

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
**600 SIXTH STREET, SUITE 400,**  
**LINCOLN, CALIFORNIA 95648**  
**Phone: 916.645.6350 Fax: 916.645.6356**

**MEMBERS OF THE GOVERNING BOARD**

Brian Haley - President  
 Damian Armitage - Vice President  
 Kris Wyatt - Clerk  
 Paul Long - Member  
 Paul Carras - Member

**DISTRICT ADMINISTRATION**

Scott Leaman, Superintendent  
 Ryan Davis, Assistant Superintendent of Personnel Services  
 Audrey Kilpatrick, Assistant Superintendent of Business & Operations  
 Kerry Callahan, Assistant Superintendent of Educational Services

<b>School</b>	<b><u>STUDENT ENROLLMENT</u></b>		
	<b>2013-14 CALPADS</b>	<b>4/7/2015</b>	<b>5/5/2015</b>
Sheridan Elementary (K-5)	86	78	78
First Street Elementary (K-5)	492	468	466
Carlin C. Coppin Elementary (K-5)	402	390	390
Creekside Oaks Elementary (K-5)	635	629	630
Twelve Bridges Elementary (K-5)	682	633	633
Foskett Ranch Elementary (K-5)	529	486	488
Lincoln Crossing Elementary (K-5)	701	657	656
Glen Edwards Middle School (6-8)	732	794	789
Twelve Bridges Middle School (6-8)	824	800	800
Lincoln High School (9-12)	1,610	1,591	1,580
Phoenix High School (10-12)	62	80	76
<b>TOTAL</b>	<b>6755</b>	<b>6,606</b>	<b>6,586</b>

**Fee Based Programs**

Twelve B.E. 19 A.M.  
 First Street 12 A.M./14 P.M.

**Parent Education** 129

**Pre-K/Special Ed**

Foskett 18  
 First Street 74

**State Preschool**

First & L Street 23 A.M. /21 P.M.  
 Carlin Coppin 24 A.M.  
 Sheridan 12 A.M.

**GLOBAL DISTRICT GOALS**

- Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
- Foster a safe, caring environment where individual differences are valued and respected.
- Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
- Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
- Promote student health and nutrition in order to enhance readiness for learning.

**Western Placer Unified School District**  
**Regular Meeting of the Board of Trustees**  
May 19, 2015, 7:00 P.M.  
First Street Elementary School – Multi-Purpose Room  
1400 First Street, Lincoln, CA 95648

**AGENDA**

**2014-2015 Goals & Objectives (G & O) for the Management Team:** Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

**All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.**

**5:40 P.M. START**

1. **CALL TO ORDER** – First Street Elementary School – Conference Room

2. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Multi-Purpose Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

**5:45 P.M.**

3. **CLOSED SESSION** – First Street Elementary School – Conference Room

3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Ryan Davis, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

~Kerry Callahan, Assistant Superintendent of Educational Services

3.2 **PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release

3.3 **INTERDISTRICT ATTENDANCE APPEAL**

- a. Interdistrict Request Appeal 15/16 – 22
- b. Interdistrict Request Appeal 15/16 – 23
- c. Interdistrict Request Appeal 15/16 – 24
- d. Interdistrict Request Appeal 15/16 – 25
- e. Interdistrict Request Appeal 15/16 – 26
- f. Interdistrict Request Appeal 15/16 – 27
- g. Interdistrict Request Appeal 15/16 – 28
- h. Interdistrict Request Appeal 15/16 – 29
- i. Interdistrict Request Appeal 15/16 – 30

Agenda

7:00 P.M.

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4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**– Twelve Bridges Elementary School, Multi-Purpose Room  
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Ryan Davis, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

~Kerry Callahan, Assistant Superintendent of Educational Services

4.2 **PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release

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- d. Interdistrict Request Appeal 15/16 – 25
- e. Interdistrict Request Appeal 15/16 – 26
- f. Interdistrict Request Appeal 15/16 – 27
- g. Interdistrict Request Appeal 15/16 – 28
- h. Interdistrict Request Appeal 15/16 – 29
- i. Interdistrict Request Appeal 15/16 – 30

5. **SPECIAL ORDER OF BUSINESS**

School Being Featured: First Street Elementary School

6. **CONSENT AGENDA**

**NOTICE TO THE PUBLIC**

All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

- 6.1 Certificated Personnel Report
- 6.2 Classified Personnel Report
- 6.3 Waiver of California High School Exit Exam Requirement for Diploma for Special Education Students Who Have Passed CAHSEE Math and/or CAHSEE ELA, with Modifications, LHS Students #A-1 – A-10.
- 6.4 Ratification of Contract with Schoology
- 6.5 Ratification of Contract with Starstruck Showcase and Foskett Ranch Elementary School.
- 6.6 Ratification of Contract with Total Compensation Systems, Inc. and Western Placer Unified School District.
- 6.7 Ratification of Contract with Bill Smith Photography and Lincoln Crossing Elementary.

**Agenda**

- 6.8 Ratify Contract between Capitol Public Finance Group and Western Placer Unified School District.

*Roll call vote:*

**7. COMMUNICATION FROM THE PUBLIC**

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**8. REPORTS & COMMUNICATION**

- 8.1 Lincoln High School Student Advisory – Jillian Loya  
8.2 Western Placer Teacher’s Association – Tara McCroskey  
8.3 Western Placer Classified Employee Association – Mike Kimbrough  
8.4 Superintendent - Scott Leaman

**9. ♦ACTION ♦DISCUSSION ♦INFORMATION**

Members of the public wishing to comment on any items should complete a yellow **REQUEST TO ADDRESS BOARD OF TRUSTEES** form located on the table at the entrance to the Multi-Purpose Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

**9.1 Information/ MAY REVISION – UPDATE OF 2015-16 GOVERNOR’S**

**Discussion PROPOSED STATE BUDGET - Kilpatrick (14-15 G & O Component I, II, III, V, IV)**

•On May 14, 2015, Governor Jerry Brown released his May Revision to the proposals for the 2015-16 State Budget. The May Revision is a statutory opportunity for the Governor to recast his proposals in light of the latest economic data.

Staff is reviewing the information and details of the Governor’s May Revision and will also be attending the School Services of California May Revise conference on May 19, 2015 where more detailed information will be provided.

Staff will update the Board of Trustees on the latest 2015-16 State budget information based on the Governor’s May Revision and the effect on the District for the 2015-16 fiscal year.

**9.2 Action ADOPTION OF REVISED/NEW POLICIES/REGULATIONS/**

**EXHIBITS – Leaman (14-15 G & O Component I, II, III, IV, V)**

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 3513.3 - Tobacco-Free Schools
- BP/AR 4131 - Staff Development
- BP/AR 4231 - Staff Development
- BP/AR 4331 - Staff Development
- BP/AR 5123 - Promotion/Acceleration/Retention
- BP 5131.62 – Tobacco



May 19, 2015

Agenda

- BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions
- BP/AR 5144.1 - Suspension and Expulsion/Due Process
- BP/AR 6141.5 - Advanced Placement
- BP/AR 6142.91 - Reading/Language Arts Instruction
- BP 6142.92 - Mathematics Instruction
- BP/AR 6151 - Class Size
- BP 6162.5 - Student Assessment
- BP 6162.54 - Test Integrity/Test Preparation
- BP/AR 6164.2 - Guidance/Counseling Services
- BP/AR 6173.1 - Education for Foster Youth
- BP 6177 - Summer Learning Programs
- BP/AR 6184 - Continuation Education

**10. BOARD OF TRUSTEES**

**10.1 FUTURE AGENDA ITEMS**

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- High School in the Twelve Bridges Area
- Lincoln Crossing Elementary South/Facilities Update
- Community Information Breakfast (*Fall*)

**10.2 BOARD MEMBER REPORTS/COMMENTS**

**11. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

- **June 2, 2015 7:00 P.M.**, Regular Meeting of the Board of Trustees – Lincoln High School - Performing Arts Theater
- **June 16, 2015 7:00 P.M.**, Regular Meeting of the Board of Trustees – Lincoln High School - Performing Arts Theater

**12. ADJOURNMENT**

<p><b>BOARD BYLAW 9320:</b> Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1</p>
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Posted: 051515

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**DISCLOSURE  
OF ACTION  
TAKEN IN  
CLOSED SESSION,  
IF ANY**

# Western Placer Unified School District

## CLOSED SESSION AGENDA

Place: First Street Elementary School – Conference Room

Date: Tuesday, May 19, 2015

Time: 5:45 P.M.

