makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

Note: Education Code 47607.3, as added by AB 97 (Ch. 47, Statutes of 2013), provides additional criteria for considering revocation of a charter, as described below. Pursuant to Education Code 47607.3, if, in three out of four consecutive years, a charter school fails to improve outcomes for three or more numerically significant student subgroups served by the school, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, then the district (1) must provide technical assistance to the school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5, or (2) may request that the SPI assign the California Collaborative for Educational Excellence (CCEE) to provide advice and assistance to the school; see BP 0420.41 - Charter School Oversight. If the CCEE informs the Board that the school has failed or is unable to implement the CCEE's recommendations or continues to have persistent or acute inadequate performance, then the Board must consider revocation of the charter.



**CHARTER SCHOOL REVOCATION (continued)**

The Board shall also consider revocation of a charter whenever the California Collaborative for Educational Excellence (CCEE), after providing advice and assistance to the charter school pursuant to Education Code 47607.3, submits to the Board either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on an evaluation rubric adopted by the State Board of Education (SBE), is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607, 47607.3)

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

*(cf. 9320 - Meetings and Notices)*

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s)
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

## **CHARTER SCHOOL REVOCATION (continued)**

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body

Note: Pursuant to Education Code 47607 and 5 CCR 11968.5.2, a decision to issue a Notice of Intent to Revoke as provided in item #2 below must be supported by substantial evidence that the charter school has failed to remedy or refute a violation. "Substantial evidence" is not defined in law or state regulations. The district should consult legal counsel as necessary.

2. If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

Note: Pursuant to Education Code 47604.32, if a charter school ceases operation for any reason, including revocation, the district must notify the California Department of Education; see BP 0420.41 - Charter School Oversight. In addition, the district and/or charter school must implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962; see AR 0420.4 - Charter School Authorization.

## CHARTER SCHOOL REVOCATION (continued)

### Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)

### Appeals

Note: Pursuant to Education Code 47607 and 5 CCR 11968.5.3-11968.5.5, within 30 days of the Board's final decision to revoke a charter, the charter school may appeal the revocation, including a revocation based on a severe and imminent threat, to the County Board of Education. The County Board may reverse the revocation if it determines that the district's findings are not supported by substantial evidence, in which case the district may appeal the reversal to the SBE. If the County Board upholds the revocation or does not issue a decision within 90 days of its receipt of the appeal, the charter school may appeal to the SBE. Pursuant to Education Code 47607, if either the County Board or the SBE reverses the revocation, the district remains the chartering authority.

Education Code 47607 further provides that, while an appeal is pending, a charter school whose revocation is based on a material violation of any of the conditions, standards, or procedures set forth in its charter or on a failure to meet or pursue any of the student outcomes identified in the charter will continue to qualify as a charter school for funding and all other purposes of the Charter Schools Act and may continue to hold all existing grants, resources, and facilities in order to ensure that the education of students enrolled in the school is not disrupted.

As added by AB 97 (Ch. 47, Statutes of 2013), Education Code 47607.3 provides that a charter school may not appeal a revocation made pursuant to Education Code 47607.3 based on findings of the CCEE that the school failed or is unable to implement the CCEE's recommendations or that revocation is warranted based on persistent or acute inadequate performance.

If the Board revokes a charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the SBE. However, a revocation based upon the findings of the CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607, 47607.3; 5 CCR 11968.5.3-11968.5.5)

## CHARTER SCHOOL REVOCATION (continued)

### *Legal Reference:*

#### EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroups; definition

#### CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

#### COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2013) 57 Cal.4th 197

### *Management Resources:*

#### CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

#### WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

# **Center USD**

## **Board Policy**

### **Charter School Revocation**

**BP 0420.43**

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 0420.41 - Charter School Oversight)*

*(cf. 0420.42 - Charter School Renewal)*

*(cf. 0500 - Accountability)*

The Board may revoke a charter before the date it is due to expire whenever the Board makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607)

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

*(cf. 9320 - Meetings and Notices)*

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body
2. If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

## Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)

## Appeals

In the event that the Board revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the SBE. (Education Code 47607; 5 CCR 11968.5.3-11968.5.5)

### *Legal Reference:*

#### EDUCATION CODE

47600-47616.7 *Charter Schools Act of 1992, especially:*

47607 *Charter renewals and revocations*

52052 *Numerically significant student subgroup; definition*

#### CODE OF REGULATIONS, TITLE 5

11960-11969 *Charter schools, especially:*

11968.5-11968.5.5 *Charter revocations*

#### COURT DECISIONS

*Today's Fresh Start, Inc. v. Los Angeles County Office of Education*, (2011) 197 Cal.App.4th 436

### *Management Resources:*

#### CSBA PUBLICATIONS

*The Role of the Charter School Authorizer*, Online Course

*Charter Schools: A Manual for Governance Teams*, rev. 2012

#### WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

**ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY**

Note: The following optional policy may be revised to reflect district practice. Education Code 42605, which granted districts flexibility to use funds received for "Tier 3" categorical programs for any "education purpose," has been repealed by AB 97 (Ch. 47, Statutes of 2013). Pursuant to AB 97, funding for many of the categorical programs affected has been redirected into the new local control funding formula (LCFF) and districts must instead develop a local control and accountability plan (LCAP) that identifies the goals and specific actions the district will take to improve the achievement of all students. For more information about LCFF and its impact on district policies, see CSBA's policy brief [Impact of Local Control Funding Formula on Board Policies](#). For specific requirements related to the LCAP, see BP/AR 0460 - Local Control and Accountability Plan.

The Governing Board desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies.

*(cf. 0000 - Vision)*  
*(cf. 0100 - Philosophy)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 2110 - Superintendent Responsibilities and Duties)*  
*(cf. 9000 - Role of the Board)*  
*(cf. 9310 - Board Policies)*

In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the Superintendent or designee shall have the authority to act on behalf of the district.

As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3516.5 - Emergency Schedules)*

The Superintendent or designee shall notify the Board as soon as practicable after he/she exercises this authority. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

*(cf. 9320 - Meetings and Notices)*  
*(cf. 9322 - Agenda/Meeting Materials)*

*Legal Reference: (see next page)*



## ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)

*Legal Reference:*

EDUCATION CODE

35010 *Control of district, prescription and enforcement of rules*

35035 *Powers and duties of superintendent*

35160 *Authority of governing boards*

35161 *Powers and duties; authority to delegate*

35163 *Official actions, minutes and journal*

*Management Resources:*

CSBA PUBLICATIONS

*Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

# **Center USD**

## **Board Policy**

### **Administrative Discretion Regarding Board Policy**

**BP 2210**

#### **Administration**

Through Governing Board policy, the Board tries to anticipate critical policy issues that may affect district students and operations. However, the Board recognizes that questions may arise in the day-to-day operations of the schools that are not addressed in Board policy or administrative regulations. When resolution of such issues demands timely action, the Superintendent or designee shall have the authority to act on behalf of the district.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9000 - Role of the Board)

(cf. 9310 - Board Policies)

If the matter involves a policy decision that is likely to be controversial, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board president as soon as practicable after its occurrence. The Board president shall then inform the Board as appropriate.

The Board president may schedule a review of the action at the next regular Board meeting.

If the action indicates the need for additions or revisions in Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9322 - Agenda/Meeting Materials)

#### **Tier 3 Categorical Flexibility**

The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. In accordance with Education Code 42605, for the 2008-09 through 2014-15 fiscal years, the Superintendent may suspend statutory or regulatory program and funding requirements for Tier 3 categorical programs reflected in any of the district's Board policies, administrative regulations, bylaws, or exhibits to the extent that such suspension does not affect the terms of any existing district contract or bargaining agreement. He/she may also suspend any such language reflected in any district procedure, rule, plan, or employee or student handbook. As necessary, the Superintendent or designee shall consult with other staff, district legal counsel, and/or the chief business official regarding the district's exercise of this flexibility.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 3110 - Transfer of Funds)
- (cf. 3111 - Deferred Maintenance Funds)
- (cf. 4111 - Recruitment and Selection)
  
- (cf. 4112.2 - Certification)
- (cf. 4112.21 - Interns)
- (cf. 4113 - Assignment)
- (cf. 4117.14/4317.14 - Postretirement Employment)
- (cf. 4131 - Staff Development)
- (cf. 4131.1 - Beginning Teacher Support/Induction)
- (cf. 4138 - Mentor Teachers)
- (cf. 4139 - Peer Assistance and Review)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)
- (cf. 5123 - Promotion/Acceleration/Retention)
- (cf. 5136 - Gangs)
- (cf. 5141.32 - Health Screening for School Entry)
- (cf. 5145.6 - Parental Notifications)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 5147 - Dropout Prevention)
- (cf. 5148.1 - Childcare Services for Parenting Students)
- (cf. 5149 - At-Risk Students)
- (cf. 6111 - School Calendar)
- (cf. 6141.5 - Advanced Placement)
- (cf. 6142.6 - Visual and Performing Arts Education)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.94 - History-Social Science Instruction)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6151 - Class Size)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6163.1 - Library Media Centers)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6177 - Summer School)
- (cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)  
(cf. 6200 - Adult Education)  
(cf. 7214 - General Obligation Bonds)  
(cf. 9323.2 - Actions by the Board)

**Legal Reference:**

**EDUCATION CODE**

35010 Control of district, prescription and enforcement of rules  
35035 Powers and duties of superintendent  
35160 Authority of governing boards  
35160.5 Annual review of school district policies  
35163 Official actions, minutes and journal  
42605 Tier 3 categorical flexibility

**Management Resources:**

**CSBA PUBLICATIONS**

Policy Implications of Categorical Program Flexibility, Policy Advisory, November 2009  
Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for  
Governance Teams, Budget Advisory, March 2009

**CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE**

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

# Delete

## **Center USD**

### **Board Policy**

#### **Deferred Maintenance Funds**

**BP 3111**

#### **Business and Noninstructional Operations**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

In order to help meet the district's facility maintenance needs, the Governing Board shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.

(cf. 3100 - Budget)  
(cf. 3110 - Transfer of Funds)  
(cf. 7000 - Concepts and Roles)  
(cf. 7210 - Facilities Financing)

In any year that the district does not set aside one-half of one percent of its current-year revenue limit average daily attendance for deferred maintenance, the Board shall submit a report, by March 1, to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board. (Education Code 17584.1)

The report shall include all of the following: (Education Code 17584.1)

1. A schedule of the complete school facilities deferred maintenance needs of the district for the current year, including a schedule of costs per school site and total costs
2. A detailed description of the district's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred maintenance program and, if eligible, to participate in the state deferred maintenance funding program as set forth in Education Code 17584
3. An explanation of how the Board plans to meet its current-year facilities deferred

maintenance needs without setting aside the funds set forth in Education Code 17584

Copies of the report shall be made available at each school site and shall be provided to the public upon request. (Education Code 17584.1)

(cf. 3580 - District Records)

**Legal Reference:**

**EDUCATION CODE**

17565-17591 Property maintenance and control, especially:

17584 Deferred maintenance

17584.1 Deferred maintenance reports

**Management Resources:**

**WEB SITES**

Department of General Services, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

Note: The following optional policy may be revised to reflect district practice. Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program (42 USC 1751-1769j, 1773) must maintain a nonprofit school food service program. Revenues received through the program may be used only for the operation or improvement of the food service program, except that such revenues must not be used to purchase land or buildings or construct buildings unless otherwise approved. Authorized expenditures are defined in the California Department of Education's (CDE) California School Accounting Manual.

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

*(cf. 3100 - Budget)*

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3311 - Bids)*

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3552 - Summer Meal Program)*

*(cf. 5030 - Student Wellness)*

The Superintendent or designee shall ensure that all food service personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program.

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 42 USC 1776, such districts must ensure that food service personnel who conduct or oversee administrative procedures and other appropriate personnel receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.

In addition, on a date to be determined by the U.S. Secretary pursuant to 42 USC 1776, food service directors will be required to meet minimum requirements related to education, training, and certification.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

**Meal Sales**

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias, or other costs determined by Governing Board resolution, pursuant to Education Code 38100).

Students who meet federal eligibility criteria for the reduced-price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553 - Free and Reduced Price Meals. In setting prices for students who are not eligible for the free and reduced-price meal program, 42 USC 1760 requires schools to charge those students a price that is, on average, equal to the difference between free meal reimbursement and paid meal reimbursement. Schools that charge less than the average are required to gradually increase their prices over time until they meet the requirement or may cover the difference with nonfederal funds. 42 USC 1760 provides that the price shall generally not increase more than 10 cents each year, but allows districts to establish a higher increase at their discretion.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

*(cf. 3553 - Free and Reduced Price Meals)*

Note: The following paragraph is **optional**. Pursuant to Education Code 38082, the Board may, by formal resolution, authorize the serving of meals to persons other than those listed above. In Management Bulletin No. 00-111, the CDE states that the Board's policy or resolution must specify the circumstances under which those other persons will be served and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals.

Meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

**Cafeteria Fund**

Note: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.



## FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Note: Education Code 38103 allows the Board, at its discretion and with the approval of the County Superintendent of Schools who is responsible for a countywide payroll/retirement system under Education Code 42646, to have wages, salaries, and benefits of food service employees paid either from the district's general fund (Option 1 below) or from the district's cafeteria fund (Option 2).

**OPTION 1:** ~~The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)~~

**OPTION 2:** The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Note: The following optional paragraph may be revised to reflect district practice. 2 CFR 225 and U.S. Department of Agriculture (USDA) guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

*(cf. 3400 - Management of District Assets/Accounts)*

*(cf. 3460 - Financial Reports and Accountability)*

### Contracts with Outside Services

Note: The following section is optional. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. 42 USC 1758, 7 CFR 210.16, and Education Code 45103.5 authorize a district, under specified conditions and with approval of the CDE, to contract with a food service management company to manage its food service operation in one or more of its schools. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

*(cf. 3312 - Contracts)*

*(cf. 3600 - Consultants)*

### Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. USDA correspondence dated August 30, 2013, provides a list of documents that may be requested by the CDE for the review.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

*(cf. 3555 - Nutrition Program Compliance)*

*Legal Reference:*

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

225 Cost Principles for State, Local, and Indian Tribal Governments

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

*Management Resources: (see next page)*

## **FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

### *Management Resources:*

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*California School Accounting Manual*

*Food Distribution Program Administrative Manual*

*Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013*

*Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012*

*Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010*

*Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-01-2008, February 2008*

*Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000*

#### **U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS**

*Financial Management of the School Meal Programs, Correspondence, August 30, 2013*

*Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011*

#### **U.S. DEPARTMENT OF EDUCATION GUIDANCE**

*FAQs About School Meals*

#### **WEB SITES**

*California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>*

*California School Nutrition Association: <http://www.calsna.org>*

*U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>*

*U.S. Department of Education: <http://www.ed.gov>*

# **Center USD**

## **Board Policy**

### **Food Service Operations/Cafeteria Fund**

**BP 3551**

#### **Business and Noninstructional Operations**

The Governing Board intends that, insofar as possible, school food services shall be a self-supporting, nonprofit program. To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)  
(cf. 3300 - Expenditures and Purchases)  
(cf. 3311 - Bids)  
(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3552 - Summer Meal Program)

The Superintendent or designee shall ensure that all food services administrators and personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food services program.

(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

#### **Meal Sales**

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to other individuals and organizations that are on campus during meal times for a legitimate purpose, such as classroom volunteers, parents/guardians, or students' siblings.

The Superintendent or designee shall recommend meal prices, based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760, for students and nonstudents for approval by the Board. Students who are enrolled in the free or reduced-price meal programs shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Any meals served to nonstudents shall not be subsidized by federal or state

reimbursements, food service revenues, or U.S. Department of Agriculture foods.

#### **Cafeteria Fund**

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law. Program financial reports shall be presented regularly to the Board.

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

#### **Contracts with Outside Services**

With Board approval, the district may enter into a contract for food service consulting services or food service management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

#### **Legal Reference:**

##### **EDUCATION CODE**

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

##### **HEALTH AND SAFETY CODE**

113700-114437 California Retail Food Code

##### **UNITED STATES CODE, TITLE 42**

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

##### **CODE OF FEDERAL REGULATIONS, TITLE 2**

255 Cost Principles for State, Local, and Indian Tribal Governments  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.1-210.31 National School Lunch Program  
220.1-220.21 National School Breakfast Program  
250.1-250.70 USDA foods

**Management Resources:**

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS  
USDA-FDP-02-2010 Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, August 2010  
USDA-SNP-01-2008 Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, February 2008  
00-111 Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, July 2000

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California School Accounting Manual  
Food Distribution Program Administrative Manual  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
FAQs About School Meals

**WEB SITES**

California Department of Education, Nutrition Services Division:  
<http://www.cde.ca.gov/ls/nu>  
California School Nutrition Association: <http://www.calsna.org>  
U.S. Department of Agriculture, Food and Nutrition Service:  
<http://www.fns.usda.gov/cnd>

**FOOD SERVICE OPERATIONS/CAFETERIA FUND**

**Payments for Meals**

Note: State and federal law (Education Code 49550; 42 USC 1758, 1773) require that all students eligible for free and reduced-price meals receive a reimbursable meal during each school day which must be the same meal choice offered to noneligible students; see BP/AR 3553 - Free and Reduced Price Meals. California Department of Education (CDE) Management Bulletin USDA-SNP-01-2008 clarifies that districts therefore cannot serve an alternate meal (i.e., a meal that is different than the day's advertised meal) to a student eligible for reduced-price meals who does not have the ability to pay or who fails to provide a meal ticket or other medium of exchange on a given day. However, payment and pricing policies for full-price meals are at the discretion of the district and may include decisions on whether or not to extend credit or provide an alternate meal to students in the event of nonpayment.

The following **optional** section includes recommendations of the CDE's Management Bulletin and the U.S. Department of Agriculture's (USDA) "FAQs About School Meals" on the USDA's web site and may be revised to reflect district practice.

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3552 - Summer Meal Program)*

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 3555 - Nutrition Program Compliance)*

At the beginning of the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible.

*(cf. 1113 - District and School Web Sites)*

Students and their parents/guardians shall be notified whenever their account has a zero balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

Note: The following **optional** paragraph may be revised to reflect district practice. According to the USDA's "FAQs About School Meals," any district that participates in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) and has one or more schools which use a system of meal tickets (or tokens, cards, or other similar medium of exchange) may limit the number of lost or stolen tickets

**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

it will replace for students each school year, as long as the limit is set at three or more. However, such a limit may only be established if the school (1) advises students and parents/guardians of the district's rules regarding replacement tickets at the beginning of the school year and/or when applications for free and reduced-price meals are distributed or approved; (2) issues at least one advance warning to the student or his/her parent/guardian prior to refusing to issue a replacement ticket; and (3) does not deny meals to prekindergarten or younger primary students or students with disabilities who may be unable to take full responsibility for their meal tickets. Although these requirements apply only to students who qualify for free or reduced-price meals, the USDA recommends that districts apply the same limits for students who pay full price for their meals in order to ensure that needy students are not overtly identified because of a disparate ticket replacement policy.

~~In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point of sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.~~

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

**Reimbursement Claims**

Note: To streamline administration of state and federal meal programs, the CDE has developed an online Child Nutrition Information and Payment System which must be used to submit reimbursement claims and to submit and track the status of applications and USDA food requests.

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

**Cafeteria Fund**

Note: Education Code 38091 authorizes the Governing Board to establish one or more cafeteria revolving accounts to be treated as revolving cash accounts of the cafeteria fund.



**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

*(cf. 3100 - Budget)*

*(cf. 3300 - Expenditures and Purchases)*

Note: Education Code 38100-38103 specify allowable expenditures from the cafeteria fund. AB 86 (Ch. 48, Statutes of 2013) repealed Education Code 38102, which had authorized the establishment of a cafeteria equipment reserve fund to be used for the purchase, lease, maintenance, or replacement of cafeteria equipment.

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR 225, and the California School Accounting Manual. (Education Code 38091, 38101; 2 CFR 225)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

*(cf. 3110 - Transfer of Funds)*

Note: The following **optional** paragraph may be revised to reflect district practice. 2 CFR 225 and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Indirect costs are those that are incurred for the benefit of multiple programs or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Note: Pursuant to 2 CFR 210.2 and 210.14, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. The spending plan developed by the district under such circumstances must be approved by the CDE.

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 210.14)

**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)****U.S. Department of Agriculture Foods**

Note: The following **optional** section is for use by districts that participate in the National School Lunch Program and receive foods from the USDA pursuant to 42 USC 1755 and 7 CFR 250.1-250.70. The CDE is responsible for ordering and distributing USDA foods for use in California schools. Pursuant to 42 USC 1758, the USDA must ensure that foods offered through this program reflect the most recent Dietary Guidelines for Americans.

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.60)

**Contracts with Outside Services**

Note: The following **optional** section is for use by districts that contract for food service management services pursuant to Education Code 49554, 42 USC 1758, or 7 CFR 210.16 or consulting services pursuant to Education Code 45103.5, and should be modified to reflect the type(s) of contracts in the district; see the accompanying Board policy.

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

**FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

*(cf. 3312 - Contracts)*

*(cf. 3515.6 - Criminal Background Checks for Contractors)*

*(cf. 3600 - Consultants)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4212 - Appointments and Conditions of Employment)*

# **Center USD**

## **Administrative Regulation**

### **Food Service Operations/Cafeteria Fund**

**AR 3551**

#### **Business and Noninstructional Operations**

##### **Payments for Meals**

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain an account indicating payments received from each student for the purchase of school meals.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible.

(cf. 1113 - District and School Web Sites)

Students and their parents/guardians shall be notified whenever their account has a zero balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

##### **Reimbursement Claims**

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

##### **Cafeteria Fund**

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091, 38092)

(cf. 3100 - Budget)  
(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR 255, and the California School Accounting Manual. (Education Code 38091, 38101; 2 CFR 255)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

#### U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA foods shall be used in school lunches as far as practicable, but also may be used in other nonprofit food service activities, with any revenues accruing to the district's nonprofit food service account. Such activities may include school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students. (7 CFR 250.60)

## **Contracts with Outside Services**

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

**OTHER FOOD SALES**

**Requirements for Schools Not Participating in Federal Meal Program**

**Note:** The following section is for use by districts that have one or more schools that do not participate in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Requirements for other schools are described below in the section "Requirements for Schools Participating in Federal Meal Program."

Food sales outside the district's food service program that occur on school premises during the school day are subject to the nutrition standards specified in Education Code 49431-49431.7, as amended by AB 626 (Ch. 706, Statutes of 2013). These include nutrition standards for foods in elementary schools (Education Code 49431) and middle and high schools (Education Code 49431.2) and for beverages in all schools (Education Code 49431.5), as well as a prohibition against the sale of foods containing artificial trans fat at any grade level (Education Code 49431.7). See AR 3550 - Food Service/Child Nutrition Program for further information regarding nutrition standards.

Food and beverage sales outside the district's food service program shall comply with applicable nutritional standards specified in Education Code 49431-49431.7 and 5 CCR 15500-15501 and 15575-15578.

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

**Note:** Pursuant to Education Code 49431-49431.5, foods and beverages that do not comply with state nutrition standards may be sold outside of the district's food services program under certain conditions. As amended by AB 626 (Ch. 706, Statutes of 2013), Education Code 49431-49431.5 provide that the same requirements apply to sales of both foods and beverages and to all grade levels. AB 626 also amended Education Code 49431 and 49431.5 to eliminate the requirement that sales of noncompliant foods and beverages in elementary schools only be allowed if the items are sold by students of the school.

The sale of foods or beverages that do not comply with the standards in Education Code 49431-49431.5 may be permitted in either of the following circumstances: (Education Code 49431-49431.5)

1. The sale takes place off and away from school premises.
2. The sale takes place on school premises at least one-half hour after the end of the school day.

*(cf. 1230 - School-Connected Organizations)*  
*(cf. 1321 - Solicitations of Funds from and by Students)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*

**Requirements for Schools Participating in Federal Meal Program**

**Note:** The following section is for use by districts that have one or more schools participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). 7 CFR 210.11 and 220.12 **mandate** that such districts adopt rules and regulations to ensure compliance with federal requirements for competitive foods.

**OTHER FOOD SALES (continued)**

Pursuant to 42 USC 1779, the U.S. Secretary of Agriculture has established nutrition standards which are consistent with the most recent Dietary Guidelines for Americans and apply to all foods sold outside the school meal programs on school campuses at any time during the school day. These standards are contained in 7 CFR 210.11 and 220.12, as amended by 78 Fed. Reg. 125, and must be implemented by July 1, 2014.

Note that, in some instances, state nutrition standards (Education Code 49431-49431.7) may be stricter than federal standards. In such cases, the stricter standard prevails. In addition, although 7 CFR 210.11 and 220.12 allow states to adopt criteria for special exemptions from nutrition standard compliance for infrequent school-sponsored fundraisers, the California Department of Education (CDE) provides no exemption. Thus, all infrequent school-sponsored fundraisers are subject to the same rules as other outside food sales.

For any district school participating in the National School Lunch and/or Breakfast Program, food and beverage sales conducted outside the district's food service program on school campuses during the school day shall comply with applicable nutritional standards specified in 7 CFR 210.11 and 220.12 or with state nutrition standards in Education Code 49431-49431.7 and 5 CCR 15500-15501 and 15575-15578, whichever rule is stricter.

Note: As amended by 78 Fed. Reg. 125, 7 CFR 210.11 adds the following definition of "school day" for purposes of the regulations governing competitive food and beverage sales.

These standards shall apply to all competitive foods and beverages sold from midnight before the school day to one-half hour after the end of the school day. (7 CFR 210.11)

Note: The remainder of this section reflects 5 CCR 15500-15501 pertaining to sales by student organizations in schools that participate in a federal meal program, but delegates to the Superintendent or designee the responsibility for approval of the specific food item to be sold; see the accompanying Board policy.

To the extent that any Title 5 requirement conflicts with the nutrition standards specified in Education Code 49431-49431.7 or federal law, the stricter standard prevails. Thus, although 5 CCR 15500 provides that a student organization may only sell a dessert-type item, such as a pastry, ice cream, or fruit, stricter state and federal nutrition standards supersede and so this provision is not reflected in the list below.

Items #1-6 below are for use by districts that maintain any of grades K-8.

In a school with any of grades K-8 that is participating in the National School Lunch and/or Breakfast Program, the Superintendent or designee shall not permit the sale of foods by a student organization except when all of the following conditions are met: (5 CCR 15500)

1. The student organization sells only one food item per sale.
2. The specific nutritious food item is approved by the Superintendent or designee in accordance with Board policy.



**OTHER FOOD SALES (continued)**

3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is not one sold in the district's food service program at that school during that school day.

Note: Items #1-4 below are for use by districts that maintain middle schools or high schools.
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In any middle or high school, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met: (5 CCR 15501)

1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.
2. The specific nutritious food items are approved by the Superintendent or designee in accordance with Board policy.
3. Food items sold during the regular school day are not prepared on the premises.
4. The food items sold are not those sold in the district's food service program at that school during that school day.

Note: 7 CFR 210.11, as amended by 78 Fed. Reg. 125, requires the district to maintain specified records.
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The Superintendent or designee shall maintain records, or shall require organizations selling foods and beverages to maintain records, to document compliance with federal nutrition standards for all competitive foods and beverages sold through and outside the district's food services program. At a minimum, these records shall include receipts, nutrition labels, and/or product specifications. (7 CFR 210.11)

# **Center USD**

## **Administrative Regulation**

### **Other Food Sales**

**AR 3554**

#### **Business and Noninstructional Operations**

##### **Nutritional Standards for Foods and Beverages**

Food and beverage sales outside the district's food service program shall comply with applicable nutritional standards specified in Education Code 49431, 49431.2, 49431.5, and 49431.7 and 5 CCR 15575-15578.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

At an elementary school, the sale of foods or beverages that do not comply with the standards in Education Code 49431 and 49431.5 may be permitted, as part of a fundraising event, only when the items are sold by students of the school and the sale meets either of the following conditions: (Education Code 49431, 49431.5)

1. It takes place off and away from school premises.
2. It takes place at least one-half hour after the end of the school day.

(cf. 1230 - School-Connected Organizations)

(cf. 1321 - Solicitations of Funds from and by Students)

At a middle, junior high, or high school, the sale of food items that do not comply with the standards in Education Code 49431.2 may be permitted in any of the following circumstances: (Education Code 49431.2)

1. The sale takes place off and away from school premises.
2. The sale takes place on school premises at least one-half hour after the end of the school day.
3. The sale occurs during a school-sponsored student activity after the end of the school day.

(cf. 6145 - Extracurricular and Cocurricular Activities)

Beverage sales that do not comply with the standards in Education Code 49431.5 may be

permitted at a middle or junior high school as part of a school event under either of the following circumstances: (Education Code 49431.5)

1. The sale occurs during a school-sponsored event and takes place at the location of the event at least one-half hour after the end of the school day.
2. Vending machines, student stores, and cafeterias are used later than one-half hour after the end of the school day.

**Additional Requirements for Schools Participating in the National School Lunch or Breakfast Program**

The sale of foods outside of the district's food service program during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization(s) sponsoring the sale. Sales shall only occur four (4) times per year and food must comply with the national school lunch program nutritional guidelines. (7 CFR 210.11, 220.12)

No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B, and 7 CFR 220, Appendix B, shall be sold in food service areas during breakfast and lunch periods. (7 CFR 210.11, 220.12)

In a school with any of grades K-8 that is participating in the National School Lunch and/or Breakfast Program, the Superintendent or designee shall not permit the sale of foods by a student organization except when all of the following conditions are met: (5 CCR 15500)

1. The student organization shall sell only one food item per sale.
2. The specific nutritious food item is approved by the Superintendent or designee.
3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is a dessert-type food, such as pastry, ice cream, or fruit.
7. The food sold is not one sold in the district's food service program at that school during that school day.

In junior high and high schools, a student organization may be approved to sell food items during or after the school day if all of the following conditions are met: (5 CCR

15501)

1. Only one student organization conducts a food sale on a given school day and the organization sells no more than three types of food or beverage items, except that up to four days during the school year may be designated on which any number of organizations may conduct the sale of any food items.
2. The specific nutritious food items are approved by the Superintendent or designee.
3. Food items sold during the regular school day are not prepared on the premises.
4. The food items sold are not those sold in the district's food service program at that school during that school day.

## All Personnel

BP 4111(a)

4211

## RECRUITMENT AND SELECTION

4311

Note: The following optional policy may be revised to reflect district practice and any related provisions of collective bargaining agreements.

The Governing Board should ensure that district hiring procedures are designed to minimize the possibility of hiring unsuitable or undesirable individuals to avoid liability for negligent hiring. In C.A. v. William S. Hart Union High School District, the California Supreme Court held that defendant district could be vicariously liable for negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student.

The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations.

*(cf. 0100 - Goals for the School District)*

*(cf. 4000 - Concepts and Roles)*

*(cf. 4100 - Certificated Personnel)*

*(cf. 4200 - Classified Personnel)*

*(cf. 4300 - Administrative and Supervisory Personnel)*

The Superintendent or designee shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4031 - Complaints Concerning Discrimination in Employment)*

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)*

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates.

Note: The following optional paragraph should be revised to reflect district practice. AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533), which allowed funding to be used for purposes of the Teaching as a Priority block grant including incentives to recruit or retain credentialed teachers in schools ranked in the bottom half of the Academic Performance Index, into the local control funding formula. At their discretion, districts may continue to offer incentives (e.g., signing bonuses, improved work conditions, additional compensation, housing subsidies) to recruit teachers, administrators, or other employees in accordance with district needs.

With Board approval, the Superintendent or designee may provide incentives to recruit teachers, administrators, or other employees to work in low-performing schools or in hard-to-fill positions.

*(cf. 4113 - Assignment)*

## **RECRUITMENT AND SELECTION (continued)**

The district's selection procedures shall include screening processes, interviews, observations, and recommendations from previous employers as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

*(cf. 2230 - Representative and Deliberative Groups)*

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

Note: The following paragraph should be modified to reflect district practice.
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For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

*(cf. 4112 - Appointment and Conditions of Employment)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.22 - Staff Teaching English Language Learners)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)*

*(cf. 4212 - Appointment and Conditions of Employment)*

*(cf. 4312.1 - Contracts)*

*Legal Reference: (see next page)*

## RECRUITMENT AND SELECTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination  
41530-41533 Professional Development Block Grant  
44066 Limitations on certification requirement  
44259 Teaching credential; exception; designated subjects; minimum requirements  
44735 Teaching as a Priority block grant  
44740-44741 Personnel management assistance teams  
44750 Teacher recruitment resource center  
44830-44831 Employment of certificated persons  
44858 Age or marital status in certificated positions  
44859 Prohibition against certain rules and regulations re: residency  
45103-45139 Employment (classified employees)  
49406 Examination for tuberculosis

#### GOVERNMENT CODE

815.2 Liability of public entities and public employees  
12900-12996 Fair Employment and Housing Act, including:  
12940-12956 Discrimination prohibited; unlawful practices

#### UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens  
1324b Unfair immigration related practices

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments  
12101-12213 Americans with Disabilities Act

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

#### COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

### *Management Resources:*

#### WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>  
Education Job Opportunities Information Network: <http://www.edjoin.org>  
Teach USA: <http://www.calteach.org>  
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

# **Center USD**

## **Board Policy**

### **Recruitment And Selection**

**BP 4111**  
**Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to employ the most highly qualified and appropriate person available for each open position in order to improve student achievement and efficiency in district operations.

(cf. 4000 - Concepts and Roles)  
(cf. 4100 - Certificated Personnel)  
(cf. 4200 - Classified Personnel)  
(cf. 4300 - Management, Supervisory and Confidential Personnel)

The Superintendent or designee shall recruit candidates for open positions based on an assessment of the district's needs for specific skills, knowledge and abilities. He/she shall develop job descriptions that accurately describe all essential and marginal functions and duties of each position, and shall disseminate job announcements to ensure a wide range of candidates.

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

The Superintendent or designee shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations and recommendations from previous employers. He/she may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.



(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)  
(cf. 4031 - Complaints Concerning Discrimination in Employment)  
(cf. 4032 - Reasonable Accommodation)  
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)  
(cf. 4112.2 - Certification)  
(cf. 4212 - Appointment and Conditions of Employment)  
(cf. 4312.1 - Contracts)

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex  
44066 Limitations on certification requirement  
44259 Teaching credential; exception; designated subjects; minimum requirements  
44735 Incentive grants for recruiting teachers for low-performing schools  
44740-44741 Personnel Management Assistance Teams  
44750-44754.5 Regional teacher recruitment centers  
44830-44831 Employment of certificated persons  
44858 Age or marital status in certificated positions  
44859 Prohibition against certain rules and regulations re residency  
45103-45138 Employment (classified employees)  
49406 Examination for tuberculosis  
52051 Academic Performance Index

**GOVERNMENT CODE**

12900-12996 Fair Employment and Housing Act, including:  
12940-12956 Discrimination prohibited; unlawful practices

**UNITED STATES CODE, TITLE 8**

1324a Unlawful employment of aliens  
1324b Unfair immigration related practices

**UNITED STATES CODE, TITLE 42**

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.101-35.190 Americans with Disabilities Act

**Management Resources:**

**CSBA PUBLICATIONS**

**Maximizing School Board Leadership: Human Resources, 1996**

**WEB SITES**

**Equal Employment Opportunity Commission: <http://www.eeoc.gov>**

**Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>**

**CalTeach: <http://www.calteach.org>**

**Education Job Opportunities Information Network: <http://www.edjoin.org>**

# **Center USD**

## **Board Policy**

### **Recruitment and Selection**

**BP 4211**  
**Personnel**

Provisions of this policy regarding posting of vacancies are governed by the negotiated agreement with the California School Employees Association, Chapter 610.

In order to secure quality personnel the district shall maintain an effective recruitment program based upon alertness to good candidates, initiative that results in prompt action, and good personnel practices in dealing with applicants.

The Superintendent or his/her designee shall determine the personnel needs of the school district. He/she shall locate suitable candidates and make recommendations to the Governing Board for employment. An estimate of the cost of the recruitment and selection program will be made annually by the Superintendent and presented to the Governing Board for inclusion in the annual budget.

No inquiry in regard to an employee's race, color, religious creed, sex or national origin shall be made of a person proposed for or seeking employment.

(cf. 4111.1/4211.1 - Affirmative Action)

Prior to initial employment, a physician shall certify to the Superintendent that said employee is in good health and in fit condition for service. (Education Codes 49406, 45122)

(cf. 4212.4 - Health Examinations)

The Superintendent shall ensure that persons nominated for employment meet all qualifications established by law and by the Governing Board.

#### **Legal Reference:**

##### **EDUCATION CODE**

**200-261 Prohibition of discrimination on the basis of sex**

**44066 Limitations on certification requirements**

**45103-45138 Employment**

##### **CODE OF REGULATIONS, TITLE 5**

**30-31 Affirmative Action Employment Programs**

##### **LABOR CODE**

1420 Unlawful employment practices  
Title VII, Civil Rights Act as amended by  
Title IX, Equal Employment Opportunity Act

Policy

adopted: September 17, 1986

CENTER UNIFIED SCHOOL DISTRICT

Antelope, California

# **Center USD**

## **Board Policy**

### **Recruitment And Selection**

**BP 4311**  
**Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to employ the most highly qualified and appropriate person available for each open position in order to improve student achievement and efficiency in district operations.

(cf. 4000 - Concepts and Roles)  
(cf. 4100 - Certificated Personnel)  
(cf. 4200 - Classified Personnel)  
(cf. 4300 - Management, Supervisory and Confidential Personnel)

The Superintendent or designee shall recruit candidates for open positions based on an assessment of the district's needs for specific skills, knowledge and abilities. He/she shall develop job descriptions that accurately describe all essential and marginal functions and duties of each position, and shall disseminate job announcements to ensure a wide range of candidates.

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

The Superintendent or designee shall develop selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations and recommendations from previous employers. He/she may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)  
(cf. 4031 - Complaints Concerning Discrimination in Employment)  
(cf. 4032 - Reasonable Accommodation)  
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)  
(cf. 4112.2 - Certification)  
(cf. 4212 - Appointment and Conditions of Employment)  
(cf. 4312.1 - Contracts)

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44740-44741 Personnel Management Assistance Teams  
44750-44754.5 Regional teacher recruitment centers  
44830-44831 Employment of certificated persons  
44858 Age or marital status in certificated positions  
44859 Prohibition against certain rules and regulations re residency  
45103-45138 Employment (classified employees)  
49406 Examination for tuberculosis  
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**GOVERNMENT CODE**

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12940-12956 Discrimination prohibited; unlawful practices

**UNITED STATES CODE, TITLE 8**

1324a Unlawful employment of aliens  
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**UNITED STATES CODE, TITLE 42**

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.101-35.190 Americans with Disabilities Act

**Management Resources:**

**CSBA PUBLICATIONS**

**Maximizing School Board Leadership: Human Resources, 1996**

**WEB SITES**

**Equal Employment Opportunity Commission: <http://www.eeoc.gov>**

**Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>**

**CalTeach: <http://www.calteach.org>**

**Education Job Opportunities Information Network: <http://www.edjoin.org>**

## STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis.

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

*(cf. 6111 - School Calendar)*

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

*(cf. 0520.4 - Quality Education Investment Schools)*

Note: Pursuant to Education Code 99242, the Math and Reading Professional Development program self-repealed on January 1, 2013. In addition, AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. At their discretion, districts may design professional development opportunities to meet the purposes of these programs or other local needs. Items #1-11 below are **optional**.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:



**STAFF DEVELOPMENT (continued)**

1. Mastery of subject-matter knowledge, including current state and district academic standards

*(cf. 6011 - Academic Standards)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*  
*(cf. 6142.3 - Civic Education)*  
*(cf. 6142.5 - Environmental Education)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6142.93 - Science Instruction)*

2. Use of effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction

*(cf. 0440 - District Technology Plan)*

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

*(cf. 4112.22 - Staff Teaching English Language Learners)*  
*(cf. 4112.23 - Special Education Staff)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6171 - Title I Programs)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6175 - Migrant Education Program)*

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

*(cf. 6178 - Career Technical Education)*

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

## STAFF DEVELOPMENT (continued)

(cf. 1240 - Volunteer Assistance)  
 (cf. 5020 - Parent Rights and Responsibilities)  
 (cf. 6020 - Parent Involvement)

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention

(cf. 5131 - Conduct)  
 (cf. 5131.2 - Bullying)  
 (cf. 5137 - Positive School Climate)  
 (cf. 5138 - Conflict Resolution/Peer Mediation)  
 (cf. 5145.9 - Hate-Motivated Behavior)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)  
 (cf. 6162.5 - Student Assessment)

10. Knowledge of topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)  
 (cf. 3515.5 - Sex Offender Notification)  
 (cf. 5030 - Student Wellness)  
 (cf. 5131.6 - Alcohol and Other Drugs)  
 (cf. 5131.63 - Steroids)  
 (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
 (cf. 5141.4 - Child Abuse Prevention and Reporting)  
 (cf. 5141.52 - Suicide Prevention)  
 (cf. 5145.3 - Nondiscrimination/Harassment)  
 (cf. 5145.7 - Sexual Harassment)

11. Knowledge of topics related to employee health, safety, and security

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)  
 (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)  
 (cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
 (cf. 4157/4257/4357 - Employee Safety)  
 (cf. 4158/4258/4358 - Employee Security)

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish professional growth programs that give individual teachers a wide range of options and significant roles in determining the course of their professional growth. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential,

**STAFF DEVELOPMENT (continued)**

and are required to provide staff development and support to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3). In addition, 20 USC 6319 requires that the Title I local educational agency plan include professional development designed to enable teachers of core academic subjects to meet the requirements of the No Child Left Behind Act for "highly qualified" teachers; see BP/AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act.

The Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

*(cf. 4112.2 - Certification)*

*(cf. 4112.21 - Interns)*

*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

*(cf. 4131.1 - Beginning Teacher Support/Induction)*

*(cf. 4138 - Mentor Teachers)*

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

*(cf. 4115 - Evaluation/Supervision)*

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

*(cf. 3100 - Budget)*

*(cf. 3350 - Travel Expenses)*

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

## STAFF DEVELOPMENT (continued)

### Legal Reference:

#### EDUCATION CODE

41530-41533 Professional Development Block Grant  
44032 Travel expense payment  
44259.5 Standards for teacher preparation  
44277 Professional growth programs for individual teachers  
44325-44328 District interns  
44450-44468 University internship program  
44570-44578 Inservice training, secondary education  
44580-44591 Inservice training, elementary teachers  
44630-44643 Professional Development and Program Improvement Act of 1968  
44700-44705 Classroom teacher instructional improvement program  
45028 Salary schedule and exceptions  
48980 Notification of parents/guardians: schedule of minimum days  
56240-56245 Staff development; service to persons with disabilities  
99200-99206 Subject matter projects

#### GOVERNMENT CODE

3543.2 Scope of representation of employee organization

#### CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement

#### UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals

#### PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

### Management Resources:

#### CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

State Board of Education Guidelines and Criteria for Approval of Training Providers, March 2008

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession, 2009

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Professional Development: <http://www.cde.ca.gov/pd>

California Subject Matter Projects: <http://csmf.ucop.edu>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

# **Center USD**

## **Board Policy**

### **Staff Development**

**BP 4131**

#### **Personnel**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 - School Calendar)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of discipline-based knowledge, including academic content in the core curriculum and academic standards

(cf. 6011 - Academic Standards)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.5 - Environmental Education)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

**3. Use of technologies to enhance instruction**

(cf. 0440 - District Technology Plan)

**4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, gifted and talented students, and at-risk students**

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6141.5 - Advanced Placement)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

**5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning**

(cf. 6178 - Career Technical Education)

**6. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education**

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

**7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, and discipline, including conflict resolution and intolerance and hatred prevention**

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

**8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn**

**9. Ability to interpret and use data and assessment results to guide instruction**

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6162.5 - Student Assessment)

**10. Knowledge of topics related to student health, safety, and welfare**

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515.5 - Sex Offender Notification)  
(cf. 5030 - Student Wellness)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.63 - Steroids)  
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5141.52 - Suicide Prevention)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

**11. Knowledge of topics related to employee health, safety, and security**

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)  
(cf. 4119.42/4219.42/4319.42- Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
(cf. 4157/4257/4357 - Employee Safety)  
(cf. 4158/4258/4358 - Employee Security)

The Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth which contributes to competence, performance, and effectiveness in teaching and classroom assignments and, as necessary, assists them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)  
(cf. 4112.21 - Interns)  
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)  
(cf. 4131.1 - Beginning Teacher Support/Induction)  
(cf. 4138 - Mentor Teachers)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)  
(cf. 4139 - Peer Assistance and Review)

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district

priorities for student achievement, school improvement objectives, and school plans.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 0520.4 - Quality Education Investment Schools)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)  
(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

(cf. 0500 - Accountability)

**Legal Reference:**

**EDUCATION CODE**

41520-41522 Teacher Credentialing Block Grant, including beginning teacher support  
41530-41533 Professional Development Block Grant  
44032 Travel expense payment  
44259.5 Standards for teacher preparation  
44277 Professional growth programs for individual teachers  
44279.1-44279.7 Beginning Teacher Support and Assessment Program  
44325-44328 District interns  
44450-44468 University internship program  
44560-44562 Certificated Staff Mentoring Program  
44570-44578 Inservice training, secondary education  
44580-44591 Inservice training, elementary teachers  
44630-44643 Professional Development and Program Improvement Act of 1968  
44700-44705 Classroom teacher instructional improvement program  
44735 Teaching as a Priority Block Grant; teacher recruitment and retention in high-priority schools  
45028 Salary schedule and exceptions  
48980 Notification of parents/guardians: schedule of minimum days



52055.600-52055.662 High Priority Schools Grant Program  
56240-56245 Staff development; service to persons with disabilities  
99200-99206 Subject matter projects  
99220-99227 California Professional Development Institutes  
99230-99242 Mathematics and Reading Professional Development Program  
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
44579-44579.6 Instructional Time and Staff Development Reform Program  
GOVERNMENT CODE  
3543.2 Scope of representation of employee organization  
CODE OF REGULATIONS, TITLE 5  
11980-11985.6 Mathematics and Reading Professional Development Program  
13025-13044 Professional development and program improvement  
UNITED STATES CODE, TITLE 20  
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6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals  
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March 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS  
California Standards for the Teaching Profession, 1997

**WEB SITES**

Beginning Teacher Support and Assessment: <http://www.btsa.ca.gov>  
California Commission on Teacher Credentialing: <http://www.ctc.ca.gov>  
California Department of Education, Professional Development:  
<http://www.cde.ca.gov/pd>  
California Subject Matter Projects: <http://csmmp.ucop.edu>

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## **Center USD**

### **Administrative Regulation**

#### **Staff Development**

**AR 4131**  
**Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

#### **Approved Activities**

The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

1. Visits to other classrooms and other schools to observe and analyze teaching
  2. Attendance at professional education conferences or committee meetings
  3. Classes/workshops offered by the district, county office of education, state projects, private organizations, or other appropriate agencies
  4. Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
  5. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
  6. Peer conferences and/or joint staff preparation time
  7. Participation in curriculum development projects
- (cf. 6141 - Curriculum Development and Evaluation)
8. Participation in educational research or innovation efforts

**9. Assistance from or service as a mentor teacher or consulting teacher**

(cf. 4112.21 - Interns)

(cf. 4131.1 - Beginning Teacher Support/Induction)

(cf. 4138 - Mentor Teachers)

(cf. 4139 - Peer Assistance and Review)

**10. Service in a leadership role in a professional organization**

**11. Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences**

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

(cf. 6178 - Career Technical Education)

(cf. 6178 - Work Experience Education)

(cf. 6178.2 - Regional Occupational Center/Program)

**12. Travel, study, and research in subject-matter content and effective educational practices**

(cf. 4161.3 - Professional Leaves)

**13. Follow-up activities that help staff to implement newly acquired skills**

The Superintendent or designee shall approve the participation of individual staff members in district-provided or external staff development activities which may require release time, leave of absence, or other district resources.

**Mathematics and Reading Professional Development Program**

With the approval of the State Board of Education, the district shall offer or contract with a training provider to provide professional development to teachers, instructional aides, and paraprofessionals who directly assist with classroom instruction in mathematics and/or reading. (Education Code 99232, 99237)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

Priority for professional development under this program may be given to teachers who meet any of the following criteria: (Education Code 99234)

**1. Are in their first or second year of teaching**

**2. Are assigned to high-priority schools ranked in deciles 1-5 of the state's Academic**

## **Performance Index**

3. Are assigned to schools that are under state sanctions in the High Priority Schools Grant Program pursuant to Education Code 52055.650

(cf. 0520.1 - High Priority Schools Grant Program)

4. Have recently changed teaching assignments

The program shall provide 40 hours of professional development per subject area focused primarily on the statewide academic content standards for mathematics or English language arts, state curriculum frameworks for mathematics or English language arts, and instructional materials aligned to mathematics or English language arts content standards. The program shall include instructional strategies designed to help all students gain mastery of the state content standards, with special emphasis on English language learners and students with disabilities. (Education Code 99237; 5 CCR 11984)

(cf. 6011 - Academic Standards)

Within two years of completing the above professional development, participating teachers shall complete 80 hours of follow-up instruction, coaching, or additional school-site assistance based on individual teacher or school needs as appropriate. (Education Code 99237, 99237.6)

Contingent upon state funding, teachers of English language learners who have completed at least the initial 40 hours of professional development described above may receive an additional 40 hours of instruction, follow-up instruction, and support in mathematics and reading/language arts instruction. Completion of the English learner professional development may be counted toward the 80-hour follow-up training requirement described above. (Education Code 99237.5; 5 CCR 11981.3, 11985)

The Superintendent or designee shall retain and submit preprogram and postprogram student achievement data to the California Department of Education upon request. He/she also shall retain, for no less than five years, all records related to the professional development provided to all program participants, including, but not limited to: (5 CCR 11982)

1. The number of hours of training attended
2. Attendance records
3. Subject content
4. The dates of each training session taken by teachers and paraprofessionals
5. The name(s) of the providers

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Regulation    CENTER UNIFIED SCHOOL DISTRICT  
approved: April 1, 2009    Antelope, California

## STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment. (United Faculty of Contra Costa Community College District v. Contra Costa Community College District) Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of agreement, may be determined by PERB on a case-by-case basis.

Pursuant to Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), a district that expends funds for professional development for any school site staff must consider the needs of its classified school employees to update their skills and learn best practices.

Pursuant to Education Code 45387, the Governing Board may authorize a permanent classified employee to attend job-related inservice training with pay during working hours for one or more school days each year.

The Governing Board recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

*(cf. 3100 - Budget)*

*(cf. 3350 - Travel Expenses)*

*(cf. 4200 - Classified Personnel)*

*(cf. 4261.3 - Professional Leaves)*

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0420.1 - School-Based Program Coordination)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

**STAFF DEVELOPMENT (continued)**

Note: Items #1-10 below reflect **optional** topics for professional development of classified staff specified in Education Code 45391, as added by SB 590 (Ch. 723, Statutes of 2013), and may be revised to reflect district practice.

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)

1. Student learning and achievement
  - a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students
  - b. Alignment of curriculum and instructional materials with Common Core State Standards
  - c. The management and use of state and local student data to improve student learning
  - d. Best practices in appropriate interventions and assistance to at-risk students

*(cf. 4222 - Teacher Aides/Paraprofessionals)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 5123 - Promotion/Acceleration/Retention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - State Academic Achievement Tests)*

2. Student and campus safety

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 3515.5 - Sex Offender Notification)*  
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*  
*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*  
*(cf. 4157/4257/4357 - Employee Safety)*  
*(cf. 4158/4258/4358 - Employee Security)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.2 - Bullying)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*

## **STAFF DEVELOPMENT (continued)**

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

3. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance

*(cf. 0440 - District Technology Plan)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 4040 - Employee Use of Technology)*

*(cf. 6163.4 - Student Use of Technology)*

4. School facility maintenance and operations, including new research and best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

*(cf. 3510 - Green School Operations)*

*(cf. 3511- Energy and Water Management)*

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

*(cf. 6159 - Individualized Education Program)*

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

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

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

6. School transportation and bus safety

*(cf. 3540 - Transportation)*

*(cf. 3541- Transportation for School-Related Trips)*

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 3542 - Bus Drivers)*

*(cf. 3543 - Transportation Safety and Emergencies)*

7. Parent involvement, including ways to increase parent involvement at school sites

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

8. Food service, including new research on food preparation to provide nutritional meals and food management

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

*(cf. 3555 - Nutrition Program Compliance)*



**STAFF DEVELOPMENT (continued)****9. Health, counseling, and nursing services**

*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.23 - Asthma Management)*  
*(cf. 5141.24 - Specialized Health Care Services)*  
*(cf. 5141.26 - Tuberculosis Testing)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.52 - Suicide Prevention)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

**10. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites**

*(cf. 3514 - Environmental Safety)*  
*(cf. 3514.1 - Hazardous Substances)*  
*(cf. 3514.2 - Integrated Pest Management)*  
*(cf. 6161.3 - Toxic Art Supplies)*

Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41533) into the local control funding formula. The following **optional** paragraph is for use by districts that choose to continue to offer a professional development program designed to meet the purposes of this program.

For classroom instructional aides, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students.

*(cf. 4131 - Staff Development)*

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

*(cf. 4215 - Evaluation/Supervision)*

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

*(cf. 0500 - Accountability)*

## STAFF DEVELOPMENT (continued)

### *Legal Reference:*

#### EDUCATION CODE

*41530-41533 Professional Development Block Grant*

*44032 Travel expense payment*

*45380-45387 Retraining and study leave (classified employees)*

*45390-45392 Professional development for classified school employees*

*52060-52077 Local control and accountability plan*

*56240-56245 Staff development; service to persons with disabilities*

#### GOVERNMENT CODE

*3543.2 Scope of representation of employee organization*

#### PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

*United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085*

### *Management Resources:*

#### WEB SITES

*California Association of School Business Officials: <http://www.casbo.org>*

*California School Employees Association: <http://www.csea.com>*

# **Center USD**

## **Board Policy**

### **Staff Development**

**BP 4231**

#### **Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, retrain to meet changing conditions in the district, and/or enhance personal growth.

(cf. 4261.3 - Professional Leaves)

The Superintendent or designee shall develop a program of ongoing staff development which may include, but not be limited to, activities related to:

1. General workplace skills and/or skills and knowledge specific to the duties of each classified position

(cf. 1340 - Access to District Records)

(cf. 3515.3 - District Police/Security Department)

(cf. 3542 - School Bus Drivers)

(cf. 4200 - Classified Personnel)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5148 - Child Care and Development)

(cf. 6300 - Preschool/Early Childhood Education)

2. The role of classified staff in achieving district goals and promoting student achievement

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6010 - Goals and Objectives)

3. The use of technologies to improve job performance

(cf. 0440 - District Technology Plan)

4. Effective communication and interaction with other staff, students, parents/guardians, and community members

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

5. Topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5146.9 - Hate-Motivated Behavior)

(cf. 5145.7 - Sexual Harassment)

(cf. 5149 - At-Risk Students)

6. Topics related to employee health, safety, and security

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4158/4258/4358 - Employee Security)

7. For classroom instructional aides, staff development activities may also include academic content of the core curriculum; teaching strategies; classroom management; or other training designed to improve student performance, conflict resolution, and intolerance and hatred prevention

(cf. 4131 - Staff Development)

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4215 - Evaluation/Supervision)

The Governing Board may budget for actual and reasonable expenses incurred by classified staff who participate in staff development activities.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and the district and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - Accountability)  
(cf. 9000 - Role of the Board)

**Legal Reference:**

**EDUCATION CODE**

41530-41532 Professional Development Block Grant

44032 Travel expense payment

44390-44393 California School Paraprofessional Teacher Training Program

45380-45387 Retraining and study leave (classified)

56240-56245 Staff development; service to persons with disabilities

**REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

44579-44579.6 Instructional Time and Staff Development Reform Program

**GOVERNMENT CODE**

3543.2 Scope of representation of employee organization

**PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS**

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

**Management Resources:**

**WEB SITES**

California Association of School Business Officials: <http://www.casbo.org>

California School Employees Association: <http://www.csea.com>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**Adopted: September 21, 2005      Antelope, California**

# Delete

## **Center USD**

### **Administrative Regulation**

#### **Staff Development**

**AR 4231**  
**Personnel**

Upon approval of the Superintendent or designee, classified staff members may participate in staff development opportunities which may include, but are not limited to:

1.     **Orientation and support for new employees**
2.     **Visits to other schools and school districts**
3.     **Attendance at professional conferences or committee meetings**
4.     **Classes and workshops offered by the district, county office of education, institutions of higher education, private organizations, or other appropriate agencies**

**(cf. 4261.3 - Professional Leaves)**

5.     **Joint staff preparation time and staff meetings**
6.     **Follow-up activities that help staff implement newly acquired skills**

## STAFF DEVELOPMENT

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 0420 - School Plans/ Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 0520.4 - Quality Education Investment Schools)

Note: Pursuant to Education Code 44517, the state's Administrator Training Program self-repealed on January 1, 2013. Funding for that program has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the content of the district's staff development program for administrators may be adapted to meet district needs. Items #1-10 below are optional.

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

1. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

(cf. 4111/4211/4311 - Recruitment and Selection)  
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)  
(cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)  
(cf. 3460 - Financial Reports and Accountability)

## **STAFF DEVELOPMENT (continued)**

### **3. Academic standards and standards-aligned curriculum and instructional materials**

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

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

### **4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation**

### **5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups**

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

### **6. The use of technology to improve student performance and district operations**

*(cf. 0440 - District Technology Plan)*

### **7. Creation of safe and inclusive school environments**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5137 - Positive School Climate)*

### **8. Parental involvement and community collaboration**

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

### **9. Employee relations**

### **10. Effective school and district planning processes**

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

*(cf. 4315 - Evaluation/Supervision)*

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*



## STAFF DEVELOPMENT (continued)

### *Legal Reference:*

#### EDUCATION CODE

44681-44689.2 *Administrator training and evaluation*

52060-52077 *Local control and accountability plan*

### *Management Resources:*

#### WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS PUBLICATIONS

*California Professional Standards for Educational Leaders, 2001*

#### WEB SITES

*Association of California School Administrators:* <http://www.acsa.org>

*California Department of Education:* <http://www.cde.ca.gov>

*California School Leadership Academy:* <http://www.csla.org>

*Commission on Teacher Credentialing:* <http://www.ctc.ca.gov>

*WestEd:* <http://www.wested.org>

# **Center USD**

## **Board Policy**

### **Staff Development**

**BP 4331**

#### **Personnel**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board recognizes that professional development opportunities enhance employee effectiveness and contribute to personal growth. Staff development for management, supervisory and confidential personnel shall be designed to guide instructional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

The Superintendent or designee shall develop a plan for administrator support and development activities based on a systematic assessment of the needs of district students and staff and aligned to the district's vision and goals. The Board desires that all administrators participate in planning activities that are pertinent to their specific areas of responsibility.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6010 - Goals and Objectives)

Within budget parameters, the Superintendent or designee may approve participation in activities that will benefit individual administrators and enhance their contributions to the district.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

**Legal Reference:**

**EDUCATION CODE**

44510-44517 Principal training program

44681-44689.2 Administrator training and evaluation

60119 Instructional materials fund

**Management Resources:**

**CDE PUBLICATIONS**

California Professional Standards for Educational Leaders, 2001

**WEB SITES**

CTC: <http://www.ctc.ca.gov>

CDE: <http://www.cde.ca.gov>

Association of California School Administrators: <http://www.acsa.org>

California School Leadership Academy: <http://www.csla.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT**  
**adopted: April 3, 2002      Antelope, California**

# Delete

## Center USD

### Administrative Regulation

#### Staff Development

AR 4331

#### Personnel

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Staff development activities may include but are not limited to:

1. Professional education conferences or committee meetings
2. Courses offered by institutions of higher education
3. Workshops offered by the district, county office of education, or state
4. Small-group activities
5. Self-directed learning
6. Observation of other schools
7. Follow-up activities that help staff implement newly acquired skills

(cf. 3350 - Travel Expenses)

(cf. 4361 - Leaves)

#### Administrator Training Program

The Superintendent or designee shall approve, for principals and vice principals, a staff development program which meet the following conditions:

1. The training shall have a duration of at least 80 hours of intensive individualized support and professional development. To the extent practicable, the institute training portion of Modules 1, 2, and 3 shall be held outside of the regular school day. An

additional 80 hours of intensive individualized support and professional development may be completed over a period of up to two years once the initial 80 hours of training commences. (Education Code 44513)

Training shall include instruction in the following areas: (Education Code 44511)

a. School financial and personnel management, including hiring, recruitment, and retention practices and misassignments of certificated personnel

(cf. 4111 - Recruitment and Selection)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4113 - Assignment)

b. Core academic standards

(cf. 6011 - Academic Standards)

c. Curriculum frameworks and instructional materials aligned to the state academic standards, including ensuring the provisions of textbooks and instructional materials as defined in Education Code 60119

(cf. 6141 - Curriculum Development and Evaluation)

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

d. The use of student assessment instruments; specific ways of mastering the use of assessment data from the Standardized Testing and Reporting program, including analyzing achievement of specific subgroups including English language learners and individuals with disabilities; and school management technology to improve student performance

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

e. The provision of instructional leadership and management strategies regarding the use of instructional technology to improve student performance

(cf. 6162.7 - Use of Technology in Instruction)

f. Extension of the knowledge, skills, and abilities acquired in the preliminary administrative preparation program that are designed to strengthen the ability of administrators to effectively and efficiently lead an organization and build the capacity of staff to enhance the academic performance of all students, including special emphasis on providing additional support for students identified as English language learners and individuals with disabilities

(cf. 6159 - Individualized Education Program)  
(cf. 6174 - Education for English Language Learners)

g. Leadership training to improve the academic achievement of all students including, but not limited to, capacity building in all of the following areas:

- (1) Pedagogies of learning
- (2) Motivation of student learning
- (3) Instructional strategies to teach essential content in ways that address the varied learning needs of students, with special emphasis on English language learners and individuals with disabilities
- (4) Collaboration
- (5) Conflict resolution, including reduction of racial tensions
- (6) Respect for diversity
- (7) Parental involvement
- (8) Employee relations
- (9) Creation of an effective, safe, and inclusive learning and workplace environment
- (10) Single plan for student achievement

(cf. 0420 - School Plans/Site Councils)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5138 - Conflict Resolution/Peer Mediation)

2. For purposes of this program, the Superintendent or designee shall select a staff development provider approved by the State Board of Education. (Education Code 44513)

The Superintendent or designee shall give highest priority to training administrators assigned to, and practicing in, high-priority or hard-to-staff schools.

A high-priority school is a school in the bottom half of all schools statewide based on Academic Performance Index rankings. A hard-to-staff school is a school in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff. (Education Code 44510)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 4112.2 - Certification)

## PROMOTION/ACCELERATION/RETENTION

Note: Education Code 48070 and 48070.5 mandate that the Governing Board adopt a policy, at a public meeting, regarding the promotion and retention of students, including, but not limited to, promotion and retention at specified grade levels and with specified provisions.

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

*(cf. 6011 - Academic Standards)*

*(cf. 6146.1 - High School Graduation Requirements)*

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

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6170.1 - Transitional Kindergarten)*

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Note: Education Code 48070.5 mandates that the Board's policy provide for the identification of students who should be retained and who are at risk of being retained at the end of grades 2, 3, 4, the intermediate grades (usually grade 6), and the middle school grades (usually grade 8). Items #1-5 below should be revised to reflect the grade levels offered by the district. If the Board chooses to expand these requirements to cover other grade levels, the following list should be revised accordingly.

Education Code 48070.5 further mandates that the Board's policy provide for students to be identified as early in the school year, and as early in their school careers, as practicable.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5

Note: If all the schools in the district are configured in the same manner, the district may specify the actual grade levels in items #4 and 5 below (e.g., between grades 6 and 7, between grades 8 and 9).



**PROMOTION/ACCELERATION/RETENTION (continued)**

4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Note: Education Code 48070.5 mandates that the district's policy establish the basis for identifying students who should be retained and who are at risk of being retained. If a student performs below the minimum standard based on indicators established by the district, the student shall be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic deficiencies; see the accompanying administrative regulation.

Pursuant to Education Code 48070.5, the district may use either of the following: (1) the student's grades and other indicators of academic achievement designated by the district (Option 1 below) or (2) the results of state assessments administered pursuant to Education Code 60640-60649 and minimum levels of proficiency recommended by the State Board of Education (SBE) (Option 2 below). With regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process; see BP/AR 6159 - Individualized Education Program.

Education Code 48070.5 provides that, when a district chooses to identify students on the basis of grades pursuant to Option 1, the Board shall also designate other indicators of academic achievement that will be used. These other indicators of achievement (e.g., state or district assessments, portfolios, attendance) should be specified in the blanks provided below.

**OPTION 1:** Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

A combination of classroom, school, district, and/or state (when applicable) assessments, and supporting evidence of student's progress within grade level standards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

Note: Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), beginning in the 2013-14 school year, the state assessment system will transition from the Standardized Testing and Reporting (STAR) program to the California Assessment of Student Performance and Progress; see BP/AR 6162.51 - State Academic Achievement Tests. Thus, districts selecting Option 2 below should determine the availability and appropriateness of state assessments for the purpose of identifying students who should be retained and who are at risk of being retained.

The California Department of Education's FAQs Pupil Promotion and Retention states that STAR results may not be the exclusive criterion for promotion or retention since the test has not been certified for that purpose; thus, other indicators must also be used. These other indicators of achievement (e.g., grades, district assessments, portfolios, attendance) should be specified in the blanks provided below.

**PROMOTION/ACCELERATION/RETENTION (continued)**

~~**OPTION 2:** Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:~~

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*(cf. 5149 - At-Risk Students)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

Note: The remainder of this policy is for use by all districts.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

Note: Education Code 48070.5 mandates that the district's policy specify the teacher(s) responsible for the promotion/retention decision in cases where the student does not have a single regular classroom teacher. The following paragraph should be revised to indicate the specific teacher(s) who will be responsible (e.g., teachers responsible for core subjects).

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

Note: Education Code 48070.5 mandates that the district's policy include a process by which the teacher's decision to promote or retain a student may be appealed; see the accompanying administrative regulation.

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

Note: Education Code 48070.5 requires that the Board adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention or who are identified as being at risk for retention. See BP 6179 - Supplemental Instruction for language

**PROMOTION/ACCELERATION/RETENTION (continued)**

fulfilling this mandate. However, funding for supplemental instructional categorical programs for students in grades 2-9 who have been retained or recommended for retention (Education Code 37252.2) and for students in grades 2-6 who have been identified as being at risk of retention (Education Code 37252.8) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the district may design supplemental instructional programs for these purposes in a manner that meets district and student needs.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

*Legal Reference:*

**EDUCATION CODE**

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

**CODE OF REGULATIONS, TITLE 5**

200-202 Admission and exclusion of students

*Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

# **Center USD**

## **Board Policy**

### **Promotion/Acceleration/Retention**

**BP 5123**

**Students**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6162.52 - High School Exit Examination)

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria.

Students shall be identified on the basis of grades. The following other indicators of

academic achievement shall also be used:

- A combination of district assessments,
- Standardized test results
- Writing samples, and/or
- Other measures (such as Informal Reading Inventory)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic, and intensive supplemental instruction in accordance with Education Code 37252.2 and Board policy.

(cf. 6179 - Supplemental Instruction)

**Legal Reference:**

**EDUCATION CODE**

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

**CODE OF REGULATIONS, TITLE 5**

200-202 Admission and exclusion of students

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES**

0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10

**CDE PUBLICATIONS**

Performance Level Tables for the California Standards Tests and the California

Alternative Performance Assessment

Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

**LEGISLATIVE COUNSEL'S OPINION**

Promotion and Retention #21610

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: September 21, 2005 Antelope, California

## PROMOTION/ACCELERATION/RETENTION

### Acceleration from Kindergarten to First Grade

Note: Pursuant to Education Code 48010, a student will be admitted to first grade if his/her sixth birthday is on or before October 1 of the 2013-14 school year or September 1 of the 2014-15 school year and each school year thereafter; see AR 5111 - Admission.

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

*(cf. 5111 - Admission)*

Note: Pursuant to Education Code 48011, if a student does not meet the age eligibility requirement specified in Education Code 48010, he/she may be admitted to the first grade at the discretion of the administration of the district and with the consent of the student's parents/guardians. 5 CCR 200 mandates that the district adopt regulations setting forth procedures for early admission into first grade which ensure that students meet the minimum criteria outlined below. The district may specify additional criteria if desired.

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

### Continuation in Kindergarten

Note: Education Code 46300 specifies that when a student has completed one year of kindergarten, his/her further attendance in kindergarten may be included in the computation of average daily attendance only if the district has on file for the student a signed continuance form, available on the California Department of Education's (CDE) web site, stating that the student shall continue in kindergarten for not more than one additional school year. This agreement is required for any student who continues in kindergarten after one year, even if he/she was admitted early pursuant to Education Code 48000.

**PROMOTION/ACCELERATION/RETENTION (continued)**

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

Note: The following optional paragraph is consistent with a recommendation on the CDE's kindergarten continuance form that the approval for a student's continuance not be given until near the anniversary of the student's admittance to kindergarten because children at this age often do not develop at steady or predictable rates. Permission obtained unreasonably far in advance could be found invalid.

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

**Retention at Other Grade Levels**

Note: The following section applies to grades 1-12. For indicators established by the Governing Board for the identification of students for retention at their current grade level, see the accompanying Board policy.

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*



**PROMOTION/ACCELERATION/RETENTION (continued)**

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

*(cf. 5145.6 - Parental Notifications)*

Note: The following paragraph is optional.

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

**Appeal Process**

Note: Education Code 48070.5 mandates that the district's policy include a process by which the teacher's decision to promote or retain a student may be appealed; also see the accompanying Board policy. The following section provides a sample appeal process and may be revised to reflect district practice.

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the parent/guardian and the teacher. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

Note: The following paragraph is for use by districts that choose to allow the Superintendent or designee's decision to be appealed to the Board. Districts that authorize the Superintendent or designee to make the final determination should delete the following paragraph.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days of receipt of a written

**PROMOTION/ACCELERATION/RETENTION (continued)**

appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent or designee to decide the appeal. The decision of the Board shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

*(cf. 5125 - Student Records)*

*(cf. 5125.3 - Challenging Student Records)*

# **Center USD**

## **Administrative Regulation**

### **Promotion/Acceleration/Retention**

**AR 5123**  
**Students**

#### **Continuation in Kindergarten**

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian agrees with the recommendation of the Student Study Team (SST) that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the school principal or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall remain in kindergarten for not more than one additional school year. (Education Code 46230)

#### **Retention at Grade 1**

Students who have completed one year of first grade shall be admitted to second grade unless the parent/guardian agrees/requests with recommendation of SST that the student shall be retained in first grade for not more than one additional school year.

Whenever a student is retained in first grade for an additional year, the school principal or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall remain in first grade for not more than one additional school year.

#### **Retention at Grades 2-8**

The Superintendent or designee shall identify students who should be retained or who are at-risk of being retained at the following grade levels (Education Code 48070.5):

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 6 and 7

6. Between grades 7 and 8

7. Between grades 8 and 9

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English/language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between grades 5 and 6, between grades 6 and 7, between grades 7 and 8, and between grades 8 and 9. (Education Code 48070.5)

Students will be identified on the basis of district multiple measures scores which may include, at each grade level, a combination of district assessments, standardized test results, grades, writing samples, and/or other measures (such as Informal Reading Inventory). (Education Code 48070.5)

Students retained at grades 2-7 shall receive a qualitatively different supplemental program from the previous year that will be designed by the school of attendance. (Education Code 48070.5)

#### Identification of Students

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher, supported by the findings of the SST, determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

#### Special Education Students

The IEP (Individual Education Plan) for special education students supersedes all other promotion and retention criteria set forth in these regulations.

#### Non/Limited English Proficient Students

Students with less than three years of English instruction will not be retained unless it is ascertained that the student is not making adequate progress due to factors other than language acquisition. A written statement of explanation of promotion or retention shall be placed in the student's cum file and shall include documented evidence as to why this determination was the conclusion of the teacher and SST.

#### Students Performing At An Academic Level Commensurate With Ability

Students with documented limited ability who show progress commensurate with their

ability will not be retained. A written statement to this effect shall be placed in the student's cum file and shall include documented evidence as to why this determination was the conclusion of the teacher and SST.

If the classroom teacher's recommendation to promote is conditional on the student's performance in the summer school remediation program, the student's academic performance shall be reassessed at the end of the remediation program, by the summer school teacher, based upon the criteria set by the classroom teacher, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parent/guardian and the principal before any final determination of retention or promotion. (Education Code 48070.5)

#### **Parent/Guardian Notification**

When a student is identified as being at risk of retention, teacher and/or principal shall notify the student's parent/guardian as early in the school year as practical. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student with the principal. (Education Code 48070.5)

Parent/guardian will be notified of remedial intervention opportunities available to the students during the remainder of the school year.

The teacher and/or principal shall also make readily available a copy of the district's promotion/retention policy and administrative regulations to those parents/guardians who have been notified that their child is at risk of retention.

By the end of the third trimester, after interventions have been offered and/or provided and the teacher determines the child has not achieved the minimum standard for promotion, parents/guardians will be notified in writing that retention will be recommended in the subsequent school year and asked to attend a conference with the teacher, and SST, or principal.

#### **Interventions**

With the parent/guardian's consent, the Superintendent or designee shall require a student who has been recommended for retention or has been identified as being at-risk of retention to participate in a supplemental instruction program. Such programs shall be offered during summer school, intersession, extended day, or on Saturdays. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

These services shall be provided to students in the following priority order. (Education Code 37252.5)

1. Students who have been retained, recommended for retention, or who have been identified as being at-risk of retention pursuant to Education Code 48070.5
2. Students who have been identified as having a deficiency in reading, mathematics, or written expression based on the results of the district multiple measures assessments or other assessments.

### **Appeals Process**

The teacher's decision to promote or retain a student may be appealed consistent with Board Policy, administrative regulation, and law.

The burden shall be on the appealing party to show why the teacher's/SST's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's/SST's decision, the appealing party shall submit a written request to the District Appeals Committee specifying the reasons why the teacher's/SST's decision should be overruled. The appeal must be initiated within 10 working days of the receipt of written notification or the parent/guardian/teacher/SST/principal conference, whichever is later.

Within 20 working days of receiving the request, a District Appeal Committee shall determine whether or not to overrule the teacher's/SST's decision. If the District Appeal Committee determines that the appealing party has overwhelmingly proven that the teacher's/ SST's decision should be overruled, it shall overrule the teacher's/SST's decision.

The District Appeal Committee's written decision to support or overrule the recommendation for promotion or retention shall be given to the parent/guardian, principal, teacher, and Superintendent. The District Appeal Committee's determination may be appealed by submitting a written appeal to the Superintendent or designee within 15 working days. Within 30 working days of receipt of a written appeal, the Superintendent or designee shall take necessary steps to review the case and make a final recommendation.

If the decision of the Superintendent or designee is unfavorable to the appealing party, he/she may appeal to the Board. If the decision of the Board is unfavorable, the parent/guardian shall have the right to submit a written statement of objections, which shall become part of the student's record.

### **Retained Students**

Students who have been retained must receive a qualitatively different program from the prior instructional year. The principal or designee will confer with parents/guardians to outline the program for the retained student. The teacher will provide the parent/guardian with information on progress at trimester or semester intervals and, if requested by

parent/guardian, throughout the school year.

The qualitatively different supplemental instructional program shall be developed in accordance with the requirements of Education Code. (Education Code 37252.5 and 48070.5)

Regulation    CENTER UNIFIED SCHOOL DISTRICT  
approved: June 21, 2000    Antelope, California

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

Note: The following **optional** policy and accompanying administrative regulation apply to the administration of medication to students pursuant to Education Code 49414.5, 49414.7, 49423, and 49423.1; permissive guidelines in 5 CCR 600-611; and guidelines related to the training and supervision of nonmedical employees providing emergency medical assistance to students who suffer epileptic seizures (5 CCR 620-627, as amended by Register 2012, No. 44). For students identified as qualified for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), prescribed medication must be administered in accordance with the student's individualized education program or Section 504 services plan. See also BP/AR 5141.24 - Specialized Health Care Services, BP/AR 6159 - Individualized Education Program, and BP/AR 6164.6 - Identification and Education Under Section 504.

This policy and regulation do not address situations in which a district might be engaged in a collaborative arrangement with another entity for the provision of school health services to students; see BP/AR 5141.6 - School Health Services.

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan as applicable.

*(cf. 6159 - Individualized Education Program)*

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

Note: 5 CCR 604 authorizes a parent/guardian to administer medication to his/her child or designate an individual to administer the medication, as specified below. In addition, California law allows students to carry and self-administer medication needed for the treatment or management of certain medical conditions, when the district has received a written request from the student's parent/guardian and written authorization from the student's authorized health care provider, as specified in the accompanying administrative regulation. Students have legal authorization to self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine for anaphylactic reactions pursuant to Education Code 49423, and inhaled asthma medication pursuant to Education Code 49423.1. Pursuant to 5 CCR 605, districts may choose to allow students to carry and self-administer other types of medication beyond those specifically authorized by the Education Code.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care



## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - Visitors/Outsiders)  
 (cf. 5141 - Health Care and Emergencies)  
 (cf. 5141.22 - Infectious Diseases)  
 (cf. 5141.23 - Asthma Management)  
 (cf. 5141.27 - Food Allergies/Special Dietary Needs)  
 (cf. 6116 - Classroom Interruptions)

Note: The following optional paragraph may be revised to reflect district practice. The U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that a district's emergency and disaster preparedness plan include procedures for dealing with medical emergencies, such as a pandemic flu outbreak or public disaster. See CSBA's fact sheet Pandemic Influenza.

In addition, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

### Administration of Medication by School Personnel

Note: Various provisions of state law allow districts to train nonmedical district employees (i.e., those who do not possess a medical license) to provide medical assistance to students at school when a credentialed school nurse or other licensed individual is unavailable. For example, Education Code 49414, 49414.5, and 49414.7 authorize the use of trained, unlicensed school employees to administer emergency medications to students suffering from allergic reactions, severe hypoglycemia, and epileptic seizures. Moreover, in American Nurses Association v. Torlakson, the California Supreme Court held that, as with other prescription medications, state law permits trained, unlicensed school personnel to administer insulin to students in school in accordance with a written health care provider statement and parental consent.

Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

Note: Certain medication-specific statutes that authorize unlicensed district employees to administer medication to students require that such employees be trained. For example, Education Code 49414.7 requires training by qualified medical personnel for unlicensed district employees who volunteer to administer emergency antiseizure medications to students who suffer epileptic seizures. Guidelines for the training and supervision of such unlicensed school employees have been adopted as 5 CCR 620-627 and are specified in the accompanying administrative regulation.

When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto-injectable epinephrine, insulin, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.5, 49414.7, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

### *Legal Reference:*

#### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

*Legal Reference continued: (see next page)*

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

### Legal Reference: (continued)

#### EDUCATION CODE (continued)

49414.5 Providing school personnel with voluntary emergency training  
 49414.7 Emergency medical assistance: administration of epilepsy medication  
 49422-49427 Employment of medical personnel, especially:  
 49423 Administration of prescribed medication for student  
 49423.1 Inhaled asthma medication  
 49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:  
 2726 Authority not conferred  
 2727 Exceptions in general  
 3501 Definitions

#### CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students  
 620-627 Administration of emergency antiseizure medication by trained volunteer nonmedical school personnel

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974  
 1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

*American Nurses Association v. Torlakson*, (2013) 57 Cal.App.4th 570

### Management Resources:

#### CSBA PUBLICATIONS

*Pandemic Influenza*, Fact Sheet, September 2007

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

*Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes*, May 2006

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools*, August 2007

*Training Standards for the Administration of Epinephrine Auto-Injectors*, December 2004

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

*Helping the Student with Diabetes Succeed: A Guide for School Personnel*, June 2003

#### WEB SITES

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

# **Center USD**

## **Board Policy**

### **Administering Medication And Monitoring Health Conditions**

BP 5141.21

#### **Students**

The Governing Board recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program. The Superintendent or designee shall develop processes for the administration of medication to these students. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan.

*(cf. 6159 - Individualized Education Program)*

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

If a parent/guardian chooses, he/she may administer the medication to his/her child at school or designate another individual who is not a school employee to do so on his/her behalf.

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 6116 - Classroom Interruptions)*

In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

#### **Administration of Medication by School Personnel**

Any medication prescribed by an authorized health care provider, including an emergency antiseizure medication for a student with epilepsy, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)

School nurses and other designated school personnel shall administer medications in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event that no such licensed school personnel is available, the district may contract with a licensed nurse from a public or private agency to administer insulin to the student.

*(cf. 5141.24 - Specialized Health Care Services)*

When unlicensed personnel are authorized by law to administer a medication, such as emergency antiseizure medication, epinephrine auto-injector, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

In an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to a student.

*Legal Reference: (see next page)*

**Legal Reference:**

**EDUCATION CODE**

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49414.7 Emergency medical assistance: administration of epilepsy medication

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

**BUSINESS AND PROFESSIONS CODE**

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

**CODE OF REGULATIONS, TITLE 5**

600-611 Administering medication to students

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

794 Rehabilitation Act of 1973, Section 504

**COURT DECISIONS**

American Nurses Association v. O'Connell, (2010) 185 Cal.App.4th 393

**Management Resources:**

**AMERICAN DIABETES ASSOCIATION PUBLICATIONS**

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

**CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES**

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004

**NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS**

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

**WEB SITES**

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute,

asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

Note: The following administrative regulation is **optional**. Generally, 5 CCR 600-611 provide permissive guidelines for districts to follow in administering prescribed medication to students. In addition, with respect to certain diseases or medical conditions, various provisions of state law require specific standards of training and supervision for employees who will provide medical assistance, in order to ensure that students are kept safe and liability risks to districts are minimized. Pursuant to Education Code 49414.7, the State Board of Education has adopted 5 CCR 620-627, as amended by Register 2012, No. 44, as guidelines for the training and supervision of employees who may administer emergency antiseizure medication to students suffering from epileptic seizures.