1. LICENSE/PERMIT DETERMINATION
2. SECURITY MATTERS
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
6. LIABILITY CLAIMS
7. THREAT TO PUBLIC SERVICES OR FACILITIES
8. **PERSONNEL**
  - \* PUBLIC EMPLOYEE APPOINTMENT
  - \* PUBLIC EMPLOYEE EMPLOYMENT
  - \* PUBLIC EMPLOYEE PERFORMANCE EVALUATION
  - \* PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE
  - \* COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
9. **CONFERENCE WITH LABOR NEGOTIATOR**
10. **STUDENTS**
  - \* STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
  - \* STUDENT PRIVATE PLACEMENT
  - \* **INTERDISTRICT ATTENDANCE APPEAL**
  - \* STUDENT ASSESSMENT INSTRUMENTS
  - \* STUDENT RETENTION APPEAL, Pursuant to BP 5123
  - \* DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION
  1. LICENSE/PERMIT DETERMINATION
    - A. Specify the number of license or permit applications.
  2. SECURITY MATTERS
    - A. Specify law enforcement agency
    - B. Title of Officer

3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
  - A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
  - B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
  - C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.
4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
  - A. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
  - B. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
  - A. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
  - B. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
  - A. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
  - B. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
  - A. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
  - A. **PUBLIC EMPLOYEE APPOINTMENT**
    - a. Identify title or position to be filled.
  - B. **PUBLIC EMPLOYEE EMPLOYMENT**
    - a. Identify title or position to be filled.
  - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
    - a. Identify position of any employee under review.
  - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
    - a. It is not necessary to give any additional information on the agenda.
  - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
    - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
  - A. Name any employee organization with whom negotiations to be discussed are being conducted.
  - B. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
  - C. Identify by name the agency's negotiator
10. **STUDENTS:**
  - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
  - B. **STUDENT PRIVATE PLACEMENT**
    - a. Pursuant to Board Policy 6159.2
  - C. **INTERDISTRICT ATTENDANCE APPEAL**
    - a. Education Code 35146 and 48918
  - D. **STUDENT ASSESSMENT INSTRUMENTS**
    - a. Reviewing instrument approved or adopted for statewide testing program.
  - E. **STUDENT RETENTION/ APPEAL**
    - a. Pursuant to Board Policy 5123
  - F. **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
    - a. Prevent the disclosure of confidential student information.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Ryan Davis, Assistant Superintendent  
of Personnel Services

Audrey Kilpatrick, Assistant Superintendent  
Business and Operations

Kerry Callahan, Assistant Superintendent of  
Educational Services

**AGENDA ITEM AREA:**

Disclosure of action taken in  
closed session

**REQUESTED BY:**

Ryan Davis

Assistant Superintendent  
of Personnel Services

**ENCLOSURES:**

No

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the board of trustees be updated on negotiations.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/  
DISMISSAL/RELEASE

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Ryan Davis  
Assistant Superintendent of Personnel Services

**ENCLOSURES:**

No

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

Yes

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**BACKGROUND:**

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

**RECOMMENDATION:**

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Interdistrict Appeal

**AGENDA ITEM AREA:**

Disclosure of Action Taken in  
Closed Session

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 15/16 - 22
- Interdistrict Request Appeal 15/16 - 23
- Interdistrict Request Appeal 15/16 - 24
- Interdistrict Request Appeal 15/16 - 25
- Interdistrict Request Appeal 15/16 - 26
- Interdistrict Request Appeal 15/16 - 27
- Interdistrict Request Appeal 15/16 - 28
- Interdistrict Request Appeal 15/16 - 29
- Interdistrict Request Appeal 15/16 - 30

**ADMINISTRATION RECOMMENDATION:**

Disclose any action taken.

**SPECIAL  
ORDER  
OF  
BUSINESS**



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Featured School:  
First Street Elementary School

**AGENDA ITEM AREA:**

Special Order of Business

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

May 19, 2015

**ROLL CALL VOTE:**

No

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**BACKGROUND:**

First Street Elementary School will share a short presentation to the Board of Trustees.

**RECOMMENDATION:**

Administration recommends the Board of Trustees enjoy the presentation.

# First Street School

Western Placer Unified School District  
"Excellence in Education"



First Street School  
Board Presentation – May 19, 2015  
7:00 PM – FSS Multi-Purpose Room

First Street School is delighted to have an opportunity to highlight some of the wonderful features of our school to the Western Placer Unified School District Board of Trustees. During our presentation we will feature the following items:

- ✓ Recognition of Outstanding Athletic Achievement by Elena Ivaldi  
-Elena is part of a competitive wrestling club and competes, primarily, against boys and does extremely well.
  
- ✓ Overview of our Kindergarten Bootcamp Intervention Program  
-We initiated this intervention program two years ago and have found it to be very effective for our struggling kindergarten students.
  
- ✓ Performance by our Elementary Band under the direction of Mr. Albert Medina

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1400 First Street  
Lincoln, CA 95648

*Rubén Ayala, Principal*

Phone: (916) 645-6330  
Fax: (916) 645-6284

5.1

**CONSENT**

**AGENDA**

**ITEMS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

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**SUBJECT:**

Certificated Personnel Report

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Ryan Davis

Assistant Superintendent of Personnel Services



**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

Categorical/General

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

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**BACKGROUND:**

The Board of Trustees will take action to approve the certificated personnel report.

**RECOMMENDATION:**

Administration recommends ratification of the certificated personnel report.

6.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

**PERSONNEL REPORT**

**May 19, 2015**

**CERTIFICATED/MANAGEMENT**

**REQUEST FOR LEAVE OF ABSENCE/TEACHER ON SPECIAL ASSIGNMENT**

1.     **Name:**                                 Lori Fury  
       **Position:**                         From: Math Teacher To: Teacher on Special Assignment  
       **FTE:**                                     1.0  
       **Effective Date:**                     July 1, 2015  
       **Site:**                                     From: Glen Edwards Middle To: District Office
  
2.     **Name:**                                 Jennifer Sperber  
       **Position:**                         From: 4<sup>th</sup> Grade Teacher To: Teacher on Special Assignment  
       **FTE:**                                     1.0  
       **Effective Date:**                     July 1, 2015  
       **Site:**                                     From: Foskett Ranch Elementary To: District Office

**RESIGNATIONS:**

1.     **Name:**                                 Ryan Davis  
       **Position:**                         Assistant Superintendent of Personnel Services  
       **FTE:**                                     1.0  
       **Effective Date:**                     June 30, 2015  
       **Site:**                                     District Office

6.1.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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**SUBJECT:**

Classified Personnel Report

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Ryan Davis   
Assistant Superintendent, Personnel Services

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General Fund/Categorical

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

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**BACKGROUND:**

The Board of Trustees will take action to approve the classified personnel report.

**RECOMMENDATION:**

Administration recommends ratification of the classified personnel report.

6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
PERSONNEL REPORT

May 19, 2015

CLASSIFIED/MANAGEMENT

RESIGNATIONS:

1. Name: Caroldee Althouse  
Position: Instructional Aide Special Ed.  
Site: Twelve Bridges Middle School  
Hours: 6.1 Hours/Day  
Effective: 6/30/15
  
2. Name: Rosie Kirkland  
Position: Lead Program Facilitator  
Site: District Office  
Hours: 5 Hours/Day  
Effective: 7/1/15

6.2.1

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

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**SUBJECT:**  
CAHSEE Exemptions & Waivers

**AGENDA ITEM AREA:**  
Consent

**REQUESTED BY:**  
Kerry Callahan *KC*

**ENCLOSURES:**  
No

**DEPARTMENT:**  
Educational Services

**FINANCIAL INPUT/SOURCE:**  
NA

**MEETING DATE:**  
May 19, 2015

**ROLL CALL REQUIRED:**  
NO

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## BACKGROUND:

All students graduating from high school must complete the class credits required by their local high school and pass the California High School Exit Examination (CAHSEE) in the areas of English Language Arts (ELA) and Mathematics (Math) in order to earn a high school diploma.

Students with an IEP or 504 Plan may qualify for a State CAHSEE Exemption through AB1705 and Ed Code 60851-52, which was extended to July 1, 2015, and may receive their high school diplomas without satisfying the CAHSEE requirement. However, their transcripts will NOT indicate satisfaction of the CAHSEE requirement.

Students with an IEP or 504 Plan that allows for the use of modifications on testing including the CASHEE may also qualify for a CAHSEE Local Waiver with Board approval pursuant to EC60851-52 if they achieve a passing score on CAHSEE using those modifications. Students meeting CAHSEE requirement this way DO have indication of satisfaction of the CAHSEE requirement on their transcripts.

Students with an IEP or 504 Plan may also qualify for a CAHSEE Local Streamlined Waiver with Board approval pursuant to EC60851-52 if they achieve certain scores on other assessments that are considered to be equivalent of passing CAHSEE (CST ELA Basic in Grade 10, CMA ELA Proficient in Grade 10, basic on CST Algebra I without modifications, or Proficient on CMA Algebra I). Students meeting CAHSEE requirements in this way DO have indication of satisfaction of the CAHSEE requirement on their transcripts.



## WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

Students #A-1 through #A-10 at Lincoln High School are senior students with special needs, each with a current IEP or 504 Plan, who qualify for a CAHSEE Exemption and/or for a Local or Local Streamlined Waiver.

- #A-1 Math and ELA – Local Streamlined Waiver
- #A-2 Math – Local Streamlined Waiver
- #A-3 Math – Local Streamlined Waiver; ELA – Local Waiver
- #A-4 Math and ELA – Local Streamlined Waiver
- #A-5 Math and ELA – Local Waiver
- #A-6 Math – Local Streamlined Waiver
- #A-7 Math and ELA – Exempt
- #A-8 Math and ELA – Exempt
- #A-9 Math – Exempt
- #A-10 Math – Exempt

### **RECOMMENDATION:**

Administration recommends that the board approve the CAHSEE Exemptions and CAHSEE Local and Local Streamlined Waivers for Students #A-1 through #A-10 above.

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Ratification of Contract with Schoology

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Kerry Callahan *KC*

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

2015-2016 LCFF Supplemental

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

No

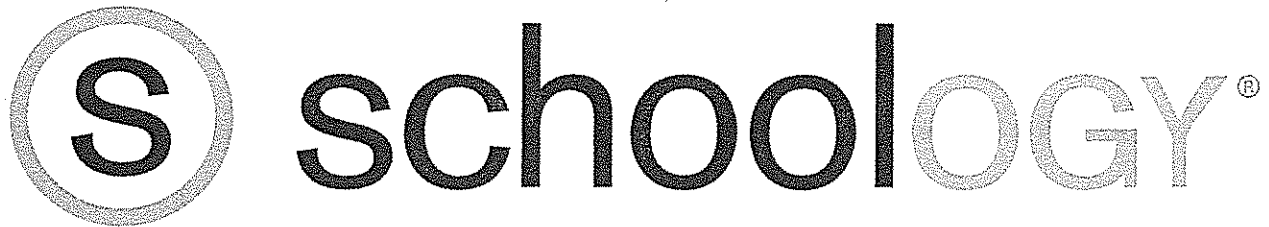
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**BACKGROUND:**

The attached contract is with Schoology for an online learning management system (digital learning environment) for Glen Edwards, Twelve Bridges Middle, Lincoln High, and Phoenix High.

**RECOMMENDATION:**

Administration recommends that the Board ratify the contract proposal agreement between Schoology and Western Placer Unified School District.



Learning Management System

ENTERPRISE EDITION

*Sales Order for:*

## **Western Placer Unified School District**

**Western Placer Unified School District - Twelve Bridges Middle School**

**600 6TH St Ste 400**

**Lincoln, CA 95648-1787**

Bill Frenzel

bfrenzel@schoolology.com

**Schoolology, Inc.**

115 W. 30th St., 10<sup>th</sup> Floor

New York, NY 10001

[www.schoolology.com](http://www.schoolology.com)

## Introduction

Schoolology proposes to work closely with Western Placer Unified School District to implement a digital learning environment that promotes learning, communication, and collaboration inside and outside of the classroom.

Schoolology is a dynamic, user-centric learning management solution that adjusts to any educational environment. Schoolology's versatility derives from three key components: learning management, enhanced communication, and third-party integration. Using Schoolology's engaging tools, educators can create custom courses, pace students individually, and differentiate instruction. Schoolology also facilitates improvement by providing educators access to globally shared resources. Finally, Schoolology seamlessly integrates third-party software via its advanced API. This award-winning, comprehensive approach ensures engagement and magnifies achievement worldwide.

After launching in 2009, Schoolology is now in more than 25,000 schools and organizations across more than 132 countries worldwide. Schoolology is transforming learning by making academic improvement more accessible. Thousands of schools around the world are working together to engage students more effectively, and this is just the beginning.

## Implementation Project Plan

After we have received Western Placer Unified School District's signed Sales Order, Western Placer Unified School District's dedicated Client Consultant will send a brief questionnaire to gather all of the necessary account information and project goals. Upon receiving the questionnaire, the Client Consultant will schedule a kickoff call to begin the implementation process. During the kickoff call, the Client Consultant will review all of the initial setup steps that

Western Placer Unified School District will need to get started, as well as address any potential questions or needs that Western Placer Unified School District might require.

After the kickoff call, Western Placer Unified School District will have access to Schoology's consulting services, which includes weekly check-in and support during implementation. During this process, we look for specific milestone objectives that include setup for users, courses, single sign-on integration, branding (custom domain, logos etc.) and product training. Schoology will provide continual support throughout the implementation process through our dedicated Client Consultants and tiered support system.

## Enterprise Subscription

Schoology offers a complete cloud-based solution. All hardware, database, and maintenance costs are included in the pricing. Western Placer Unified School District will **not** incur costs associated with system upgrades or releases that improve the current features.

### 1. LDAP/Single Sign-On (SSO) Integration

Schoology will make available a SSO script that can be used to establish SSO with third party applications and directories. This will mean that all users will be able to use their school assigned username and password to access the Schoology environment. Western Placer Unified School District will still maintain all usernames, passwords, user groups, roles, and account names locally.

### 2. Advanced User Management

Western Placer Unified School District will have access to Schoology's Advanced User Management Interface which allows administrators to manage user roles, permissions, privacy, and overall system settings. This also affords administrators the ability to bulk-add

users either using import files or, for more advanced users, programmatically via our REST API.

### **3. Enterprise Management Interface**

Western Placer Unified School District will be able to create multiple buildings using the Enterprise Management Interface. Administrators can organize users into individual buildings, and they can designate different users as administrators. The system administrator is able to then manage all users and schools from the main parent account while certain administrators will be responsible for a particular group of users across different buildings.

### **4. School Site Branding**

Schoolology will provide custom branding services to the Schoolology interface for Western Placer Unified School District. Schoolology will brand the top banner and links with Western Placer Unified School District's desired color scheme, and Schoolology will also replace the Schoolology logo with Western Placer Unified School District's organization logo. In addition, Western Placer Unified School District will receive domain customization (e.g. [lms.schoolname.org](https://lms.schoolname.org)) or subdomain customization (e.g. [schoolname.schoolology.com](https://schoolname.schoolology.com)).

### **5. Support Services**

Schoolology offers two levels of support:

- a. The first level is community-based support that is available to all administrators and instructors via a "Feedback/Support" button located in the dropdown menu in the upper right corner of Schoolology. Community support is helpful for finding frequently asked questions and for posting new ideas. As part of your support management practices, you may choose to recommend this level of support for teachers and other staff or faculty at your school.

- b. The second level is dedicated support. As an enterprise client you have access to our dedicated support. You may choose up to three (3) dedicated support contacts from your school/district, whose role is to relay any questions, concerns or ideas to the Schoolology team. These three (3) main support contacts can contact Schoolology by:
1. Phone: Support contacts may contact a Schoolology representative by using a support code listed in the "Feedback/Support" button (only visible to support contacts).
  2. Email: Support contacts may email a Schoolology representative by emailing [help@schoolology.com](mailto:help@schoolology.com).
  3. Ticketing System: Support contacts may create their own support tickets by going directly to [support.schoolology.com](http://support.schoolology.com).

## Services

### 6. System Configuration

Western Placer Unified School District's Client Consultant will support you in training a small group of Schoolology power users and project leaders. This group will be given the opportunity to review key Schoolology features in depth, discuss best practices and utilize support and training materials with their client consultant.

Schoolology will assist in the configuration of Western Placer Unified School District's system including items such as account creation/management, system settings, single sign-on, product training and overall implementation strategy. After the kickoff call, the Client Consultant will provide a launch pack that serves as a resource guide for setting up the Schoolology system and providing product training for your faculty.

## Master Services Agreement

By accepting this Sales Order, you are agreeing to the terms of the Schoolology Master Subscription Agreement, which is located here:

<https://dl.dropboxusercontent.com/u/64457365/Schoolology%20MSA%2020130411.pdf>

### SUBSCRIBER NAME:

Western Placer Unified School District

Signature: K Callahan

Printed Name: Kerry Callahan

Title: Asst. Supt. of ed. services

Date: 5/4/15



# Enterprise Cost Summary

## Exhibit A – Pricing

Description	Quantity	Rate	Subtotal
Twelve Bridges Middle School- Enterprise Subscription (07/01/2015 – 06/30/2016)	810.00	\$6.00 Per Student	\$4,860.00
Glen Edwards Middle School- Enterprise Subscription (05/01/2015 – 06/30/2016)	840.00	\$6.00 Per Student (per 12 Months)	\$5,880.00
Lincoln High School- Enterprise Subscription (07/01/2015 – 06/30/2016)	1500.00	\$6.00 Per Student	\$9,000.00
Phoenix High School- Enterprise Subscription (07/01/2015 – 06/30/2016)	80.00	\$6.00 Per Student	\$480.00
Twelve Bridges Middle School- Implementation	1.00	\$2,500.00	\$2,500.00
			\$22,720.00

Grand Total: US \$22,720.00

The initial payment is due 30 days after the invoice date. All renewal subscriptions are invoiced 30 days prior to the start of the new term. Payment for renewal subscriptions must be received within 10 business days after the start of a new term.