**Definitions**

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

*Emergency medical assistance for a student suffering an epileptic seizure* means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7; 5 CCR 621)

**Notifications to Parents/Guardians**

Note: Pursuant to Education Code 48980, districts must notify parents/guardians, at the beginning of each school year, of their rights and responsibilities under Education Code 49423 pertaining to the administration of medication to students by school employees and to self-administration of epinephrine by students. Though such notification is not required for self-administration of asthma and diabetes medication by students, it is recommended that the annual notification include those medications to facilitate implementation by school personnel. Parent/guardian responsibilities pursuant to Education Code 49423 are included in the section entitled "Parent/Guardian Responsibilities" below.

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

### **Parent/Guardian Responsibilities**

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

Note: Education Code 49423 and 5 CCR 600 authorize districts to administer prescribed medication only upon receipt of written statements from the student's authorized health care provider and parent/guardian. Education Code 49414.7 and 5 CCR 626 require similar statements before school personnel may administer emergency antiseizure medication to students. In addition, appropriate statements must be received before students are allowed to carry and self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine pursuant to Education Code 49423, or asthma medication pursuant to Education Code 49423.1. Districts may choose to allow students to carry and self-administer other types of medication beyond those authorized by the Education Code. If so, the district should modify the following section accordingly. See the accompanying Board policy.

1. Each school year, providing parent/guardian and authorized health care provider written statements as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. In addition, the parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

Note: Pursuant to Education Code 49414.7, if the district chooses to participate in a program to train nonmedical school employees who volunteer to provide emergency medical assistance to students suffering from epileptic seizures when licensed health care professionals are not available onsite, it must establish a district plan that includes item #3 below.

3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within the past four hours on a school day. (Education Code 49414.7)

Note: Pursuant to 5 CCR 606, the district is authorized to establish rules for the delivery and storage of medication on a school site.

4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

### **Parent/Guardian Statement**

Note: 5 CCR 603 authorizes the district to establish specific requirements regarding the parent/guardian's written statement. The following list should be modified to reflect the district's requirements.

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

### **Health Care Provider Statement**

Note: Education Code 49423 and 49423.1 and 5 CCR 602 list items that the authorized health care provider's written statement must contain, as specified in items #1-4 below. Education Code 49414.7 and 5 CCR 626 contain requirements similar to items #1-3 for the administration of emergency epilepsy medication. Districts that request additional information in the statement should modify the following list accordingly.

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer auto-injectable epinephrine or prescribed diabetes or asthma medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49414.7, 49423, 49423.1; 5 CCR 602, 626)
2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602, 626)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49414.7, 49423, 49423.1; 5 CCR 602, 626)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

Note: Items #5-7 below may be revised to reflect district practice.
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5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary
2. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services
3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation
4. A statement that following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan

**District Responsibilities**

Note: The following section should be modified to reflect district practice.
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## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered

Note: 5 CCR 601 specifies items that districts may, but are not required to, include in the medication log, as provided in item #4 below.
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4. Maintain for each student a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
  - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

Note: 5 CCR 601 specifies items that may be included in the medication record, as detailed below. In addition, 5 CCR 607 authorizes the district to establish policies regarding documentation of medication, including the maintenance of the medication record.
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5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

(cf. 5148.2 - Before/After School Programs)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6153 - School-Sponsored Trips)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose

Note: 5 CCR 609 authorizes the district to establish policies regarding unused, discontinued, or outdated medication.

12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. Provide immediate medical assistance if needed and report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

**Additional Requirements for Management of Epileptic Seizures**

Note: Pursuant to Education Code 49414.7, when a district chooses to participate in a program to train nonmedical district employees who volunteer to provide emergency medical assistance to students suffering from epileptic seizures when licensed health care professionals are not available onsite, the district is required to satisfy specific requirements, including developing a district plan with certain components. The requirements of Education Code 49414.7 that are similar to the requirements for administration of other types of medication are addressed in previous sections. Other requirements that are unique to this program are reflected in the following section.

In addition to applicable provisions in the sections above, the Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7; 5 CCR 620-627)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

1. Whenever a parent/guardian requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child, notification to the parent/guardian that the child may qualify for services or accommodations pursuant to 20 USC 1400-1482, the Individuals with Disabilities Education Act (IDEA), or 29 USC 794, Section 504 of the federal Rehabilitation Act of 1973 (Section 504).

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

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

The Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

2. The creation of an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the student's health care needs in school, if his/her parent/guardian refuses to have him/her assessed for services or accommodations under IDEA or Section 504.

*(cf. 6159 - Individualized Education Program)*

3. The distribution of an electronic notice to school staff no more than twice per school year, for each student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program, and the timelines for the volunteer school employee to rescind his/her offer.

If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall again notify the student's parent/guardian of the option to have the student assessed for services and accommodations under IDEA or Section 504.

4. An assurance that any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623 before administering such medication.

When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

5. An assurance that any training provided for district employees who volunteer to administer emergency antiseizure medication to students shall include, but is not limited to:
  - a. Recognition and treatment of different types of seizures
  - b. Administration of an emergency antiseizure medication
  - c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room
  - d. Techniques and procedures to ensure student privacy

*(cf. 5022 - Student and Family Privacy Rights)*

6. A process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.
7. Supervision of volunteer school employees by a licensed health care professional, in accordance with 5 CCR 627.

# Center USD

## Administrative Regulation

### Administering Medication And Monitoring Health Conditions

AR 5141.21

Students

#### Definitions

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* may include any individual employed by the district who has consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

*Emergency medical assistance for a student suffering an epileptic seizure* means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7)

#### Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.



2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

### **Parent/Guardian Responsibilities**

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Each year, providing required parent/guardian and authorized health care provider written statements as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. In addition, the parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)
3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day. (Education Code 49414.7)
4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider.

### **Parent/Guardian Statement**

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

#### **Health Care Provider Statement**

When district employees are to administer medication to a student or when a student is to be allowed to carry and self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)

2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7)

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary
2. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class, the length of time for direct observation, and a requirement to contact the school nurse and the student's parent/guardian to continue the observation plan

### **District Responsibilities**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered

4. Maintain a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
  - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained

*(cf. 5125 - Student Records)*

7. Coordinate the administration of medication during field trips and after-school activities

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not

administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.

### **Additional Requirements for Management of Epileptic Seizures**

In addition to other applicable provisions in preceding sections, the Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7)

1. The notification of any parent/guardian who requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child that the child may qualify for services or accommodations under a Section 504 plan or an individualized education program (IEP).

The Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

*(cf. 6159 - Individualized Education Program)*

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

2. The creation of an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the child's health care needs in school, if a parent/guardian refuses to have his/her child assessed for services or accommodations under the Section 504 plan or an IEP.
3. The distribution of an electronic notice to school staff, no more than twice per school year, for each student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the volunteer request, the training that the volunteer will receive, the voluntary nature of the program, and the timelines for the volunteer to rescind his/her offer.

If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall renotify the student's parent/guardian of the option to be assessed for services and accommodations under Section 504 and the federal Individuals with Disabilities Education Act.

4. An assurance that any employee who volunteers to administer an emergency antiseizure medication receives training from a licensed health care professional

before administering such medication. When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training, he/she shall attend a new training program to retain the ability to administer an emergency antiseizure medication.

5. An assurance that any training provided for district employees who volunteer to administer emergency antiseizure medications to students includes, but is not limited to:
  - a. Recognition and treatment of different types of seizures
  - b. Administration of an emergency antiseizure medication
  - c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room
  - d. Techniques and procedures to ensure student privacy

*(cf. 5022 - Student and Family Privacy Rights)*

6. A process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.

## Students

**MARRIED/PREGNANT/PARENTING STUDENTS**

Note: The following optional policy may be revised to reflect district practice. AB 97 (Ch. 47, Statutes of 2013) redirected funding for the California School Age Families Education (Cal-SAFE) program (Education Code 54740-54749) into the local control funding formula, thereby eliminating program requirements for Cal-SAFE.

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)  
 (cf. 5147 - Dropout Prevention)  
 (cf. 5149 - At-Risk Students)  
 (cf. 6011 - Academic Standards)  
 (cf. 6146.1 - High School Graduation Requirements)  
 (cf. 6146.11 - Alternative Credits Toward Graduation)  
 (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)  
 (cf. 6164.5 - Student Success Teams)

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; 20 USC 1681-1688)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
 (cf. 5127 - Graduation Ceremonies and Activities)

Note: Pursuant to 34 CFR 106.40, the district cannot require a student to take a course or participate in special programs or schools for pregnant and parenting students; student participation must be voluntary and such programs or schools must be comparable to programs and schools offered to other students. 5 CCR 4950 requires "equal" educational programs, activities, and courses.

According to the U.S. Department of Education (USDOE) pamphlet Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, an alternative program need not offer identical courses to the regular school program in order to be considered "comparable." However, the program cannot provide only vocational courses with no opportunity for advanced academic or college preparatory courses. USDOE recommends that districts provide clear information about what courses are available, how credits are transferred between the regular program and alternative program, and how the student can meet graduation requirements.

Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)  
 (cf. 6145 - Extracurricular and Cocurricular Activities)

## MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Under Code 7002, a married student under the age of 18 years is an emancipated minor with the same rights as a student who is an adult. Examples of such rights include, but are not limited to, the right to provide verification of his/her absences (see AR 5113 - Absences and Excuses), access to student records (see AR 5125 - Student Records), and accept employment (see AR 5125.2 - Work Permits).

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of a student who is 18 years of age or older, even if the student's marriage has been dissolved. (See AR 5125.2 - Work Permits)

The district shall periodically report to the Board regarding the strategies to support married, pregnant, and parenting students, which may include school-based programs and services, academic programs and services, graduation programs and services, and district programs and services.

(cf. 6150 - Access)

### Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular school or in an alternative program. The classroom setting shall be the preferred instructional setting unless an alternative is necessary to meet the needs of the student and/or his or her family.

(cf. 6150 - Access)

(cf. 6150 - Alternative Schools/Programs of Choice)

(cf. 6154 - Continuation Education)

(cf. 6200 - Adult Education)

Note: The following optional paragraphs may be revised to reflect district practice. According to the USDOE pamphlet Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, when necessary to ensure a pregnant student's access to the educational program, the district must make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status. Examples in the USDOE pamphlet include providing a larger desk,



**MARRIED/PREGNANT/PARENTING STUDENTS (continued)**

allowing frequent trips to the restroom, or permitting temporary access to elevators as necessary. The school also must provide any services to pregnant students that it provides to other students with temporary medical conditions, such as at-home instruction or tutoring for students who miss school because of such medical conditions. The USDOE publication lists additional programs and strategies that, although not required by federal law, may assist in addressing the needs of pregnant and parenting students.

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

*(cf. 6183 - Home and Hospital Instruction)*

Note: The following **optional** paragraph is for use by districts that require any student with a physical or emotional condition requiring a physician's care to provide the physician's certification that the student is able to participate in an educational program or extracurricular activity. Pursuant to 34 CFR 106.40, a physician's certification cannot be required for participation of a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery unless the district imposes the same requirement on students with other medical conditions or "temporary disabilities." Thus, the district cannot require a pregnant student to provide a physician's note to participate in physical education classes unless required of all students with temporary medical conditions, but a pregnant student who cannot accomplish the requirements of the regular physical education curriculum may be offered an alternative physical education curriculum.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (34 CFR 106.40)

Note: The California Supreme Court (American Academy of Pediatrics et al v. Lungren et al) has clarified that students do not need parent/guardian consent before receiving confidential medical services. The Attorney General reached the same conclusion in 87 Ops.Cal.Atty.Gen. 168 (2004). See BP 5113 - Absences and Excuses.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses.

*(cf. 5113 - Absences and Excuses)*

The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

**MARRIED/PREGNANT/PARENTING STUDENTS (continued)**

*(cf. 5112.3 - Student Leave of Absence)*

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

*(cf. 5112.1 - Exemptions from Attendance)*

***Legal Reference:***

**EDUCATION CODE**

***230 Sex discrimination***

***8200-8498 Child Care and Development Services Act***

***48205 Excused absences***

***48220 Compulsory education requirement***

***48410 Persons exempted from continuation classes***

***49553 Nutrition supplements for pregnant/lactating students***

***51220.5 Parenting skills and education***

***51745 Independent study***

***52610.5 Enrollment of pregnant and parenting students in adult education***

***54740-54749 Cal-SAFE program for pregnant/parenting students and their children***

***Legal Reference continued: (see next page)***

**MARRIED/PREGNANT/PARENTING STUDENTS (continued)***Legal Reference: (continued)***FAMILY CODE**

7002 Description of emancipated minor

**HEALTH AND SAFETY CODE**

104460 Tobacco prevention services for pregnant and parenting students

**CODE OF REGULATIONS, TITLE 5**

4600-4687 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

**CODE OF REGULATIONS, TITLE 22**

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

**UNITED STATES CODE, TITLE 20**

1681-1688 Title IX, Education Act Amendments

**UNITED STATES CODE, TITLE 42**

1786 Special supplemental nutrition program for women, infants, and children

**CODE OF FEDERAL REGULATIONS, TITLE 7**

246.1-246.28 Special supplemental nutrition program for women, infants, and children

**CODE OF FEDERAL REGULATIONS, TITLE 34**

106.40 Marital or parental status

**ATTORNEY GENERAL OPINIONS**

87 Ops.Cal.Atty.Gen. 168 (2004)

**COURT DECISIONS**American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307*Management Resources:***CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS**Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law RequirementsThe Civil Rights of Pregnant and Parenting Teens in California Schools, 2002**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013**WEB SITES**California Department of Education: <http://www.cde.ca.gov>California Women's Law Center: <http://www.cwlc.org>U.S. Department of Agriculture, Women, Infants, and Children Program: <http://www.fns.usda.gov/wic>U.S. Department of Education: <http://www.ed.gov>

# **Center USD**

## **Board Policy**

### **Married/Pregnant/Parenting Students**

**BP 5146  
Students**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.

(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Married, expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5127 - Graduation Ceremonies and Activities)  
(cf. 6145 - Extracurricular and Cocurricular Activities)

For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of students who are 18, even if the marriage has been dissolved. (Family Code 7002)

**Pregnancy Prevention Program**

The Superintendent or designee shall ensure that age-appropriate, culturally sensitive and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. Instruction shall be consistent with the district's family life/sex education curriculum.

(cf. 5141.25 - Availability of Condoms)  
(cf. 6142.1 - Family Life/Sex Education)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

**Legal Reference:**

**EDUCATION CODE**

2551.3 Determination of state aid for pregnant minors program  
17293 School facilities for pregnant/parenting teen programs  
48220 Compulsory education requirement  
48410 Persons exempted from continuation classes  
49553 Nutrition supplements for pregnant/lactating students  
49558 Confidentiality of applications and records for free or reduced price meals  
51220.5 Parenting skills and education  
51745 Independent study  
52610.5 Enrollment of pregnant and parenting students in adult education  
54740-54749.5 California School Age Families Education Program (Cal-SAFE)

**FAMILY CODE**

7002 Description of emancipated minor  
7050 Purposes for which emancipated minor considered an adult

**HEALTH AND SAFETY CODE**

124175-124200 Adolescent and Family Life Act

**UNITED STATES CODE, TITLE 20**

1681-1688 Title IX, Education Act Amendments

**CODE OF FEDERAL REGULATIONS, TITLE 34**

106.40 Marital or parental status

**Management Resources:**

**CDE PUBLICATIONS**

Pregnant and Parenting Students: A Report to the Legislature, April 1996

**SBE POLICIES**

Policy statement on adolescent pregnancy and parenting, July 9, 1993

**WEB SITES**

CDE: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

Department of Social Services: <http://www.dss.cahswnet.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: June 18, 2003 Antelope, California

# Delete

## **Center USD**

### **Administrative Regulation**

#### **Married Pregnant Parenting Students**

**AR 5146**

**Students**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

(cf. 5112.3 - Student Leave of Absence)

A pregnant or parenting student also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

(cf. 5112.1 - Exemptions from Attendance)

**VISUAL AND PERFORMING ARTS EDUCATION**

Note: The following **optional** policy may be revised to reflect district practice. State law requires that visual and performing arts be included in the course of study offered in grades 1-6 (Education Code 51210) and grades 7-12 (Education Code 51220); see AR 6143 - Courses of Study. In addition, Education Code 51225.3 requires completion of one course in visual or performing arts, foreign language (including American Sign Language), or career technical education for high school graduation; see BP 6146.1 - High School Graduation Requirements.

AB 97 (Ch. 47, Statutes of 2013) redirected funding for arts and music block grants (established through uncodified SB 77, Ch. 171, Statutes of 2007) into the local control funding formula, thereby eliminating this separate source of funding for hiring of additional staff; purchase of new materials, books, supplies, and equipment; and/or staff development opportunities.

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for creation, performance, and appreciation of the arts.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

Note: The State Board of Education (SBE) has adopted content standards for visual and performing arts, including standards for dance, music, theatre, and visual arts at each grade level for grades K-8 and as a cluster for grades 9-12. Items #1-5 below reflect the major strands of the state content standards. Also see the SBE-adopted Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve for further information about the development of standards-aligned curriculum and instruction.

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline



**VISUAL AND PERFORMING ARTS EDUCATION (continued)**

4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relationships, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

*(cf. 6141 - Curriculum Development and Evaluation)*

Note: Pursuant to Education Code 60200, the SBE adopts basic instructional materials for use in grades K-8, including materials for visual and performing arts; see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials. Education Code 60210 authorizes the Governing Board to select materials that have not been approved by the SBE provided that the materials are aligned with state academic content standards and the majority of participants in the review process are teachers assigned to the subject area or grade level for which the materials will be used.

For grades 9-12, Education Code 60400 and 60411 authorize the Board to select district instructional materials that meet criteria specified in law.

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation, which may incorporate a variety of media and technologies.

*(cf. 0400 - District Technology Plan)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6161.3 - Toxic Art Materials)*

*(cf. 6162.6 - Use of Copyrighted Materials)*

*(cf. 6163.1 - Library Media Centers)*

Note: Education Code 99200-99205 establish The California Arts Project (TCAP), a statewide professional development project in the visual and performing arts. Professional development resources also may be located through the California Dance Education Association, the California Association for Music Education, the California Educational Theatre Association, and the California Art Education Association.

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and

**VISUAL AND PERFORMING ARTS EDUCATION (continued)**

work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

*(cf. 1230 - School-Connected Organizations)*

*(cf. 1240 - Volunteer Assistance)*

*(cf. 1260 - Educational Foundation)*

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

*(cf. 3290 - Gifts, Grants and Bequests)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6153 - School-Sponsored Trips)*

The Superintendent or designee shall regularly evaluate the implementation of arts education at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*Legal Reference: (see next page)*

**VISUAL AND PERFORMING ARTS EDUCATION (continued)***Legal Reference:***EDUCATION CODE**8950-8957 *California summer school of the arts*32060-32066 *Toxic art supplies*35330-35332 *Field trips*51210 *Course of study, grades 1-6*51220 *Course of study, grades 7-12*51225.3 *Graduation requirements*58800-58805 *Specialized secondary programs*60200-60210 *Instructional materials, elementary schools*60400-60411 *Instructional materials, high schools*99200-99206 *Subject matter projects**Management Resources:***CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS***Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, 2004**Visual and Performing Arts Content Standards, January 2001**Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001***WEB SITES:**CSBA: <http://www.csba.org>Arts Education Partnership: <http://aep-arts.org>California Alliance for Arts Education: <http://www.artsed411.org>California Arts Council: <http://www.cac.ca.gov>California Art Education Association: <http://www.caea-arteducation.org>California Dance Education Association: <http://www.cdeadance.org>California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>California Educational Theatre Association: <http://www.cetoweb.org>California Music Educators Association: <http://www.calmusiced.com>The California Arts Project: <http://csmp.ucop.edu/tcap>

# **Center USD**

## **Board Policy**

### **Visual And Performing Arts Education**

**BP 6142.6**

#### **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

- 1. Artistic perception:** processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
- 2. Creative expression:** composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
- 3. Historical and cultural context:** understanding the historical contributions and cultural dimensions of an arts discipline

4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts

5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

(cf. 0400 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6161.3 - Toxic Art Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

(cf. 4131 - Staff Development)

The Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1260 - Educational Foundation)

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

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6020 - Parent Involvement)

(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in

enabling students to meet academic standards.

(cf. 0500 - Accountability)

#### **Arts and Music Block Grants**

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

The Board shall distribute block grant funds to all district schools on the basis of an equal amount per student or the minimum school site allocation specified in the state budget, whichever is greatest. (SB 77, Item 6110-265-0001, Statutes of 2007)

However, the Board may allocate block grant funds for districtwide expenditures that support program purposes on behalf of all district schools. If the Board elects to do so, it shall adopt a resolution at a public meeting which specifies how the funds will be allocated among schools and for districtwide purposes and the reasons for those allocations. Prior to the public meeting, the Board shall inform school site councils, schoolwide advisory groups, or school support groups, as applicable, of the content of the proposed resolution and of the time and location where the resolution is proposed to be adopted. (SB 77, Item 6110-265-0001, Statutes of 2007)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9320 - Meetings and Notices)

#### **Legal Reference:**

##### **EDUCATION CODE**

8810-8819.5 Local Arts Education Partnership Program

8820-8830 Arts Work Visual and Performing Arts Educational Program

8950-8957 California summer school of the arts

32060-32066 Toxic art supplies

35330 Field trips

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

60200-60206 Instructional materials, elementary schools

60400-60411 Instructional materials, high schools

99200-99206 Subject matter projects

##### **UNCODIFIED STATUTE**

SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 Arts and music block grant

**Management Resources:**

**CSBA PUBLICATIONS**

Maximizing School Board Leadership: Curriculum Development, 1996

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004

Visual and Performing Arts Content Standards, January 2001

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001

**WEB SITES:**

CSBA: <http://www.csba.org>

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Association for Music Education: <http://www.calmusiced.com>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts:

<http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: [http://www.cetoweb.org/ceta\\_pages](http://www.cetoweb.org/ceta_pages)

The California Arts Project: <http://csmp.ucop.edu/tcap>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: February 20, 2008 Antelope, California

**READING/LANGUAGE ARTS INSTRUCTION**

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students' appreciation for literature. The program shall integrate reading and oral and written language arts activities in order to build effective communication skills.

*(cf. 6143 - Courses of Study)*

Note: In August 2010, the State Board of Education (SBE) adopted the Common Core State Standards pursuant to Education Code 60605.8, consisting of a set of national standards in English language arts and mathematics and additional standards added by the state. These standards are available on the California Department of Education's (CDE) web site. State curriculum frameworks, instructional materials adoptions, and assessments will be aligned to these standards, which all California schools are expected to implement in the 2014-15 school year. For further information about the standards and recommendations for implementation, see CSBA's Governing to the Core series of governance briefs.

For each grade level, the Board shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

*(cf. 6011 - Academic Standards)*

Note: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in English/language arts and other specified subjects to use in class and to take home. For a definition of "sufficiency" for this purpose and a sample Board resolution, see BP/E 6161.1 - Selection and Evaluation of Instructional Materials.

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.



**READING/LANGUAGE ARTS INSTRUCTION (continued)**

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6163.1 - Library Media Centers)*

Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Pupil Retention Block Grant (Education Code 41505-41508), which allowed program funds to be used to provide a supplementary, intensive reading program for grades K-4, into the local control funding formula. At their discretion, districts may design a supplemental instructional program to meet the purposes of that program or other goals for reading performance.

Teachers are expected to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6174 - Education for English Language Learners)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer Learning Programs)*  
*(cf. 6179 - Supplemental Instruction)*

Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41532) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242) into the local control funding formula. At their discretion, districts may provide professional development opportunities to meet the purposes of those programs or other local needs.

The Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

*(cf. 4131 - Staff Development)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

*(cf. 0500 - Accountability)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - State Academic Achievement Tests)*  
*(cf. 6162.52 - High School Exit Examination)*

## READING/LANGUAGE ARTS INSTRUCTION (continued)

(cf. 6190 - Evaluation of the Instructional Program)

### Legal Reference:

#### EDUCATION CODE

41505-41508 Pupil Retention Block Grant  
41530-41532 Professional Development Block Grant  
44735 Teaching as a Priority Block Grant  
44755-44757.5 Teacher Reading Instruction Development Program, K-3  
51210 Areas of study, grades 1-6  
51220 Areas of study, grades 7-12  
60119 Sufficiency of textbooks and instructional materials  
60200.4 Fundamental skills  
60207 Curriculum frameworks  
60350-60352 Core reading program instructional materials  
60605 State-adopted content and performance standards in core curricular areas  
60605.8 Common Core standards  
99220-99221 California Reading Professional Development Institutes  
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)  
CODE OF REGULATIONS, TITLE 5  
9535 Purchase of nonadopted core reading program instructional materials  
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)  
11991-11991.2 Reading First achievement index  
UNITED STATES CODE, TITLE 20  
6381-6381k Even Start Family Literacy Program  
6383 Improving literacy through school libraries

### Management Resources:

#### CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2013

Common Core State Standards for English Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ci/rl>

# **Center USD**

## **Board Policy**

### **Reading/Language Arts Instruction**

**BP 6142.91**

#### **Instruction**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 0200 - Goals for the School District)

(cf. 6143 - Courses of Study)

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. The district's program also shall be aligned with the state framework for reading/language arts instruction.

(cf. 6011 - Academic Standards)

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Superintendent or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)  
(cf. 4222 - Teacher Aides/Paraprofessionals)  
(cf. 4231 - Staff Development)

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to textbooks and other instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall regularly provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0500 - Accountability)  
(cf. 6000 - Concepts and Roles)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6190 - Evaluation of the Instructional Program)  
(cf. 9000 - Role of the Board)

#### **Grades K-3**

The goal of the district's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills
2. A strong literature, language, and comprehension program that includes a balance of oral and written language
3. Ongoing diagnosis of students' skills
4. An early intervention program that provides assistance to students at risk of reading failure

## **Grades 4-12**

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, the Superintendent or designee shall make resources available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

### **Supplementary Reading Instruction for Grades K-4**

When state funding is available, the Board may offer students in grades K-4 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.

(cf. 0420 - School Plans/Site Councils)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)  
(cf. 6179 - Supplemental Instruction)

### **Legal Reference:**

#### **EDUCATION CODE**

41505-41508 Pupil Retention Block Grant  
41530-41532 Professional Development Block Grant  
44277 Professional growth activities  
44735 Teaching as a Priority Block Grant  
44755-44757.5 Teacher Reading Instruction Development Program, K-3  
51210 Areas of study, grades 1-6  
51220 Areas of study, grades 7-12  
51700-51702 Reading First  
53000-53006 Comprehensive Reading Leadership Program

60119 Sufficiency of textbooks and instructional materials  
60200.4 Fundamental skills  
60350-60352 Core reading program instructional materials  
60605 State-adopted content and performance standards in core curricular areas  
99220-99221 California Reading Professional Development Institutes  
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)  
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
53025-53032 Intensive reading program for grades K-4  
CODE OF REGULATIONS, TITLE 5  
9535 Purchase of nonadopted core reading program instructional materials  
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)  
11991-11991.2 Reading First achievement index  
UNITED STATES CODE, TITLE 20  
6361-6368 Reading First Program  
6371-6376 Early Reading First Program  
6381-6381k Even Start Family Literacy Program  
6383 Improving literacy through school libraries

**Management Resources:**

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Every Child a Reader, 1995  
English-Language Arts Framework for California Public Schools  
English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve  
Recommended Literature: Kindergarten Through Grade Twelve  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
Guidance for the Reading First Program, April 2002  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education, Reading/Language Arts:  
<http://www.cde.ca.gov/pd/ca/rl>  
U.S. Department of Education: <http://www.ed.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: June 20, 2007 Antelope, California

# Delete

## Center USD

### Administrative Regulation

#### Reading/Language Arts Instruction

AR 6142.91

#### Instruction

#### Reading First Program

Any funds received through a subgrant of the federal Reading First program shall be used in eligible schools to enhance reading instruction for students in grades K-3 and/or special education students in grades K-12. Funding may be used for the following purposes: (Education Code 51700; 20 USC 6361-6362)

1. Purchasing and implementing instructional and supplemental materials that are based on scientifically based reading research as defined in 20 USC 6368 and that are aligned with the state's reading/language arts content standards adopted pursuant to Education Code 60605

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

2. Providing professional development opportunities in reading/language arts

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

3. Hiring reading coaches and/or reading content experts

4. Purchasing reading/language arts assessments

(cf. 6162.5 - Student Assessment)

5. Other purposes specified in 20 USC 6362(c)(7), including:

a. Collecting, summarizing, and reporting program data

(cf. 0500 - Accountability)

b. Promoting reading and library programs that provide access to engaging reading material

(cf. 6163.1 - Library Media Centers)

c. Implementing family literacy programs

d. Providing training in the essential components of reading instruction for parents/guardians or other volunteers who serve as reading tutors

(cf. 1240 - Volunteer Assistance)

e. Assisting parents/guardians to encourage reading and support their child's reading development

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall monitor the progress of district schools that receive Reading First grant funds and shall annually report to the Governing Board the district's Reading First Achievement Index established pursuant to 5 CCR 11991-11991.2.



## HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

### Course Requirements

Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.

Pursuant to Education Code 66204, each district that maintains a high school also is required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

Note: Education Code 51224.5 provides that, as part of the mathematics requirement, students must complete coursework at least equivalent to state content standards for Algebra I. This requirement applies to all students, including students in alternative or continuing education, adult education, or special education. The State Board of Education may grant waivers for students on an individual basis.

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

*(cf. 6011 - Academic Standards)*

*(cf. 6142.92 - Mathematics Instruction)*

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.93 - History-Social Science Instruction)*

Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or foreign language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below.

The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 - Career Technical Education and BP 6178.2 - Regional Occupational Center/Program for program details pertaining to CTE.

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

*(cf. 6142.7 - Physical Education and Activity)*

7. Four courses - Advocacy (8 units)

8. One Course - Community Service (2 units)

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

9. Career Technical Education (10 units)
10. Health/Safety (5 units)
11. Consumer Finance (5 units)
12. Elective Credits (60 units)

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

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(cf. 6142.4 - Service Learning/Community Service Classes)

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: Education Code 51225.1, as added by AB 216 (Ch. 324, Statutes of 2013), requires the district to exempt from any district-adopted coursework or graduation requirements a foster youth who transfers into the district or between district high schools after completing his/her second year of high school, unless the Superintendent or designee makes a finding that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school; see BP/AR 6173.1 - Education for Foster Youth. This exemption does not apply to state graduation requirements for course completion or the high school exit examination described below in the section "High School Exit Examination."

In addition, Education Code 49701 requires district officials to help facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. If the district does not grant such a waiver, then "best efforts" must be used to provide the student with alternative means to acquire the required coursework so that he/she can graduate on time. See BP/AR 6173.2 - Education of Children of Military Families for language implementing this requirement.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.1 and 49701.

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education for Children of Military Families)*

### High School Exit Examination

Note: Pursuant to Education Code 60850-60859, all students completing grade 12 must pass the California High School Exit Examination (CAHSEE) in language arts and mathematics in order to receive a high school diploma. For students with disabilities, waivers and/or exemptions may apply; see BP/AR 6162.52 - High School Exit Examination.

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6162.52 - High School Exit Examination)*

Note: Education Code 60851 requires the district to provide supplemental instruction to students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the high school exit exam. Although funding for the categorical program for this purpose (Education Code 37252) was redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013), the requirement to provide supplemental instruction was not eliminated. The district must determine what criteria will be used to identify students who do not demonstrate "sufficient progress"; see BP 6179 - Supplemental Instruction.

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 60851)

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

Note: The following optional paragraph may be revised or deleted to reflect district practice regarding the provision of services and assistance to students who fail to pass the high school exit exam by the end of grade 12.

AB 97 (Ch. 47, Statutes of 2013) redirected into the local control funding formula the separate funding that could be used to provide intensive intervention and services, for up to two consecutive academic years after completion of grade 12, to students who have not passed one or both parts of the exit exam by the end of grade 12 (Education Code 37254). Since the requirement to provide intensive instruction and services depended on the availability of funds, the district may continue to offer such supplemental instruction at its discretion; see BP 6179 - Supplemental Instruction.

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

In addition, the California Department of Education's web site lists other options that the district may offer to students who have satisfied all local and state graduation requirements by the end of grade 12 except for passage of the exit exam, including: (1) if space is available, enrollment for an additional year at a comprehensive high school if the student has been continuously enrolled; (2) enrollment in an alternative education program; (3) reclassification as a junior; (4) continuous enrollment in an independent study program or charter school; or (5) enrollment in an adult secondary school. Some community colleges offer non-credit adult education programs and grant high school diplomas without requiring passage of the exit exam. Students may also obtain a diploma equivalent by passing the California High School Proficiency Exam or the General Education Development test; see BP/AR 6146.2 - Certificate of Proficiency/High School Equivalency.

Students who have passed all state and local graduation requirements by the end of grade 12 except one or both parts of the exit exam shall be informed of educational options available within the district and/or the community to enable them to continue their progress toward a high school diploma or the equivalent of a diploma.

*(cf. 6158 - Independent Study)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

*(cf. 6184 - Continuation Education)*

**Note:** The following paragraph is **optional**. For those students who are unable to pass the exit exam by the end of their senior year, a district may consider granting a locally developed certificate of completion or some other form of recognition to indicate that the students have completed the district's required course of study. Such a certificate would not be the equivalent of a diploma and is separate from the certificate of educational achievement granted to special education students who are unable to pass the exit exam with appropriate modifications pursuant to Education Code 56390-56392; see BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities.

Students who have passed all graduation requirements by the end of grade 12 except one or both parts of the exit exam also are eligible to receive a certificate of completion or comparable form of recognition to indicate that they have completed the required course of study.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

### Retroactive Diplomas

**Note:** The following section is **optional**.

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference: (see next page)*

## HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

### *Legal Reference:*

#### EDUCATION CODE

37252 Supplemental instructional programs  
37254 Supplemental instruction based on failure to pass exit exam by end of grade 12  
37254.1 Required student participation in supplemental instruction  
47612 Enrollment in charter school  
48200 Compulsory attendance  
48412 Certificate of proficiency  
48430 Continuation education schools and classes  
48645.5 Acceptance of coursework  
48980 Required notification at beginning of term  
49701 Interstate Compact on Educational Opportunity for Military Children  
51224 Skills and knowledge required for adult life  
51224.5 Algebra instruction  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
51225.5 Honorary diplomas; foreign exchange students  
51228 Graduation requirements  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51412 Diplomas  
51420-51427 High school equivalency certificates  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
56390-56392 Recognition for educational achievement, special education  
60850-60859 High school exit examination  
66204 Certification of high school courses as meeting university admissions criteria

#### CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

#### COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

### *Management Resources:*

#### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>  
University of California, List of Approved a-g Courses:  
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

# **Center USD**

## **Board Policy**

### **High School Graduation Requirements**

#### **BP 6146.1** **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6146.3 - Reciprocity of Academic Credit)*

#### **Course Requirements**

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but



shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

*(cf. 6011 - Academic Standards)*

*(cf. 6142.92 - Mathematics Instruction)*

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.93 - History-Social Science Instruction)*

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (Education Code 51225.3)

To be counted towards meeting graduation requirements, a course in career technical education shall be aligned to the career technical model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

*(cf. 6142.7 - Physical Education and Activity)*

7. Four courses - Advocacy (8 units)
8. One Course - Community Service (2 units)
9. Career Technical Education (10 units)
10. Health/Safety (5 units)
11. Consumer Finance (5 units)
12. Elective Credits (60 units)

*(cf. 6142.4 - Service Learning/Community Service Classes)*

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education for Children of Military Families)*

### **High School Exit Examination**

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6162.52 - High School Exit Examination)*

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 6164.2 - Guidance/Counseling Services)*

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

### **Certificates of Completion**

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

### **Retroactive Diplomas**

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference: (see next page)*

**Legal Reference:**

**EDUCATION CODE**

35186 *Williams Uniform Complaint Procedures*  
37252 *Supplemental instructional programs*  
37254 *Supplemental instruction based on failure to pass exit exam by end of grade 12*  
37254.1 *Required student participation in supplemental instruction*  
47612 *Enrollment in charter school*  
48200 *Compulsory attendance*  
48412 *Certificate of proficiency*  
48430 *Continuation education schools and classes*  
48645.5 *Acceptance of coursework*  
48980 *Required notification at beginning of term*  
49701 *Interstate Compact on Educational Opportunity for Military Children*  
51224 *Skills and knowledge required for adult life*  
51224.5 *Algebra instruction*  
51225.3 *Requirements for graduation*  
51225.5 *Honorary diplomas; foreign exchange students*  
51228 *Graduation requirements*  
51240-51246 *Exemptions from requirements*  
51250-51251 *Assistance to military dependents*  
51410-51412 *Diplomas*  
51420-51427 *High school equivalency certificates*  
51450-51455 *Golden State Seal Merit Diploma*  
51745 *Independent study restrictions*  
52378 *Supplemental school counseling program*  
56390-56392 *Recognition for educational achievement, special education*  
60850-60859 *High school exit examination*  
66204 *Certification of high school courses as meeting university admissions criteria*  
**CODE OF REGULATIONS, TITLE 5**  
1600-1651 *Graduation of students from grade 12 and credit toward graduation*  
**COURT DECISIONS**  
*O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452*

**Management Resources:**

**WEB SITES**

CSBA: <http://www.csba.org>  
California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>  
University of California, List of Approved a-g Courses:  
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

## BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

Note: Pursuant to Education Code 56520, as amended by AB 86 (Ch. 48, Statutes of 2013), for students with disabilities who are exhibiting serious behavioral challenges, timely assessments and positive interventions and supports should be developed and implemented in accordance with the federal Individuals with Disabilities Education Act (IDEA) and its implementing regulations (20 USC 1400-1482; 34 CFR 300.1-300.818).

The following optional administrative regulation is based on guidance from the Office of Special Education Programs (OSEP) of the U.S. Department of Education.

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

*(cf. 5131 - Conduct)*

*(cf. 5144 - Discipline)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Note: In efforts to ensure consistency with federal law, Education Code 56523, as amended by AB 86 (Ch. 48, Statutes of 2013), in effect, has repealed 5 CCR 3001 and deleted the requirement for a "behavioral intervention plan" (BIP) when a student with a disability exhibits a "serious behavioral problem" that significantly interferes with the implementation of the goals and objectives of his/her individualized education program. Instead, pursuant to Education Code 56521.2, as added by AB 86, a district is required to address any student behavior that impedes the student's own learning or the learning of other students.

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

## **BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

(continued)

### **Functional Behavioral Assessment**

Note: According to OSEP, because a functional behavioral assessment (FBA) is normally conducted to determine whether a student is, or continues to be, a student with a disability and/or the nature and the extent of special education and related services needed by that student, it is an evaluation for the purposes of the IDEA. Thus, an FBA is subject to requirements such as prior notice and parental consent and the sharing of the result of the assessment with the student's parents/guardians. For the required contents and format of the notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

Prior to providing any behavioral intervention service to a student with a disability, an FBA focusing on identifying the function or purpose of the student's behavior shall be conducted by the student's IEP team.

Before any FBA is conducted, the Superintendent or designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

*(cf. 6159 - Individualized Education Program)*

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

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

### **Behavioral Intervention Plan and Services**

Note: Pursuant to Education Code 56520, as amended by AB 86 (Ch. 48, Statutes of 2013), behavioral interventions, supports, and other strategies may be used only in a manner that conforms to the following paragraph.

When any behavioral intervention, support, or other strategy is to be used by the district, the Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)

Note: Pursuant to Education Code 56520, as amended by AB 86 (Ch. 48, Statutes of 2013), BIPs for students in residential care must be developed and used in the manner specified below.

When a student for whom a BIP is to be developed is also the responsibility of another agency for residential care or related services, the Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)

## **BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

(continued)

Note: 5 CCR 3065 specifies the qualifications of individuals who may provide behavioral intervention services. Education Code 56525 also authorizes anyone recognized by the national Behavior Analyst Certification Board as a Board Certified Behavior Analyst to provide such services.

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3065.

### **Emergency Interventions**

Emergency interventions may be used only to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Note: Education Code 56521.1, as added by AB 86 (Ch. 48, Statutes of 2013), prohibits the use of the methods specified in the following paragraph even for emergency interventions. For more information on prohibited interventions, see section below titled "Prohibited Interventions."

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved

## **BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

(continued)

4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic BIP
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a BIP, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for an FBA, and determine the necessity for an interim BIP. The IEP team shall document the reasons for not conducting the FBA and/or not developing the interim BIP. (Education Code 56521.1)

If the behavior emergency report is for a student who has a BIP, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1)

### **Prohibited Interventions**

Note: Pursuant to Education Code 56521.2, as added by AB 86 (Ch. 48, Statutes of 2013), a district is prohibited from authorizing, ordering, consenting to, or paying for the following or other similar interventions.