***This Sales Order is valid until June 21, 2015.***

Thank you for your business!

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

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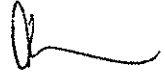
### SUBJECT:

Ratification of Contract with  
Starstruck Showcase and  
Foskett Ranch Elementary School

### AGENDA ITEM AREA:

Consent

### REQUESTED BY:

Audrey Kilpatrick   
Assistant Superintendent of  
Business and Operations

### ENCLOSURES:

Yes

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

Local Site Funds

### MEETING DATE:

May 19<sup>th</sup>, 2015

### ROLL CALL REQUIRED:

No

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### BACKGROUND:

The attached contract is for services with Starstruck Showcase and Foskett Ranch Elementary School for the 2015-16 school year. The services include student instruction starting on Tuesday, October 20<sup>th</sup>, 2015 and every Tuesday and Thursday after that until the final performance on Thursday, December 3<sup>rd</sup>, 2015. The cost of these services is \$3,700.00 and will be paid with Local Site Funds.

### RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Starstruck Showcase and Foskett Ranch Elementary School.

6.5

# Starstruck Showcase



## STARSTRUCK SHOWCASE Reservation Agreement

1. **Purpose of and Parties to the Agreement:** This agreement is entered into by the two parties in order to reserve the dates for conducting the Starstruck Showcase program at the school identified below on the date specified. This agreement is made between Carrie Pereira, Starstruck owner and

Foskett Ranch 1434-5255  
Name of School Phone #  
1561 Jordan PKUW  
Address  
Lincoln, Ca. 95648  
City, State, Zip Code

2. **Start Date:** Tues. Oct. 20<sup>th</sup>, 2015  
3. **End Date:** Thurs. Dec. 3<sup>rd</sup>, 2015  
4. **Teaching Days:** Tues. & Fri. (One Wed. & Thurs.)  
5. **Show Dates:** Wed. Dec. 2<sup>nd</sup> & Thurs. Dec. 3<sup>rd</sup>  
6. **Number of Students expected to participate:** approx 500  
7. **Do you think we can get the teachers to participate once a week in the mornings, before school starts, and learn a dance of their own that I will teach and then they will perform in the show?** yes  
8. **Fee:** The agreed to fee is: \$ 3700.00 (Fee needs to be paid one weeks after final show date.)  
9. **Cancellation:** The parties agree that there will be no penalty if either party finds it necessary to cancel this agreement. However both parties agree to notify the other party at least two months in advance, giving each party time to find a replacement if needed.

Carrie Pereira 1-4-9-15 [Signature] 1/5/15  
Carrie L. Pereira Date School Representative Date

6.5.1

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

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5. Promote student health and nutrition in order to enhance readiness for learning.


### SUBJECT:

Ratification of Contract with Total  
Compensation Systems, Inc. and  
Western Placer Unified School District

### AGENDA ITEM AREA:

Consent

### REQUESTED BY:

Audrey Kilpatrick   
Assistant Superintendent of  
Business and Operations

### ENCLOSURES:

Yes

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

General Fund – Business Office

### MEETING DATE:

May 19<sup>th</sup>, 2015

### ROLL CALL REQUIRED:

No

### BACKGROUND:

The attached contract is for services with Total Compensation Systems, Inc. (TCS) and Western Placer Unified School District. The services TCS will perform are an actuarial valuation to be completed by July 1, 2015. The valuation includes full audit support for two years plus all actuarial support that is required by CalPERS to maintain participation in the CERBT program. The cost of these services is \$6,200.00 and will be paid with General Fund – Business Office.

### RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Total Compensation Systems, Inc. and Western Placer Unified School District.

6.6

# TCS Total Compensation Systems, Inc.

April 22, 2015

Carrie Carlson  
Director of Business Services  
Western Placer Unified School District  
600 6th St Ste 400  
Lincoln, CA 95648-1787

Dear Ms. Carlson,

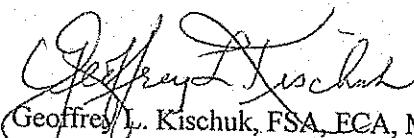
As you know, due to GASB 57, CalPERS requires an actuarial valuation to be done as of July 1, 2015 for all agencies participating in its CERBT program.

TCS has performed a CERBT valuation for Western Placer Unified School District in the past. We would very much like to have the opportunity to perform the 2015 valuation. With well over 500 California public agency GASB 45 clients — including more than 70 participating in CERBT — Total Compensation Systems, Inc. (TCS) is almost certainly the foremost actuarial firm providing GASB 45 services in California. TCS provides comprehensive services for reasonable fixed fees.

This letter serves as our firm proposal to perform Western Placer Unified School District's July 1, 2015 valuation for a guaranteed fixed fee of \$6,200. This fee includes full audit support for two years plus all actuarial support required by CalPERS to maintain participation in the CERBT program (any on-site meetings would require an additional fee). Please see Attachment A for a list of services included in this fee and our expected timeline for 2015 valuations.

Should you choose to proceed, I'm enclosing a contract. Should you have questions, feel free to call me at (805) 496-1700. We would welcome the opportunity to work with you once again on GASB 43/45 compliance.

Sincerely,



Geoffrey L. Kischuk, FSA, ECA, MAAA  
President  
gkischuk@totcomp.com

## CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 25th day of April, 2015 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Western Placer Unified School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2015, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer

6.6.2

harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"

TOTAL COMPENSATION SYSTEMS, INC.

Signed: 

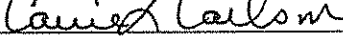
By: Geoffrey L. Kischuk

Title: President

Date: 04/22/2015

"CUSTOMER"

WESTERN PLACER UNIFIED SCHOOL  
DISTRICT

Signed: 

By: Carrie Carlson

Title: Director of Business

Date: 5/1/15

6.6.3

## SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

A consulting report including all actuarial information necessary for Customer to comply with the requirements of current and future GASB accounting standards related to retiree health benefits. Study results will be separated between four employee classifications. Consultant will provide as many copies of the final report as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested at the fee shown in Schedule 2.



## SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report a total of \$6,200. One-half, or \$3,100 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$3,100 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report (or within 30 days of contract termination, if earlier).

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,600 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting.

6.6.5

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

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4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.


### SUBJECT:

Ratification of Contract with Bill  
Smith Photography and  
Lincoln Crossing Elementary

### AGENDA ITEM AREA:

Consent

### REQUESTED BY:

Audrey Kilpatrick   
Assistant Superintendent of  
Business and Operations

### ENCLOSURES:

Yes

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

Student paid

### MEETING DATE:

May 19<sup>th</sup>, 2015

### ROLL CALL REQUIRED:

No

### BACKGROUND:

The attached contract is for services with Bill Smith Photography and Lincoln Crossing Elementary School. The services Bill Smith Photography will perform are photography for students and staff for the 2015-16 school year. The photo packages can be purchased by students. Staff will be able to request a photo package for themselves at no cost.

### RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Bill Smith Photography and Lincoln Crossing Elementary School.



## **Lincoln Crossing Elementary School Photography Agreement**

We at Bill Smith Photography/Campus Color Studios value our schools, students and families. This agreement includes the services we offer your school. We are flexible with your needs and wants and are willing to work with you in order to achieve full satisfaction with our company.

### **ADMINISTRATION SUPPORT**

#### **Fall Picture Days**

We will photograph all students and staff. We will provide packages for sale. (2 ways to order: Complete order form and return to photographer with payment on picture day or prepay online at [campuscolorstudios.com](http://campuscolorstudios.com)) All packages are delivered directly to the students' homes FREE, avoiding taking the valuable time of the school staff. A \$2 commission from each package sold will be returned to the school, when there is a 40%/35% purchase rate. A \$2.50 commission from each package sold will be returned to the school, when there is a 50%/45% purchase rate. A \$2.75 commission from each package sold will be returned to the school, when there is a 60%/55% purchase rate. (This commission applies to Packages A-F only.)

*We ask your school to provide parent helpers to assist on Fall Picture Days. As our thank you, we will provide a complimentary picture package to the parent's child/children. The number of parent helpers needed will be communicated prior to picture day.*

#### **Student ID Cards**

We will design instant custom ID card templates using the school logo. The cards will print out on picture day and will be provided to each student. Each card will have the student's name, grade, ID number and barcode printed on it. The card can indicate ASB and an assortment of other options. Staff ID cards also provided.

#### **Student Directories**

We will provide student directories as requested by the school. Directories are sorted alphabetically, by grade, or by school.

#### **Office Record Prints (CUMES)**

By request, we will provide a set of pre-punched photos of each student. Photos have adhesive backing and include the student's name and grade directly on the photo.

#### **School Administration Software Download**

We will provide the school with a multi-functional program download compatible with your school software computer, which will allow instant access to onsite items.

6.7.1

### **Principal's Album**

All group or composite class pictures will be provided to the principal in a complimentary photo album.

### **Staff Pictures**

Complimentary picture packages are provided to staff members as requested.

### **Staff Group**

By request, we will photograph a staff group photo. A complimentary wall portrait will be provided for the school office and a 5x7 photo for each staff member.

### **Spring Picture Days**

We will photograph all students that preorder and will provide packages for sale. (2 ways to order: Complete order form and return to photographer with payment on picture day or prepay online at [campuscolorstudios.com](http://campuscolorstudios.com)) All packages are delivered directly to the students' homes FREE, avoiding taking the valuable time of the school staff. A \$2 commission from each package sold will be returned to the school. (This commission applies to Packages A-F only.)

*Spring pictures are a more casual setting, with a high-key white background. Students are encouraged to bring their own props as well to bring out their personality in their Spring Portrait. Best friends and siblings are encouraged to take part in buddy pictures as well.*

*We ask your school to provide parent helpers to assist on Spring Picture Day. As our thank you, we will provide a complimentary picture package to the parent's child/children. The number of parent helpers needed will be communicated prior to picture day.*

### **Panorama Photograph**

We will photograph the promoting class or all school photo and will provide the panorama photo for sale. (1 way to order: online preview & ordering.) All orders are delivered directly to the students' homes FREE, avoiding taking the valuable time of the school staff. We will give a complimentary framed panoramic photo to the school.

## **YEARBOOK SUPPORT**

### **Fall Pictures**

A digital download of students and staff pictures formatted to your yearbook company's specifications will be provided to the yearbook advisor.

### **Candid Coverage**

We will provide a professional photographer to cover events not covered by student and staff photographers. These events will be scheduled by a representative(s) of the school and Bill Smith Photography/Campus Color Studios. Events will need to be scheduled in advance. These photos will be made available to the yearbook advisor.

### **Clubs, Band, Sports Photos**

Our photographers will be available to photograph all clubs, band and sports team photos. We will provide images of team/group photos to the yearbook advisor.

## **DANCES**

### **Dance Events**

We will photograph all dances and will provide packages for sale. (2 ways to order: prepay online or at the dance.) The dance packages will be delivered to the school 1 week from the date of the dance.

We will work with the dance committee to create a customized background for each dance. The staff and chaperones will receive a complimentary picture package.

## **Complimentary Items**

### **Calendars**

By request, we will provide desk calendars for the office staff, as needed.

### **Visitor Badges**

By request, we will provide visitor badges for the office, as needed.

### **Additional Service Items**

Every school is different, if you have needs that are not addressed here, please do not hesitate to ask. We tailor our services to each individual school.

Our goal is to ensure you have the time to address the many tasks on your plate. Our service ensures that school photography does not take you away from your most important task, the education of our community's future. Thank you for your time, we know it is valuable.

## **QUALITY ASSURANCE - THE DIFFERENCE**

- Our team consists of only full-time, professional photographers.
- Our staff photographers average 13 years experience, the national average is just two years.
- Our photographers have been published in photographic journals.
- We are members of the Professional Photography Association of America, the Professional Photography Association of California, and several other national and local groups.

Bill Smith Photography/Campus Color Studios is a 100% local business that has been serving and supporting our local community since 1947! We have the most modern lab equipment available, efficient methods to make picture days run smooth, professional and experienced photographers, and a proven customer service track record...just ask our clients.

6.7.3

## STUDENT DATA

The school or district will provide to us a download of student information necessary for student body card production and for mailing picture day information and orders to students. The photographer must receive this information at least 3 weeks prior to the first day of photography for that school year, and an updated version 3 days prior to the first day of photography.

*Bill Smith Photography/Campus Color Studios understand that this information is protected by state and federal laws and agrees to maintain and protect the confidentiality of the information. Further, the company agrees it will not release the information to any other person or company and will only use it for the purpose for which the information has been obtained.*

*Bill Smith*  
Photography

**Bill Smith Photography**  
111 Vernon Street Roseville, CA 95678  
P (916) 749-1026 F (916) 780-7877  
[www.billsmithphoto.com](http://www.billsmithphoto.com)

*Campus*  
*Color*  
*Studios*

**Campus Color Studios**  
PO Box 640 Roseville, CA 95678  
P (916) 780-7880 F (916) 780-7877  
[www.campuscolorstudios.com](http://www.campuscolorstudios.com)

6.7.4

## Photography Agreement

Bill Smith Photography / Campus Color Studios

111 Vernon Street, Roseville, CA 95678 / PO Box 640, Roseville, CA 95678

BSP Studio (916) 749 - 1026 CCS Customer Service (916) 780 - 7880 FAX (916) 780 - 7877

ACCOUNT NAME	LINCOLN CROSSING ELEMENTARY SCHOOL			BSP/CCS REP	SCOTT SMITH
DISTRICT	WESTER PLACER USD	ACCT TYPE	ES	GRADES	K-5TH
ADDRESS	635 GROVELAND LANE				
CITY, STATE, ZIP	LINCOLN, CA 95648	PHONE	916.434.5292	FAX	916.434.5261
PRINCIPAL	Mark Rodriguez		EMAIL	MRODRIGUEZ@WPUSD.K12.CA.US	
PHOTO CONTACT PERSON	PAM SOHA / SECRETARY		EMAIL	PSOHA@WPUSD.K12.CA.US	
YB ADVISOR			EMAIL		
ACTIVITIES DIRECTOR			EMAIL		
ATHLETICS DIRECTOR			EMAIL		
OTHER CONTACT	TRICIA SHORKEY / CLERK		EMAIL	pshorkey@wpusd.k12.ca.us	

### PHOTOGRAPHY TO INCLUDE:

INDIVIDUALS	YES	SPRING PICS	YES	SENIORS		8TH GR. GRAD PORTRAITS	
CLASS GROUPS	FALL	PANORAMA	YES			8TH GR. GRAD GROUP	
STAFF GROUP		"CLASS OF"				8TH GR. COMP. ONLY	
CLASS COMP. ONLY						GRAD CEREM.	
STAFF COMP. ONLY		SPORTS		TEAM ONLY		TEAM & INDV	
		SPORTS ACTION		DANCES		YB CANDIDS	
						PREPAY OR ALL	

### SERVICE ITEMS TO INCLUDE:

STUDENT ID	YES	ID w/ BARCODE	YES	SCHOOL SOFTWARE CD	yes	CUMES	YES
STAFF ID	YES	ID w/ASB		LIBRARY CD	yes	ID BOOKS	qty - 2
HOLE - STUDENT		ID w/NET		FOODSERVICE CD		BARCODE BOOKS	qty -
HOLE - STAFF	YES	ID w/DATA ON BACK		YEARBOOK CD	TBD		
VOLUNTEER BADGES	qty -			PIMS CD	NO	STAFF GRP/COMP 8X10	
VISITOR BADGES	qty - 10	ID SYSTEM		GENERIC CD		STAFF GRP/COMP 11X14	YES

### PICTURE DATES:

	DAY	DATE	TIME	LOCATION	GRADES	FLOW	NOTES
NDV DAY 1	THURS	9/10/2015	8:05AM	MPR	K-5TH	BY CLASS(AM KINDER FIRST)	
NDV DAY 2							
NDV DAY 3							
NDV DAY 4							
MAKE-UP DAY	THURS	10/15/2015	10:30AM	MPR	K-5TH	BY LIST(RETAKE & MAKEUP)	
CLASS GROUPS	THURS	9/10/2015	8:05AM	FRONT LAWN	K-5TH	BY CLASS	
STAFF GROUP	THURS	2/18/2016	2:00PM	QUAD	FAC	11X14 & 5X7s BY HC	
8TH GRADE GRAD							
PANORAMA	THURS	4/28/2016	8:30AM	QUAD	5TH		EMAIL
"CLASS OF"							
SPRING	THURS	2/18/2016	8:05AM	OUTDOOR?	K-5TH	BY CLASS	PREPAY
GRAD CEREMONY							

### ORDER FORM INFO:

ENROLLMENT	700	MAIL HOME	NO	NOTES	DELIVER ALL ORDER FORMS SORTED BY TEACHER 1 WEEK PRIOR
		DELIVER TO OFFICE	YES	STACKS OF 25	qty - 2
		EMAIL PDF	YES	EMAIL TO:	PSOHA@WPUSD.K12.CA.US
				DELIVER BY	date - 9/3/15
				DELIVER BY	date - 9/8/15

TODAY'S DATE:	4/16/2015	PHOTOGRAPHY AGREEMENT FOR YEAR(S)	2015 - 2016
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BILL SMITH PHOTOGRAPHY WILL BE THE SOLE PHOTOGRAPHER FOR THE DURATION OF THIS AGREEMENT.