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma



**BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**  
(continued)

5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses

*Legal Reference:*

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56525 Behavioral interventions

CODE OF REGULATIONS, TITLE 5

3065 Staff qualifications - related services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

*Management Resources:*

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

Behavior Analyst Certification Board: <http://www.calaba.org/bacb.shm>

U.S. Department of Education, Office of Special Education Programs:

<http://www2.ed.gov/about/offices/list/osep/osep>

# **Center USD**

## **Administrative Regulation**

### **Behavioral Interventions For Special Education Students**

**AR 6159.4**  
**Instruction**

A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.

(cf. 5131 - Conduct)  
(cf. 5144 - Discipline)

More serious behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

#### **Definitions**

Serious behavioral problems are behaviors which are self-injurious, assaultive or cause property damage, and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's individualized education program (IEP) are found to be ineffective. (5 CCR 3001)

Behavioral intervention is a systematic implementation of procedures that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design, implementation and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. Behavioral interventions are designed to provide the individual greater access to a variety of community settings, social contacts and public events and ensure the individual's right to placement in the least restrictive environment, pursuant to the student's IEP. The use of behavioral interventions shall not cause pain or trauma, shall respect the individual's human dignity and personal privacy, and shall assure his/her physical freedom, social interaction and individual choice. (5 CCR 3001)

Behavior intervention plan is a written document which is developed when the student exhibits a serious behavior problem that significantly interferes with the implementation of the student's IEP.

Behavioral intervention case manager is a designated certificated school/ district/county staff member or other qualified personnel contracted by the district or county office, and trained in behavior analysis with emphasis on positive behavioral interventions. (5 CCR 3001)

Behavioral emergency is the demonstration of a serious behavior problem which has not previously been observed and for which a behavioral intervention plan has not been developed, or for which a previously designed behavioral intervention is not effective. (5 CCR 3001)

#### Functional Analysis Assessment

When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her IEP, the student's IEP team shall determine whether the instructional/behavioral approaches specified in the student's IEP have proven ineffective. If the IEP team finds that these approaches have been ineffective, a functional analysis assessment shall be conducted. (5 CCR 3052)

(cf. 6159 - Individualized Education Program)

Before a functional analysis assessment begins, parents/guardians shall be notified and consent obtained pursuant to Education Code 56321. No such assessment shall preclude a parent/guardian from requesting a functional analysis assessment on the basis of language and speech disorders or specific learning disabilities. (5 CCR 3052)

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

The functional analysis assessment shall be conducted by, or be under the supervision of, a person with documented training in behavior analysis with an emphasis on positive behavioral interventions. This staff shall: (5 CCR 3052)

1. Observe the targeted inappropriate behavior, its frequency, duration and intensity
2. Observe events immediately preceding the behavior
3. Observe the consequences of the behavior to determine the purpose it serves for the student
4. Analyze the environment in which the behavior most frequently occurs
5. Analyze records for medical and health factors which may influence behavior
6. Review the history of the behavior, including the effectiveness of interventions used in the past

The parent/guardian shall receive a complete written report of the assessment. The report shall include: (5 CCR 3052)

1. A description of the nature and severity of the targeted behavior(s) in objective and measurable terms

2. A description of the targeted behavior that includes baseline data and an analysis of the antecedents and consequences that maintain the behavior and a functional analysis of the behavior across all appropriate settings in which it occurs
3. A description of the rate of alternative behaviors, their antecedents and consequences
4. A proposed behavioral intervention plan for consideration by the IEP team.

#### **Behavioral Intervention Plan**

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the district shall implement a behavioral intervention plan in accordance with 34 CFR 300.520, Board policy and administrative regulation.

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Based on the functional assessment, the IEP team shall meet to determine whether a behavioral intervention plan is needed. If such a plan is needed, the IEP team shall be expanded to include a behavioral intervention case manager, qualified staff knowledgeable of the student's health needs, and others with expertise as deemed necessary by the parent/guardian, district or Special Education Local Plan Area (SELPA). This team shall develop a written behavioral intervention plan which includes: (5 CCR 3001)

1. A summary of relevant and determinative information gathered from the functional analysis assessment
2. An objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s)
3. The student's goals and objectives specific to the behavioral intervention plan
4. A detailed description of interventions to be used and the circumstances for their use
5. Specific schedules for recording the frequency of intervention use and the frequency of the targeted and replacement behaviors, including specific criteria for discontinuing an intervention for lack of effectiveness or replacing it with a specified and identified alternative
6. Criteria by which the procedure will be faded or phased-out, or less intense/restrictive intervention schedules or techniques that will be used
7. Those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings

8. Specific dates when the IEP team will periodically review the efficacy of the program
9. The frequency of the consultation to be provided by the behavioral intervention case manager to the staff and parents/guardians who are responsible for implementing the plan

Based on the results of the functional analysis assessment, interventions specified in the plan may include: (5 CCR 3052)

1. Altering the identified antecedent event to prevent the occurrence of the behavior
2. Teaching the student alternative behaviors that produce the same consequences as the inappropriate behavior
3. Teaching the student adaptive behaviors which ameliorate negative conditions that promote the display of inappropriate behaviors
4. Manipulating the consequences for the display of inappropriate behaviors and alternative, acceptable behaviors, so that the alternative behaviors more effectively produce desired outcomes

Acceptable responses to targeted behavior may include, but are not limited to, one or more of the following: (5 CCR 3052)

1. The behavior is ignored, but not the student.
2. The student is verbally or verbally and physically redirected to an activity.
3. The student is provided with feedback.
4. The message of the behavior is acknowledged.
5. A brief physical prompt is provided to interrupt or prevent aggression, self-abuse or property destruction.

The behavioral intervention plan shall become a part of the student's IEP and shall be sufficiently detailed so as to direct the plan's implementation. (5 CCR 3052)

A copy of the behavioral intervention plan shall be provided to the person or agency responsible for implementation in noneducational settings. (5 CCR 3001)

At intervals scheduled by the IEP team, the behavioral intervention case manager, parent/guardian and others as appropriate shall evaluate the effectiveness of the behavioral intervention plan in accordance with law. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team. (5 CCR 3052)

If the IEP team determines that changes in the behavioral intervention plan are necessary, the teacher and behavioral intervention case manager shall conduct additional functional analysis assessments and, based on the outcomes, propose changes to the plan. (5 CCR 3052)

The parent/guardian and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/guardian shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. Parents/guardians shall be informed of their right to question any modification to the plan through the IEP procedures. (5 CCR 3052)

The IEP team also may include in the plan contingency schedules for altering specified procedures, their frequency or their duration, without reconvening the IEP team. (5 CCR 3052)

#### **Emergency Interventions**

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the student or others and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans. (5 CCR 3052)

Only emergency interventions approved by the SELPA may be used. No emergency intervention shall be used for longer than is necessary to contain the behavior. Upon prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (5 CCR 3052)

Parents/guardians shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include: (5 CCR 3052)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan

**6. Details of any injuries sustained by students or others, including staff, as a result of the incident**

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional analysis assessment, and determine the necessity for an interim behavioral intervention plan. The IEP team shall document the reasons for not conducting an assessment and/or not developing an interim plan. (5 CCR 3052)

If the behavior emergency report is for a student who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (5 CCR 3052)

**Prohibited Interventions**

The district prohibits any use of the following: (5 CCR 3052)

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma
5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

**Legal Reference:**

**EDUCATION CODE**

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral Interventions

**CODE OF REGULATIONS, TITLE 5**

3001 Definitions

3052 Designated positive behavioral interventions

**UNITED STATES CODE, TITLE 20**

1412 State eligibility

1415 Procedural safeguards

**CODE OF FEDERAL REGULATIONS, TITLE 34**

300.1-300.818 Assistance to states for the education of students with disabilities

**Management Resources:**

**FEDERAL REGISTER**

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845



**STATE ACADEMIC ACHIEVEMENT TESTS**

Note: The following **optional** policy may be revised to reflect district practice. Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), starting in the 2013-14 school year the state assessment system will begin transitioning from the Standardized Testing and Reporting (STAR) program to the Measurement of Academic Performance and Progress program, designated by the California Department of Education (CDE) as the California Assessment of Student Performance and Progress (CAASPP). For 2013-14, CAASPP will include (1) a field test of the Smarter Balanced Assessment Consortium summative assessment aligned with Common Core State Standards in English language arts and mathematics for grades 3-8 and 11; (2) California Standards Tests in science for grades 5, 8, and 10; (3) for students with disabilities, the California Alternate Performance Assessment (CAPA) in English language arts and mathematics in grades 2-11, and the CAPA or California Modified Assessment in science in grades 5, 8, and 10; (4) the voluntary Early Assessment Program to test college readiness of students in grade 11; and (5) at the district's discretion, Standards-Based Tests in Spanish. See the accompanying administrative regulation for program requirements.

Pursuant to Education Code 60648.5, as added by AB 484, the first full administration of assessments aligned to Common Core State Standards will occur in the 2014-15 school year unless the State Board of Education (SBE) determines that the assessments cannot be fully implemented at that time. In addition, Education Code 60640, as amended, requires the SBE to adopt a primary language assessment that will be administered no later than the 2016-17 school year and to make recommendations by March 1, 2016, for expanding the CAASPP to include additional subjects and assessment methods.

Pursuant to Education Code 60640, for the 2013-14 and/or 2014-15 school years, the district may choose to administer, at its own expense, the STAR tests that are no longer required. If it does so, the district must enter into an agreement with the test contractor subject to the approval of the CDE.

Although grade 2 testing is eliminated in the CAASPP, Education Code 60644, as added by SB 247 (Ch. 479, Statutes of 2013), requires the CDE to identify and inform districts by November 1, 2014, regarding existing assessments in language arts and mathematics for grade 2 that are aligned to Common Core State Standards and are appropriate for diagnostic use by classroom teachers.

The Governing Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.54 - Test Integrity/Test Preparation)*

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

Note: The following paragraph is **optional**. Any district, school, or significant student subgroup that fails to achieve a 95 percent participation rate in the state mathematics and reading/language arts assessments will not make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. AYP is used to identify schools and districts for program improvement; see BP/AR 0520.2 - Title I Program Improvement Schools and BP/AR 0520.3 - Title I Program Improvement Districts.

**STATE ACADEMIC ACHIEVEMENT TESTS (continued)**

Pursuant to Education Code 52052, state assessment results are also used in the state's Academic Performance Index (API). However, as amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 52052 authorizes the SBE to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is in transition.

The Board strongly encourages all students at the applicable grade levels to participate in the state assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

Note: The following paragraph is optional. AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 52056 which encouraged the Governing Board to examine state assessment results by school, grade, and student subgroup as part of the annual discussion of each school's ranking on the API. Nevertheless, Education Code 52052, as amended by AB 97, requires that schools and districts demonstrate comparable improvement in academic achievement by all numerically significant subgroups, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth; see BP 0500 - Accountability. In addition, Education Code 52060, as added by AB 97, requires that the district's local control and accountability plan include annual goals to be achieved for all students and for each numerically significant subgroup; see BP/AR 0460 - Local Control and Accountability Plan.

The Board shall annually examine state assessment results by school, grade level, and student subgroup as one measure of the district's progress in attaining its student achievement goals and shall revise the local control and accountability plan and other district or school plans as necessary to improve student achievement for underperforming student groups.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

## STATE ACADEMIC ACHIEVEMENT TESTS (continued)

### *Legal Reference:*

#### EDUCATION CODE

49076 Student records; access

51041 Evaluation of educational program

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

56345 Individualized education program, contents

60600-60630 Assessment of academic achievement

60640-60649 California Assessment of Student Performance and Progress

60660-60663 Electronic learning assessment resources

60810 Assessment of language development

99300-99301 Early Assessment Program

#### CODE OF REGULATIONS, TITLE 5

850-864 State assessments

#### UNITED STATES CODE, TITLE 20

1412 Participation of students with disabilities in state assessments

6311 Adequate yearly progress

#### CODE OF FEDERAL REGULATIONS, TITLE 34

200.1 Standards and assessment

### *Management Resources:*

#### CSBA PUBLICATIONS

*Supporting Student Achievement: Student Assessment System in Flux*, Governance Brief, June 2013

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Assembly Bill 484 Questions and Answers*

#### CALIFORNIA STATE UNIVERSITY PUBLICATIONS

*The Early Assessment Program: Handbook for School Site Leaders*, 2008

#### SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS

*Usability, Accessibility, and Accommodations Guidelines*, September 2013

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for*

*Educators and Policy-Makers*, December 2000

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

# **Center USD**

## **Board Policy**

### **Standardized Testing And Reporting Program**

**BP 6162.51**

#### **Instruction**

The Governing Board desires to use the results of the achievement tests to evaluate the performance of district students in achieving state academic standards and in comparison to the performance of students across the state. The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with Board policy and administrative regulation.

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

The Board strongly encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6011 - Academic Standards)

The Board shall annually examine STAR results by school, grade level, and student subgroup in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the STAR performance level of the school is below the Board's established expectations, the Board may conduct an assessment of the reasons for the performance results and may adopt a performance improvement plan in accordance with Education Code 52056.

(cf. 0500 - Accountability)

(cf. 0520.1 - High Priority Schools Grant Program)

**Legal Reference:**

**EDUCATION CODE**

**51041 Evaluation of educational program**

52056 Board discussion of Academic Performance Index rankings, including STAR results  
56345 Individualized education program, contents  
60600-60630 Assessment of academic achievement  
60640-60649 Standardized Testing and Reporting Program  
60660-60663 Electronic learning assessment resources  
60810 Assessment of language development  
99300-99301 Early Assessment Program  
CODE OF REGULATIONS, TITLE 5  
850-870 Standardized Testing and Reporting Program  
UNITED STATES CODE, TITLE 20  
1412(a)(17) Participation of students with disabilities in state assessments  
6311 Adequate yearly progress  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.1 Standards and assessment

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**  
Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments

**CALIFORNIA STATE UNIVERSITY PUBLICATIONS**

The Early Assessment Program: Handbook for School Site Leaders, 2008

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS**

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, STAR Program: <http://www.cde.ca.gov/ta/tg/sr>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

**STATE ACADEMIC ACHIEVEMENT TESTS**

Note: Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), starting in the 2013-14 school year the state assessment system will begin transitioning from the Standardized Testing and Reporting (STAR) program to the Measurement of Academic Performance and Progress program, designated by the California Department of Education (CDE) as the California Assessment of Student Performance and Progress (CAASPP). Education Code 60640 requires the State Board of Education (SBE) to revise the applicable state regulations by July 1, 2014, to conform to the new state assessment system.

The following administrative regulation should be revised to reflect the grade levels offered by the district.

The district shall administer the following assessments in the California Assessment of Student Performance and Progress (CAASPP): (Education Code 60640)

Note: Education Code 60640, as amended by AB 484 (Ch. 489, Statutes of 2013), requires that students in grades 3-8 and 11 be administered summative English language arts and mathematics assessments developed by the Smarter Balanced Assessment Consortium, as provided in item #1 below. Education Code 60603 defines a "summative assessment" as one designed to be given near the end of the school year to evaluate a student's knowledge and skills relative to a specific set of academic standards.

For the 2013-14 school year, Education Code 60640, as amended, provides that administration of these tests will be field tests only. Pursuant to Education Code 60648.5, as added by AB 484, the first full administration of the tests will occur in the 2014-15 school year unless the SBE determines that the assessments cannot be fully implemented at that time.

At its discretion, the district may administer the STAR tests in 2013-14 and/or 2014-15, at its own expense. If the district chooses to do so and enters into an agreement with the test contractor with the CDE's approval, it may modify item #1 to reflect the STAR tests that will be administered and the applicable grade levels.

1. The Smarter Balanced Assessment Consortium summative assessments for English language arts and mathematics, aligned with Common Core State Standards, in grades 3-8 and 11

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

Note: Pursuant to Education Code 60640, the testing requirement includes English learners and students with disabilities. However, Education Code 60640 exempts "recently arrived" English learners, as defined in Education Code 60603, from the requirement to take the English language arts assessment, as provided below. In addition, students with disabilities must be provided accommodations as appropriate to enable them to participate in these tests (see section "Testing Variations" below), but if they are still unable to take these tests, then they may be exempted or administered an alternate test; see item #3 below.

All students at the applicable grade levels shall be administered these tests, except that:

- a. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law

**STATE ACADEMIC ACHIEVEMENT TESTS (continued)**

- b. Students with disabilities may be provided an alternate test in accordance with their individualized education program (IEP), as provided in item #3 below

(cf. 6159 - Individualized Education Program)

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

Note: Education Code 60640, as amended by AB 484 (Ch. 489, Statutes of 2013), provides that California Standards Tests will be administered in science at grades 5, 8, and 10. When available, the SBE shall adopt an assessment that is aligned with the Next Generation Science Standards adopted by the SBE in September 2013 pursuant to Education Code 60605.85.

2. California Standards Tests in science at grades 5, 8, and 10

(cf. 6142.93 - Science Instruction)

Note: Pursuant to Education Code 60640, students with disabilities must be included in the state assessment program with appropriate accommodations in administration where necessary (see section on "Testing Variations" below), unless exempted by their parents/guardians or eligible to take an alternate assessment in accordance with their individualized education program (IEP). The SBE has designated the California Alternate Performance Assessment (CAPA) for use by any student with severe cognitive disabilities whose IEP team has determined is unable to take the state achievement tests even with accommodations or modifications. Eligible students who are not severely cognitively disabled may instead take the California Modified Assessment (CMA), developed pursuant to 34 CFR 200.1 based on modified achievement standards, if their IEP team determines it is appropriate. According to the CDE's Assembly Bill 484 Questions and Answers, for the 2013-14 school year the CAPA may be used for English language arts and mathematics in grades 2-11 and either the CAPA or CMA may be used for science in grades 5, 8, and 10.

3. For students with disabilities who are unable to take the tests specified in items #1-2 above even with appropriate accommodations, the California Alternate Performance Assessment (CAPA) in English language arts and mathematics for students in grades 2-11 and either the CAPA or California Modified Assessment in science for students in grades 5, 8, and 10, in accordance with the student's IEP

Note: Item #4 below is **optional**. In addition to administering the state achievement tests described above to English learners, Education Code 60640, as amended by AB 484 (Ch. 489, Statutes of 2013), authorizes the district to administer a primary language assessment to English learners at its discretion and in accordance with an agreement with the test contractor. Currently the Standards-Based Test in Spanish (STS) is designated for this purpose.

4. The Standards-Based Test in Spanish (STS) to Spanish-speaking English learners in grades 2-11. This test shall be administered to English learners in addition to the state achievement tests administered in English.

(cf. 6174 - Education for English Language Learners)

## STATE ACADEMIC ACHIEVEMENT TESTS (continued)

Note: The following paragraph is **optional**. Pursuant to Education Code 60640, the SBE has approved the use of the STS, at district expense, for the following purpose.

The STS also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient.

Note: **Optional** item #5 below is for use by districts that maintain high schools. Pursuant to Education Code 60640 and 99300-99301, students in grade 11 may voluntarily take an augmented achievement test which assesses their college readiness in English and/or mathematics (the Early Assessment Program). As amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 99300-99301 provide that, beginning with the 2014-15 school year, the grade 11 Smarter Balanced Assessment Consortium tests may be used for this purpose.

5. For students in grade 11 on a voluntary basis, an augmented achievement test approved for use in the Early Assessment Program as a measure of students' readiness for college-level work in English and/or mathematics pursuant to Education Code 99300-99301

### Testing Period

Note: Education Code 60640 provides that the SBE will establish a testing period that allows all schools to administer the achievement tests at approximately the same time during the instructional year and takes into account the need to provide make-up days for students who were absent during testing.

The state achievement tests shall be administered within the testing period established by the State Board of Education (SBE) pursuant to Education Code 60640. Students who are absent during testing shall be provided an opportunity to take the tests during the period of time established by the SBE for make-up testing.

### Exemptions

Note: 5 CCR 852 allows students to be exempted from participation in state testing as provided below. However, districts should be aware that if a school's student participation level falls below 95 percent, then the school's ability to make "adequate yearly progress" pursuant to 20 USC 6311 may be affected; see the accompanying Board policy.

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. However, district employees shall not solicit or encourage any written exemption on behalf of any student or group of students. (5 CCR 852)



**STATE ACADEMIC ACHIEVEMENT TESTS (continued)****Testing Variations**

Note: Pursuant to 20 USC 1412 and Education Code 60640, students with disabilities must be included in state assessments and provided appropriate accommodations in administration when necessary. 5 CCR 853.5 specifies testing variations that may be used with all students, English learners, and students with disabilities.

As amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 60640 requires 5 CCR 853.5 to be updated by July 1, 2014, to conform to the new state assessment system. Proposed state regulations are consistent with the Smarter Balanced Assessment Consortium's Usability, Accessibility, and Accommodations Guidelines, available on the CDE's web site, which lists "universal tools" available to all students; "designated supports" available for use by any student for whom the need has been indicated by an educator or group of educators; and "accommodations" available to students with disabilities, when documented in the student's IEP or Section 504 plan, to provide equitable access during the assessment without fundamentally altering the comparability of scores.

Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor and California Department of Education (CDE), except that students may be provided a tool, support, or accommodation that is specifically allowed pursuant to 5 CCR 853.5.

Accommodations provided to students with disabilities shall be those specified in their IEP or Section 504 plan. (5 CCR 850, 853.5)

**Staff Responsibilities**

On or before September 30 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the CDE. In addition, the Superintendent or designee shall designate a coordinator for each test site. The duties of the district and school site test coordinators shall include those specified in 5 CRR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint test examiner(s) to administer the state assessments. A test examiner shall be an employee or contractor of the district or, for the CAPA, shall be a certificated or licensed employee of the school, district, or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to

**STATE ACADEMIC ACHIEVEMENT TESTS (continued)**

translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 850, 857-859)

**Report of Test Results**

Note: Education Code 60641, as amended by AB 484 (Ch. 489, Statutes of 2013), requires that test results for individual students be reported to the student's parents/guardians, school, and teacher(s) for any assessments that produce valid individual student results. While field tests are being conducted for some new assessments, those assessments will not produce individual-level scores until it is determined that the scores are valid and reliable.

Pursuant to Education Code 60641, as amended, the district may use electronic media formats to provide this report, provided that the format secures the confidentiality of the student and the student's results. In addition, district personnel are not required to prepare individualized explanations of each student's test scores as part of the report described in the following paragraph.

For any state assessments that produce valid individual student results, the Superintendent or designee shall provide a written report of the student's results to his/her parents/guardians which includes a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

*(cf. 5125 - Student Records)*

*(cf. 5145.6 - Parental Notifications)*

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

# **Center USD**

## **Administrative Regulation**

### **Standardized Testing And Reporting Program**

**AR 6162.51**  
**Instruction**

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) program:

1. The California Standards Tests (CSTs) in English language arts, mathematics, science, and history-social science to students in grades 2-11 (Education Code 60640)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6142.94 - History-Social Science Instruction)*

In addition, students in grade 11 may voluntarily take an augmented CST as part of the Early Assessment Program to determine their readiness for college-level work in English and/or mathematics. (Education Code 60641, 99300-99301)

2. The Standards-Based Test in Spanish (STS) to Spanish-speaking English learners in grades 2-11 who either: (Education Code 60640)
  - a. Receive instruction in Spanish, regardless of how long they have been in the United States
  - b. Have been enrolled in a California public school for less than 12 months

*(cf. 6174 - Education for English Language Learners)*

This test shall be required in addition to the CST administered in English. (Education Code 60640)

Following the first year of enrollment in a California public school, Spanish-speaking English learners in grades 2-11 shall continue to take the STS in addition to the CST in English if the Superintendent or designee determines that such test results would provide useful information about students' performance.

3. The California Alternate Performance Assessment (CAPA) for students in grades 2-11 with severe cognitive disabilities who are unable to take the CSTs even with accommodations or modifications, or the California Modified Assessment (CMA) for students in grades 3-11 who are not severely cognitively disabled, when

determined appropriate by the student's individualized education program (IEP) team (Education Code 56345, 60640; 5 CCR 850; 34 CFR 200.1)

A student with disabilities may be assessed using the CAPA in all subject areas, CMA in all subject areas, or a combination of CSTs and CMA in the subject areas being assessed, but shall not be allowed to take both the CAPA and CMA. Eligibility to take the CMA shall be based on the criteria specified in 5 CCR 850. The Superintendent or designee shall inform the parents/guardians of students selected to be assessed with the CMA that their child's achievement will be measured based on modified achievement standards. (5 CCR 850)

Any special education student who is an English learner may be tested with the STS in accordance with item #2 above, unless the IEP specifically exempts him/her from such testing. (Education Code 56345)

*(cf. 6159 - Individualized Education Program)*

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

The Superintendent or designee shall make arrangements as necessary to test all eligible students in alternative education programs or programs conducted off campus. (5 CCR 851)

*(cf. 6158 - Independent Study)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

*(cf. 6183 - Home and Hospital Instruction)*

*(cf. 6184 - Continuation Education)*

*(cf. 6185 - Community Day School)*

### **Testing Period**

The STAR tests, with the exception of the writing portion of the English language arts tests, shall be administered to students during a testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the instructional days of the school, track, or program. (Education Code 60640; 5 CCR 855)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the testing period. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 25-day testing window. (Education Code 60640; 5 CCR 855)

The writing portion of the English language arts tests shall be administered only on the testing day(s) and make-up day(s) specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)

### **Exemptions**

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. District employees may discuss the STAR program with

parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted shall be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

### **Testing Variations**

Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions
2. Allowance to write in test booklets (e.g., underlining, highlighting, working math problems), provided that in grades 2-3 any marks other than those in response circles must be erased or responses must be transcribed into new test booklet(s) to ensure that the tests can be scored
3. Testing in a small group setting
4. As much time as needed within a single sitting to complete a test or test part

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture
2. Special lighting, special acoustics, noise-canceling devices, visual magnifying equipment, or audio amplification equipment
3. An individual carrel or study enclosure
4. Individual testing in a separate testing room provided that a district employee who has signed the test security affidavit directly supervises the student
5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions
6. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be permitted the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Testing in a separate room with other English learners provided that a district employee who has signed the test security affidavit directly supervises the student.
2. Additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.
3. Translation of the test directions printed in the test administration manual into the student's primary language, and the opportunity to ask clarifying questions about any test directions presented orally in the student's primary language.
4. Access to translation glossaries/word lists for the CSTs in mathematics, science, and history-social science (English to primary language). The translation glossaries/word lists are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries/word lists shall not include definitions, parts of speech, or formulas.

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. (5 CCR 850, 853, 853.5)

### **Staff Responsibilities**

Each year the Superintendent or designee shall designate a district coordinator who shall serve as the district representative and liaison with the California Department of Education (CDE) for all matters relating to the STAR program. The Superintendent or designee also shall designate a coordinator for each test site. (5 CCR 857-858)

In addition to the duties specified in 5 CCR 857, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.

*(cf. 3553 - Free and Reduced Price Meals)*

After receiving summary reports and files from the test contractor, the district coordinator shall review the files and reports for completeness and accuracy and shall notify the test contractor and the CDE of any errors, discrepancies, or incomplete information. (5 CCR 857)

The Superintendent or designee also shall appoint test examiner(s) to administer the assessments. A test examiner shall be an employee or contractor of the district or, for the CAPA, shall be a certificated or licensed school, district, or county staff member. (5 CCR 850)

*(cf. 4112.2 - Certification)*  
*(cf. 4113 - Assignment)*

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 850, 857-859)

### **Report of Test Results**

Within 20 working days of receiving any student test report from the test contractor, the Superintendent or designee shall forward the student report to the student's parents/guardians. If these reports are received after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (Education Code 60641; 5 CCR 863)

*(cf. 5145.6 - Parental Notifications)*

The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641)

An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641)

*(cf. 5125 - Student Records)*

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 60641)

*(cf. 9321.1 - Closed Session Actions and Reports)*

Regulation  
approved: April 18, 2012

CENTER UNIFIED SCHOOL DISTRICT  
Antelope, California



## GUIDANCE/COUNSELING SERVICES

Note: The following policy should be revised to reflect district practice. Education Code 49600 authorizes districts to offer a comprehensive educational counseling program implemented by credentialed school counselors.

The Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

*(cf. 0460 - Local Control and Accountability Plan)*

Note: Pursuant to Education Code 44266 and 5 CCR 80049-80049.1, persons authorized to provide services in school counseling, school psychology, or school social work must possess a pupil personnel services credential, with the appropriate specialization, issued by the Commission on Teacher Credentialing.

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

*(cf. 4112.2 - Certification)*

### Academic and Career Counseling

Note: The following section is for use by districts that maintain any of grades 7-12 and may be revised to reflect district practice and the grade levels offered by the district. AB 97 (Ch. 47, Statutes of 2013) redirects funding for the Supplemental School Counseling Program for grades 7-12 (Education Code 52378-52380) and for the 10th-grade counseling program formerly funded through the Pupil Retention Block Grant (Education Code 41505-41508) into the local control funding formula.

The district's academic counseling program shall be designed to assist students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

*(cf. 6011 - Academic Standards)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6174 - Education for English Language Learners)*

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

*(cf. 5145.6 - Parental Notifications)*

**GUIDANCE/COUNSELING SERVICES (continued)**

The counseling program for high school students may include, at appropriate grade levels:

1. Information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

2. An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.1 - Work-Based Learning)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

3. Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 6162.52 - High School Exit Examination)*

4. Additional specialized counseling services for students identified as at risk of not graduating with their class

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

*(cf. 6184 - Continuation Education)*

Note: Education Code 221.5 prohibits school counselors from offering vocational or school program guidance to a student of one sex that is different from that offered to a student of the opposite sex. In addition, 5 CCR 4930 prohibits discrimination in counseling programs to the same extent that discrimination is prohibited in all other district programs and activities. Prohibited bases for discrimination in district programs are specified in BP 0410 - Nondiscrimination in District Programs and Activities.

**GUIDANCE/COUNSELING SERVICES (continued)**

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Note: 20 USC 7908 requires districts receiving funds under the Elementary and Secondary Education Act (ESEA) to provide military recruiters with the same access to students as is provided to colleges and prospective employers. Districts that do not grant similar access may lose those funds. Even for districts that do not receive ESEA funds, 10 USC 503 requires districts to grant the same access to military recruiters and employers. Under this section, districts may refuse military access only if the Governing Board has adopted a policy denying access to the military. Districts that do not grant access and have not adopted a policy denying access may be subject to specific interventions, such as notification to the Governor and Congress, so that public officials can work with the district. In addition, Education Code 49603 provides that military service recruiters may not be denied on-campus access to students in grades 9-12 if the district provides such access to other employers. For information regarding military recruiter access to student directory information, see BP/AR 5125.1 - Release of Directory Information.

Option 1 is for use by districts that receive ESEA funds and that grant colleges and prospective employers access to students. Option 1 is also for use by districts that do not receive ESEA funds but choose to grant access to employers and therefore are required to grant access to military recruiters. Option 2 is **mandated** for those districts that do not receive ESEA funds and wish to deny access to military recruiters. Districts that select Option 2 must also deny access to all other employers.

**OPTION 1:** Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

~~**OPTION 2:** Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes. (Education Code 49603; 10 USC 503)~~

*(cf. 5125.1 - Release of Directory Information)*

**Personal or Mental Health Counseling**

Note: The following **optional** section may be revised to reflect district practice. A school counselor, school psychologist, or school social worker may offer personal or family counseling in accordance with the authorizations on his/her credentials. In addition, districts may provide mental health services through school-based health centers (see BP 5141.6 - School Health Services) and/or may collaborate with community agencies, organizations, and health care providers to ensure that services are available.

**GUIDANCE/COUNSELING SERVICES (continued)**

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

*(cf. 1020 - Youth Services)*  
*(cf. 5113 - Absences and Excuses)*  
*(cf. 5113.1 - Chronic Absence and Truancy)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 5145.9 - Hate-Motivated Behavior)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5149 - At-Risk Students)*  
*(cf. 6164.5 - Student Success Teams)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*

**Note:** If a minor is 11 years old or younger, consent by a parent/guardian is required before providing the minor with outpatient mental health counseling or treatment services. Family Code 6920-6929 and Health and Safety Code 124260 allow a minor age 12 or older to consent to outpatient mental health counseling or treatment services without parent/guardian consent if, in the opinion of a school psychologist or other professional person, as defined, the minor is mature enough to participate intelligently in the services. However, the child's parent/guardian must still be involved unless the professional person determines it would be inappropriate.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

*(cf. 5022 - Student and Family Privacy Rights)*  
*(cf. 5125 - Student Records)*

## **GUIDANCE/COUNSELING SERVICES (continued)**

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

### **Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5136 - Gangs)*

*(cf. 5141.52 - Suicide Prevention)*

### **Teacher-Based Advisory Program**

Note: The following **optional** section is for use by districts that choose to provide a teacher-based advisory program as authorized by Education Code 49600. The following section may be revised to reflect district practice, including the grade levels at which the program will operate. It should be deleted by districts in which all student counseling is provided by credentialed school counselors.

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher

**GUIDANCE/COUNSELING SERVICES (continued)**

participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

(cf. 4131 - Staff Development)

**Legal Reference:****EDUCATION CODE**

221.5 Prohibited sex discrimination

41505-41508 Pupil Retention Block Grant

44266 Pupil personnel services credential

48431 Establishing and maintaining high school guidance and placement program

49600-49604 Educational counseling

51250-51251 School age military dependents

51513 Personal beliefs

52378-52380 Supplemental School Counseling Program

**FAMILY CODE**

6920-6929 Consent by minor for treatment or counseling

**HEALTH AND SAFETY CODE**

124260 Mental health services; consent by minors age 12 and older

**PENAL CODE**

11166-11170 Reporting known or suspected cases of child abuse

**WELFARE AND INSTITUTIONS CODE**

5850-5883 Mental Health Services Act

**CODE OF REGULATIONS, TITLE 5**

4930-4931 Counseling

80049-80049.1 Pupil personnel services credential

80632-80632.5 Preparation programs for pupil personnel services

**UNITED STATES CODE, TITLE 10**

503 Military recruiter access to directory information

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family educational rights and privacy

**Management Resources:****CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*California Results-Based School Counseling and Student Support Guidelines, 2007*

**WEB SITES**

American School Counselor Association: <http://www.schoolcounselor.org>

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, access to military recruiters:

<http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

# **Center USD**

## **Board Policy**

### **Guidance/Counseling Services**

**BP 6164.2**

#### **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning.

#### **Academic and Career Counseling**

The district's academic counseling program shall help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6011 - Academic Standards)

(cf. 6020 - Parent Involvement)

Counseling staff shall help all students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all district students subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (20 USC 7908; 10 USC 503; Education Code 49603)

(cf. 5125.1 - Release of Directory Information)

#### Supplemental School Counseling Program for Students in Grades 7-12

The Board-adopted supplemental school counseling program for students in grades 7-12 shall be delivered by personnel who hold a valid pupil personnel services credential. The district's program shall provide for: (Education Code 52378)

1. An individualized review of academic and deportment records
2. An individualized review of the career goals of students, and the available academic and career technical education opportunities and community and workplace experiences available to students to support their goals
3. An opportunity for a counselor to meet with students and, if practicable the parent/guardian, to discuss available educational and career technical options
4. Specialized counseling services for students identified as at risk

(cf. 6162.52 - High School Exit Examination)  
(cf. 6179 - Supplemental Instruction)

#### Personal Counseling

Counseling staff shall identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

(cf. 1020 - Youth Services)  
(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Truancy)



(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5141.6 - Student Health and Social Services)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.

(cf. 5125 - Student Records)  
(cf. 5022 - Student and Family Privacy Rights)

#### **Crisis Counseling**

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

(cf. 5131 - Conduct)  
(cf. 5136 - Gangs)  
(cf. 5141.52 - Suicide Prevention)

#### **Teacher-Based Advisory Program**

The Board recognizes that a supportive, ongoing relationship with a caring adult can

provide a student with valuable advice and security. The Board desires to establish a teacher-based advisory program in which teachers, with supervision and support from a credentialed school counselor, advise students in such areas as character development, conflict resolution, and self-esteem. The Board expects this program to enhance student-teacher relationships and give students positive, adult role models. The Superintendent or designee and a credentialed school counselor shall design this program and submit it to the Board for adoption.

**Legal Reference:**

**EDUCATION CODE**

221.5 Prohibited sex discrimination

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

41505-41508 Pupil Retention Block Grant

48431 Establishing and maintaining high school guidance and placement program

49600-49604 Educational counseling

51250 School age military dependents

51513 Personal beliefs

52378-52380 Supplemental School Counseling Program

**REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

48431.6 Tenth grade counseling program

**PENAL CODE**

11166-11170 Reporting known or suspected cases of child abuse

**CODE OF REGULATIONS, TITLE 5**

4930-4931 Counseling

**UNITED STATES CODE, TITLE 10**

503 Military recruiter access to directory information

**UNITED STATES CODE, TITLE 20**

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family educational rights and privacy

**Management Resources:**

**WEB SITES**

American School Counseling Association: <http://www.schoolcounselor.org>

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, access to military recruiters:

<http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: February 20, 2008 Antelope, California**

# Delete

## Center USD

### Administrative Regulation

#### Guidance/Counseling Services

AR 6164.2

#### Instruction

#### Supplemental School Counseling Program for Students in Grades 7-12

A counselor shall review the academic and deportment record of each student in grades 7-12. The counselor shall also provide for an individualized review of each student's career goals and the available academic and career technical education opportunities and community and workplace experiences available that may support the pursuit of those goals. In addition, the counselor shall meet with each student and, if practicable, his/her parent/guardian to explain the records. At the meeting, the counselor shall also explain: (Education Code 52378)

1. The student's educational options

If such services are available to district students, the educational options discussed shall include college preparatory and career technical programs, including regional occupational centers and programs and any other available alternatives.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6178 - Vocational Education)

2. The coursework and academic progress needed for satisfactory completion of middle school or high school and passage of the high school exit examination

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6162.52 - High School Exit Examination)

3. Eligibility for admission to a four-year institution of postsecondary education, including the University of California (UC) and the California State University (CSU)

4. For those students who have not passed one or both parts of the exit exam by the end of grade 12, the availability of intensive instruction and services, as required pursuant to Education Code 37254, for up to two consecutive academic years after the completion of grade 12 or until the student has passed both parts of the exit exam, whichever comes first

(cf. 6179 - Supplemental Instruction)

**5. The availability of career technical education**

The Superintendent or designee shall identify students in grades 7-12 who: (Education Code 52378)

1. Are at risk of not graduating with the rest of their class
2. Are not earning credits at a rate that will enable them to pass the high school exit exam
3. Do not have sufficient training to allow them to fully engage in their chosen career

For these identified students, the district shall provide the following additional services:

1. **List of Coursework and Experience:** For students in grades 10 and 12 who have not passed one or both parts of the high school exit exam or who have not satisfied, or are not on track to satisfy, the curricular requirements for admission to UC and CSU, the district shall provide a list of coursework and experience necessary to assist them in their current grade level and to successfully transition to postsecondary education or employment. (Education Code 52378)

For students in grade 12, the list shall also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, enrolling in a community college, continuing enrollment in the district, or continuing to receive intensive instruction and services for up to two academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first. (Education Code 52378)

For students in grade 7 who are deemed to be at the far below basic level in English language arts or mathematics pursuant to the California Standards Test administered in grade 6, the district shall provide a list of coursework and experience necessary to assist them to successfully transition to high school and to meet all graduation requirements, including passing the high school exit exam. (Education Code 52378)

For students in grade 7, the district shall provide a list of coursework and experience necessary to assist each student to begin to satisfy the curricular requirements for admission to UC and CSU. (Education Code 52378)

A copy of the list of coursework and experience shall be provided to the student and his/her parent/guardian. The list shall also be included in the student's cumulative record. (Education Code 52378)

2. **Intensive Instruction and Services:** For students in grade 10 and 11 who have not

passed one or both parts of the high school exit exam, the district shall inform them of the option to receive intensive instruction and services pursuant to Education Code 37254 for up to two consecutive years after the completion of grade 12, or until the student has passed both parts of the exit exam, whichever comes first. (Education Code 52378)

3. Individual Conference: For students in grades 10 and 12 who have been provided the list of coursework and experience and for students in grade 7 who are deemed to be at the far below basic level in English language arts or mathematics, as detailed in item #1 above, the district shall offer and schedule an individual conference with each student, his/her parent/guardian, and a school counselor. During the conference, the counselor shall apprise the student and his/parent guardian of the following: (Education Code 52378)

- a. Consequences of not passing the high school exit exam
- b. Available programs, courses, and career technical education options needed for satisfactory completion of middle or high school
- c. The student's cumulative records and transcripts
- d. The student's performance on standardized and diagnostic assessments
- e. Available remediation strategies, high school courses, and alternative education options, including, but not limited to, informing students of the option to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first
- f. Information about postsecondary education and training
- g. As applicable, the student's score on the English language arts or mathematics portion of the California Standards Test administered in grade 6
- h. Eligibility requirements, including coursework and test requirements, and the progress of the student toward satisfaction of those requirements for admission to four-year institutions of postsecondary education, including at least UC and CSU
- i. The availability of financial aid for postsecondary education

The individual conference shall be scheduled, to the extent feasible, within the following timelines: (Education Code 52378)

- a. For students in grade 7, the conference shall occur before January of the year in which the student is in grade 7.
- b. For students in grade 10, the conference shall occur between the spring of the year

the students are enrolled in grade 10 and the fall of the following year in which the student would be enrolled in grade 11.

c. For students in grade 12, the conference shall occur after November of that school year in which the student is enrolled in grade 12, but before March of that same school year.

d. For schools operating on a multitrack year-round calendar, the individual conferences for students in grade 7, 10, and 12 shall occur in a timeframe that is equivalent to the timeframe specified above for schools on a traditional calendar.