THIS AGREEMENT MAY BE EXTENDED FOR ONE YEAR AT A TIME IF NOT REBID ON OR BEFORE MAY 1ST OF THE LAST YEAR OF THIS AGREEMENT.

DISTRICT REPRESENTATIVE

SCOTT SMITH

BILL SMITH PHOTOGRAPHY / CAMPUS COLOR STUDIOS REPRESENTATIVE

67.5

# SERVICE DETAILS

ACCOUNT NAME	LINCOLN CROSSING ELEMENTARY SCHOOL			BSP/CCS REP	SCOTT SMITH
DISTRICT	WESTER PLACER USD	ACCT TYPE	ES	GRADES	K-5TH
ADDRESS	635 GROVELAND LANE				
CITY, STATE, ZIP	LINCOLN, CA 95648	PHONE	916.434.5292	FAX	916.434.5261

## CAMERA CARD INFORMATION:

CAMERA CARD TYPE:	INDV	YES	INDV & GRP	FALL	CAMERA CARD STAMPS:	ASB	0	NET	0
SORT BY:	SCHOOL		GRADE		TEACHER/HOMEROOM	YES		SORT INFO:	

## DELIVERY INFORMATION & ORDER PACKAGING:

ORDER DELIVERY:	MAIL HOME	YES	DELIVER TO OFFICE		SORT PACKAGES BY	
ORDER PACKAGING:	PKG TO INCLUDE GROUP	YES	PKG TO INCLUDE COMPOSITE			

## ID CARD INFORMATION:

ID TYPE:	STUDENT INSTANT ID	YES	STAFF INSTANT ID	YES	VOLUNTEER BADGES (HOLE-PUNCHED)	qty -
	STUDENT ID HOLE-PUNCHED	0	STAFF ID HOLE-PUNCHED	YES	VISITOR BADGES (HOLE-PUNCHED)	qty - 10
ID DESIGN:	SCHOOL LOGO/MASCOT	COLT	SCHOOL COLORS	BLUE & GOLD		
	ASB	0	NET	0	DATA ON BACK	0
					BARCODE	YES
					BARCODE SYSTEM INFO	

## ID BOOK INFORMATION:

# OF ID BOOKS:	qty - 2	SORT BY:	SCH	GRADE	YES	TEACHER/HOMEROOM	
# OF B.C. BOOKS:	qty -	SORT BY:	SCH	GRADE		TEACHER/HOMEROOM	

## GROUP/COMPOSITE PICTURE INFORMATION:

GROUP SPECIAL INSTRUCTIONS	
COMPOSITE SPECIAL INSTRUCTIONS	

## CD INFORMATION:

ADMIN. / SCHOOL OPERATING SYSTEM CD	yes	SYSTEM TYPE:	AERIES
ADMIN. / LIBRARY SYSTEM CD	yes	SYSTEM TYPE:	DESTINY
ADMIN. / FOOD SERVICE CD	0	SYSTEM TYPE:	
ADMIN. / GENERIC CD	0	RENAMED TO: STUDENT ID #	
YEARBOOK CD	TBD	YB COMPANY:	BALFOUR
ID SYSTEM CD/PIMS	NO		

## YEARBOOK IMAGES INFORMATION:

UNDERGRADS FALL INDIVIDUALS	YES	SENIORS	
UNDERGRADS CLASS GROUPS (ES)	FALL		
8TH GRADE PORTRAITS			
SPORTS		TEAM	
PANORAMAS		INDIVIDUAL	
CLASS OF '00'		HEADSHOT	
CANDIDS		ACTION	
IMAGEFLO INFO:	ACCESS AT: billsmith.imageflo.com	USERNAME:	FirstLast
		PASSWORD:	the mascot
SPECIAL YB NOTES:			

## SPECIAL SERVICES INFORMATION:

PROVIDE CERTIFICATES W/BORDERS, NO TEXT, NO ARTWORK - AS REQUESTED (ORDER VIA SPM)	
6 CALENDARS DRILLED	
3x5s OF ALL STAFF FOR CALENDAR / 12x18 DISTRICT CALENDAR (3)	6.7.6



ACCOUNT NAME	LINCOLN CROSSING ELEMENTARY SCHOOL			BSP/CCS REP	SCOTT SMITH
DISTRICT	WESTER PLACER USD	ACCT TYPE	ES	GRADES	K-5TH
ADDRESS	635 GROVELAND LANE				
CITY, STATE, ZIP	LINCOLN, CA 95648	PHONE	916.434.5292	FAX	916.434.5261

**DELIVERY INFORMATION & ORDER PACKAGING SPECIAL INSTRUCTIONS:**

NOTES:

**ID CARD SPECIAL INSTRUCTIONS:**

NOTES:

**GROUP/COMPOSITE PICTURE SPECIAL INSTRUCTIONS:**

NOTES:

**ID SPECIAL INSTRUCTIONS:**

NOTES:

**PICTURE DAY (SPECIAL NOTE) INSTRUCTIONS:**

PICTURE DAY TYPE: FALL UG

NOTES: PROVIDE 1-3X5 OF EACH STAFF MEMBER, FOR THEIR OFFICE DISPLAY

PICTURE DAY TYPE:

NOTES:

PICTURE DAY TYPE:

NOTES:

PICTURE DAY TYPE:

NOTES:

**TEAMMATE PICTURE DAY (SPECIAL NOTE) INSTRUCTIONS:**

SPORT:

SERVICE ITEMS: EMAIL RESPONSES - TRICIA

SPORT: RETAKE/MAKEUP

SERVICE ITEMS:

SPORT:

SERVICE ITEMS:

**SENIORS (SPECIAL NOTE) INSTRUCTIONS:**

NOTES:

6.77

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2.	Foster a safe, caring environment where individual differences are valued and respected.
3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4.	Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5.	Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Ratify Contract between Capitol Public  
Finance Group and Western Placer Unified  
School District

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Audrey Kilpatrick,   
Assistant Superintendent of Business & Operations

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Business Services

**FINANCIAL INPUT/SOURCE:**

District Facilities Funds

**MEETING DATE:**

June 2<sup>nd</sup>, 2015

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The attached contract is for Capitol Pubic Finance Group and Western Placer Unified School District. Capitol PFG shall provide WPUSD with financial advisory services including but not limited to review of WPUSD future and past debt issuances, developer negotiations, review documents, attend meetings, participate in conference calls, providing financially analysis and training and decision making support at the direction of WPSUD. The contract also includes consulting services for Continuing Disclosure Certificates (CDC's) related to all outstanding debt of WPUSD. The contract is for a one year time period with a charge of \$175 plus reimbursable expenses for financial advisory services, a fee of \$3,500 plus expenses for annual report filing of CDC's and a fee of \$500 for Material event filing.

**RECOMMENDATION:**

Administration recommends Board ratify the contract with Capitol Public Finance Group and Western Placer Unified School District.

6.8



Capitol | PFG


*Crafting Optimal Financial Solutions*

## CONSULTING SERVICES AGREEMENT

This Consulting Services Agreement (this "Agreement") is hereby made between the Western Placer Unified School District ("Client") and Capitol Public Finance Group, LLC ("Capitol PFG"). Capitol PFG agrees to provide the "Services," as more fully defined below, to Client and Client agrees to pay to Capitol PFG based on the terms of the Consultant Services Order, as more fully defined below.

1. Definitions. The following definitions shall apply to this Agreement.
  - a. The "Commencement Date" shall be July 1, 2015.
  - b. The "Termination Date" shall be June 30, 2016.
  - c. The "Agreement Term" shall begin with the Commencement Date and shall end with the Termination Date.
  - d. The "Consulting Services Order" shall include the Services and the Consultant Services Fee.
2. Services. The duties and tasks to be performed by Capitol PFG (the "Services") shall be outlined in the attached Consulting Services Order(s). During the performance of such Services by Capitol PFG, the Client will retain and exercise decision-making authority over the Services performed by Capitol PFG. The Services may include a development schedule and milestones. Under the terms of this Agreement, Capitol PFG and Client may add additional Services as agreed upon. These additional Services shall be put in writing in a Consulting Services Order and attached to this Agreement.
3. Payment. Client shall pay Capitol PFG based on the terms of the attached Consulting Services Order(s). The attached Consulting Services Order(s) includes a "Payment Schedule" that shall include invoicing terms of the Consulting Services.
4. Termination. Either party may without cause terminate this Agreement by delivering to the other party written notice via U.S. Mail, facsimile, or personal delivery (but not by electronic mail transmission) expressing a desire to terminate this Agreement (a "Termination Notice"). Termination shall be effective immediately upon receipt of a Termination Notice.

  
\_\_\_\_\_  
Christopher Terry  
Capitol Public Finance Group, LLC

  
\_\_\_\_\_  
Audrey Kilpatrick  
Assistant Superintendent of Business  
Services and Operations  
Western Placer Unified School District

Date: 5/13/15

Date: 5/13/15



CSO No. 2015-1

## CONSULTING SERVICES ORDER

This Consulting Services Order ("CSO") is an attachment to the Consulting Services Agreement made between the Western Placer Unified School District ("Client") and Capitol Public Finance Group, LLC ("Capitol PFG").

### Financial Advisory Services:

Capitol PFG shall provide Client with financial advisory services including but not limited to review of Client future and past debt issuances, developer negotiations, review documents, attend meetings, participation in conference calls, providing financial analysis and training, and decision making support at the direction of the Client.

### Continuing Disclosure Services:

Provide Dissemination Agent services as described in the Continuing Disclosure Certificates (CDCs) related to all outstanding debt of Client and Certificate of Acceptance of Dissemination Agent (attached).

### Outstanding Debt with CDCs

See Attached Appendix A

### Consulting Service Fee:

Financial Advisory Services will be provided at an hourly rate of \$175 plus reimbursement of out-of-pocket expenses.

Continuing Disclosure services will be provided at standard flat fees as follows plus out-of-pocket expenses.

### Annual Report Filing

Capitol PFG will receive a fee of \$3,500 plus expenses. Expenses related to this service involve statistical data reports provided by outside vendors.

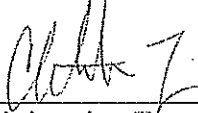
### Material Event Filing

Capitol PFG will receive a fee of \$500 per filing.

Payment Schedule:

The Consulting Service Fee for Financial Advisory Services will be invoiced on a monthly basis.

The Consulting Service Fee for Continuing Disclosure Services will be invoiced upon completion and submittal of the Annual Report and Material Event filings.



\_\_\_\_\_  
Christopher Terry  
Capitol Public Finance Group, LLC



\_\_\_\_\_  
Audrey Kilpatrick  
Assistant Superintendent of Business  
Services and Operations  
Western Placer Unified School District

Date: 5/13/2015

Date: 5/13/15

APPENDIX A

\$64,491,183.35  
GOLDEN WEST SCHOOLS FINANCING AUTHORITY  
(Placer County, California)  
1999 Revenue Bonds, Series A

\$32,370,000  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
(Placer County, California)  
Certificates of Participation, 2008 Refinancing Project

\$36,725,000  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
(Placer County, California)  
Certificates of Participation, 2008 Refinancing Project, Series B

\$53,035,000  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
(Placer County, California)  
Certificates of Participation, 2009 Refinancing Project

\$8,620,000  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
(Placer County, California)  
Certificates of Participation, 2011 Refinancing Project

\$20,000,000  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
(Placer County, California)  
General Obligation Bonds, Election of 2014, Series 2015A

Certificate of Acceptance of  
Capitol Public Finance Group, LLC as Dissemination Agent

Term: July 1, 2015 through June 30, 2016

The purpose of this Certificate of Acceptance ("Certificate") is to assist the Western Placer Unified School District ("District") with meeting its continuing disclosure responsibilities under S.E.C Rule 15c2-12(b)(5). Upon acceptance of this Certificate, Capitol Public Finance Group, LLC ("Capitol PFG") will perform the following services as a third party Dissemination Agent:

- Annually request financial information and operating data from the District. Such request will be made at least 30 days prior to the Annual Report filing due date. The information request will include a review of a material event checklist.
- Seek methods to improve the District's continuing disclosure filings, including making it easier for investors to locate filings.
- Annually file and appropriately cross reference the District's Comprehensive Continuing Disclosure for all outstanding debt governed by a continuing disclosure certificate. Capitol PFG will provide the District with the Annual Report prior to its filing.
- Prepare continuing disclosure log of outstanding debt and review, amend and/or file any late or incomplete continuing disclosure filings.
- File material and significant event notices within 5 days of receipt.
- Annually provide the District with its fee proposal for Dissemination Agent Services.
- Capitol PFG is obligated to provide Dissemination Agent services only upon written direction by the District.

The District agrees to assist Capitol PFG as Dissemination Agent by doing the following:

- Timely provide financial information, operating data and the material event checklist as requested by Capitol PFG.
- Notify Capitol PFG of any events that are listed as a material or significant events within 5 days of having knowledge of such event.
- Review and acknowledge the Annual Report prior to its filing.
- Compensate Capitol PFG for its services in accordance with its fee schedule, and reimburse Capitol PFG for all expenses incurred in the performance of its duties as Dissemination Agent.
- Annually provide written acceptance of Capitol PFG's fee proposal to take effect.
- The District may terminate Capitol PFG as Dissemination Agent at any time with written notice.

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**



# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

### SUBJECT:

May Revision – Update of 2015-16 Governor's  
Proposed State Budget

### AGENDA ITEM AREA:

Information/Discussion

### REQUESTED BY:

Audrey Kilpatrick   
Assistant Superintendent Business & Operations

### ENCLOSURES:

Provided at Board Meeting

### DEPARTMENT:

Business Services

### FINANCIAL INPUT/SOURCE:

N/A

### MEETING DATE:

May 19, 2015

### ROLL CALL REQUIRED:

No

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### BACKGROUND:

On May 14, 2015, Governor Jerry Brown released his May Revision to the proposals for the 2015-16 State Budget. The May Revision is a statutory opportunity for the Governor to recast his proposals in light of the latest economic data.

Staff is reviewing the information and details of the Governor's May Revision and will also be attending the School Services of California May Revise conference on May 19, 2015 where more detailed information will be provided.

Staff will update the Board of Trustees on the latest 2015-16 State budget information based on the Governor's May Revision and the effect on the District for the 2015-16 fiscal year.

### RECOMMENDATION:

This is an information item only. No action is required at this time.

9.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Adoption of Revised/New  
Policies/Regulations/Exhibits

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

May 19, 2015

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP 3513.3 - Tobacco-Free Schools
- BP/AR 4131 - Staff Development
- BP/AR 4231 - Staff Development
- BP/AR 4331 - Staff Development
- BP/AR 5123 - Promotion/Acceleration/Retention
- BP 5131.62 – Tobacco
- BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions
- BP/AR 5144.1 - Suspension and Expulsion/Due Process
- BP/AR 6141.5 - Advanced Placement
- BP/AR 6142.91 - Reading/Language Arts Instruction
- BP 6142.92 - Mathematics Instruction
- BP/AR 6151 - Class Size
- BP 6162.5 - Student Assessment
- BP 6162.54 - Test Integrity/Test Preparation
- BP/AR 6164.2 - Guidance/Counseling Services
- BP/AR 6173.1 - Education for Foster Youth
- BP 6177 - Summer Learning Programs
- BP/AR 6184 - Continuation Education

9.2

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

wp/rk/factform

9.2.1

**POLICY GUIDESHEET**  
**April /December 2013/December 2014**  
**Page 1 of 4**

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

**BP 3513.3 - Tobacco-Free Schools**  
(BP revised)

**Mandated** policy expands list of prohibited products to include electronic hookahs and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products. Policy also deletes the option for districts not receiving Tobacco Use Prevention Education (TUPE) funds to allow smoking outside on school or district grounds or in designated employee breakrooms, although non-TUPE districts may continue to adopt such policy language at their discretion.

**BP/AR 4131 - Staff Development**  
(BP revised; AR deleted)

Policy updated to reflect the self-repeal of the Math and Reading Professional Development program and to reflect **NEW LAW** (AB 97) which redirects funding for the Professional Development Block Grant into the LCFF. Goals for staff development expanded to include ability to meet the needs of foster youth.

Regulation deleted since the Math and Reading Professional Development program was self-repealed.