The Superintendent or designee shall annually submit a report to the California Department of Education describing the number and percentage of students receiving various program services and an assurance that the district has complied with the requirements for individual conferences pursuant to Education Code 52378(e). (Education Code 52380)

#### Notifications

Beginning in grade 7, parents/guardians shall be notified at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

(cf. 5145.6 - Parental Notifications)

#### Nondiscrimination

No counselor shall unlawfully discriminate against any student. In addition, when exploring the possibility of careers and courses leading to such careers, counseling staff shall not differentiate career, vocational, or higher education opportunities on the basis of the sex of the student. (Education Code 221.5; 5 CCR 4930)

For appraising or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: February 20, 2008 Antelope, California

**EDUCATION FOR FOSTER YOUTH**

Note: Education Code 42238.02 and 42238.03, as added by AB 97 (Ch. 47, Statutes of 2013) and amended by SB 97 (Ch. 357, Statutes of 2013), provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, English learners, and/or eligible for free or reduced-price meals; see BP/AR 3100 - Budget. In addition, AB 97 added Education Code 52060-52077 requiring districts to develop a local control and accountability plan (LCAP) which must be aligned to specific state priorities and any additional local priorities, and which must contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan. AB 97 also amended the definition of "numerically significant" student subgroups in Education Code 52052 to include foster youth.

Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create additional obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular activities that are available to all students. See the accompanying administrative regulation.

While the requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters or when they are awaiting foster care placement (see BP/AR 6173 - Education for Homeless Children), Education Code 48850-48859 extend services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6011- Academic Standards)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6179 - Supplemental Instruction)*

Note: Pursuant to Education Code 48850, placement determinations for foster youth must be made in accordance with the student's "best interest." In addition, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison to help ensure proper school placement and enrollment. See the accompanying administrative regulation.

**EDUCATION FOR FOSTER YOUTH (continued)**

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Note: AB 97 (Ch. 47, Statutes of 2013) eliminated the School Safety and Violence Prevention Act, Education Code 32228-32228.5, which provided funds to undertake measures to ensure school safety and a harassment- and violence-free school environment and redirected the funding into the local control funding formula. However, Education Code 52060, as added by AB 97, requires districts to develop an LCAP that must be aligned with state priorities, including goals for student engagement. The following **optional** paragraph promotes such student engagement.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 6020 - Parent Involvement)*

Note: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following **optional** paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials



**EDUCATION FOR FOSTER YOUTH (continued)**

including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

*(cf. 1020 - Youth Services)*

Note: Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015. The following optional paragraph uses the LCAP review timeline and may be revised to reflect district practice.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

*(cf. 0500 - Accountability)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

*Legal Reference:*

**EDUCATION CODE**

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

*Legal Reference continued: (see next page)*

**EDUCATION FOR FOSTER YOUTH (continued)***Legal Reference: (continued)*EDUCATION CODE (continued)

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement; immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

*Management Resources:*CSBA PUBLICATIONSEducating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008AMERICAN BAR ASSOCIATION PUBLICATIONSMythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005CALIFORNIA CHILD WELFARE COUNCILPartial Credit Model Policy and Practice RecommendationsCITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONSOur Children: Emancipating Foster Youth, A Community Action GuideWEB SITESCSBA: <http://www.csba.org>American Bar Association: <http://www.americanbar.org>California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>California Youth Connection: <http://www.cal-youthconn.org/site/cyc>Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

# **Center USD**

## **Board Policy**

### **Education For Foster Youth**

**BP 6173.1**

#### **Instruction**

The Governing Board recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards.

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5131 - Conduct)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 6020 - Parent Involvement)

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates.

(cf. 0500 - Accountability)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

**Legal Reference:**

**EDUCATION CODE**

32228-32228.5 Student safety and violence prevention

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.3 High school graduation

56055 Rights of foster parents in special education

60851 High school exit examination

**HEALTH AND SAFETY CODE**

1522.41 Training and certification of group home administrators  
1529.2 Training of licensed foster parents  
WELFARE AND INSTITUTIONS CODE  
300 Children subject to jurisdiction  
309 Investigation and release of child  
361 Limitations on parental or guardian control  
366.27 Educational decision by relative providing living arrangements  
602 Minors violating law; ward of court  
726 Limitations on parental or guardian control  
727 Order of care, ward of court  
16000-16014 Foster care placement  
UNITED STATES CODE, TITLE 29  
794 Rehabilitation Act of 1973, Section 504  
UNITED STATES CODE, TITLE 42  
670-679b Federal assistance for foster care programs  
11431-11435 McKinney-Vento Homeless Assistance Act

**Management Resources:**

**CSBA PUBLICATIONS**

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

**AMERICAN BAR ASSOCIATION PUBLICATIONS**

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

**CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS**

Our Children: Emancipating Foster Youth, A Community Action Guide

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Foster Youth Services:

<http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.cal youthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccs partnership.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: February 17, 2010 Antelope, California

## EDUCATION FOR FOSTER YOUTH

### Definitions

Note: Pursuant to Education Code 42238.01, as added by AB 97 (Ch. 47, Statutes of 2013), "foster youth" includes a nonminor who is under the transition jurisdiction of the juvenile court and satisfies criteria specified in law.

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Note: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational program, as provided below.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

**EDUCATION FOR FOSTER YOUTH (continued)****District Liaison**

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. This person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Healthy Start Coordinator  
3401 Scotland Drive  
Antelope, CA 95843  
(916) 338-6387

*(cf. 6173 - Education for Homeless Children)*

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see the section below entitled "Transfer of Coursework and Credits."

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

*(cf. 5125 - Student Records)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

Note: Pursuant to Education Code 48853.5, 48911, 48915.5, and 48918.1, the district liaison is required to invite or notify a foster youth's attorney and the appropriate official of the county child welfare agency in

**EDUCATION FOR FOSTER YOUTH (continued)**

certain circumstances when expulsion-related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see AR 5144.1 - Suspension and Expulsion/Due Process.

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

Note: Items #4-8 below are **optional** and should be modified to reflect district practice.

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

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

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

*(cf. 5141.6 - School Health Services)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the district's foster youth



**EDUCATION FOR FOSTER YOUTH (continued)***(cf. 1020 - Youth Services)**(cf. 5113.1 - Chronic Absence and Truancy)*

Note: The following **optional** item facilitates the annual update of the local control and accountability plan required pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013); see BP/AR 0460 - Local Control and Accountability Plan.

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

*(cf. 0460 - Local Control and Accountability Plan)*

Note: The following paragraph is **optional**. Because the district's liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief [Educating Foster Youth: Best Practices and Board Considerations](#) recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

**Enrollment**

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

*(cf. 6159 - Individualized Education Program)**(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

Note: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person with the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

**EDUCATION FOR FOSTER YOUTH (continued)**

- a. The student has a right to attend a regular public school in the least restrictive environment.
- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

Note: Pursuant to Education Code 48853.5, a foster youth may continue his/her education in the school of origin under the circumstances stated below. Elementary and high school districts should delete any item (b or c) that is not applicable to the grade levels served by the district.

- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

**EDUCATION FOR FOSTER YOUTH (continued)**

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

Note: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees or fines due to the last school attended or the district has not received the foster youth's academic and medical records, as listed in items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's immunization records prior to enrolling him/her, the district must take steps, after the foster youth is enrolled, to obtain the his/her immunization records or ensure that he/she is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. Does not have clothing normally required by the school, such as school uniforms

*(cf. 5132 - Dress and Grooming)*

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

**EDUCATION FOR FOSTER YOUTH (continued)**

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

*(cf. 9320 - Meetings and Notices)*

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

**Transportation**

Note: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. An example of when transportation might be required under federal law is when a foster youth is homeless, pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435).

Option 1 is for use by districts that do not provide transportation. Option 2 is for use by districts that choose to provide transportation to foster youth to their school of origin and may be revised to reflect district practice.

**~~OPTION 1:~~** ~~The district shall not be responsible for providing transportation to and from the school of origin.~~

**OPTION 2:** Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

*(cf. 3540 - Transportation)*

*(cf. 3541 - Transportation Routes and Services)*

**Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

**EDUCATION FOR FOSTER YOUTH (continued)**

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

**Transfer of Coursework and Credits**

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by foster youth, as provided below.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Though Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its Partial Credit Model Policy and Practice Recommendations available on its web site, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

**EDUCATION FOR FOSTER YOUTH (continued)****Applicability of Graduation Requirements**

Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.52 - High School Exit Examination)*

Note: Previously, Education Code 51225.3 exempted any foster youth who transfers into the district or between district schools in grades 11-12 from locally established high school graduation requirements. However, AB 216 (Ch. 324, Statutes of 2013) deleted this provision from Education Code 51225.3 and included it in newly added Education Code 51225.1 with some modifications as specified below. This exemption does not apply to state graduation requirements for course completion or the high school exit examination.

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

**EDUCATION FOR FOSTER YOUTH (continued)**

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

Note: Pursuant to Education Code 51225.1, as added by AB 216 (Ch. 324, Statutes of 2013), a district may allow a foster youth to remain in high school for a fifth year to enable him/her to complete the district's graduation requirements, as provided below.

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

**Eligibility for Extracurricular Activities**

Note: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*

# **Center USD**

## **Administrative Regulation**

### **Education For Foster Youth**

**AR 6173.1**  
**Instruction**

#### **Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code 48853.5)

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

#### **District Liaison**

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Healthy Start Coordinator  
3401 Scotland Drive  
Antelope, CA 95843  
(916) 338-6387



*(cf. 6173 - Education for Homeless Children)*

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5125 - Student Records)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including, for a student with a disability, a manifestation determination prior to a change in the student's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

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

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

*(cf. 5141.6 - School Health Services)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Language Learners)*

*(cf. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

*(cf. 1020 - Youth Services)*

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

*(cf. 5113.1 - Chronic Absence and Truancy)*

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4315 - Evaluation/Supervision)*

## **Enrollment**

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that:
  - a. He/she is aware that the student has a right to attend a regular public school in the least restrictive environment.

- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

- 3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests.  
(Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests.  
(Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. Does not have clothing normally required by the school, such as school uniforms

*(cf. 5132 - Dress and Grooming)*

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

*(cf. 9320 - Meetings and Notices)*

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

### **Transportation**

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

*(cf. 3540 - Transportation)*

*(cf. 3541 - Transportation Routes and Services)*

## **Transfer of Coursework and Applicability of Graduation Requirements**

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6162.52 - High School Exit Examination)*

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student, if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

## **Grades/Credits**

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date he/she left school

2. A verified court appearance or related court-ordered activity

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

**Eligibility for Extracurricular Activities**

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

## WEEKEND/SATURDAY CLASSES

Note: The following optional policy is for use by districts that choose to offer classes on Saturday and/or Sunday as authorized by Education Code 37223.

Pursuant to Education Code 44824, a teacher cannot be assigned to work on a Saturday or Sunday if he/she objects in writing that the assignment would conflict with his/her religious beliefs or practices. In addition, Education Code 44824 provides that full-time teachers employed by the district prior to the implementation of weekend classes cannot be required to teach for more than 180 full days during a school year or for more than the number of full days that district schools were maintained during the year preceding implementation of weekend classes, whichever is greater. See AR 4113 - Assignment.

The Governing Board desires to increase educational opportunities outside the regular school week in order to meet student needs and promote academic achievement. When staffing, facilities, and other resources are available, the Board may approve the provision of classes on Saturday and/or Sunday that support and are integrated with other learning opportunities.

*(cf. 4113 - Assignment)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6111 - School Calendar)*

Any class offered on a Saturday or Sunday pursuant to Education Code 37223, except in regional occupational centers or programs (ROC/Ps), shall be one offered Monday through Friday during the regular school week. (Education Code 37223)

Note: Education Code 37223 authorizes weekend classes of any of the types listed in items #1-4 below or other classes identified by the district. The following list should be revised or expanded to reflect those weekend classes approved by the Governing Board.

Weekend classes may include, but are not limited to:

1. Continuation classes (Education Code 37223)

*(cf. 6184 - Continuation Education)*

Note: Pursuant to Education Code 37223, voluntary attendance in special weekend activities for mentally gifted minors (item #2 below) cannot be included in the district's average daily attendance computation.

2. Special day classes for mentally gifted minors (Education Code 37223)

*(cf. 6172 - Gifted and Talented Student Program)*

3. Makeup classes for unexcused absences occurring during the week (Education Code 37223)

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 6154 - Homework/Makeup Work)*

**WEEKEND/SATURDAY CLASSES (continued)****4. The programs of an ROC/P (Education Code 37223)***(cf. 6178 - Career Technical Education)**(cf. 6178.2 - Regional Occupational Center/Program)*

Note: Items #5-6 below are **optional**. Although Education Code 37252-37253 provide that specified supplemental instructional programs may be offered on Saturday, AB 97 (Ch. 47, Statutes of 2013) redirected the funding for those programs into the local control funding formula; see BP 6179 - Supplemental Instruction. In addition, AB 97 eliminated the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for the purposes of intensive reading or algebra programs, including Saturday programs. At its discretion, the district may continue to offer weekend classes for these purposes.

**5. Supplemental instruction for students who need additional assistance to meet academic standards or requirements***(cf. 5123 - Promotion/Acceleration/Retention)**(cf. 6146.1 - High School Graduation Requirements)**(cf. 6179 - Supplemental Instruction)***6. Enrichment classes in core academic subjects***(cf. 6142.91 - Reading/Language Arts Instruction)**(cf. 6142.92 - Mathematics Instruction)*

Except in ROC/Ps, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

Note: Education Code 48205 specifies reasons that students must be excused from school, including observance of a holiday or ceremony of their religion. The reasons specified in Education Code 48205 are also applicable during weekend classes.

A student shall be excused from a weekend class if such attendance would be in conflict with his/her religious beliefs. Such students shall be given priority for enrollment in any other available supplemental instruction offered at a time other than during the weekend.

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*



**WEEKEND/SATURDAY CLASSES (continued)**

Note: Education Code 49550 requires that districts provide at least one nutritionally adequate meal each school day (breakfast and/or lunch) for students who are eligible for free and reduced-price meals; see BP/AR 3553 - Free and Reduced-Price Meals. If the school participates in the National School Lunch or Breakfast Program, it must make meals available to all students in attendance.

According to the California Department of Education's (CDE) Management Bulletin NSD-SNP-03-2013, this requirement extends to Saturday classes unless the district or school receives a waiver. The CDE will consider a waiver when any two of the following criteria exist: (1) serving meals during the Saturday session would result in a financial loss to the district equal to one-third of the food service's net cash resources; (2) the Saturday session at the school is less than four hours and is completed by noon allowing students to go home during the lunch period; (3) less than 10 percent of the needy students attending the Saturday session are at the school for more than three hours per day; and (4) the school does not have proper refrigeration facilities to enable meals to be prepared on Friday and served on Saturday.

Unless the requirement is waived by the California Department of Education, the district shall provide at least one nutritionally adequate meal during the weekend session in accordance with Education Code 49550.

(cf. 3550 - Food Service/Child Nutrition Program)  
 (cf. 3553 - Free and Reduced-Price Meals)  
 (cf. 5030 - Student Wellness)

**Legal Reference:****EDUCATION CODE**

37223 Weekend classes  
 37252-37253 Supplemental instruction  
 41505-41508 Pupil Retention Block Grant  
 41601 Reports of average daily attendance  
 42239 Summer school attendance computation  
 44824 Weekend classes, assignment of certificated employees  
 48070-48070.5 Promotion and retention, supplemental instruction  
 48205 Excused absence for personal reasons  
 48260 Truants, definition  
 49550 Meals for needy students  
 52060-52077 Local control and accountability plan

**Management Resources:****CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Requesting a Summer School Meal Waiver and/or a Saturday School Meal Waiver, Nutrition Services  
 Division Management Bulletin NSD-SNP-03-2013, February 2013

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>

# **Center USD**

## **Board Policy**

### **Weekend/Saturday Classes**

**BP 6176**

#### **Instruction**

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The Governing Board may provide classes on Saturday and/or Sunday in order to meet the academic needs of students.

(cf. 6111 - School Calendar)

Weekend classes may include but are not limited to: (Education Code 37223)

1. Continuation classes

(cf. 6184 - Continuation Education)

2. Special day classes for mentally gifted minors

(cf. 6172 - Gifted and Talented Student Program)

3. Makeup classes for unexcused absences occurring during the week

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or regional occupational program

Saturday classes also may be used to provide supplemental instruction for students who are failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 37525, 37252.2, 37252.8, 37253, 41505-41506)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6179 - Supplemental Instruction)

**Legal Reference:**

**EDUCATION CODE**

37223 Weekend classes

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

51000-52706 General instructional programs, especially

51002 Development of local programs within guidelines

**REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS**

53025-53032 Intensive reading instruction

53091-53095 Intensive algebra instruction

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: May 16, 2001      Antelope, California**

# Delete

## **Center USD**

### **Administrative Regulation**

#### **Weekend/Saturday Classes**

**AR 6176**  
**Instruction**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Any class offered on a Saturday or Sunday pursuant to Education Code 37223, except in regional occupational centers or programs, shall be one offered Monday through Friday during the regular school week. (Education Code 37223)

(cf. 6111 - School Calendar)

Except in regional occupational centers or programs, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend makeup classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

(cf. 5113.1 - Truancy)

A student shall be excused from a weekend class if it is held on a day when such attendance would be in conflict with his/her religious beliefs. (Education Code 37252-37253, 48205)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: May 16, 2001      Antelope, California

**SUMMER LEARNING PROGRAMS**

Note: The following **optional** policy may be revised to reflect district practice.

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress.

Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The purposes and content of the district's summer programs should be aligned with the priorities and goals as outlined in the LCAP and other applicable district and school plans.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

(cf. 0200 - Goals for the School District)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3552 - Summer Meal Program)  
(cf. 5030 - Student Wellness)  
(cf. 5141.6 - School Health Services)  
(cf. 5148 - Child Care and Development Program)  
(cf. 6011 - Academic Standards)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6143 - Courses of Study)

**Summer School**

Note: Summer school programs may be funded through a variety of sources that include, but are not limited to, Title I funding (20 USC 6311-6322), After School Education and Safety Program supplemental funds (Education Code 8482-8484.6), and 21st Century Community Learning Center supplemental funds (Education Code 8484.7-8484.9; 20 USC 7171-7176).

In addition, Education Code 54444.3 requires agencies receiving Title I Migrant Education funding to conduct summer school for eligible migrant students in grades K-12; see BP/AR 6175 - Migrant Education Program.

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

(cf. 5148.2 - Before/After School Program)  
(cf. 6171 - Title I Programs)  
(cf. 6175 - Migrant Education Program)

**SUMMER LEARNING PROGRAMS (continued)**

Note: The following paragraph is **optional**. Although Education Code 37252-37253 authorize specified supplemental instructional programs to be offered during summer, AB 97 (Ch. 47, Statutes of 2013) redirects the funding for those programs into the local control funding formula; see BP 6179 - Supplemental Instruction. In addition, AB 97 eliminated the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for intensive reading or algebra programs, including summer programs. At its discretion, the district may continue to offer summer classes for these purposes.

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6179 - Supplemental Instruction)*

Note: The following **optional** list establishes enrollment priorities for the provision of summer school instruction and may be revised to reflect district practice. Items #1-2 should be deleted by districts that do not maintain high schools.

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year

*(cf. 5147 - Dropout Prevention)*

*(cf. 6146.1 - High School Graduation Requirements)*

2. Have not made sufficient progress toward passing the state exit examination required for high school graduation

*(cf. 6162.52 - High School Exit Examination)*

3. Have been retained or are at risk of being retained at their grade level

*(cf. 5123 - Promotion/Acceleration/Retention)*

4. Demonstrate academic deficiencies in core curriculum areas

*(cf. 0460 - Local Control and Accountability Plan)*

Note: **Optional** item #5 establishes priority for summer school enrollment to at-risk student groups identified in the district's LCAP. Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), the LCAP must include annual goals to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups,

## SUMMER LEARNING PROGRAMS (continued)

socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth if there are at least 30 students in the subgroup (or at least 15 foster youth) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education.

5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

**OPTION 1:** The remaining openings shall be offered to other district students on a first-come first-served basis.

~~**OPTION 2:** The remaining openings shall be offered to other district students on a lottery basis.~~

Note: Although the determination of excused and unexcused absences is irrelevant for accounting purposes pursuant to Education Code 42238.8, verification of excused absences may still be relevant for purposes of awarding credit for summer school classes. The following **optional** paragraph should be modified to reflect district practice.

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)

(cf. 6154 - Homework/Makeup Work)

Note: State funding is not available for transportation to summer school. To accommodate students and parents/guardians who need to provide their own transportation, some districts rotate the sites at which summer sessions are offered, as provided in the following **optional** paragraph.

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

Note: The following **optional** paragraph should be revised to reflect indicators for program evaluation that have been agreed upon by the Board and Superintendent, as well as a timeline for reports to the Board.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, he/she may report on the extent to which students successfully achieved the outcomes established for the program.

## SUMMER LEARNING PROGRAMS (continued)

### Additional Summer Learning Opportunities

Note: The following **optional** section may be revised to reflect district practice and may be adapted for use during intercessions other than summer break. For further information about summer learning opportunities, see CSBA's Summer Learning and Wellness Resource Guide.

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

*(cf. 1020 - Youth Services)*

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

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

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity

*(cf. 1330.1 - Joint Use Agreements)*

3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component

*(cf. 3260 - Fees and Charges)*

*(cf. 5113.2 - Work Permits)*

*(cf. 6178.1 - Work-Based Learning)*

4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals

*(cf. 6020 - Parent Involvement)*

5. Assigning summer vacation homework in core curricular subject(s) for extra credit
6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects



**SUMMER LEARNING PROGRAMS (continued)****7. Arranging opportunities for community service***(cf. 6142.4 - Service Learning/Community Service Classes)***Legal Reference:****EDUCATION CODE**

8482-8484.6 *After School Education and Safety Program*  
 8484.7-8484.9 *21st Century Community Learning Centers*  
 37252-37254.1 *Supplemental instruction*  
 39837 *Transportation to summer employment programs*  
 41505-41508 *Pupil Retention Block Grant*  
 41976.5 *Summer school programs, substantially disabled persons or graduating high school seniors*  
 42238.01-42238.07 *Local control funding formula*  
 42238.8 *Revenue limit per unit of average daily attendance*  
 48070-48070.5 *Promotion and retention*  
 51210 *Areas of study for elementary schools*  
 51220 *Areas of study for grades 1-6*  
 51730-51732 *Powers of governing boards (authorization for elementary summer school classes)*  
 52060-52077 *Local control and accountability plan*  
 54444.3 *Summer program for migrant students*  
 56345 *Extended-year program for special education students*  
 58700-58702 *Credit towards summer school apportionments for tutoring and homework assistance*  
 58806 *Summer school apportionments*  
 60851 *Supplemental instruction toward exit examination*  
**CODE OF REGULATIONS, TITLE 5**  
 3043 *Extended school year, special education students*  
 11470-11472 *Summer school*  
**UNITED STATES CODE, TITLE 20**  
 6311-6322 *Improving basic programs for disadvantaged students*  
 7171-7176 *21st Century Community Learning Centers*

**Management Resources:****CSBA PUBLICATIONS***Summer Learning and Wellness Resource Guide**School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness*  
*Policy Brief, April 2013***NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS***Healthy Summers for Kids: Turning Risk into Opportunity, May 2012**New Vision for Summer School, 2010***RAND CORPORATION PUBLICATIONS***Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011***WEB SITES***CSBA: <http://www.csba.org>**California Department of Education: <http://www.cde.ca.gov>**National Summer Learning Association: <http://www.summerlearning.org>**Partnership for Children and Youth: <http://partnerforchildren.org>**RAND Corporation: <http://www.rand.org>**Summer Matters: <http://summermatters2you.net>*

# **Center USD**

## **Board Policy**

### **Summer School**

**BP 6177**

#### **Instruction**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The Governing Board recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes for purposes of remediation, enrichment, and/or acceleration.

The district shall offer summer instructional programs for graduating high school seniors who need courses for graduation before the beginning of the next school year. (Education Code 41976.5)

(cf. 6146.1 - High School Graduation Requirements)

The district's summer school program may be used to provide supplemental instruction for students failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy, and administrative regulation. (Education Code 37525, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6179 - Supplemental Instruction)

#### **Enrollment Priorities**

Priority to enroll in summer programs shall be given to district students who:

1. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2
2. Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252
3. Need course credits in order to graduate from high school before the beginning of the next school year

The remaining openings shall be offered to district students on a first-come first-served basis.

#### **Attendance**

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for their summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)  
(cf. 6154 - Homework/Make-Up Work)

#### **Rotation of School Sites**

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to equalize long-term facility and maintenance needs.

#### **Legal Reference:**

##### **EDUCATION CODE**

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

41976.5 Summer school programs, substantially disabled persons or graduating high school seniors

42238.8 Revenue limit for average daily attendance

42239 Summer school apportionments  
48070-48070.5 Promotion and retention  
51210 Areas of study for elementary schools  
51220 Areas of study for grades 7-12  
51730-51732 Powers of governing boards (authorization for elementary summer school classes)  
56345 Extended-year program for special education students  
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance program  
58806 Summer school apportionments  
60851 Supplemental instruction toward exit examination  
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
53025-53032 Intensive reading instruction  
53091-53095 Intensive algebra instruction  
CODE OF REGULATIONS, TITLE 5  
3043 Extended school year, special education students  
11470-11472 Summer school  
ATTORNEY GENERAL OPINIONS  
70 Ops.Cal.Atty.Gen. 282 (1987)

**Management Resources:**

**WEB SITES**

California Department of Education: <http://www.cde.ca.gov>

**SUPPLEMENTAL INSTRUCTION**

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6011 - Academic Standards)*

*(cf. 6146.1 - High School Graduation Requirements)*

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

*(cf. 6164.5 - Student Success Teams)*

Supplemental instruction may be offered outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. It may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

Supplemental instruction shall be offered to:

Note: Item #1 below is for use by districts that receive federal Title I funding. 20 USC 6316 requires that eligible students from low-income families be provided supplemental educational services (e.g., tutoring and other supplemental academic enrichment services) if their Title I school is identified for program improvement for two or more years based on failure to make "adequate yearly progress." Parents/guardians select these services from a list of providers with a demonstrated record of effectiveness. See BP/AR 0520.2 - Title I Program Improvement Schools for details regarding these services.

In addition, if the district is identified for program improvement pursuant to 20 USC 6316, the district must revise its local educational agency plan to incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year. See AR 0520.3 - Title I Program Improvement Districts.

1. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

**SUPPLEMENTAL INSTRUCTION (continued)**

Note: Education Code 48070.5 mandates that districts adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention or who are identified as being at risk for retention. Although categorical program funding for supplemental instruction for students who have been retained or recommended for retention (Education Code 37252.2) and for students in grades 2-6 who have been identified as being at risk of retention (Education Code 37252.8) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013), the requirement to provide remedial instruction to such students was not eliminated. Districts may design supplemental instructional programs for these purposes in a manner that meets district and student needs, provided they comply with Education Code 48070.5.

2. Students who have been recommended for retention at their current grade level or are at risk of retention (Education Code 48070.5)

*(cf. 5123 - Promotion/Acceleration/Retention)*

Note: Item #3 below is for use by districts that maintain any of grades 7-12. Education Code 60851 requires districts to provide supplemental instruction to students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the California High School Exit Examination. Although categorical program funding for such instruction (Education Code 37252) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013), the requirement to provide supplemental instruction for this purpose was not eliminated. Districts may design supplemental instructional programs in a manner that meets district and student needs, provided they comply with Education Code 60851. However, Education Code 60851 clarifies that districts are not required to provide supplemental services using resources that are not regularly available to a school or district.

3. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation (Education Code 60851)

*(cf. 6162.52 - High School Exit Examination)*

Note: Pursuant to Education Code 60851, in determining eligibility for supplemental instruction based on students' lack of "sufficient progress" toward passing the state exit exam, districts must use either (1) the results of state assessments and the minimum levels of proficiency recommended by the State Board of Education (Option 1 below) or (2) students' grades and other indicators of academic achievement designated by the district (Option 2 below). Districts selecting Option 2 should specify the other indicators that will be used in the blanks provided.

Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), beginning in the 2013-14 school year, the state assessment system will transition from the Standardized Testing and Reporting program to the California Assessment of Student Performance and Progress; see BP/AR 6162.51 - State Academic Achievement Tests. Thus, districts selecting Option 1 below should consider the availability and appropriateness of state assessments for the purpose of determining students' progress toward passing the exit exam.

## SUPPLEMENTAL INSTRUCTION (continued)

~~**OPTION 1:** "Sufficient progress" shall be determined based on a student's results on state assessments administered pursuant to Education Code 60640-60649 and the minimum levels of proficiency recommended by the State Board of Education.~~

*(cf. 6162.51 - State Academic Achievement Tests)*

**OPTION 2:** "Sufficient progress" shall be determined based on a student's grades and the following indicators of academic achievement:

A combination of class, school, and/or district assessments, standardized test results, writings, samples, and/or other measures.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

Note: The following paragraph is for use by districts that selected either Option 1 or 2 above.

The curriculum of the supplemental instructional program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)

Note: Items #1-4 below are optional. Although Education Code 37252.8-37254 provide for supplemental instructional programs for students in grades 2-6 having academic deficiencies in mathematics or English language arts, K-12 students seeking enrichment in core academic subjects, and students failing to pass the high school exit exam by the end of grade 12, AB 97 (Ch. 47, Statutes of 2013) redirected the funding for those categorical programs into the local control funding formula. In addition, AB 97 redirected funding for the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for the purposes of intensive reading or algebra programs, into the local control funding formula. At its discretion, the district may continue to offer supplemental instruction for these or other purposes in accordance with the goals and strategies identified in its local control and accountability plan (LCAP); see BP/AR 0460 - Local Control and Accountability Plan.

In addition, contingent on the district budget and local control and accountability plan (LCAP), supplemental instruction may be offered to students who:

1. Based on state assessment results, grades, or other indicators, demonstrate academic deficiencies in core curriculum areas that may jeopardize their attainment of academic standards
2. Have not passed one or both parts of the high school exit exam by the end of grade 12

Note: **Optional** item #3 below provides that supplemental instruction may be offered to students in targeted at-risk student groups identified in the district's LCAP. Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), the LCAP must include annual goals to be achieved for all students and for

**SUPPLEMENTAL INSTRUCTION (continued)**

each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth if there are at least 30 students in the subgroup (or at least 15 foster youth) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education.

3. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3100 - Budget)*  
*(cf. 3553 - Free and Reduced-Price Meals)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6174 - Education for English Language Learners)*

4. Desire enrichment in core academic areas, visual and performing arts, physical education, or other subjects as approved by the Board

*(cf. 6142.6 - Visual and Performing Arts Education)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6142.93 - Science Instruction)*  
*(cf. 6142.94 - History-Social Science Instruction)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6172 - Gifted and Talented Student Program)*

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

*(cf. 1020 - Youth Services)*

When determined to be necessary by the principal or designee, a student may be required to participate in a supplemental instruction. In such cases, written parent/guardian consent shall be obtained for the student's participation.

*Legal Reference: (see next page)*



## SUPPLEMENTAL INSTRUCTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

37200-37202 *School calendar*

37223 *Weekend classes*

37252-37254.1 *Supplemental instruction, summer school*

41505-41508 *Pupil Retention Block Grant*

42238.01-42238.07 *Local control funding formula*

46100 *Length of school day*

48070-48070.5 *Promotion and retention*

48200 *Compulsory education*

48985 *Translation of notices*

51210-51212 *Courses of study, elementary schools*

51220-51228 *Courses of study, secondary schools*

52060-52077 *Local control and accountability plan*

60603 *Definitions, core curriculum areas*

60640-60649 *California Assessment of Student Performance and Progress*

60850-60859 *High school exit examination*

#### CODE OF REGULATIONS, TITLE 5

11470-11472 *Summer school*

#### UNITED STATES CODE, TITLE 20

6316 *Program improvement schools and districts*

### *Management Resources:*

#### U.S. DEPARTMENT OF EDUCATION GUIDANCE

*Supplemental Educational Services, January 14, 2009*

*Creating Strong Supplemental Educational Services Programs, May 2004*

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

# **Center USD**

## **Board Policy**

### **Supplemental Instruction**

**BP 6179**  
**Instruction**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.

(cf. 5113.1 - Truancy)  
(cf. 5147 - Dropout Prevention)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 5149 - At-Risk Students)  
(cf. 6011 - Academic Standards)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)  
(cf. 6164.5 - Student Success Teams)

#### **Required Supplemental Programs**

The district shall offer direct, systematic, and intensive supplemental instruction for:

1. Students in grades 2-9 who have been retained or recommended for retention pursuant to Education Code 48070.5 (Education Code 37252.2)

(cf. 5123 - Promotion/Acceleration/Retention)

2. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation in order to help them pass the exam (Education Code 37252, 60851)

(cf. 6162.52 - High School Exit Examination)

(cf. 6162.51 - Standardized Testing and Reporting Program)

"Sufficient progress" shall be determined based on a student's grades and the following indicators of academic achievement:

A combination of class, school, and district assessments, standardized test results, writing samples, and/or other measures.

(cf. 5121 - Grades/Evaluation of Student Achievement)

In addition, students who do not possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit exam and shall receive supplemental instruction designed to help them succeed on the exit exam. (Education Code 37252)

3. Students who have not passed one or both parts of the exit exam by the end of grade 12, for up to two consecutive school years after the completion of grade 12 or until they have passed both parts of the exit exam, whichever comes first (Education Code 37254)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

4. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

#### **Optional Supplemental Programs**

As funding, facilities, and staffing permit, supplemental instruction may be offered to:

1. Students in grades 2-6 who have been identified as being "at risk" of retention pursuant to Education Code 48070.5 (Education Code 37252.8)

2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)

3. Students in grades K-12 who seek enrichment in mathematics, science, or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253)

(cf. 6143 - Courses of Study)

4. Students in grades K-4 who need or desire intensive reading opportunities that meet standards for a research-based comprehensive reading program, including appropriate support to address the needs of English language learners (Education Code 41505-41508)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6174 - Education for English Language Learners)

5. Students in grades 7-8 who need or desire intensive opportunities to practice skills in algebra and/or pre-algebra (Education Code 41505-41508)

(cf. 6142.92 - Mathematics Instruction)

#### **Required Student Participation**

The Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)

1. Students in grades 7-12 who demonstrate insufficient progress toward the exit exam required for high school graduation pursuant to Education Code 37252

2. Students in grades 2-9 who are retained or recommended for retention pursuant to Education Code 37252.2

3. Students in grades 2-6 who are "at risk" of retention pursuant to Education Code 37252.8

4. Students in grades 2-6 who are deficient in mathematics, reading, or written expression pursuant to Education Code 37252.8

5. Students in grades K-12 participating in enrichment programs in core academic subjects pursuant to Education Code 37253

The Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental instructional program.

#### **Legal Reference:**

**EDUCATION CODE**

1240 County Superintendent duties

35186 Williams Uniform Complaint Procedures

37200-37202 School calendar  
37223 Weekend classes  
37252-37254.1 Supplemental instruction  
41505-41508 Pupil Retention Block Grant  
42239 Supplemental instruction, apportionments  
44259 Comprehensive reading program  
46100 Length of school day  
48070-48070.5 Promotion and retention  
48200 Compulsory education  
48985 Translation of notices  
51210 Courses of study, elementary schools  
51220 Courses of study, secondary schools  
52378-52380 Supplemental School Counseling Program  
60603 Definitions, core curriculum areas  
60640-60648 Standardized Testing and Reporting Program  
60850-60859 High school exit examination  
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
52012 Establishment of school site council  
52014-52015 School plans  
53025-53031 Intensive reading instruction  
53091-53094 Intensive algebra instruction  
CODE OF REGULATIONS, TITLE 5  
11470-11472 Summer school  
UNITED STATES CODE, TITLE 20  
6316 Program improvement schools and districts

**Management Resources:**

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE  
Implementation of Assembly Bill (AB) 347: requiring instruction and services for  
students who have not passed the exit exam but have met all other graduation  
requirements, October 26, 2007  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
Supplemental Educational Services, June 13, 2005  
Creating Strong Supplemental Educational Services Programs, May 2004  
WEB SITES6  
CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education: <http://www.ed.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: February 20, 2008 Antelope, California

# Delete

## **Center USD**

### **Administrative Regulation**

#### **Supplemental Instruction**

**AR 6179**  
**Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

**Cautionary Notice 2010-13:** AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 5148.2 - Before/After School Programs)  
(cf. 6111 - School Calendar)  
(cf. 6112 - School Day)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer School)

Priority for enrollment in supplemental instruction offered at a time other than Saturday shall be given to any student whose parent/guardian has informed the Superintendent or designee that the student is unable to attend a Saturday school program for religious reasons. (Education Code 37252, 37252.2, 37252.8, 37253)

#### **Supplemental Instruction Based on Retention or Academic Deficiencies**

Students in grades 2-9 who have been retained or recommended for retention shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.2)

1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

2. Students who were enrolled in grade 6 or 9 during the prior school year shall be eligible for summer school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

To the extent that the district provides supplemental instruction to students in grades 2-6 who are identified as being at risk of retention or as having deficiencies in mathematics, reading, or written expression, those students also shall be subject to the provisions set forth in items #1 and #2 above. (Education Code 37252.8)

The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.2, 37252.8)

An intensive remedial program in reading or written expression shall, as needed, include instruction in phonemic awareness, systematic explicit phonics and decoding, word attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)

(cf. 6142.91 - Reading/Language Arts Instruction)

#### **Supplemental Instruction Based on Progress Toward Passing Exit Examination**

Students in grades 7-12 who do not demonstrate "sufficient progress," as defined in Board policy, toward passing the state exit exam required for high school graduation shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252)

1. For purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

2. Students who were enrolled in grade 12 during the prior school year may be eligible for supplemental instructional programs.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The curriculum of the supplemental instruction program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)

(cf. 6011 - Academic Standards)

## **Supplemental Instruction Based on Failure to Pass Exit Exam by End of Grade 12**

Intensive instruction and services designed to help students pass the high school exit exam after they have failed to pass one or both parts of the exam by the end of grade 12 shall be provided as follows: (Education Code 37254)

1. Each eligible student shall receive an appropriate diagnostic assessment to identify his/her areas of need.
2. Each student shall receive intensive instruction and services based on the results of the diagnostic assessment and his/her prior results on the exit exam.
3. The intensive instruction and services shall be based on strategies that are most likely to result in the student passing the part(s) of the exit exam that he/she has not yet passed and may include, but not be limited to:

- a. Individual or small group instruction
- b. The hiring of additional teachers
- c. Purchasing, scoring, and reviewing diagnostic assessments
- d. Counseling
- e. Designing instruction to meet specific needs of eligible students
- f. Appropriate teacher training to meet the needs of eligible students

(cf. 4131 - Staff Development)

g. Instruction in English language arts and/or mathematics that eligible students need in order to pass those parts of the exit exam not yet passed, including employing different intensive instruction and services aligned to the needs and circumstances of students who have not passed one or both parts of the exit exam by the end of grade 12 compared to other district students in grade 12 with similar needs

h. Instruction and services by a public or nonpublic entity as determined by the Superintendent or designee

4. English language learners shall have the opportunity to receive intensive instruction and services as described in item #2 above that also shall include services to improve English proficiency as needed to pass one or both parts of the exit exam not passed by the end of grade 12.

(cf. 6174 - Education for English Language Learners)



The intensive instruction and services may be provided during the regular school day provided that they do not supplant the student's instruction in the core curriculum areas defined in Education Code 60603 or physical education. Eligible students may receive intensive instruction and services on Saturdays, evenings, or at a time and location deemed appropriate by the Superintendent or designee in order to meet the needs of these students. (Education Code 37254)

The Superintendent or designee shall notify, in writing, all students who have not passed one or both parts of the exit exam by the end of grade 12, or the parents/guardians of such students if under age 18, of the availability of intensive instruction and services each term for the next two consecutive school years. Eligible students also shall be notified of their right to file a complaint regarding the intensive instruction and services in accordance with Education Code 35186 (Williams Uniform Complaint Procedures).

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

The notice shall include the name and phone number of a contact person designated by the Superintendent or designee who can assist students who have questions, concerns, or complaints regarding the availability of the additional instruction.

The notification shall be sent to the last known address before the end of each school term in sufficient time for eligible students to register for or avail themselves of those services. The notice shall also be posted in the school office, district office, and on the district's Internet web site, if any. (Education Code 37254)

(cf. 1113 - District and School Web Sites)

# Center USD

## Board Policy

### Continuation Education

BP 6184  
Instruction

*Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.*

The Governing Board shall provide a continuation education program to meet the educational needs of district students who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory continuation school attendance.

*(cf. 0420.4 - Charter Schools)*  
*(cf. 5112.1 - Exemptions from Attendance)*  
*(cf. 6030 - Integrated Academic and Vocational Instruction)*  
*(cf. 6158 - Independent Study)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6178 - Vocational Education)*  
*(cf. 6178.1 - Work Experience Education)*  
*(cf. 6181 - Alternative Schools)*  
*(cf. 6182 - Opportunity School/Class/Program)*  
*(cf. 6183 - Home and Hospital Instruction)*  
*(cf. 6185 - Community Day School)*

The Board shall establish a plan to coordinate instruction and training in the school with the home, employment and other agencies and shall designate one or more persons as coordinators. (5 CCR 11003)

The Superintendent or designee may allow the voluntary enrollment of students under 16 in this program.

*(cf. 6182 - Opportunity School/Class/Program)*

The Superintendent or designee shall develop administrative regulations governing the involuntary transfer of students into the continuation education program. (Education

Code 48432.5)

The Superintendent or designee may allow the voluntary enrollment of students in the continuation education program as space permits and when it is determined to be in the best interests of the student.

Minors otherwise subject to compulsory attendance in continuation education classes may be exempted if they meet any of the conditions specified in Education Code 48410.

*(cf. 5112.1 - Exemptions from Attendance)*

The Board may maintain continuation classes during the district's regular school hours, during special school hours for these classes established by the Board, or during such hours and for such length of time during the day or evening that adult education classes are maintained. (Education Code 48434)

*(cf. 6112 - School Day)*

*(cf. 6200 - Adult Education)*

**Legal Reference:**

**EDUCATION CODE**

41505-41508 Pupil Retention Block Grant

42243.7 District Revenue Limit for Districts with a Continuation High School.

48400-48454 Compulsory continuation education in general, especially:

48401 Weekly minimum attendance requirement

48402 Minors not regularly employed

48410-48416 Compulsory continuation education

48430-48438 Continuation classes

48450-48454 Violation

48900 Grounds for suspension and expulsion

48903 Limitations on days of suspension

51224 Courses of study

51225.3 Requirements for graduation

60850-60856 High school exit examination

**FAMILY CODE**

7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

**CODE OF REGULATIONS, TITLE 5**

11000-11010 Continuation education

**Management Resources:**  
**WEB SITES**  
**CDE: [www.cde.ca.gov](http://www.cde.ca.gov)**

**Policy**  
**adopted: December 6, 2000**

**CENTER UNIFIED SCHOOL DISTRICT**  
**Antelope, California**

# **Center USD**

## **Board Policy**

### **Continuation Education**

**BP 6184**

#### **Instruction**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Center Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board shall provide a continuation education program to meet the educational needs of district students who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory continuation school attendance.

(cf. 0420.4 - Charter Schools)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6158 - Independent Study)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6178 - Vocational Education)

(cf. 6178.1 - Work Experience Education)

(cf. 6181 - Alternative Schools)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6185 - Community Day School)

The Board shall establish a plan to coordinate instruction and training in the school with the home, employment and other agencies and shall designate one or more persons as coordinators. (5 CCR 11003)

The Superintendent or designee shall develop administrative regulations governing the involuntary transfer of students into the continuation education program. (Education Code 48432.5)

The Superintendent or designee may allow the voluntary enrollment of students in the continuation education program as space permits and when it is determined to be in the best interests of the student.

Minors otherwise subject to compulsory attendance in continuation education classes may be exempted if they meet any of the conditions specified in Education Code 48410.

(cf. 5112.1 - Exemptions from Attendance)

The Board may maintain continuation classes during the district's regular school hours, during special school hours for these classes established by the Board, or during such hours and for such length of time during the day or evening that adult education classes are maintained. (Education Code 48434)

(cf. 6112 - School Day)

(cf. 6200 - Adult Education)

**Legal Reference:**

**EDUCATION CODE**

41505-41508 Pupil Retention Block Grant

42243.7 District Revenue Limit for Districts with a Continuation High School.

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7000-7002 Emancipation of minors law

7050 Purposes for which emancipated minor considered an adult

**CODE OF REGULATIONS, TITLE 5**

11000-11010 Continuation education

**Management Resources:**

**WEB SITES**

CDE: [www.cde.ca.gov](http://www.cde.ca.gov)

**Policy CENTER UNIFIED SCHOOL DISTRICT**  
adopted: December 6, 2000 Antelope, California

**GENERAL OBLIGATION BONDS**

Note: Article 16, Section 18 of the California Constitution permits school districts to issue bonds for the construction of school facilities with either a 66.67 percent or 55 percent approval by local voters. To qualify for the lower 55 percent (Proposition 39) threshold, districts must use the bond funds for certain purposes and fulfill additional accountability requirements, as specified in this Board policy and accompanying administrative regulation.

Education Code 15100 sets forth conditions under which the Governing Board may call for a bond election. Pursuant to Education Code 15266, these conditions must be satisfied if the Board is seeking either the 66.67 percent or 55 percent approval threshold. The following paragraph is consistent with Education Code 15100.

In 88 Ops. Cal. Atty. Gen. 46 (2005), the Attorney General opined that a school district may use district funds to hire a consultant to assess the feasibility of developing a bond measure and to assess the public's support and opposition. However, according to the Attorney General, a district may not use district funds to hire a consultant to develop and implement a strategy to build a coalition to support the bond because such activities would be an impermissible use of public funds for campaign purposes in violation of Education Code 7054. For further discussion regarding use of district funds for political purposes, see BP 1160 - Political Processes.

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

(cf. 1160 - Political Processes)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

Note: For bonds requiring a 55 percent majority, Education Code 15268 and 15270 set limits as to the maximum amount of the bond and the tax rate that may be levied as a result of the bond. Limitations for bonds requiring a 66.67 percent majority are detailed in Education Code 15102-15109.

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

**Bonds Requiring 55 Percent Approval by Local Voters**

Note: Pursuant to Education Code 15266, upon adoption of the resolution specified below, the district must comply with the accountability provisions required for the 55 percent threshold, even if the bond ultimately passes by a 66.67 percent majority of the voters.

**GENERAL OBLIGATION BONDS (continued)**

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

*(cf. 9323.2 - Actions by the Board)*

Note: Education Code 15266 requires that the bond election be held only during a regularly scheduled local election at which all of the electors (voters) in the district are entitled to vote. Therefore, those school districts whose boundaries encompass more than one city or county or whose board members are elected by trustee area must ensure that the bond election is on a ballot in which all of the electors in the district are entitled to vote, such as a statewide primary, general, or special election.

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities
3. The refunding of any outstanding debt issuance used for the purposes specified in items #1-2 above

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

*(cf. 0440 - District Technology Plan)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 6151 - Class Size)*



**GENERAL OBLIGATION BONDS (continued)**

Note: The question of whether or not bond proceeds may be used to pay the costs of the audits required pursuant to items #3-4 below should be referred to the district's legal counsel. However, an Attorney General opinion (87 Ops.Cal.Atty.Gen. 157 (2004)) supports the use of bond proceeds to pay the salaries of district employees to the extent they perform administrative oversight work on bond projects. According to the opinion, because these audits are expressly required by Proposition 39 and are directly related to the bond projects rather than routine school operations, these project administration costs may be considered as within the purposes specified in California Constitution Article 13A, Section 1(b)(3)(A) and therefore are an appropriate expenditure of bond proceeds.

The performance audit described in item #3 may include an evaluation of the planning, financing, and implementation of the overall facilities program.

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

Note: If the district has a general obligation bond approved under the 55 percent threshold, Education Code 15278 requires that the Board appoint a citizens' oversight committee. See the accompanying administrative regulation for requirements related to the composition and duties of the committee.

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - *Citizen Advisory Committees*)

(cf. 9324 - *Minutes and Recordings*)

Note: Pursuant to Education Code 15286, as amended by SB 581 (Ch. 91, Statutes of 2013), the district is required to ensure that performance and financial audits specified in items #3-4 above are issued in accordance with law and provided to the citizens' oversight committee as specified in the following paragraph.

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

**GENERAL OBLIGATION BONDS (continued)**

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

Note: The following optional paragraph may be revised to reflect district practice.

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

**Bonds Requiring 66.67 Percent Approval by Local Voters**

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

Note: Pursuant to Education Code 15101, an election for a bond measure that requires 66.67 percent approval may be held only on specified days. Districts using this option should coordinate efforts with their local elections officials to ensure compliance with law.

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity

**GENERAL OBLIGATION BONDS (continued)**

5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

**Note:** The following paragraph is **optional**. Districts that have had approval of a bond with 66.67 percent majority vote are not required by law to appoint a citizens' oversight committee but may, at their discretion, form an oversight committee under requirements and guidelines adopted by the Board.

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

**Certificate of Results**

**Note:** The following section applies to bond elections requiring either a 55 percent or 66.67 percent approval by local voters. Pursuant to Elections Code 15372, following a bond election, the county elections official must submit a certificate of the election results to the Board, which then must provide certification to the County Board of Supervisors, as specified below.

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

**Resolutions Regarding Sale of Bonds**

**Note:** The following section applies to bond elections requiring either a 55 percent or 66.67 percent approval by local voters. Pursuant to Education Code 15140, bonds may be offered for sale by either the County Board of Supervisors or the County Superintendent of Schools. However, the County Board of Supervisors may adopt a resolution authorizing a district to sell bonds on its own behalf when the district has not received a qualified or negative certification in its most recent interim financial report; see BP/AR 3460 - Financial Reports and Accountability.

**GENERAL OBLIGATION BONDS (continued)**

In addition to districts' authority to issue bonds pursuant to Education Code 15100-15254, Government Code 53506-53509.5 provide an alternative method. However, effective January 1, 2014, any district that intends to issue bonds using this alternative method is subject to stricter requirements, pursuant to Government Code 53508.5, as added by AB 182 (Ch. 477, Statutes of 2013). Districts using the alternative method may need to further modify this policy and accompanying administrative regulation and should consult with legal counsel as necessary.

Regardless of the method used to issue bonds, pursuant to Education Code 15144.1 and 15144.2, as added by AB 182, the district's total debt service to principal ratio must not exceed four to one and, if the bond allows for the compounding of interest, such as a capital appreciation bond (CAB), and matures more than 10 years after its issuance date, the bond must be redeemable by the district no later than 10 years from issuance. Pursuant to Government Code 53508.6, as added by AB 182, a current interest bond (CIB) may now have a maturity of up to 40 years provided that the district complies with the disclosure requirements specified in Education Code 15146, as amended by AB 182, and makes a finding that the useful life of the facility to be financed with the bonds is at least equal to the maturity date of the bonds.

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. In accordance with law, the resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

Note: To ensure prudence in the expenditure of district resources, the Board should carefully consider all available funding instruments, such as CIBs, CABs, and convertible capital appreciation bonds, how the bonds will be sold, and other related issues as specified in Education Code 15146. Districts considering the method of bond sale and kinds of bonds to sell are encouraged to review CSBA's Governance Brief Bond Sales - Questions and Considerations for Districts.

In passing the resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution, available funding instruments, the costs and suitability of each, and all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected

**GENERAL OBLIGATION BONDS (continued)**

3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

<p>Note: Pursuant to Education Code 15146, as amended by AB 182 (Ch. 477, Statutes of 2013), the district must comply with the requirements specified in the following two paragraphs if it intends to sell bonds that allow for compounding of interest, including, but not limited to, CABs.</p>
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When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146; Government Code 53509.5)

**GENERAL OBLIGATION BONDS (continued)****Bond Anticipation Notes**

Note: Pursuant to Education Code 15150, the district is authorized to issue a bond anticipation note when the Board determines by resolution that it is in the best interest of the district to finance a facilities project on an interim basis in anticipation of the sale of bonds that has been approved by voters. The note may only be issued in accordance with law and subject to terms and conditions prescribed by the Board.

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Note: Education Code 15150 clarifies that interest on a bond anticipation note may be paid at maturity from the proceeds of the sale of the bond in anticipation of which it was issued or paid periodically from a property tax levied for that purpose if certain conditions are satisfied.

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

*Legal Reference: (see next page)*

## GENERAL OBLIGATION BONDS (continued)

### *Legal Reference:*

#### EDUCATION CODE

7054 *Use of district property, campaign purposes*

15100-15254 *Bonds for school districts and community college districts*

15264-15288 *Strict Accountability in Local School Construction Bonds Act of 2000*

17577 *Sewers and drains*

47614 *Charter school facilities*

#### ELECTIONS CODE

324 *General election*

328 *Local election*

341 *Primary election*

348 *Regular election*

356 *Special election*

357 *Statewide election*

1302 *School district election*

15372 *Elections official certificate*

#### GOVERNMENT CODE

1090-1099 *Prohibitions applicable to specified officers*

1125-1129 *Incompatible activities*

8855 *California Debt and Investment Advisory Commission*

53506-53509.5 *General obligation bonds*

53580-53595.5 *Bonds*

54952 *Definition of legislative body, Brown Act*

#### CALIFORNIA CONSTITUTION

Article 13A, Section 1 *Tax limitation*

Article 16, Section 18 *Debt limit*

#### COURT DECISIONS

*San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District* (2006) 139 Cal.App.4th 1356

#### ATTORNEY GENERAL OPINIONS

88 *Ops. Cal. Atty. Gen.* 46 (2005)

87 *Ops. Cal. Atty. Gen.* 157 (2004)

### *Management Resources:*

#### CSBA PUBLICATIONS

*Bond Sales - Questions and Considerations for Districts*, Governance Brief, December 2012

*Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates*, Fact Sheet, February 2011

#### WEB SITES

CSBA: <http://www.csba.org>

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

California Department of Education: <http://www.cde.ca.gov>

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

# **Center USD**

## **Board Policy**

### **General Obligation Bonds**

**BP 7214**  
**Facilities**

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

*(cf. 1160 - Political Processes)*  
*(cf. 7110 - Facilities Master Plan)*  
*(cf. 7210 - Facilities Financing)*

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

#### **Bonds Requiring 55 Percent Approval by Local Voters**

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

*(cf. 9323.2 - Actions by the Board)*

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities



2. The acquisition or lease of real property for school facilities

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

*(cf. 0440 - District Technology Plan)*  
*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 6151 - Class Size)*

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 9324 - Minutes and Recordings)*

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

**Bonds Requiring 66.67 Percent Approval by Local Voters**

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

### **Certificate of Results**

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in

its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

### **Resolutions Regarding Sale of Bonds**

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. However, if the Board elects to issue the bonds pursuant to Government Code 53508, the maximum acceptable interest rate shall not exceed 12 percent and the time(s) when the whole or any part of the principal shall be payable shall not be more than 40 years. (Education Code 15140; Government Code 53508)

Prior to the sale of bonds, the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution, all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146; Government Code 53509.5)

### **Bond Anticipation Notes**

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to

raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

The notes may be issued only if the tax rate levied to pay interest on the notes periodically would not cause the district to exceed the tax rate limitations set forth in Education Code 15268 or 15270, as applicable.

*Legal Reference continued: (see next page)*

**Legal Reference:**

**EDUCATION CODE**

7054 *Use of district property, campaign purposes*

15100-15254 *Bonds for school districts and community college districts*

15264-15288 *Strict Accountability in Local School Construction Bonds Act of 2000*

17577 *Sewers and drains*

17584.1 *Deferred maintenance, reports*

47614 *Charter school facilities*

**ELECTIONS CODE**

324 *General election*

328 *Local election*

341 *Primary election*

348 *Regular election*

356 *Special election*

357 *Statewide election*

1302 *School district election*

15372 *Elections official certificate*

**GOVERNMENT CODE**

1090-1099 *Prohibitions applicable to specified officers*

1125-1129 *Incompatible activities*

8855 *California Debt and Investment Advisory Commission*

53506-53509.5 *General obligation bonds*

53580-53595.5 *Bonds*

54952 *Definition of legislative body, Brown Act*

**CALIFORNIA CONSTITUTION**

Article 13A, Section 1 *Tax limitation*

Article 16, Section 18 *Debt limit*

**COURT DECISIONS**

*San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley*

*Unified School District* (2006) 139 Cal.App.4th 1356

**ATTORNEY GENERAL OPINIONS**

88 *Ops. Cal. Atty. Gen.* 46 (2005)

87 *Ops. Cal. Atty. Gen.* 157 (2004)

**Management Resources:**

**CSBA PUBLICATIONS**

*Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012*

*Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011*

**WEB SITES**

CSBA: <http://www.csba.org>

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

California Department of Education: <http://www.cde.ca.gov>

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

**GENERAL OBLIGATION BONDS**

**Election Notice**

Note: Notice and ballot requirements for bond elections are specified in Education Code 15120-15126. Additional requirements for bond measures with a 55 percent (Proposition 39) threshold are contained in Education Code 15272.

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued to pay for school facilities, the Superintendent or designee shall ensure that election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable.

**Citizens' Oversight Committee**

Note: The following **optional** section is for use by districts that have appointed an independent citizens' oversight committee, as required by Education Code 15278 for districts that have had a general obligation bond approved under the 55 percent threshold. The section may also be adapted for use by districts that have had approval of a bond with 66.67 percent majority vote that choose to appoint an oversight committee at their discretion; see the accompanying Board policy.

If a bond is approved under the 55 percent majority threshold pursuant to Proposition 39 (Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution), then the district's citizens' oversight committee shall consist of at least seven members, including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a district student
5. One member who is a parent/guardian of a district student and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1230 - School-Connected Organizations)*

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

*(cf. 9270 - Conflict of Interest)*

**GENERAL OBLIGATION BONDS (continued)**

No employee, Board member, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee may serve for no more than three consecutive terms of two years each. They shall serve without compensation. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

*(cf. 3460 - Financial Reports and Accountability)*

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district
4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, the following:

## **GENERAL OBLIGATION BONDS (continued)**

- a. Mechanisms designed to reduce the costs of professional fees
- b. Mechanisms designed to reduce the costs of site preparation
- c. Recommendations regarding the joint use of core facilities

*(cf. 1330.1 - Joint Use Agreements)*

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

*(cf. 7110 - Facilities Master Plan)*

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

Note: Pursuant to Government Code 54952, open meeting laws (the Brown Act) apply to any commission, committee, board, or other body created by formal action of the Governing Board, regardless of whether that body is permanent or temporary, decision-making or advisory.
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All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

*(cf. 9320 - Meetings and Notices)*

The citizens' oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

*(cf. 1113 - District and School Web Sites)*

*(cf. 1340 - Access to District Records)*

## **Reports**

Note: The following section applies to all bond elections.
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**GENERAL OBLIGATION BONDS (continued)**

Within 30 days after the end of each fiscal year, the district shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

# **Center USD**

## **Administrative Regulation**

### **General Obligation Bonds**

**AR 7214**  
**Facilities**

**Cautionary Notice:** As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

#### **Election Notice**

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued to pay for school facilities, the Superintendent or designee shall ensure that election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable.

#### **Citizens' Oversight Committee**

If a bond is approved under the 55 percent majority threshold pursuant to Proposition 39 (Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution), then the district's citizens' oversight committee shall consist of at least seven members, including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a district student and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1230 - School-Connected Organizations)*

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

*(cf. 9270 - Conflict of Interest)*

No employee, Board member, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for a minimum term of two years without compensation and for no more than three consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

*(cf. 3460 - Financial Reports and Accountability)*

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1

4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, the following:
  - a. Mechanisms designed to reduce the costs of professional fees
  - b. Mechanisms designed to reduce the costs of site preparation
  - c. Recommendations regarding the joint use of core facilities

*(cf. 1330.1 - Joint Use Agreements)*

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

*(cf. 7110 - Facilities Master Plan)*

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

*(cf. 9320 - Meetings and Notices)*

The citizens' oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

*(cf. 1113 - District and School Web Sites)*

*(cf. 1340 - Access to District Records)*

The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.

## **Reports**

Within 30 days after the end of each fiscal year, the district shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>  X  </u>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>          </u>
<b>Date:</b> April 23, 2014	<b># Attached Pages</b> <u>          </u>
<b>From:</b> Mike Jordan, Principal	
<b>Principal/Administrator Initials:</b> <u>                    </u>	

<p><b>SUBJECT:</b> Operation Wallacea Trip to Honduras</p> <p>Attached is the information pertaining to the Operation Wallacea trip to Honduras which was requested by the Board after the presentation. We have included information on the estimated costs as well as the measures being taken to provide for the safety and security of the students and staff.</p> <p><b>RECOMMENDATION:</b> CJUSD Board of Trustees approve the Operation Wallacea Trip to Honduras.</p>
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# CENTER HIGH SCHOOL

*Home of the Cougars*

**Mike Jordan**  
*Principal*

**Sara Wetteland**  
*Assistant Principal*

**Shirley McNichols**  
*Assistant Principal*

**Jennifer Winborne**  
*Activity Director*

**John Gallagher**  
*Athletic Director*

**Karen Matre**  
*Office Manager*

**Elizabeth McCloskey**  
*Counselor*

**Wendy Hollis**  
*Counselor*

**Ana Perez**  
*Counselor*

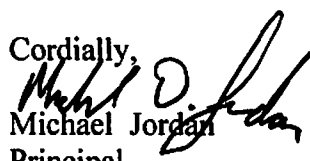
March 25, 2014

Dear Center Joint Unified School Board Members:

Attached to this letter you will find information pertaining to the Operation Wallacea trip to Honduras which was requested by the Board after the presentation. We have included information on the estimated costs as well as the measures being taken to provide for the safety and security of the students and staff. In addition, Ms. Clark has organized a fundraising webinar this Thursday to begin the process of raising the necessary funds.

Should you need additional information, please let me know at your earliest convenience.

Cordially,

  
Michael Jordan  
Principal

*Home of Scholars and Champions*

3111 Center Court Lane \* Antelope, CA 95843 \* (916) 338-6420

## COST BREAKDOWN FOR HONDURAS

COST BREAKDOWN FOR HONDURAS		
Fixed costs		
Item	Estimated Cost (US \$)	Notes
Opwall fees	1900	This includes all food, accommodation, all training courses except Canopy Access, participation in all research projects, transfer from forest to marine side, dive training, diving, medical and safety staffing and £1 million medical and evacuation insurance cover.
International Flight costs	710	The flight price quoted is an average of the range on prices (\$630 - \$775) out of San Francisco International Airport. Note flight prices are subject to constant change by airlines so it is important once a decision has been made to join the expedition that the flights are booked and prices confirmed by payment for the tickets.
Internal Travel costs	280	The flight price quoted is an average across the expedition season £690 - £830 in 2014. Note flight prices are subject to constant change by airlines so it is important once a decision has been made to join the expedition that the flights are booked and prices confirmed by payment for the tickets.
VISA costs and Exit Fees	50	Departure tax from Honduras is \$40. 90 day visa is issued on arrival.
Park entry fees	60	Park entry fees for Cusuco (US\$25) and marine site reef fees tax (US\$20) are paid on site.
Contingency fund and teacher cost	124	The Opwall fee is fixed but the flights are always unknown at this stage. This contingency should also cover the costs of the accompanying teachers flights.
<b>Total fixed costs</b>	<b>3124</b>	
<p>Please note that these costs, other than the Opwall fee cost which is fixed, may vary from the estimates since flight prices for example cannot be fixed until payment has been made in full and they may be affected by fuel price changes, countries may change their visa costs etc. However, the figures have included overestimates for the costs for some items so that the total sum should not be exceeded and it may be possible to refund any excess costs charged.</p>		
<b>Optional extras that vary amongst group members and will be collected by the school in advance of the expedition</b>		
PADI Crew Pack	80	Only required for those doing dive training
Dive kit hire	90/week	Kit hire will be less if you pay in advance or bring any of your own kit (e.g. fins and mask)
Canopy access training	150	Optional half-day course during the forest week.
<b>Payments</b>		



[illegible]

Deposit for Opwall expedition booking payable within 1 month of evening presentation	150	
Monthly costs over 15 months	192	



Operation  
Wallacea

Conservation research through academic partnerships

**Risk Assessment and Management  
In Honduras 2014**

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**2014 - 01 San Pedro Sula**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
Theft	L	L	Ensure all participants are met at the airport by Maya Temple Tours and briefed by their staff on how to reduce the risk of being pick pocketed and to look after their valuables throughout the expedition.
Uneven pavements	M	M	The sidewalks in San Pedro Sula are uneven and have examples of open drops into drainage channels or tunnels. All participants to be briefed on the risks of walking around the city and to be instructed to take torches if walking after dark.
Being injured from traffic	L	H	Ensure all staff and volunteers are told of the dangers of the lack of concern by vehicle users.
Mugging or violence	L	H	All participants to be instructed not to walk in the more remote parts of the town, especially after dark and not to frequent known trouble spots such as the snooker halls. All participants are advised to stay in recommended hotels in safe areas of the city and not to explore the city on foot alone. If moving around the city participants are advised not to carry large sums of money or have valuable items on display.
Stomach problems	L	M	Ensure only bottled water is drunk. Do not clean teeth in tap water. Always wash hands before eating anything.

**2014 - 02 Coach transfers**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
RTA or other vehicle related incident	L	H	All drivers used by Opwall for San Pedro Sula to the marine camps to be provided by Maya Temple Tours and they are responsible for ensuring that all drivers are told to drive slowly and carefully at all times and that there is an English speaking staff member on board each coach. All vehicles to be vetted for mechanical errors, ensuring that the vehicle is suitable for the journey and in good working order. Each bus to have a mobile phone and/or radio, the necessary equipment for changing the wheels and to carry a torch and sufficient water for the journey in case of breakdown. ESAC are responsible for all the transfers between the eastern and western camps and implement the same measures.
Vehicles attacked	L	H	Not likely as these incidents tend to be experienced by non-tourists as the Honduran government

			is extremely intolerant of attacks on tourists. All transport between the airport, La Ceiba, Cofradia and the western camps is on main roads and during daylight. There is always an Opwall staff member on each coach and they have phone contact with emergency numbers. Departure time, progress reports and ETA to be phoned through to the Opwall Transfers Coordinator during all the transfers.
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### 2014 - 03 Transfers from Cofradia to Base Camp

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
RTA or other vehicle related incident	L	H	All drivers used by ESAC to be vetted for sobriety and relevant experience and told to drive slowly and carefully at all times. All vehicles to be vetted for mechanical errors, ensuring that the vehicle is suitable for the journey and in good working order. All passengers to sit down inside the back of the vehicle and not sit on the edge or stand whilst the vehicle is moving. Journeys up and down the mountain should be avoided where possible at night. Each vehicle to have a mobile phone and radio, the necessary equipment for changing the wheels and to carry a torch and sufficient water for the journey in case of breakdown.
Passengers becoming sunburned or soaked during the journey	M	M	All passengers sitting outside in the back of the trucks to be told to use sunblock. When raining all passengers to be given tarpaulin covers or umbrellas
Vehicles attacked	L	H	A guard to travel with all volunteer movements on mountain trails to the eastern side of the Park. A cellphone to be carried at all times and the Opwall Transfers Coordinator to be informed of start times, progress and estimated arrival times throughout the transfers.

**2014 - 04      Base Camp and field surveys**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
Medical problem for volunteer or staff member	M	M	Medical staff to be present at Base Camp at all times. Medical staff to interview all incoming volunteers and staff and record on standard medical record forms previous medical conditions and any treatment given on site. Separate First Aid room with bed for unwell patients to be isolated for recovery. Adequate medical supplies for stabilising any patients needing to be transferred to hospital or treating minor conditions on site
Theft	L	L	A lockable safe is on site for small valuables to be stored. All volunteers to be instructed to not leave valuables lying around.
Need for emergency evacuation	L	H	4 wheel drive vehicle permanently stationed at Base Camp and ready for emergency evacuation of volunteers and staff by driving to the CEMESA hospital in San Pedro Sula (2 hours). There is email, and Skype at Base camp so that additional medical advice can be obtained and evacuations co-ordinated.
Lack of hygiene increasing risk of disease	L	M	There are biodigester toilets for solid waste. Urinals are separate in the forest. Toilet paper waste from the urinals needs to be burnt repeatedly each day. Ensure kitchen is cleaned after each meal and that food categories (e.g. meats, vegetables etc) are prepared separately. Clean all tables with bleach at least once a day. Change the dishwashing bucket water frequently and ensure there are numerous buckets with disinfectant and water around the site for volunteers and staff to wash hands.
Fire	L	VH	Ensure there are fire extinguishers in the main building and buckets with sand/water distributed around the site. Ensure that staff are trained in the fire and evacuation to a safe point procedure No smoking to be allowed in any building or tent
Volunteer becoming lost in the forest and unable to find the camp	L	H	No volunteer or staff member to leave base camp or trek without a guide, radio, sufficient water and basic First Aid kit. All groups leaving camp must sign out on a whiteboard system with details of where they are intending to go and estimated time of return. If the group does not return on time then the Base Camp Manager to make contact with the group by radio and if this is not possible to organise a search and rescue team.

Attack from local people	L	H	Camp guards to be hired to guard the camp 24 hours a day. Local community to be informed of financial benefits accruing to the community so there is a strong element of support for the expeditions. Anyone from the local community causing any disruption will be dealt with by the community leaders directly, whenever possible, rather than by Operation Wallacea in order to maintain a community led approach and strong working relationship with local people.
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#### 2014 - 05 Eastern field camps and survey work

Risk	Likelihood	Severity	Control Measures
Volunteers poorly equipped or with a lack of fitness to survive the forest conditions	L	M	Staff to fully brief volunteers prior to the start of the walk and check they have the appropriate equipment with them. Staff to watch the new volunteers carefully for signs of exhaustion and to adjust the distances covered according to the fitness levels
Heavy rain causes river to rise, landslides or tree fall	L	H	Experienced expedition camp manager to select the site to minimise risk from flooding, landslides and tree fall. In exceptionally heavy rain the Camp Manager to organise a 24 hour look out system
Medical problem for volunteer or staff member	M	M	Medical staff to be present at all times. Adequate medical supplies available at camp.
Need for emergency evacuation	L	H	A stretcher to be kept at the camp and staff to have practiced evacuation of a patient who has to be immobilised and carried out on a stretcher back to Base Camp. Scheduled radio comms times are agreed. The UTM co-ordinates of the winch hole nearest to the camp to be given to the Honduras Military who would organise any helicopter winch evacuations needed.
Lack of hygiene increasing risk of disease	L	M	Ensure at the camp design stage that all river washing is done downstream of the kitchen and that the toilets are sufficiently far from the camp and the river with no possibility of effluent contaminating either. Trench systems are used for solid waste with separate bags for toilet paper which is burnt twice daily. There are separate urinals and again the toilet paper is burnt twice daily. Change the dishwashing bucket water frequently and ensure there are numerous buckets with disinfectant and water around the site for volunteers and staff to wash hands
Fire	L	H	Ensure that staff are trained in the fire and evacuation to a safe point procedure No smoking to be allowed in any tent or hammock
Electric shocks	L	H	Ensure the generator is checked and in good working order before the season starts



Volunteer becoming lost in the forest and unable to find the camp	L	H	No volunteer or staff member to leave the camp or trek without a guide, radio, sufficient water and First Aid kit. All groups leaving camp must sign out on a whiteboard system with details of where they are intending to go and estimated time of return. If the group does not return on time then the Camp Manager to make contact with the group by radio and if this is not possible to organise a search and rescue team after informing Base Camp by radio. Expedition members to be provided with training on what to do if they do get lost and how to avoid separations.
Falling down steep slopes or tripping on slippery surfaces	M	H	Regular trails with steep slopes to be fitted with ropes. Handrails are installed around the river shower and washing areas where needed. All river crossings to be done with trained staff leading and where necessary the use of ropes
Attack from poachers	L	VH	Camp guards to be hired to guard the camp 24 hours a day

#### 2014 - 06 Buenos Aires, and village based survey work

Risk	Likelihood	Severity	Control Measures
Medical problem for volunteer or staff member	M	M	Medical staff to be present at Base Camp at all times (30 minutes by standby vehicle).
Need for emergency evacuation	L	H	4 wheel drive vehicle at to be used for evacuation by driving to the CEMESA hospital in San Pedro Sula (2 hours).
Lack of hygiene increasing risk of disease	L	M	Ensure all local houses where volunteers or staff will be staying are inspected and that there are adequate toilet and washing facilities. Ensure that the Tucan restaurant is maintaining a high standard of cleanliness in their kitchens and separate food preparation boards for different food types
Fire	L	VH	Ensure that what to do in the event of a fire is explained to each volunteer or staff member as they are booked into the local houses in which they will be staying. No smoking to be allowed in any building or local house.
Being attacked overnight in the local houses or having items stolen from the house	L	H	All volunteers in Buenos Aires to stay in houses with at least two volunteers per house and with a staff member sleeping close by. The income obtained from these homestays is substantial and the house-owners themselves are very concerned about ensuring the volunteers and their belongings are safe otherwise the house and village will not be used again.

Attack from local people	VL	H	Local communities are very friendly and welcoming and are fully aware of financial benefits accruing to the community. No social science survey teams to operate without an Opwall staff member and a guard. ESAC, the partners running the Honduras surveys also vet all villages in advance that volunteers are likely to visit.
Volunteer becoming lost in the forest and unable to find the camp	L	H	No volunteer or staff member to leave the villages or trek without a guide, radio, sufficient water and First Aid kit. All groups leaving camp must sign out on a whiteboard system with details of where they are intending to go and estimated time of return. If the group does not return on time then the Camp Manager to make contact with the group by radio and if this is not possible to organise a search and rescue team. Expedition members to be provided with training on what to do if they do get lost and how to avoid separations.

#### 2014 - 07 Santo Tomas and western camps

Risk	Likelihood	Severity	Control Measures
Medical problem for volunteer or staff member	M	M	Medical staff to be present at Santo Tomas or in Danto or Cortecito camps at all times when teams are present. Sufficient medical supplies to treat most minor conditions on site or to stabilise the patient if evacuation is required.
Need for emergency evacuation	L	H	There is an emergency vehicle on standby at Santo Tomas throughout the expedition that can get a patient to hospital in San Pedro Sula in 2 hours. In an emergency Santo Tomas radio to be manned 24/7. Santo Tomas would radio to San Carlos at the base of the mountain who would then telephone Buenos Aires to initiate comms with Base camp. Staff from both Base Camp and Santo Tomas would then go to their sites with good telephone communication and remain there throughout the emergency.
Lack of hygiene increasing risk of disease	L	M	The Camp Manager to ensure the kitchen is kept clean. Ensure there are numerous buckets with disinfectant and water around the site for volunteers and staff to wash hands
Volunteer becoming lost in the forest and unable to find the camp	L	H	No volunteer or staff member to leave the camp or trek without a guide, radio, sufficient water and First Aid kit. All groups leaving camp must sign out on a whiteboard system with details of where they are intending to go and estimated time of return. If the group does not return on time then the Santo Tomas Camp Manager to make contact with the group by radio and if this is not possible to organise a search and rescue team. Expedition members to be provided with training on what to do if they do get lost and how to avoid separations. Adequate navigational aids to be

			used and carried at all times.
Falling down steep slopes or tripping on slippery surfaces	M	M	Regular trails with steep slopes to be fitted with ropes All river crossings to be done with trained staff leading and where necessary the use of ropes

#### 2014 - 08      Trekking and wildlife interactions

Risk	Likelihood	Severity	Control Measures
A fall resulting in serious bleeding or a bone fracture	L	H	Ensuring that all staff and volunteers have footwear with good grip and ankle support. Ensure volunteers are shown how to walk with stick as an aid when descending and ascending slopes. Ensuring that ropes are used when descending, climbing or traversing steep inclines. Ensuring that a Medical Officer with a mobile First Aid kit is in close attendance and in radio or telephone contact with all groups and with the main camps so that additional help can be summoned quickly. Ensuring that an evacuation plan is in position for each location in which the staff and volunteers will be working.
Dehydration leading to death	L	VH	Ensuring that all staff and volunteers are informed that this is a significant risk and that they drink 3 litres of water per day. Ensuring that all trek members carry sufficient water supplies for the duration of the trek. Ensuring that the Trek Leader stops every 30 minutes for the group to rest and checks for signs of dehydration or exhaustion.
Snake bite	VL	H	The main threat comes from pit vipers ( <i>Fer de Lance Bothrops asper</i> ), Godmans Viper ( <i>Cerrophidion godmani</i> ), Emerald Palm Viper ( <i>Bothriechis marchi</i> ), however, one elapid, Coral snake ( <i>Micrurus diastema</i> ) is also present. The Fer de Lance is the most aggressive of these snakes and is found at the lower sites with Godmans being more common at higher altitudes. There is a herpetologist at each camp and they are instructed to remove all venomous snakes encountered close to the camp or on the trails. If a snake is encountered then all must be treated as venomous and not approached. No volunteer is allowed to handle a snake and herpetologists are not allowed to bring venomous species back to camp to show volunteers. Volunteers must wear boots/wellingtons, long trousers and long-sleeved shirts when trekking through the forest. If a snake bite happens the response is to immobilise the patient and evacuate them to hospital. If the bite is from a coral snake then a pressure bandage may also be applied to the area, but never for a viper bite. Anti-venom for viper

			bites is held at Base Camp in the fridge and in San Carlos at the base of the mountains on the western side of the Park and could be with the patient in <2 hours. Adrenaline to counteract any anaphylactic shock issues is held at each camp. Evacuation routes including use of helicopters and winches have been organised for each site so that the patient can be in hospital in a short period of time and the anti-venom administered under hospital conditions. Only herpetologists with a high level of experience or relevant training to work with venomous snakes will be allowed to participate in research involving these species and must use the safe handling protocols laid out in the research methods document. These safe handling methods include the use of snake hooks, clear plastic tubes for restraining the snake and making sure that no other staff or volunteers are within a 5m radius of where the snake is being handled. These herpetologists will be agreed with the Operations Manager before the field season.
Drowning or being swept away	L	VH	The Trek Leader to lead any river crossings and to judge whether it is safe for the group to cross either separately or in the case of higher flows using ropes..
Large cat or tapir attack	L	H	All volunteers and staff to travel in small groups in the forest. The chances of this type of incident is extremely low
Small mammal or bat bite	L	H	Only volunteers and staff who have received rabies injections to be allowed to handle bats and small mammals. Any volunteer or staff member bitten by a bat to be given booster rabies injections
Bees and ants	M	M	Trek leaders to identify any major hives and ensure trails avoid these areas
Scorpions	L	M	Ensure all volunteers and staff check their shoes before putting them on.
Stinging plants	M	M	Ensure all volunteers and staff are informed not to touch any plants

#### 2014- 09      Camp Building and Maintenance

Risk	Likelihood	Severity	Control Measures
Inappropriate site selection and planning	L	H	Ensuring that only the Forest Operations Manager is allowed to approve site selection, which has to be free of the risk of flooding, becoming stranded on the far side of a swollen river and with a sufficiently rapid evacuation route available. Sites where radio or telephone contact cannot be maintained with base camps, may not be used. Toilet facilities to be placed at least 30m away from the river and cooking facilities. Waste disposal carried out according to the procedures. Biodegradable waste to be buried to a depth of not less than 0.3m and 30m away from the river and non biodegradable waste to be collected and removed from the forest. Ensure no dead trees in the vicinity of the base camp or any trees that look unstable and may fall on the camp during storm events.

Serious cuts from machete use	L	H	Volunteers only allowed to use machete after training by staff and must always cut away from the body. Expedition medical kit maintained at the base camp and mobile kits carried with each group leader.
Burns from cooking or fires	L	M	Fuel stored away from fire. Care taken when moving pans of boiling oil or water. No fire left unattended.
Stomach problems from poor sanitation	M	M	In field camps boil all water for at least 10 minutes, whilst at Base Camp a filtration system has been installed. Ensure all volunteers and staff adhere to strict personal hygiene.

#### 2014 - 10 Canopy work

Risk	Likelihood	Severity	Control Measures
Equipment failure	L	H	Canopy Access Limited staff audit all equipment prior to shipping to country, and inspect each piece prior to initial setup and before assigning equipment to students.
Students poorly equipped to climb trees	L	M	Students are not able to climb until they have completed the training course, and only then under the supervision of the Canopy instructors. Students failing to complete the training course and achieve an acceptable level of proficiency with the equipment as determined by the Canopy instructors will not be allowed to climb.
Climbing line failure	L	H	Lines are only installed by Canopy Access Ltd. staff. Top anchors and lines are inspected weekly by canopy staff. All students climb on two lines, a primary and secondary line, and fall arrest devices are installed, and students taught how to use them, on the secondary line in the unlikely event of a primary line failure.
Panic Attack	L	M	All trees are rigged with two complete sets of lines, and an instructor is able to ascend the same tree and assist a student returning to the ground. Canopy Instructors received extensive training in emergency recovery as part of their BCAP, ACAP and ICAP certifications.

Injury while hiking to climbing site	L	M	All students must have a head torch, in addition to their regular trekking kit, as the canopy access dawn/dusk experience will involve a trek in the dark at least one way. Trees rigged for climbing are all along well defined/travelled paths to reduce risk of injury from roots, logs, holes, etc. Canopy Access instructors lead students and have had extensive first aid training and carry a special canopy access field med kit, in addition to a portable radio to communicate with camp and medical personnel.
Animal bite or attack while hiking to climbing site.	L	H	Canopy Access instructors lead students and have had extensive first aid training and carry a special canopy access field med kit, in addition to a portable radio to communicate with camp and medical personnel.

#### 2014 - 11 Jungle Training

Risk	Likelihood	Severity	Control Measures
Volunteers poorly equipped or with a lack of fitness to survive the forest conditions	L	M	Staff to fully brief volunteers prior to the start of the course and check they have the appropriate equipment with them. Staff to watch the new volunteers carefully for signs of exhaustion and to adjust the distances covered according to the fitness levels.
Heavy rain causes river to rise, landslides or tree fall with consequent threat to volunteers and staff	L	M	Experienced expedition camp manager to select the temporary camps to be used to minimise risk from flooding, landslides and treefall. In exceptionally heavy rain conditions the Camp Manager to organise a 24 hour look out system
Medical problem for volunteer or staff member	M	M	Medical staff to be present on the course at all times
Need for emergency evacuation	L	H	Radio contact to be maintained with Base Camp, so that a stretcher and evacuation can be arranged if required. The UTM co-ordinates of the winch hole sites near to each of the temporary camps used on the course to be given to the US evacuation team

Volunteer becoming lost in the forest and unable to find the camp	L	H	No volunteer or staff member to leave the course and trek without a guide, radio, sufficient water and First Aid kit. Expedition members to be provided with training on what to do if they do get lost and how to avoid separations. Adequate navigational aids to be used and carried at all times.
River crossings	M	M	All river crossings to be done with trained staff leading and where necessary the use of ropes
Attack from poachers	L	VH	Guards to accompany the course

## 2014 - 12 Night trekking and survey work

Risk	Likelihood	Severity	Control Measures
Not being able to see resulting in a fall	L	L	Ensuring all staff and volunteers on night walks have a head torch or hand torch Ensuring that staff members give a briefing including night-trekking techniques prior to the trek group's departure. Ensure that all safety precautions are taken in line with the control measures for trekking
Bites and stings	L	M	Ensuring that all staff and volunteers are advised to use their torches to identify any branches or parts of plants which could cause a danger to themselves or others in the trek group. Ensuring that all staff and volunteers are told not to approach any snakes or try to pick them up. Ensuring that the Medical officer is trained in the snake bite procedures. Ensuring that the Medical Officer carries antihistamines and that treatment is available for anaphylactic shock. Ensuring that the groups of volunteers remain together at all times in the forest to dissuade attacks by any large cats or other animals. Ensuring all night time work is minimised as far as possible and a herpetologist trained in venomous snake handling should accompany all groups working on transects more than a few metres from the main camp
Drowning or being swept away	L	VH	The Trek Leader to lead any river crossings and to judge whether it is safe for the group to cross either separately or in the case of higher flows using ropes. Ensuring that groups keep in close contact with each group member.

**2014 - 13 Utila and dive sites**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
Falling over on the ferry	L	H	All volunteers will be accompanied on the ferry journeys by an appointed staff member who will brief the group on safety tips such as minimising movement around the boat once it is underway
Dive sites not being appropriate for in-water activities	L	VH	Experienced dive staff check each of the confined water dive sites to ensure there is no current, appropriate bottom composition, and a shallow drop-off. Confined water dives are done in the pool. Each dive site is checked pre-season, and pre dive, for dangers such as strong current and dangerous marine organisms, and any site that represents a high risk to Open Water Students is taken off the list of suitable dive sites (and consequently not used). Each site is checked pre-season and pre-dive for its suitability in terms of depth, topography, salient marine organisms, current, etc. Any site that represents a risk to students is taken off the list of suitable dive sites until it can be reviewed by senior dive staff.
Excessive drinking or inappropriate behaviour	L	M	Beer is restricted to two bottles per day for anyone of legal age at Coral View. However, alcohol is available in town so volunteers to be warned of dangers of drinking if they are going into town and particularly of then diving the following day. Anyone who has been drinking will be banned from diving the following day.
Going into town	L	M	The Camp Manager has to be informed of any groups leaving site and when they are due to return. All trips off site should be in groups of at least two people. There is not a high level of mugging or theft on Utila. However, all visits to the town should be made in groups of at least 2 people together.
Kayaking	L	M	The Camp Manager has to be informed of any groups intending to kayak. All kayakers need to wear life jackets and must be in a group with at least two kayaks, one of which is led by an experienced kayaker.
Malaria	M	M	Ensure that all staff and volunteers are told in advance to bring adequate supplies of malaria medication and that they start taking them at least one week before joining the expedition. All staff and volunteers to be informed that anti malaria medication is only partially effective against malaria and that the first line of defence should be to cover up from about 5pm onwards. Sand flies are a constant nuisance as well. Always wear



			insect repellent. All rooms have mosquito netting fitted over all windows and the rooms should be sprayed regularly with insecticide.
Insufficient communication facilities	L	H	The key to effective emergency planning is to ensure that there is adequate communications between the research base and rescue facilities. Each of the dive boats has a radio which communicates back to the Dive Operations Centre. From here there are landlines and cell phones coverage available so that the Utila based doctor can be contacted. There is twice daily ferry from Utila to the mainland (1.5 hours) that can be used to evacuate patients if needed to the D'Antoni hospital in La Ceiba. There is recompression chamber on Utila. If the patient requires immediate evacuation the US Airforce Base agreement can be used to evacuate the patient from the landing strip on the island.
Injury or illness requiring treatment on Utila	M	M	Opwall have a doctor on site and there is also one English speaking and two Spanish doctors on the island. A 24 hour emergency telephone line with English speaking doctors is available through the insurance bought by Operation Wallacea volunteers and this number can be contacted by the cell phones
Diver with decompression sickness requiring a recompression chamber	L	H	A recompression chamber is available on Utila. Sufficient oxygen supplies are available to cover the time from the patient first showing signs of decompression sickness to arriving at the recompression chamber. These supplies include small bottles of oxygen on each of the dive boats and trained personnel on each dive boat in the administration of oxygen. On return to Coral View there is sufficient oxygen to complete the journey to the recompression chamber. The 24 hour contact numbers are available at Coral View for the recompression chamber.
Injury or illness requiring treatment in La Ceiba	L	M	The D'Antoni hospital in La Ceiba is capable of treating most fractures and other serious but non life threatening injuries. Evacuation to the D'Antoni hospital would be by the ferry taking approximately 1.5 hours, directly from Utila to La Ceiba.

**2014 - 14 Tela and dive sites**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
On site safety	L	M	Honduras Shores Plantation is an established development with impressive security. Both the accommodation area and the main base (restaurant, dive centre etc.) are patrolled by security guards 24 hours per day, and entry to the accommodation complex is via a guarded barrier. In addition, HSP is located in an isolated setting approximately 20 minutes drive to the nearby town of Tela meaning through traffic is rare, whilst the Tela area itself has very low crime rates and is considered one of the safest areas of Honduras.
Dive sites not being appropriate for in-water activities	L	VH	All PADI Open Water course confined dives will be completed in a swimming pool so no reliance on conditions is necessary. Weather conditions in Tela Bay and the surrounding areas will be monitored by the Dive Operations Manager and Site Manager, and dive boats departing only after receiving the all clear. Subsequent checks at the dive site will be completed on arrival by experienced dive staff before divers enter the water, and throughout the dive in case conditions change. Diving will be restricted to mornings and early afternoon to take local weather conditions into account. Each dive site is checked pre-season, and pre-dive, for dangers such as strong currents and dangerous marine organisms, and any site that represents a high risk to Open Water Students is taken off the list of suitable dive sites (and consequently not used). Each site is checked pre-season and pre-dive for its suitability in terms of depth, topography, salient marine organisms, current, etc. Any site that represents a risk to students is taken off the list of suitable dive sites until it can be reviewed by senior dive staff.
Excessive drinking or inappropriate behaviour	L	M	Beer is restricted to two small bottles per day for anyone of legal age at Honduras Shores Plantation (HSP). There is no alternative availability of alcohol in the nearby area, meaning that HSP and Opwall staff can monitor consumption more closely. Anyone who has been drinking will be banned from diving the following day.
Leaving site	L	M	Volunteers will not be permitted to leave site due to the isolated setting of the Operation Wallacea site in Tela.
Kayaking	L	M	The Site Manager has to be informed of any groups intending to kayak. All kayakers need to wear life jackets and must be in a group with at least two kayaks, one of which is led by an experienced kayaker.

Malaria	M	M	Ensure that all staff and volunteers are told in advance to bring adequate supplies of malaria medication and that they start taking them at least one week before joining the expedition. All staff and volunteers to be informed that anti malaria medication is only partially effective against malaria and that the first line of defence should be to cover up from about 5pm onwards.
Insufficient communication facilities	L	H	The key to effective emergency planning is to ensure that there is adequate communications between the research base and rescue facilities. Each of the dive boats has continuous communication back to the Dive Operations Centre. From here there are landlines and cell phone coverage available so that the Tela based doctor can be contacted. If required, there is a western-quality private hospital located 20 minutes from Honduras Shores Plantation with 24 hour emergency care that can be reached in any condition.
Injury or illness requiring treatment at Tela	M	M	Opwall have a doctor on site and there are several English and Spanish speaking doctors within 20 minutes. A 24 hour emergency telephone line with English speaking doctors is available through the insurance bought by Operation Wallacea volunteers and this number can be contacted by cell phones.
Diver with decompression sickness requiring a recompression chamber	L	H	A recompression chamber is available in La Ceiba, which is approximately 90 minutes drive away from Honduras Shores Plantation. Sufficient oxygen supplies are available to cover the time from the patient first showing signs of decompression sickness to arriving at the recompression chamber. These supplies include small bottles of oxygen on the dive boats and trained personnel on each dive boat in the administration of oxygen. On return to HSP there is sufficient oxygen to complete the journey to the recompression chamber. The 24 hour contact numbers are available for the recompression chamber.
Injury or illness requiring additional treatment	L	M	The Centro Medical Lancetilla (CML) in Tela is capable of treating most fractures and other serious injuries, and includes X-ray and operating facilities. Evacuation to the CML hospital would be by car taking approximately 20 minutes.
Crocodile monitoring in mangrove lagoons	L	M	Crocodile monitoring will take place from small boats accompanied by experienced staff members. No in water activities will be permitted in mangrove lagoons containing crocodiles, whilst interactions between the crocodiles and humans are rare as they avoid human contact wherever possible.

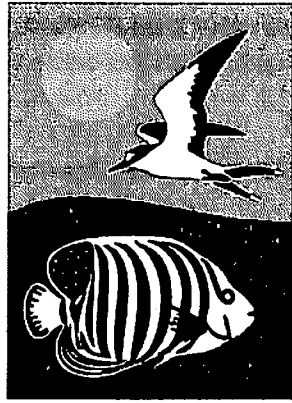
**2014 - 15     Diving and snorkelling**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
Tanks falling off dive benches.	L	M	Ensure all staff and volunteers are instructed to lay tanks down onto dive benches at all times when they are not holding the tank.
Falling over whilst getting into & out of dive boat with equipment.	M	H	Make sure that all staff and volunteers hand equipment to boat handlers with care and make sure it is secure in the boat. Staff and volunteers should take care when getting into and out of dive boats at the Jetty to avoid falling or slipping.
Falling out of dive boat whilst going to dive sites.	L	H	Ensure all staff and volunteers are instructed not to wear weight belts on dive boats, and stay seated at all times. Make sure staff and volunteers are instructed to sit evenly on each side of the boat.
Hitting head when backwards roll into water at the dive sites or tipping over boat on entry	L	M	Ensure all staff and volunteers are told to check behind them and let the boat leader know that they are going into the water. Ensure the divers enter the water in an agreed order so that the boat is not unbalanced. Ensure divers are aware of the possibility of the boat hitting their head when hanging onto the mooring rope.
Decompression sickness	L	VH	Ensure all diving procedures are followed completely. Limit dives to 2 per day, minimum 3 hour surface interval, maximum depth 18m for survey dives, and maximum depth of 30m for pleasure dives – advanced divers or equivalent only. Maximum dive time of 50 minutes with a 5 minute stop at 5m before surfacing for all dives >10m and 60 minutes including 5 minute stop at 5m. Ensure that the dive procedures are audited every month throughout the season. Ensure that all boats carry oxygen supplies and that there are sufficient oxygen supplies at the base camp to continue treating the patient throughout the period of the evacuation. Ensure that there are qualified staff who can administer oxygen. There is a recompression chamber on Utila.
Being hit by boat on surfacing	L	VH	Surface slowly with arm raised and slowly turning to check for Risks.

Being left in water at the end of a dive	L	M	Ensure all dive boat leaders operate the boat roster system for each dive. Make certain that the dive safety procedures are audited every month throughout the season. Ensure that all pairs of divers have a SMB with them for inflation at the end of the dive. Ensure that the boat roster is completed every dive.
Becoming separated from buddy	L	M	Ensure that all staff and volunteers are trained in the lost diver procedure. Note visibility at all sites is very good and trainee divers are in a maximum group size of 8 with a Dive Instructor and a Dive Master in the water with them at all times. Qualified divers are groups of 6 or less with a Dive Master in the water with them.
Being carried away by currents or to greater depths by down currents	L	H	Ensure that risk assessments are completed for each dive site and used by all staff in dive planning. Ensure that the Dive Leader checks the conditions on the day before the group enter the water.
Barotraumas	M	M	All staff and volunteers informed of risk of barotraumas when diving and the safe equalisation procedure, which includes aborting the dive if equalisation is not possible. All staff and volunteers to be informed that they should not dive with an upper respiratory tract infection. All staff and volunteers to be informed of the dangers of using decongestants when diving. Ensure all volunteers and staff are informed of the serious danger of breath holding whilst scuba diving.
Being hit by a boat whilst snorkelling	L	VH	Ensure that all staff and volunteers are told that they must snorkel in pairs and with a an inflated SMB with him/her to increase the visibility of the group. There must be a Dive Master in the water or on shore watch for each group of 6 divers. Ensure that all staff and volunteers stop snorkelling every couple of minutes to check their location.
Being swept out to sea by offshore currents	L	M	Ensure that all staff and volunteers are told that if they encounter a strong current to abort the snorkel.
Being stung when wading at the start and end of the snorkel	L	M	Ensure that all snorkellers wear foot protection when wading into the water.

**2014 - 16      Hurricane and severe weather risks**

<b>Risk</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Control Measures</b>
Hurricane or severe weather warnings	M	H	The Camp Manager via the HCRF office in La Ceiba to be responsible for monitoring weather conditions for the marine sites on a daily basis. If the HCRF Director after consultation with the Camp Manager considers the impending weather conditions to be sufficiently serious to warrant an evacuation of personnel from the marine sites, then instructions to be given to remove all staff and volunteers to the nearest large city. The HCRF Director to be responsible for ensuring that safe accommodation and transport to that accommodation is arranged for all staff and volunteers.



Operation  
Wallacea  
Conservation research through academic partnerships

**Information for Local Education Authorities on the  
Health & Safety measures taken to safeguard the  
Operation Wallacea expeditions to  
Honduras**

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## **1. Introduction**

The aim of this document is to highlight the procedures and protocols in place for school groups who are involved with Operation Wallacea research expeditions in Honduras. It is intended to fulfil the criteria set by the local education authorities with regard to overseas expeditions and is based on the information requirements set out in *Guidelines for Educational Visits and Outdoor Education Activities 2004*, produced by Surrey County Council. The Surrey CC document in turn is based on the Department for Education and Employment *Health & Safety of Pupils on Educational Visits (1998)* and on the August 2002 document produced by the Department for Education and Skills entitled *Standards for LEA's in Overseeing Educational Visits*. As with all these documents the aim is to ensure that there are adequate preparations and safety systems in position to ensure that best practice with regard to Health & Safety issues is being used in the planning and implementation of the expeditions.

## **2. Structure of the expeditions**

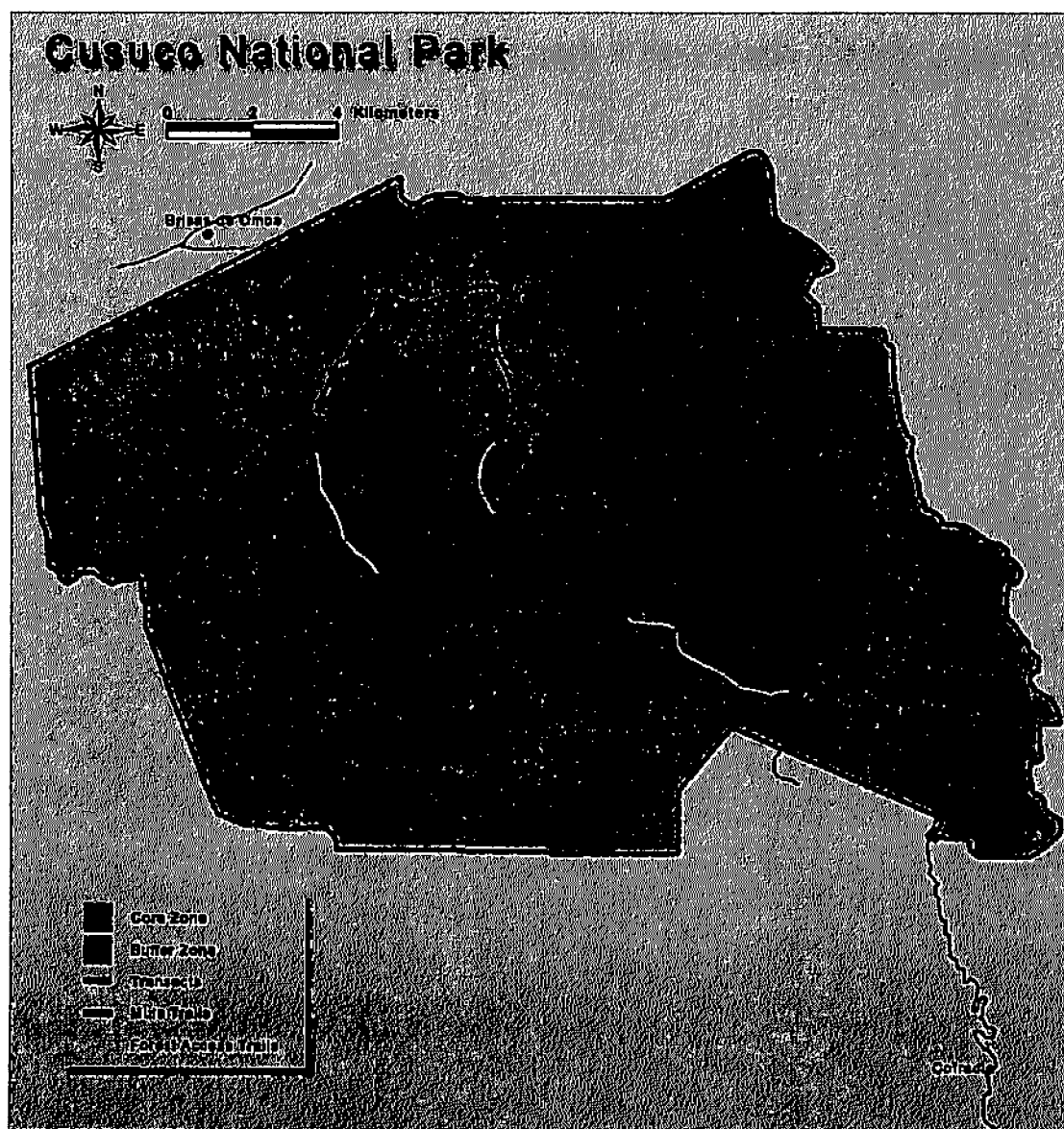
The structure of the expeditions is a little different to that with many other expeditions or educational trips that are run by schools. Operation Wallacea are running a biodiversity and socio-economic research programme in the cloud forests of the Cusuco National Park and adjacent protected "Water Production Zone" (MPZ) in Honduras, as well as on the Caribbean island Utila and the coastal site of Tela. These surveys are led by university academics from a range of British and North American universities with additional help provided by university students who pay for the experience. The school groups are joining this established survey programme and providing an important part of the survey team by completing detailed forest structure and habitat surveys on each of the 145 sample sites across the whole forest study area. Figure 1 shows the distribution of the forest sites within the Cusuco National Park. At each of the camps transects have been installed and sample sites positioned with a minimum spacing of 200m (either 20m X 20m or 50m X 50m). Each camp has a management team and a series of scientists completing biodiversity surveys using light traps, flight intercept traps, pit fall traps for dung beetles, transect and visual encounter surveys for herpetofauna, point counts and mist netting for birds, live trapping for small mammals, mist netting for bats and counts of large mammals from droppings and footprint indications.

The school groups spend the first week in the forest, completing six days of training and research. These are divided into half day sessions totalling: three days of biodiversity lectures and associated survey practical sessions, half a day jungle skills training and two and half days of forest measurements and biodiversity monitoring.

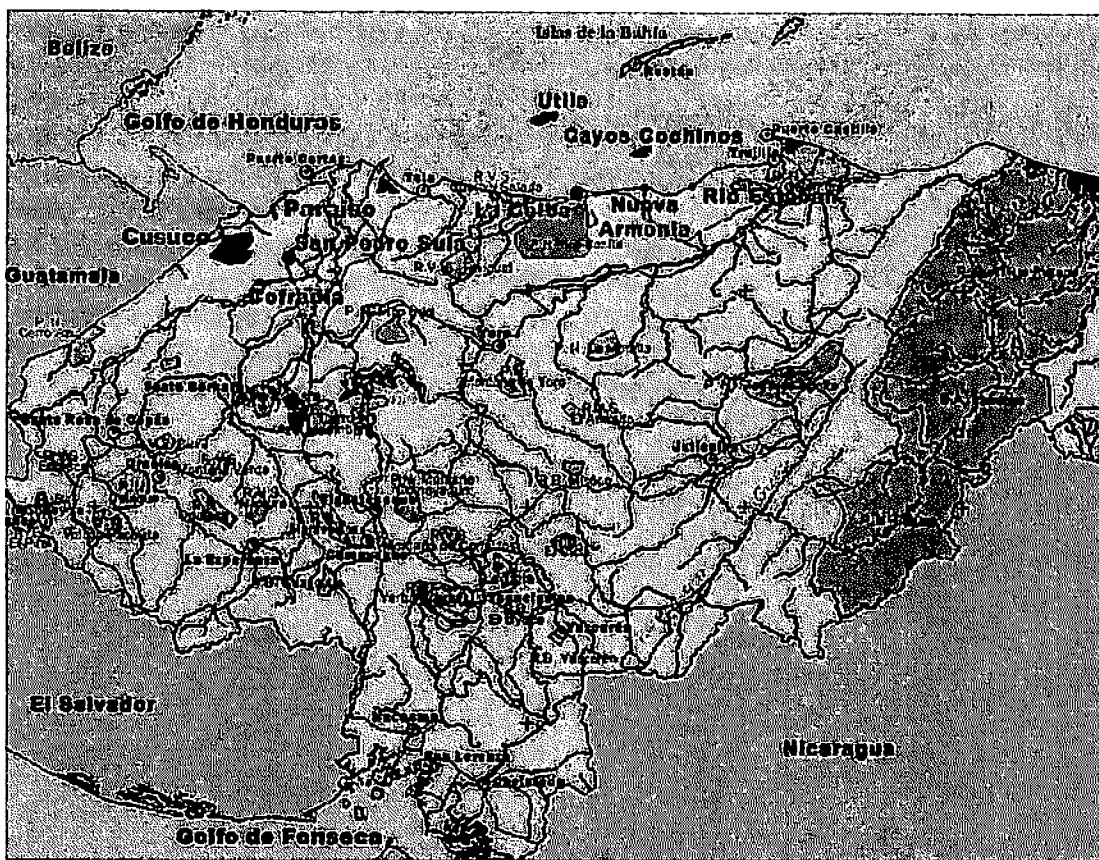
Students will arrive in the forest on Wednesday by mid morning and will attend introductory lectures on health and safety, camp orientation and the schedule for the week for each group. Each of the students will spend a series of nights at one of the Main Camps (Base Camp in the core zone of the Park with accommodation in tents or Buenos Aires a buffer zone mountain village on the East of the Park with accommodation in local houses) and

three days in one of the field camps in the core zone of the Park where accommodation is a mix of hammocks and tents.

For the second week the school groups travel to one of the marine sites, either to the island of Utila or to the coastal marine site of Tela, to complete a dive training course. Alternatively, if they are already dive qualified or don't wish to dive they will have the option to complete a Caribbean Reef Ecology Course (Utila) or Coastal Ecology course (Tela). The Ecology Courses consist of two lectures each day and two in water practicals (either diving or snorkelling) and teaches them how to identify the fish, invertebrates and corals as well as marine biological survey techniques. The Coastal Ecology course at Tela includes a similar focus on coral reefs, but has an increased mangrove and seagrass component, as well as exploring socioeconomic factors in more detail.



**Figure 1** Location of forest camps



**Figure 2** Location of the marine sites

Details of the travel between the various sites is provided in the transport section of this document.

### **3. Risk Assessments**

A thorough assessment of all camps and activities are completed before the start of the season and reviewed throughout. Risk assessments are completed for each site as well as generic risk assessments for each activity. These risk assessments are published on the website ([www.opwall.com](http://www.opwall.com)) and are available by hard copy if requested.

### **4. Training before the expedition**

Operation Wallacea staff work closely with teachers to ensure that pupils are ready and prepared for the expedition abroad. A training session (either via video or in person) is arranged with each of the schools with the following aims:

#### ***Assessment of the level of fitness of the pupils***

Fitness is measured according the British standard bleep test. All pupils are required to reach at least level 4. The following camps have the required fitness levels:

- Base Camp/ Buenos Aires – level 4
- East Cusuco satellite camps (Guanales/Cantiles) – level 6

#### *Habitat survey methodologies*

All the pupils are given a lecture on the aims of the surveys they will be participating in as well as the methodologies to be used. A written description of the survey methodology to be used is given to each school so they are aware of exactly what they will be doing in the field.

The Opwall website ([www.opwall.com](http://www.opwall.com)) has details of how the students prepare for their expedition and exactly what they will be doing on site. The Operation Wallacea staff are always available to talk to any student, parent, or teacher, who has any questions about any aspects of the expeditions, and the preparation required.

Whilst Operation Wallacea aims to ensure that the pupils are well prepared for the expedition, the teachers are responsible for the dynamics and teamwork abilities of the group.

### **5. Designated leaders and competencies**

#### *Role of the teachers*

The teachers accompanying the students are responsible for ensuring the pupils' travel arrangements from the school until the expedition start time at the Gran Hotel Sula on a Wednesday at 0700hrs. Suitable hotel accommodation and airport pickup can be arranged through a respected and trusted Honduran travel company (Maya Temple Tours) and this booking process can be facilitated by Operation Wallacea on behalf of the school group. If the group arrives the night before the start of the expedition then they are advised to stay in the Hotel allocated by Maya Temple Tours (hotels are selected that can provide a full range of services including internet, telephone and restaurant facilities). Once the expedition start, the teachers will be travelling with the group and responsible for pastoral care issues and checking that the safety procedures run by Operation Wallacea are working in full. At the end of the expeditions the teachers and the group are delivered at San Pedro Sula airport by 12 noon on the Tuesday and they are responsible for accompanying the group back to the UK. If the group are due to fly the following morning they will be dropped off at their hotel and will then be taken to the airport the following morning by Maya Temple Tours.

#### *Role of Operation Wallacea staff*

##### *Senior Operations Manager*

The Senior Operations Manager is responsible for the overall running of the expeditions and for the safety of the volunteers and staff working on the project. For the 2014 field season Dr. Steve Green will be filling this role. Steve has a PhD in Biodiversity Management and has 7 years experience planning and leading expeditions in Honduras and has lived and worked in Central America for long periods during this time. He will have various staff assisting in

different aspects of the project. It is the responsibility of the Senior Operations Manager to ensure that the correct level of leadership is provided for each of the groups and to check that the designated leaders have the requisite qualifications and/or experience. The project has a very high overall level of staffing (approximately 1 staff member to every 2 volunteers onsite) with up to 200 staff at any one time running the surveys or providing logistical support for the expeditions.

***Leadership during transfers from the hotel to the forest site***

The groups arriving will be briefed by Dr. Steve Green (Opwall Honduras Country Manager) and Helen Clark (Volunteer Liaison Manager). Helen Clark has 4 years field experience of leading expeditions in both Honduras and Egypt. If the group is going to the East of the Park (Base Camp, Buenos Aires, Guanales, or Cantiles) then they will travel by bus to Cofradia (approximately 1 hour) and from there will transfer into 4 wheel drive vehicles for the drive up the mountain to either Buenos Aires or Base Camp. An Opwall staff member will move with the groups from the hotel to their first camp.

***Leadership at Base Camp and Buenos Aires***

The Camp Manager at each of these sites is responsible for meeting the incoming group and completing all the training in the operating and safety procedures at the Camp. The Camp Managers at Base Camp and Buenos Aires have to have a minimum 2 years experience in running forest based expedition camps and have a good level of Spanish to co-ordinate with the guides.

***Leadership for training in jungle skills and trekking***

The Forest Training Manager is responsible for organising the skills training in trekking, dangerous plants and animals in the forest, safety procedures to use when living in the forest and how to respond to an emergency. The Forest Training Manager needs to have 3+ years experience in leading tropical forest surveys and establishing and running camps in remote forest areas.

***Leadership for Canopy Access training***

The Canopy Access team for 2014 consists of Ian Geddes and James Hindle. Ian Geddes is a level 2 rope technician granted by IRATA (Industrial Rope Access Trade Association). James Hindle is BCAP and NPT Qualified.

***Leadership for school groups***

There is one Biodiversity Leader for every group of 8 students as well as a local guide. All Biodiversity Leaders are required to have either Masters or level (or higher) qualification in a biological subject, or experience of working with youth groups on outdoor activities.

***Leadership for Guanales, Cantiles, Cortecito and Danto camps***

Camp Managers at these more remote forest camps need to have previous experience of group management and either Spanish Language skills or remote camp management experience.

***Leadership for biodiversity surveys***

When students join biodiversity surveys from a camp these are led by academics from British or North American universities and each group has a guide. Each of the biodiversity survey leaders must have relevant academic qualifications, previous research experience and publications in the area of research they are conducting. The Senior Forest Scientists are Dr Neil Reid who is the Quercus & Natural Heritage Research Partnership Manager at Queen's University Belfast and Dr. Eimear Rooney, a Postdoctoral Researcher at Queen's University Belfast.

#### *Leadership for forest to marine site transfers*

The participants in the eastern camps (Buenos Aires, Base Camp, Guanales and Cantiles) travel down the mountain in 4 wheel drive vehicles to Cofradia and from there take a contracted bus to the Maya Temple Tours office, within the grounds of the Copantl Hotel, in San Pedro Sula. From San Pedro Sula, groups travel to the marine sites on private buses accompanied by Opwall staff members. Those travelling to Tela are taken directly to the marine site. Those travelling to Utila travel to the harbour in La Ceiba, from where they take a catamaran ferry to Utila town (ca. 1 hour), where they are collected by staff from Coral View. These groups are accompanied by an Operation Wallacea staff member throughout the transfer and will be met by additional staff on arrival.

#### *Leadership at Coral View*

The Coral View Camp Manager is responsible for training all the participants in the safety and operating procedures for the site. Richard Astley is the Coral View Camp Manager. Richard is a PADI Open Water Scuba Instructor with over 8 years of dive experience, and has managed large groups of volunteers with Operation Wallacea in the past.

#### *Leadership at Tela*

The Tela Camp Manager is responsible for training all the participants in the safety and operating procedures for the site. Antal Borcsok is the Tela Camp Manager. Antal has lived in Tela for over 5 years, and has many years experience running tourism projects in Honduras. He is also an experienced diver and conservationist.

#### *Leadership for diving activities*

All dive training is led by PADI qualified Dive Instructors or Master Instructors. Dive training is done at a ratio of 1 Dive Instructor per 8 students plus 1 Dive Master. For qualified divers the ratio is 6 divers per 1 Dive Master. Both the Utila and Tela sites are registered PADI Dive Centres.

#### *Leadership from marine sites to airport*

Opwall staff members travel back to the mainland from Utila with their outgoing groups and they are then accompanied by the Marine Groups Travel Manager on the bus back to the airport in San Pedro Sula. Groups leaving Tela will again use private buses accompanied by Opwall staff to return to San Pedro Sula.

## **6. Use of Guides**

Every group leaving a camp in Cusuco National Park must be accompanied by a group leader (see above) and a local guide. No formal guide qualifications exist in Honduras, (particularly

that are available to the local people in the remote communities in which we work) so the appointment of guides relies primarily on their levels of experience and their suitability gauged via personal references from senior village members. The Senior Forest Operations Manager has the responsibility of employing locals as guides. A number of skills are required by all guides including:

- Knowledge of the local area
- An awareness of dangerous species including venomous snakes

Each newly appointed guide would have training on how to respond to dangerous situations, basic first aid and how to lead a group. Their training follows a 3-stage induction period: shadowing a more experienced guide; then leading a group while supervised; and finally leading a group on their own.

## **7. Medical procedures**

This section summarises the medical procedures report which is a much more detailed description of the staffing, First Aid facilities and procedures to be followed.

### *Information and records*

All school staff and pupils are required to complete an Operation Wallacea medical questionnaire prior to their departure and those participants who are diving during the expedition will be required to also complete a PADI medical questionnaire according to the rules and regulations set out by PADI. All volunteers are required to get their GP to sign the declaration on the reverse of the form if they have answered yes to any of the questions. These forms are required to be completed and returned to the Operation Wallacea Medical Coordinator at least 3 months in advance of the expedition. At a meeting in April each year, all the medical staff that will be working in Honduras that year, will review the medical forms received and identify any potential medical issues that could restrict sites or activities for individual pupils or staff, or aspects which require additional information before the start of the expedition. All medical information is held securely under the guidelines provided by the data protection act.

On site medical information about each pupil and teacher is provided to the Medical officer at the first camp at which they arrive and a file is created for each person. There are additional forms for treatment provided and the individual files follow the pupils and the teachers to other sites to which they travel. The records are retained at the last site. All medical problems, illnesses, injuries and near misses are recorded at each of the sites. At the end of the season, these data are collated and a health and safety report is completed and published on the website. This report classifies incidents into seven categories and allows comparison between the expeditions and other activities. The policy of publication of the accidents and illnesses recorded on the expedition is a unique aspect of the Operation Wallacea expeditions and helps ensure the procedures on site are followed fully.

### ***Medical staffing***

Operation Wallacea employ sufficient qualified medical staff including doctors, nurses and paramedics to provide the medical support at each of the field sites. In 2014 there are 17 medical staff contributing to the medical cover at various points over the season. All the medics are required to have at least 18 months postgraduate training with some experience in accident and emergency. In addition to these staff Operation Wallacea offer a medical elective training programme to 4th or 5th year medical students. These medical electives rotate around the sites and work alongside a range of medical staff over the course of the season and receive training in specific aspects of expedition medicine. The medical training and support provided by Operation Wallacea has to be of a sufficient quality to convince University Medical Schools to place their medical electives with the expeditions.

### ***Medical facilities***

A full medical kit is provided by Operation Wallacea which includes the equipment and medications needed to be able to deal with the minor conditions that may be encountered in the field. This reduces the need to rely on general medical care and enable us to continue working in the field. Note the First Aid supplies are provided for all the participants on the expedition and include items that might not be considered appropriate for school pupils (e.g. sexual health).

Research into medical facilities in country is completed prior to the start of the season by the in-country representative and are checked at the start by the Operation Wallacea medical coordinator or senior medical officer. Operation Wallacea has very close links with the hospitals in San Pedro Sula, La Ceiba and Tela, the recompression chambers on Utila, Roatan and La Ceiba, the emergency services (including the Honduran Red Cross) and the military in San Pedro and Tegucigalpa (who provide emergency helicopter support in the event of an emergency evacuation).

## **8. Operating procedures**

There are detailed operating procedures for all aspects of expedition management. The main measures used to minimise risk are included in the risk assessments which are published on the web site but are summarised below if they are not included in other sections of this report:

### ***Groups leaving camps***

At all camps there is a whiteboard system operating, where all groups leaving camp have to sign out, with details of the group leader, the group members, the intended location, departure time and estimated time of return. The group leader has to take a radio so they can communicate with the main base, a First Aid kit and ensure all group have appropriate attire (e.g. hats, boots) and have enough water for the trip. In addition a local guide has to accompany the group. No school group members (pupils or teachers) are allowed to leave any of the camps unless this procedure is followed. Navigation from each camp is fairly easy since there are marked transects and survey sites and maps available of the transect layout at each camp.



### *Trekking*

The guide takes the front of the trek line with the slowest group member immediately behind and the fittest group member at the end of the line followed by the group leader. There are no deepwater river crossings on any of the trails since the watercourses are just streams at the altitudes in the cloud forest that Operation Wallacea work at.

### *Diving*

All diving follows protocols that are more conservative than PADI procedures. All training dives are completed with a ratio of 1 Dive Instructor plus 1 Dive Master to a group of no more than 8 students. All qualified divers are accompanied by a Dive Master at a ratio of 1:6. Maximum diving depth is 18m, maximum dive time is 50 minutes and all divers have to perform a 5 minute safety stop at 5m on the way up. Minimum surface interval time is 3 hours. No night diving is allowed for school group members unless they are already a qualified Advanced Open Water diver. If one or more of the group wish to undertake the Advanced Open Water dive training course they will need to do one dive to no deeper than 30m as part of the course. This dive would need to be completed as the first dive of the day and only one additional dive would be permitted that day. These restrictions mean that all divers are well within the limits allowed for no-decompression recreational diving by PADI.

### *Snorkelling and swimming*

No snorkelling is allowed unless accompanied by a Dive Master and carrying an inflated SMB. The Dive Master will ensure the group stop every 2 minutes and look around them for boats. Swimming is only allowed immediately in front of the hotel in Utila and on the beach in Tela where there has to be a Dive Master in attendance.

### *Alcohol*

Alcohol is available in Buenos Aires, Utila and Tela. Whilst the school group is under the care of Operation Wallacea no school group member under 18 (the legal age for drinking alcohol in Honduras) is permitted to consume alcohol.

## **9. Emergency procedures**

This section summarises the emergency procedures report which is a much more detailed description of the procedures used at each of the sites.

### *Training of staff*

Carefully planned evacuation protocols are in place in all of the sites in Honduras and are designed with the worse case scenario in mind and have worked well in previous years. All staff including medical electives will have training on evacuation procedures, and protocols are rehearsed prior to the expeditions starting.

### *Emergency levels*

Operation Wallacea has 3 levels of evacuation as follows: **Emergency** (requiring the fastest possible transfer, usually by air, from the various forest sites to the CEMESA hospital in San Pedro Sula for the forest sites or to the D'Antoni hospital in La Ceiba for the marine sites), **High Priority** (requiring the patient to be moved at the fastest speed possible by land and/or

sea to hospital facilities in San Pedro Sula or La Ceiba or the recompression facilities on Utila) or **Medium Priority** (requiring the patient to be moved as quickly as possible without the need to hire special vehicles or boats to the nearest appropriate medical facilities).

In all Emergency or High Priority case where a patient is being transferred to medical facilities they are accompanied by the relevant Medical Officer or someone appointed by the medical officer as fit to accompany the patients (e.g. A Medical Elective). The absence of the Medical Officer from the site whilst the patient is accompanied to the hospital will require the suspension of all activities at the site until the Medical Officer is back on site. In the case of a Medium Priority evacuation (e.g. transfer to a hospital for a confirmatory X-ray) another suitable staff member other than the Medical Officer may be nominated to accompany the patient.

## **10. Insurance**

Operation Wallacea has purchased medical and evacuation insurance cover that covers each participant for £1 million. Details of the medical and evacuation procedures are provided to the evacuation company appointed by the insurance company (Covermore) then make agreements with all the hospitals and helicopter evacuation routes in advance so that there are no delays if an evacuation needs to be implemented. In addition to this Operation Wallacea have comprehensive combined liability insurance with up to £10,000,000 for public/product liability.

## **11. Child Protection procedures**

We endeavour to ensure that all school students participating in our activities are safe in accordance with the Protection of Children's act 1999. This is done a number of ways:

### *Supervision and accompanying adults.*

Operation Wallacea offer a free teacher place with every 8 students thus giving an automatic ratio of at least 1 to 10 (in line with the DfES). For each activity provided by Operation Wallacea in the field the following ratios apply:

- 1 to 8 ratio for Habitat Survey work (plus at least one guide)
- 1 to 6 ratio for participating in other biodiversity survey activities (plus at least one guide)
- 1 to 8 ratio for training dives (plus a Dive Master)
- 1 to 6 ratio for dives with qualified divers

These ratios do not include other supervisory staff such as guides, medics or the schoolteachers. Overall there is 1 to 2 ratio of adult staff to students on site providing a very high level of supervision. Teachers are asked to accompany students on as many activities as possible.

### *Minimum number of students*

No school pupil is allowed to participate in any activity without at least one other pupil from the school or a teacher being present.

### ***Criminal Records Bureau Checks***

There are over 100 staff working on the survey expeditions as well as a further 150 university students. Up to 50% of these staff and some of the students are from countries where no CRB check facilities exist or spend a significant part of each year outside the UK, so CRB checks are incomplete. Completing blanket coverage of CRB checks on all these staff and students is not possible since a number could not be checked through the UK system. Whilst all full time Opwall staff have had enhanced CRB checks, even if all the UK based university students were checked then it would still only provide partial coverage and would add significantly to the costs of the expedition for the participants. The strategy used by Operation Wallacea therefore is to ensure that at all locations where pupils are sleeping that there is a CRB staff member in attendance. The accompanying teachers are already CRB checked and there will always be an accompanying teacher at any overnight location.

All medical staff are also required to be checked and will have had enhanced checks completed by either their University or place of work. Operation Wallacea use a copy of these as part of the recruitment process of medics.

### ***Codes of Practice***

All Operation Wallacea staff in the field are required to sign a code of conduct before they are employed. The Code of Conduct commits each staff member to not entering into relationships with school volunteers as well as conformity to restrictions on alcohol use and a complete ban on drug abuse. Operation Wallacea will dismiss staff that do not follow the code of conduct.

### ***Complaints procedure***

Any complaint by a school pupil about inappropriate behaviour from any staff member or other student will be treated as a formal complaint and documented. The accompanying teacher will be informed immediately and together with the senior Operation Wallacea staff member on site will investigate the complaint. If the complaint is upheld then any individuals involved will be dismissed from the expedition and a police file created if the incident was serious enough.

## **12. Communications**

### ***Forest communications***

Base Camp is the main operations and communication centre for all the forest projects. There is an internet connection, and there are parts of the camp where handphone calls can be made. In addition there is a base station radio that can speak to each of the field camps operating. Each of the teams working on the transects around Base Camp have to take a hand held radio which communicates back to Base Camp. In the event of an emergency initial contact will be made via cell phone or radio call. Routine communications will also be maintained by radio and cell phone.

On the western side the main camp is Santo Tomas. There is a radio at this camp, which is manned by ESAC staff and used to maintain contact with the Danto and Cortecito camps when they are operating. There are no direct comms between Santo Tomas and Base Camp

by radio, so daily contacts are made at pre-arranged times by the ESAC Camp Manager walking to a ridge where cell phone contact can be made with Base Camp cell phones. In the event of an emergency there is a 24 hour telephone number at San Carlos (a village at the base of the mountain). The operator at this house also has a USB radio that can communicate directly with Santo Tomas.

Each of the field camps (Danto, Cortecito, Cantiles and Guanales) have base station radios set up so they can communicate either with Base Camp (eastern camps) or Santo Tomas (western camps) and there are pre-arranged daily comms times. All groups at each of these camps have to take a hand held radio when walking the transects to communicate back to the camp.

In Buenos Aires there is hand phone signal at most locations and a base station radio that can communicate with Base Camp.

#### *Marine communications*

Utila has a land line, cell phone coverage and email and internet connections. Each of the dive boats has a radio that communicates back to the Utila operations centre.

Tela has full land line and cell phone coverage, as well as email and internet connections. Dive boats have additional radios to provide communication with the base at all times.

#### *Transfers*

All bus and vehicle transfers have cell phones with the drivers.

### **13. Transport**

All transport arrangements conducted by Operation Wallacea in the field are subject to stringent protocols. Transport used to move pupils from various sites have been assessed by the Operations Manager and his team in Honduras and only reputable companies with an excellent safety record are used.

#### *Buses*

All buses used on arrival transfers and movements between the forest and marine sides are contracted by Maya Temple Tours with English speaking staff and cell phone communications. The transfers from San Pedro Sula to Cusuco National Park are coordinated by ESAC (Expediciones y Servicios Ambientales de Cusuco). A pre-departure vehicle check is carried out which includes checking fluid levels on each of the buses before they are allowed to depart with volunteers. A senior member of Operation Wallacea staff is present on all transportations to ensure that drivers conform to safe procedures such as no speeding.

#### *4x4 trucks*

All vehicles are subject to pre-departure checks for each journey, which include checking the fluid levels and ensuring that tyres are adequate for the journey. All vehicles travel in convoy when making long journeys so if a vehicle breaks down there is support available. A senior member of Operation Wallacea staff will also accompany the convoy of vehicles to

ensure a slow and steady pace. No scheduled movements are due to be conducted during the hours of darkness to maximise the safety of those being transported. All vehicles are subject to the health and safety standards of Honduras, which include the use of seatbelts for drivers and all passengers in the cab of a vehicle.

#### ***Boats to Utila***

The Utila Princess is the main transport for passengers from the Honduran mainland to Utila. The ferry carries lifejackets and life rafts sufficient for all passengers.

#### ***Dive and research boats at Tela or Utila***

There is a whiteboard system operating at both Tela and Utila, so that all boats leaving the centres have to sign out and complete various safety checks (presence of life jackets, oxygen, First Aid kits, radio test etc). The whiteboard contains details of where each boat has gone and the estimated return time. The Tela and Utila centres are in radio contact with each of the boats.

### **14. Accommodation and Camp Security**

#### ***Base Camp***

Accommodation is in tents at this camp. Operation Wallacea policy is that only single sex accommodation is allowed for school pupils. The tents are situated in the heart of the camp with teacher accommodation located nearby. All students are made aware of where each staff member is located including medical staff in case of the event of an emergency during the night. Added security includes a barrier gate at the main entrance to the core zone and a number of guards that operate at both camps 24 hours a day.

#### ***Guanales/ Cantiles/ Danto/ Cortecito camps***

Accommodation is a mixture of tents and hammocks. All tents are single sex tents and hammocks are located in single sex groups. All tents/ hammocks are located in the heart of the camp and in close proximity of both the teachers and medical staff in the event of emergency. As the camps are remote and within the core zone, it is extremely unlikely that unauthorised individuals will enter the camp. However guards operate at each of the camps 24 hours a day for added protection.

#### ***Buenos Aires Village camp***

Accommodation is in houses staying with families within the community. Students are always placed with a minimum of 2-3 students per house and never placed on their own. Students will share single sex bedrooms within their allocated house. Students are placed in houses closest to the central communal areas and restaurant and staff are placed in nearby houses. All students are made aware of where staff and the camp medic are staying. Operation Wallacea has an extremely close relationship with the community and the community themselves make sure that students remain safe during their stay. However, there is also a small military base within the village to provide additional security during the expedition.

#### ***Utila***

Accommodation is in a hotel. Only Operation Wallacea staff, volunteers and school students have the use of the hotel and all rooms are lockable. We endeavour to ensure that a schoolteacher is located at each floor that is being occupied by pupils. The hotel owners, who ensure that facility is only used by Operation Wallacea, provide additional security.

#### ***Tela***

Accommodation is in dorm rooms in a small private complex called Honduras Shores Plantation which has 24 hour private security. All students are made aware of where each staff member is located including medical staff in the event of an emergency during the night.

#### ***Gran Hotel Sula***

This a hotel in San Pedro Sula that may be used for overnight accommodation by school groups either at the start or end of the expedition. The hotel has security guards on the door at all times.

### **15. Cultural aspects of the expedition and local issues.**

The model of conservation used by Operation Wallacea is strongly rooted in principles of suitable economic growth in areas whose biodiversity is under threat. This means that huge efforts are made to ensure that conservation is tied with development of alternative income sources to, for example, logging and hunting.

Operation Wallacea has been working in Honduras for over 10 years now and has very strong links with each of the communities. Operation Wallacea has been involved in bringing financial assistance to the communities via accommodation for volunteers, provision of food, availability of season jobs to support the expeditions and has funded a scholarship scheme for bright children from the local communities to cover their university costs. There is strong local support for the projects in all the communities in which the school groups will be staying.

All pupils are encouraged to get involved with the community if they wish and several school groups have helped before by fundraising for local schools, tidying the local school area and getting involved in sporting events such as football matches.



# Operation Wallacea

Conservation research through academic partnerships

Medical and evacuation procedures for  
Honduras 2014

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## **1. Introduction**

### **Medical screening**

As with all expeditions careful planning is essential to ensure that all individuals enjoy a safe successful trip. Some members of the expedition team (including volunteers and staff) may have significant pre-existing health problems or disabilities, which in the field, could potentially lead to problems. All participants are required to complete a medical questionnaire prior to departure. All those participants who are diving during the expedition are also required to complete a PADI medical questionnaire. On these forms all those who have answered yes to any of the questions are required to get their GP to sign the declaration on the reverse of the form.

The forms are returned to the administrator at the UK, US, Australian, South African or Canadian offices. These medical forms are then checked by the Operation Wallacea appointed Expedition Medic to check for any conditions that may cause problems on the expedition and to suggest additions to the medical kits in light of any pre-existing health problems highlighted.

Operation Wallacea has purchased medical and repatriation insurance cover for all volunteers and staff to a value of £1 million per person.

### **Roles in the event of an Emergency**

Carefully planned evacuation protocols are in place in all of the sites in Honduras. All staff will have training on the evacuation procedures and protocols.

Once a major incident leading to an evacuation is identified the Country Manager (Dr Steve Green) will take overall control and will decide the level of emergency evacuation required for the patient. These are classified as either **Medium Priority**, **High Priority** or **Emergency**.

#### ***Medium Priority***

Cases in which the patient is in no immediate danger but the onsite facilities are unable to cope were their condition to deteriorate. An example of this would be dehydration due to sickness. This requires the patient to be moved as quickly as possible without the need to hire special vehicles or boats to the nearest appropriate suitable facilities in San Pedro Sula or La Ceiba.

#### ***High Priority***

Cases where the patients health is at risk if immediate action is not taken. An example of this is a broken bone. This requires transportation, via specially arranged vehicles and boats to medical facilities available in San Pedro Sula or Utila.

### ***Emergency Priority***

Cases requiring the fastest possible transfer usually by air from the various forest sites to the CEMESA hospital in San Pedro Sula for forest sites, or to the D'Antoni hospital in La Ceiba for the marine sites.

In the case of an Evacuation, the Country Manager will be responsible for contacting the Opwall Office UK.

## **2. Medical Facilities In Country**

### **Camps**

There are medical officers (doctors, nurses, paramedics) at Base Camp, accompanying jungle training and at each of the field camps being operated. In addition there is a medical officer at the Utila and Tela sites. Each of these medical officers has a medical kit designed to treat the commoner conditions and to stabilise the patient in the event of a more serious case where evacuation is needed.

### **Antivenin**

There is a store of 20 vials of antivenin specific to the vipers. 10 vials are held in the fridge at Base Camp. A further 10 vials are held in San Carlos in the fridge whenever the western camps are operating. These vials are to accompany any patient being evacuated because of snake bite and are also available to be administered in the field in the event of prolonged evacuation times. Epi-pens are also held at these sites in case of anaphylactic shock in the highly unlikely event that the anti-venom has to be delivered in the field. Cemesa Hospital in San Pedro Sula also has a store of antivenin in the event of a venomous snakebite.

### **Rabies**

All those volunteers and staff involved in bat handling must have the rabies pre-exposure vaccinations prior to departure. Rabies post exposure boosters are available via ESAC, and at the CEMESA hospital in San Pedro Sula. If a volunteer or staff member is suspected to be at risk of infection due to exposure to an animal (bite/scratch/other), the level of risk will be assessed by the on site medic and the appropriate path of action will be taken as outlined in the 'Bite Assessment and Treatment Proforma' document. The path of action will depend on whether the patient has had the three pre-exposure vaccines or not, as well as the type of animal that the patient was in contact with. In most cases, the patient can be treated with an appropriate course of anti-rabies vaccines in country. However, in the unlikely event of a volunteer or staff member, that has not had the three pre-exposure vaccines, being bitten or scratched by a bat, Human anti-Rabies Immunoglobulin (HRIG) will be necessary. HRIG is not available within Honduras and, therefore, the patient would

be evacuated immediately to Miami, USA, for appropriate treatment. Because staff and volunteers who have not had the pre-exposure vaccines are not allowed to handle bats, the risk of this scenario is very low.

#### **Facilities in San Pedro Sula**

Suitable for evacuations from East Cusuco and Cofradia

##### **CEMESA Hospital**

Address: Colonia Altamira, Boulevard del Sur, San Pedro Sula

Tel: (504) 2516-0174 / (504) 2556-7401 for the Accident and Emergency department

E-mail: cemesa@sigmanet.hn

This is one of the best private hospitals in Honduras with a large group of leading specialists capable of carrying out a wide range of major surgery and procedures. Facilities include operating theatres, X-ray, body scanner and magnetic resonance equipment, laboratories, a diagnostic centre etc. This hospital is likely to provide suitable facilities for most emergencies. CEMESA has both the treatment for rabies (with the exception of Human anti-Rabies Immunoglobulin) and has its own supply of anti-venin.

#### **Facilities in Puerto Cortes**

Suitable for evacuations from West Cusuco

##### **Hospital Policlinica Portena**

Address: San Ramon, 2 Calle entre 2 y 3 ave., N.O Edif, Puerto Cortes

Tel: (504) 665 -0342 Fax: (504) 665-6353 or 665 6354

This is a private clinic, with an emergency room, operating theatre, delivery suite, x-ray facilities and a stock of common medicines required in an emergency. The facilities are clean. There are a number of specialist doctors available including surgeons, orthopaedics, radiologist, and paediatrician.

The clinic is open 24 hours a day, 7 days a week. Antibiotics, strong painkillers and intravenous fluids are available, as well as a supply of sterile surgical equipment (including needles). A supply of antivenin is also available.

#### **Facilities in La Ceiba**

Suitable for evacuations from Cayos Cochinos and Utila

##### **Hospital Vincente D'Antoni**

Address: Ave Morazan, Barrios Solares Nueves, La Ceiba

Tel: (504) 443 2264 Fax: (504)443 2254

E-mail: dantonihn@yahoo.com

The hospital is the best in La Ceiba with 56 beds and a landing spot for helicopters. There are 30 resident doctors and another 20 visiting doctors. There is a laboratory, X-ray, ultrasound, endoscopes and surgery facilities. The hospital is open 24 hours a day, 7 days a week.

#### **Facilities in Tela**

Suitable for evacuations from Honduras Shores Plantation (Tela)

#### **Centro Medical Lancetilla**

Address: Centro Medical Lancetilla, Tela, Atlantda, Honduras

Tel: (504) 2448 3222 or (504) 2448 1634

The hospital is the best in Tela, offering high quality private facilities including x-ray, operating theatre, laboratory, private rooms and emergency room open 24 hours per day 7 days per week.

#### **Recompression Chambers**

##### **Bay Islands Diving Centre, Utila**

One of the main operators of this chamber is Rich Astley who is the Dive Operations Manager for the Opwall teams on Utila. The chamber is a 5 minute transfer from Coral View and a 30 minute speedboat transfer from Cayos Cochinos.

##### **Cornerstone Chamber and Medical Services, Roatan Island**

Tel: (504)-2445-3049, 2445 1049 Out of hour's telephone: (504) 2445 1003 or 2445 1026 or 2445 1274

Radio: Channel 88 Call sign: Anthony's Quay

##### **Centro Medico Hiperbarico la Bendicion, La Ceiba**

Colonia Irias Navas, Calle Principal, 1 Cuadra al Norte de la Iglesia Mormona, La Ceiba, Atlantida

Tel: (504) 2442-1149, Out of hour's telephone: (504) 9894-2746

#### **Helicopter Support for evacuations**

##### **228th AR American Military Air Base in Soto Cano**

Address: Soto Cano, near Comayagua

Tel: Joint Operations Center - 234-4635, ext. 4149 (emergency only) 24 Hours a day

Principal Contact & Position: Major Jason Clark Tel: 234 2634 or 234 4149 (or emergency mobile 391 4878).

email: jason.clark@jtfb.southcom.mil.

A helicopter can be at any of the seven Cusuco sites in 90 minutes of the call.

**Honduran Military Air Base**

Base Aerea de San Pedro Sula. Phone 668 30 09 / 668 30 12 Cell. 9908 78 50

Military contact: Colonel Hermida Alvarez Commander of Air Force Base in San Pedro Sula Mobile 9979 68 23

**Helicopteros del Norte, Puerto Cortes**

Address: Frente Colonia Los Pinos, La Lima, Cortes

Tel: 668 1291 or 668 1293

Monday - Thursday 8 - 12 and 1 - 5: Friday 8 -12 and 1 - 4.

Out of hours: Pilot Capt Sergio Salgada 995 1933

Owner Juan Aramendia 991 5122

A helicopter can be activated within 60-120 minutes of the call. Flight time to Cayo Menor is 1 hour.

Coordinates of each of the camps is provided in advance with the UTM, Lat/Long and Degree Minutes Seconds coordinates. Evacuation can be by landing (> 30 X 30 m2) or via a winch hole (>15 X 15m2). On-board medical facilities include life support to stabilize the patient en-route to hospital. Short description of patient injury is necessary prior to departure. Note this option can only be used for incidents which are life threatening or may result in loss of limbs or eyesight. The helicopter will take the patient directly to the CEMESA Hospital in San Pedro or the Hospital Vincente D'Antoni in La Ceiba.

### **3. Communications**

**Forest communications**

Base Camp is the main operations and comms centre for all the forest projects. There is internet connection at the camp and parts of the camp where cell phone calls can be made. In addition there is a base station radio that can speak to each of the field camps operating. Each of the teams working on the transects around Base Camp have to take a hand held radio which communicates back to Base Camp.

On the western side the main camp is Santo Tomas. There is a radio at this camp, which is manned 24 hours a day to maintain contact with the Danto and Cortecito camps when they are operating. There are no direct comms between Santo Tomas and Base Camp by radio, so daily contacts are made at pre-arranged times by the Camp Manager by cell phone with Base Camp call phones. Cell phone reception is available at Santo Tomas. In the event of an emergency there is a 24 hour telephone number at San Carlos (a village at the base of the mountain). The operator at this house also has a USB radio that can communicate directly with Santo Tomas.

Each of the field camps (Danto, Cortecito, Cantiles and Guanales) have base station radios set up so they can communicate either with Base Camp (eastern camps) or

Santo Tomas (western camps) and there are pre-arranged daily comms times. All groups at each of these camps have to take a hand held radio when walking the transects to communicate back to the camp.

In Buenos Aires there is hand phone signal at most locations and a base station radio that can communicate with Base Camp.

#### **Marine communications**

Utila has a land line, cell phone coverage and email and internet connections. Each of the dive boats has a radio that communicates back to the Utila operations centre.

Tela has a land line, cell phone coverage and email and internet connections. Dive boats have radios that communicate back to the operations centre, whilst boat staff also carry cell phones at all times.

#### **Transfers**

All bus and vehicle transfers have cell phones with the drivers.

### **4. Evacuations from field sites**

#### **Cusuco Base Camp and Buenos Aires**

All levels of emergency are evacuated using the standby vehicle at Base Camp down the mountain to the CEMESA hospital (2 hours)

#### **Eastern Camps**

At Guanales it is generally faster to carry the patient out to Base Camp and evacuate down the mountain to the CEMESA hospital than it is to organise a helicopter evacuation. At Cantiles non-emergency evacuations will be done by carrying the patient back to Base Camp and then evacuating by vehicle. Emergency evacuations at this site require helicopter evacuation with a winch.

#### **Santo Tomas**

All levels of emergency are evacuated using the standby vehicle at Santo Tomas down the mountain to the Puerto Cortes hospital (2 hours) or the CEMESA hospital (3 hours).

## **Western Camps**

At Danto and Cortecito non-emergency evacuations will be done by carrying the patient back to Santo Tomas and then evacuating by vehicle. Emergency evacuations from Danto or Cortecito require helicopter evacuation with a winch.

## **Cofradia**

Evacuation from Cofradia is by vehicle to CEMESA hospital (30 mins).

## **Utila**

Evacuations are done by the twice daily ferry to La Ceiba (1 hour). In emergency situations then there is a small airport on Utila (30 mins from Coral View) that can be used for evacuations. The recompression chamber on Utila is 5 mins from Coral View.

## **Tela**

As Tela is a mainland site, evacuations to the hospital or recompression chamber can be made at any time by road. Hospital facilities can be reached in less than 30 mins, whilst the recompression chamber can be reached in 90 mins. In emergency situations there is a small airport within 30 min drive that can be used for evacuations.

## **5. Reporting and Logging**

During evacuations it is crucial that a log is kept by the Honduras Country Manager detailing times, personnel involved and all relevant details of each step of the evacuation process.

A full safety assessment must be carried-out after all evacuations and if a similar incident is likely all activities must be stopped until the situation has been rectified.

The Honduras Country Manager will collate the reports of all medical treatment and evacuations and will submit the final report to the UK office. The Honduras Country Manager will also submit the costs and report to the Opwall Office UK for reimbursement of costs.

## **6. Mass Evacuations and Disaster Management**

The most likely scenario is warning of an impending hurricane. Hurricanes can occur in Honduras at any time from June to November but are most likely in October followed by September which are both months outside the OpWall survey season. However, it is possible that a hurricane will occur. Honduras has an excellent warning

system with about a week's advance notice of any hurricanes heading for Honduras. This information phase is succeeded by a Warning Phase if the hurricane is headed for Honduras. If it looks as though a hurricane is headed for Honduras the forest teams will be evacuated down the mountain to San Pedro Sula or Cofradia. The marine teams in Utila will be evacuated back to La Ceiba. The Marine team at Tela will be evacuated to San Pedro Sula.





Dive policy standards and procedures

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## **1. Introduction**

Diving at all Operation Wallacea sites takes place in remote environments with limited access to decompression facilities and emergency medical services (EMS). It is critical in minimizing risk that safety is the primary factor in dive planning during any courses, science dives and recreational dives. The minimum standards governing this policy are the PADI standards and general procedures for all sites. Some standards and procedures are more stringent to take account of the remoteness of the dive sites from EMS and hyperbaric facilities.

Dive Operations Managers: please bear in mind that this document also covers the safety standards and procedures that must be followed for those volunteers snorkeling at an Operation Wallacea site.

### ***1.1 Definition of a dive***

An open water dive is defined as below 5m/15ft for any length of time. Confined water training is defined as not submerging below 5 m/15ft. A deep dive is defined as being below 18m/60ft for any length of time.

Free diving is a specialized form of diving and is not undertaken on Operation Wallacea sites.

Skin diving is a suitable activity for those volunteers undertaking the Reef Ecology Course by snorkeling. Divemasters are qualified to put snorkellers through the PADI Skin Diver Course independently of a PADI Instructor. Therefore all snorkellers should complete the course prior to any practical work incorporated within the reef Ecology Course.

## **2. Operation Wallacea Dive Standards**

The following standards are applicable to all diving undertaken with Operation Wallacea.

### ***2.1 Maximum bottom time***

The maximum surface-to-surface dive time for all open water dives is 50 minutes. Surface-to-surface time allows 2-minute ascent to the safety stop, 5 minutes for the safety stop and 1 minute to surface. This practice is more conservative than the PADI RDP due to the remote nature of our diving and ensures that inexperienced divers who may struggle with a safety stop will at minimum meet the RDP requirements of 3 minutes at 5 metres. Therefore the maximum dive time of 50 minutes would equate to 42 minutes bottom time. No dive maximum time is to come within 3 pressure groups of the NDL on the RDP table or 5 minutes on the NDL on a computer. The only exception to this is when diving within the definitions of confined dive, when the bottom time is unlimited.

### ***2.2 Maximum depth***

The maximum depth for a PADI Scuba Diver is 12m. For all Open Water Divers, the maximum depth is 18m/60ft. The only exception to this is for the Advanced Open Water deep dive when the maximum depth is increased to 30m/100ft. The maximum depth for confined dive is 5m; anything below this depth must be classed as an open water dive.

An additional profile can be used during PADI Open Water training only. This profile has an extended surface-to-surface time to 60 minutes. Surface-to-surface time allows 2-minute ascent to the safety stop, 3 minutes for the safety stop and 1 minute to surface. Therefore the maximum dive time of 60 minutes would equate to 54 minutes bottom time. This allows additional bottom time to complete skills during Open Water training and cannot be used for any other dives. The maximum depth for this dive is 10m/33ft. This dive must be approved by the Dive Operations Manager as it can only be used at times where it will not have a detrimental effect on other scheduled dives.

### *2.3 Air requirements*

All divers entering the water for open water dives must have a minimum of 180 bar or 2700 psi. Divers should inform their dive professional when they reach 100 bar or 1450 psi and must begin their ascent with a minimum of 70 bar or 1050 psi. All divers for both confined and open water dives must be on the surface with no less than 50 bar.

### *2.4 Safety stops*

A safety stop at 5 metres for 3 minutes must be performed prior to surfacing from all open water dives. Exceptions to this include missing diver procedures and emergency recalls as stated in the emergency procedures.

### *2.5 Surface interval*

The minimum surface interval required between open water dives is 3 hours. This allows all divers to re-enter the water at Pressure Group A according to the PADI RDP. A shorter surface interval can be employed, as long as the diver is in Pressure Group A before they enter the water for their next dive.

### *2.6 Repetitive diving*

The maximum number of open water dives is 4 per day for PADI Professionals and 2 dives a day for students and volunteers with the exception of additional courses led by an instructor which will be at the discretion of the Dive Operations Manager. The maximum number of consecutive diving days is 6. After this a compulsory 24-hour de-gas period must be undertaken.

### *2.7 Flying after diving*

Operation Wallacea's flying after diving regulations are to be in line with current PADI recommendation which currently state the following:

- *Single dives* - A minimum pre-flight surface interval of 12 hours is suggested.

- *Repetitive dives and/or multi-day dives* - A minimum pre-flight surface interval of 18 hours is suggested.

### ***2.8 Over-profiling***

If during any point in the dive either one or both of the buddy pair over profiles by more than 1 metre or 1 minute, the buddy pair must abort the dive by ascending at a safe rate of no more than 18 metres per minute up to 5 metres and perform a 5 minute safety stop before ascending to the surface. No dive is to come within 3 pressure groups of the NDL on the RDP table or 5 minutes on the NDL on a computer.

If a diver over profiles by less than 1 metre or for 1 minute then they should correct their depth and continue with the dive. They will then receive a verbal warning by the Dive Operations Manager. Over profiling to more than 1 metre or longer than 1 minute may require them to miss the next planned dive. Discipline for over profiles is at the Dive Operations Manager's discretion, however continued over profiling may result in the diver being made to re-do areas of their dive training such as peak performance buoyancy to ensure that their dive skills are up to standard.

### ***2.9 Supervision***

At least one member of dive staff must be present on all boats where students or staff are taking part in in-water activities.

Operation Wallacea dive standards are more conservative than those of PADI. We have set our standards to incorporate student:staff ratios feasible for the organizations with whom we work with and the conditions under which we dive. If we have more than 30 divers on site, an additional dive professional will be employed to cover any unexpected illness within our professional team. If however unforeseen circumstances do arise, Operation Wallacea reserve the right to revert back to PADI standards on supervising divers. This will be a decision made by the Operation Wallacea representative on site at the advice of the Dive Operations Manager.

### ***2.10 PADI training courses***

All PADI training courses are to be in-water supervised by an instructor. In cases of 5 or more students the Instructor must be assisted by a PADI Divemaster, 4 students or less no Divemaster is required. The maximum ratio is 8 students to each Instructor + Divemaster. The maximum ratio for student:Instructor without in-water assistance from a Divemaster is 4:1.

### ***2.11 All non-training dives and snorkels***

All dives, snorkels and in water activities are to be led and supervised by a dive professional. The maximum ratio for in water supervision is 6 Volunteers: 1 dive professional. Dependent on conditions dive professionals may choose out of water

supervision as the most effective form of supervision for snorkellers, for example, may be shore cover. This must first be approved by the Dive Operations Manager.

All certified divers and snorkellers must in be buddy pairs at all times during in water activities, all buddy pairs must stay in close contact at all times. Teams of snorkellers in areas where there is boat traffic must carry a surface marker buoy (SMB) with them so that they are clearly visible.

Dive Professionals may dive in a three in accordance with PADI regulations. At no point are divers allowed to dive solo.

Divemaster trainees are not included in the student/diver:dive professional ratio. However, they must also not be used as PADI professionals in the ratios.

### **3. Operation Wallacea Dive Procedures**

All diving with Operation Wallacea is to be done within the Operation Wallacea dive standards stated above and must be in line with PADI standards and procedures.

#### ***3.1 General dive and boat procedures***

It is the responsibility of the Boat Leaders to complete a roster slate before departure. The date, departure time, destination and names of all the divers and snorkellers on the boat, together with their starting air pressure should be recorded on the slate, this slate must be handed into the person on radio duty so that a hard copy can be kept on land and the slate to be kept on the boat.

Once on the boat the dive leader must ensure the required safety equipment is on board and all divers have required safety equipment. The dive leader must perform an initial radio check before leaving site.

On arrival at the dive site, the Boat Leader should make a visual assessment of the site to be dived. The Boat leader will then brief the divers on the key features of the dive site, any potential hazards, the duration and profile of the dive (max depth; max dive time; Safety Stop; minimum return tank pressure; recall signal and other underwater signals).

Prior to any divers entering the water a second radio check is completed confirming radio contact with base.

If the dive site chosen is unsuitable for diving that day (e.g. strong currents, high winds), the Dive Leader will abort the dive at that site and proceed to an alternative site after informing the base via radio contact of the change in plan. The dive leader will then assign buddy pairs, ensure that each buddy pair has completed their buddy

check, and ensure that the details of the air pressure of each diver prior to entry is noted on the slate boat roster.

During the period when the divers are underwater, the boat skipper must remain alert and watching the surface for divers.

Divers are to ascend slowly and safely from each dive. The ascent rate for all divers is per the PADI standard rate of a maximum 18m per minute. The ascent to the surface should only begin after completion of the required 3 minute safety stop at 5 metres. If a diver fails to return to the vicinity of the boat by the time of the ascent an SMB is to be deployed during the safety stop to allow the boat to locate the divers prior to surfacing.

The boat driver will help the divers aboard the boat upon surfacing.

Once all divers are on board the dive leader must note the remaining air pressure, maximum depth and maximum dive time for each diver and record the information on the roster slate.

On return to base the roster is handed into the radio room for the information to be written up onto a paper copy.

### ***3.2 Emergency procedures***

All staff are to be briefed on emergency procedures. Copies of the Operation Wallacea risk assessments, emergency action plans and evacuation procedures are to be available to staff throughout the season.

### ***3.3 Missing diver procedures***

***Please refer to emergency recall plans – missing diver or snorkeller.*** If a diver loses sight of their buddy they must stay where they are and search for no longer than one minute in the immediate area before ascending to the surface at a safe rate (18m per min) omitting the safety stop only if they have remained within Operation Wallacea's diving standards. The diver should then reunite with their buddy on the surface. If the diver has dived outside of the recommended profile they must complete necessary safety stops according to PADI's Recreational Dive Planner slate or eRDP ML. If the diver is still unable to locate their buddy they must signal immediately to the boat who will recall all divers/ snorkellers from the water (using recall methods stated below) and begin following the missing diver procedures as stated in recall plan – missing diver or snorkeller.

### ***3.4 Injured diver procedures***

Injured divers are to be brought to the surface at the safe rate of 18m per minute. If they have dived within Operation Wallacea standards then the safety stop may be

omitted, if however either victim, or rescuer, have dived outside of the profile they must complete necessary safety stops according to RDP regulations. On reaching the surface the rescuing diver is to alert the dive boat by using visual or audible safety signal.

### ***3.5 Boat recall procedures***

If at any point during the dive the boat needs to recall all divers and snorkellers the recall system will be 3 long revs of the engine followed by a pause and another 3 long revs or continuous banging of metal on metal, they should ascend at the safe rate of 18m per minute having deployed an SMB at 5m. If the dive has remained within Op Wall standards they must omit the safety stop and return directly to the surface. If the diver has dived outside of the profile they must complete the necessary safety stops as advised by the RDP.

## **4. Dive equipment requirements**

### ***4.1 PADI dive training:***

All students taking part in PADI dive training must have all equipment, required materials as stated in the PADI standards. All PADI professionals teaching/assisting with PADI training must also have the required materials and equipment as stated in the course standards.

### ***4.2 Certified divers / science staff***

All certified divers are responsible for diving within Operation Wallacea standards therefore must have the following monitoring devices;

1. Depth gauge
2. Submersible pressure gauge (SPG)
3. Timing device (strongly recommended)

Both dive computers and compasses are recommended, however Operation Wallacea do not set this as a compulsory requirement as all certified divers do still dive with a dive professional.

All divers and snorkellers must wear appropriate protection from the temperature and environment; this is often dependent on site however long wetsuits are generally suitable.

All dive professionals must carry one audible (whistle) and one visual (Surface Marker Buoy) safety-signaling device. It is recommended that certified divers diving with a professional should also have either an audible or visual signaling device.



Groups of snorkellers should always carry an SMB to signal their presence to boat traffic. There should be a minimum of 1 SMB per 6 snorkellers. Groups should still be divided into buddy pairs, and all individuals must stay within 5 metres of each other and 5 metres of the SMB.

## **5. Required safety equipment**

*In the case of shore diving, safety equipment should be easily accessible in the case of an emergency. Site-specific emergency procedures should be explained to each dive professional prior to any in-water activity from the shore and it must be insured that the professionals are happy with how to use the equipment if the situation should arise. Equipment on shore should include a minimum of:*

1. Oxygen kit suitable for both breathing and non-breathing patient with sufficient oxygen supply to return to site.
2. First aid kit including hot water thermos and vinegar to deal with marine organism injuries.

*Each dive boat must have the following equipment on board. It is the responsibility of the dive leader to check all equipment is on board prior to each dive. It is also the responsibility of the dive operations manager to regularly check all equipment is in good working order.*

1. Oxygen kit suitable for both breathing and non-breathing patient with sufficient oxygen supply to return to site.
2. First aid kit including hot water thermos and vinegar to deal with marine organism injuries.
3. A floatation device/life ring
4. A radio for contact to base and other dive boats
5. A fully completed dive roster detailing all volunteers, students and staff on the boat

## **6. Definitions of Roles and Responsibilities**

### **6.1 Dive Operations Manager**

- It is the responsibility of the Dive Operations Manager to ensure that all dives and in water activities are scheduled and planned ensuring there are sufficient members of staff to meet Operation Wallacea and PADI requirements.

- Ensure that student record files are accurately completed and kept for all student divers.

- Ensure that all PADI forms for both student divers; certified divers and PADI professionals are correctly completed before any in water activities.
- The Dive Operations Manager must ensure that all PADI training courses meet PADI/BSAC requirements.
- Ensure that all non – training dives, snorkels and in water activities meet Operation Wallacea's standards

- A hard copy of all dive rosters must be reviewed and a record kept
- All dive professionals, students, volunteers and visitors must be fully briefed on Operation Wallacea dive standards and procedures prior to any in water activities.
- Ensure that all divers, including professionals undertake a check dive prior to any other dive activity. The exception to this being PADI open water students.
- Overseeing the care and maintenance of all dive equipment including boats, compressors, dive equipment and safety equipment.
- All other duties and responsibilities as stated in individual contracts

## **6.2 Dive Instructors**

- It is the dive instructor's duty to carry out dive training as required of them by the dive operations manager.
- It is the Dive Instructor's responsibility to ensure all training is done within PADI and Operation Wallacea standards.
- Ensure that student record files are accurately completed and kept for all student divers.
- Ensure that all PADI forms for are correctly completed before any in water activities and that all students meet the requirements for their course.
- Any other duties and responsibilities as stated in individual contracts

## **6.3 Divemasters and Dive Leaders**

**Dive leaders are defined as a PADI Divemaster or above, or in the case of local staff in Cuba, an alternative certifying agency to PADI (such as, but not limited to: SSI Dive Leader, ACUC Divemasters, or CMAS Four Star Rating or higher), who have been assigned to lead and supervise in water activities. Their roles are as follows:**

- Ensure that all diving is done within Operation Wallacea dive standards and PADI Standards and procedures.
- Have knowledge of Operation Wallacea Emergency action plans.
- Plan the dives/ snorkels as directed by the Dive Operations Manager, including assigning buddy pairs.
- Brief all divers and snorkellers prior to any in-water activities.
- Ensure that buddy checks are carried out and each diver carries with them the required safety equipment
- Ensure that all dive procedures are met including completed dive roster forms, radio checks etc.
- When supervising boat dives and snorkels ensure that all necessary medical and safety equipment is on board.
- It is the Dive Leader's responsibility to carry out all duties, which are required of them by the dive operations manager and their individual contracts.

#### ***6.4 Certified divers and science staff***

- It is the responsibility of all certified divers to ensure that they follow all Operation Wallacea dive standards and procedures and that all dives are performed within PADI standards.
- Certified divers must listen carefully to dive briefings and follow instructions of the dive leader.
- Certified divers must be fully aware of all emergency procedures and recall systems.
- All divers must carry out buddy checks prior to each dive.
- It is the responsibility of all divers to ensure that their equipment is in safe working order and that they have all the required safety equipment.

### **7. Insurance**

All Dive Professionals are to have professional liability insurance as required by PADI and stated in Operation Wallacea diver contract. For all students, volunteers and science staff the activity of diving is covered by the Operation Wallacea insurance policy if done within Operation Wallacea dive standards.

## **8. Night dive specific standards and procedures**

Night dives are to be undertaken only by advanced divers or above. The exception to this is when a night dive is completed as part of the Advanced Open Water course.

**Profile:** the maximum depth for a night dive is 14 metres. The maximum dive time remains 50 minutes including the 5-minute safety stop at 5 metres. All divers must enter the water at pressure group A or be completely off gassed.

**Supervision:** the supervision levels remain the same as stated in the general standards and procedures.

**Equipment:** Each diver must have at least one main touch, between the buddy pair there must also be a back up touch. A glo tube or cyalume stick should be attached to the tank valve of each

**Dive Boat:** The dive boat must remain moored in a stationary position, the mooring line/ shot line is to be marked with a strobe at the surface to indicate the boats location, a glo tube should be placed at 5 metres to indicate position for Safety stop, a third tube is also placed at 10mtrs. Throughout the dive boat crew should remain on the surface and alert for surfacing divers. Each boat should carry equipment as stated in the general standards but also carry a dive touch and a touch suitable for a surface search.

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: April 23, 2014

Action Item   X  

To: Board of Trustees

Information Item

From: Rebecca Lawson  
Coordinator or Curriculum

1 Attached Page

Initials: RL

### **SUBJECT: Instructional Materials Adoption 6th-12th Grade Math Textbooks**

In December 2013, CJUSD formed a committee to begin the process of selecting Math textbooks for adoption. The committee, with representation from all sites, reached agreement in recommending the textbooks from College Preparatory Mathematics (CPM), a non-profit educational corporation. The committee further recommended that CPM be our 6th-12<sup>th</sup> grade adopted Math curriculum. With the adoption of these materials, we will have completed our adoption cycle for Math materials.

To ensure compliance with Williams Legislation, we have outlined which specific materials we will be adopting. We will be receiving "gratis" materials, but they are not listed on the adopted materials list. The attached page also outlines the criteria the committee used to select this publisher.

Our 6th grade through 8<sup>th</sup> grade materials were selected from the State approved textbook list.

**RECOMMENDATION:** CJUSD Board of Trustees to approve the adoption of College Preparatory Mathematics curriculum for our 6th through 12<sup>th</sup> grade classrooms.

### CJUSD Adoption Process

Three years of collaboration between sites and grade levels, professional development on Common Core math standards and the exploration of multiple standards aligned curriculum options has lead to the CJUSD Math Adoption Committee's recommendation for 6-12 math adoption. The following provides an outline of the process.

Wilson C. Riles & Center High School math departments attend *Pathways to Common Core Mathematics*-Dr. Callahan professional development & collaborative planning series to promote cohesive implementation of the Common Core Mathematics Standards over 3 a month timeframe

#### **Kick Off meeting held December 5, 2013**

- Goals and timeline of the District Math Adoption discussed
- Traditional vs. Integrated pros and cons discussion and vote
- District Philosophy K-12 an integrated discovery approach for students to build an understanding of mathematics through the Common Core State Standards

#### **Invited Publishers presentations held on February 14, 2014**

- Carnegie Learning
- Pearson
- CPM (College Preparatory Mathematics)

#### **Grades 6-8 Classroom Piloting of all 3 presented publishers February-March, 2014**

#### **Discussion, analysis, and determination of curriculum recommendation on March 24, 2014**

- Each Committee member shared the pros and cons of their piloting curriculum
- An official vote was taken with 5 for CPM and 1 for Pearson/Digits (a 6th-8th grade program)
- **The recommendation from the vote is to adopt grades 6-12: CPM (College Preparatory Mathematics) [www.cpm.org](http://www.cpm.org)**
- Planning of future dates for agenda items including: collaborative topics, professional development needs and ideas