**BP/AR 4231 - Staff Development**  
(BP revised; AR deleted)

Policy updated to reflect **NEW LAW** (SB 590) which (1) requires any district that expends funds for staff development for any school site staff to consider the staff development needs of its classified school employees and (2) lists topics that may be included in staff development for classified staff. Policy also adds optional paragraph re: staff development for classroom instructional aides and reflects **NEW LAW** (AB 97) which redirects funding for the Professional Development Block Grant into the LCFF. Unnecessary regulation deleted.

**BP/AR 4331 - Staff Development**  
(BP revised; AR deleted)

Policy updated to reflect the self-repeal of the Administrator Training Program and the redirection of that funding into the LCFF pursuant to **NEW LAW** (AB 97). Policy also adds topics for staff development for district and school administrators. Regulation deleted since the Administrator Training Program self-repealed; key concepts moved to BP.

**BP/AR 5123 - Promotion/Acceleration/Retention**  
(BP/AR revised)

**MANDATED** policy updated to reflect mandate that the policy provide for students to be identified for retention as early in the school year, and as early in their school careers, as possible. Policy reflects **NEW LAW** (AB 484) which establishes a new state assessment system, impacting the indicators that may be used to identify a student for retention. Policy also reflects **NEW LAW** (AB 97) which redirects into the LCFF funding for supplemental instruction for students in grades 2-9 who have been retained or recommended for retention (without eliminating the district's responsibility to provide supplemental instruction for such students) and for students in grades 2-6 who have been identified as being at risk of retention. Policy contains material formerly in AR re: grade levels at which students will be identified for retention, subjects that will be used as the basis for identifying students for retention, responsibility for retention decision when the student has more than one teacher, and requirement for an appeals process.

9.2.2

**POLICY GUIDESHEET**  
**December/April 2013/December 2014**  
**Page 2 of 4**

**BP/AR 5123 - Promotion/Acceleration/Retention** *(continued)*

MANDATED regulation updated to reflect California Department of Education (CDE) recommendation re: the timing of approving a student's continuation in kindergarten for an additional year and to clarify the process for parent/guardian appeal of a teacher's decision to promote or retain a student.

**BP 5131.62 - Tobacco**

(BP revised)

Policy updated to prohibit student possession or use of electronic hookahs and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products. Policy also recommends provision of counseling, intensive education, or other intervention services to assist in the cessation of tobacco use as an alternative to suspension for tobacco possession.

**BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions**

(BP/AR revised)

Policy updated to reflect NEW COURT DECISION which held that state law permits trained, nonmedical school personnel to administer insulin to students in school in accordance with a written health care provider statement and parental consent. Policy also updated to reflect Title 5 regulations related to the administration of emergency antiseizure medication.

Regulation updated to reflect Title 5 regulations related to the administration of emergency antiseizure medication, including requirement for school employees who volunteer to administer medication to be supervised by a licensed health care professional.

**BP/AR 5144.1 - Suspension and Expulsion/Due Process**

(BP/AR revised)

Mandated policy updated to reflect NEW LAW (AB 420) which prohibits districts from expelling any student, and from suspending students in grades K-3, for disruption or willful defiance. Policy also revised to include material formerly in AR related to board authority to expel and to delete material related to requiring parents/guardians to attend a portion of the school day when their child is removed from class for specified behaviors.

Mandated regulation updated to reflect NEW LAW (AB 420) which prohibits districts from expelling any student, and from suspending students in grades K-3, for disruption or willful defiance. Updated regulation reflects NEW LAW (AB 1806) which requires notification of the district's liaison for homeless students when the student being considered for expulsion is a homeless student and NEW LAW (SB 1111) which provides that, if a hearing officer or administrative panel does not recommend expulsion, a student must be permitted to return to the classroom instructional program from which the expulsion referral was made. Regulation deletes material related to requiring parents/guardians to attend a portion of the school day when their child is removed from class for specified behaviors.

**BP/AR 6141.5 - Advanced Placement**

(BP revised; AR deleted)

Policy updated to reflect the self-repeal of law providing state grants to reduce the cost of Advanced Placement (AP) examination fees for economically disadvantaged students and NEW LAW (AB 97, 2013) which redirected that funding, and funding for the gifted and talented education program, into the LCFF.

Regulation deleted because of self-repeal of legal requirements related to state grants for reducing AP examination fees.

9.2.3

**POLICY GUIDESHEET**  
**December/April 2013/December 2014**  
**Page 3 of 4**

**BP/AR 6142.91 - Reading/Language Arts Instruction**

(BP revised; AR deleted)

Policy updated to align the district's reading/language arts program with Common Core State Standards for English language arts. In addition, material related to the Professional Development Block Grant, the Math and Reading Professional Development Block Grant, and the intensive reading program for grades K-4 funded through the Pupil Retention Block Grant deleted since NEW LAW (AB 97) redirects funding for those programs into the LCFF.

Regulation deleted since NEW LAW (AB 97) redirects Pupil Retention Block Grant funding for the grade K-4 intensive reading program into the LCFF, and the federal Reading First program is no longer funded.

**BP 6142.92 - Mathematics Instruction**

(BP revised)

Policy updated to reflect Common Core State Standards and NEW STATE CURRICULUM FRAMEWORK for mathematics. Policy also updated to (1) reflect NEW LAW (AB 166, 2013) which requires the State Board of Education, concurrent with the next revision of textbooks or the curriculum framework in mathematics, to ensure the integration of financial literacy; (2) reflect NEW LAW (AB 97, 2013) which eliminates the Professional Development Block Grant and the Mathematics and Reading Professional Development Program; and (3) add material on program evaluation.

**BP/AR 6151 - Class Size**

(BP revised; AR deleted)

Policy updated to reflect NEW LAW (AB 97, 2013) which eliminates the K-3 Class Size Reduction and Morgan-Hart Class Size Reduction programs and requires districts, as a condition of receiving an additional adjustment to the K-3 base grant under the LCFF, to make progress toward a class size of 24 in grades K-3, unless a different class size for each school site is collectively bargained. Policy also reflects NEW TITLE 5 REGULATIONS (Register 2014, No. 14) addressing the calculation of average class enrollment.

**BP 6162.5 - Student Assessment**

(BP revised)

Policy updated to reflect NEW LAW (AB 97, 2013) which requires that statewide assessments be used as one measure of the district's LCAP goals for student achievement and revises the definition of "numerically significant" student subgroups for which districts must demonstrate comparable improvement in academic achievement. Policy also reflects NEW LAW (AB 484, 2013) which replaces the Standardized Testing and Reporting program with the California Assessment of Student Performance and Progress (CAASPP) and changes the content required for the individual record of accomplishment to include results of the CAASPP or any predecessor assessment.

**BP 6162.54 - Test Integrity/Test Preparation**

(BP revised)

Policy updated to reflect NEW LAW (AB 484, 2013) which establishes the CAASPP assessment system, prohibits use of a program for the sole purpose of test preparation for state assessments, and allows districts to familiarize students with item types or the computer-based testing environment used in the CAASPP. Policy deletes material reflecting state regulations on test preparation repealed by Register 2014, No. 6.

**POLICY GUIDESHEET**  
**December/April 2013/December 2014**  
**Page 4 of 4**

**BP/AR 6164.2 - Guidance/Counseling Services**

(BP revised; AR deleted)

**MANDATED** policy updated to reflect **NEW LAW** (AB 97) which redirects funding into the LCFF for the Supplemental School Counseling Program for grades 7-12 and for the 10th-grade counseling program formerly funded through the Pupil Retention Block Grant. Policy also expands material on (1) the qualifications of employees providing school counseling, school psychology, and/or school social work services; (2) mental health counseling; and (3) the teacher-based advisory program.

Regulation deleted since funding for the Supplemental School Counseling Program was redirected into the LCFF pursuant to **NEW LAW** (AB 97). Some material moved from AR to BP.

**BP/AR 6173.1 - Education for Foster Youth**

(BP/AR revised)

Policy updated to reflect **NEW LAW** (AB 97 and SB 97) which provides grants within the LCFF based on the number and concentration of unduplicated counts of foster youth, English learners, and low-income students and requires the district's local control and accountability plan (LCAP) to include annual goals for all students and each "numerically significant" student subgroup including foster youth.

Regulation updated to reflect **NEW LAW** (AB 97) which defines "foster youth" and requires districts to monitor the educational progress of foster youth. Regulation also reflects **NEW LAW** (AB 216) which requires districts to exempt from any district-adopted graduation requirements a foster youth who transfers into the district or between district high schools after completing the second year of high school, except under specified circumstances. Section on "Transfer of Coursework and Credits" updated to reflect California Child Welfare Council recommendations regarding the calculation of partial credits.

**BP 6177 - Summer Learning Programs**

(BP revised)

Updated policy reflects **NEW LAW** (AB 97) which redirects funding that could be used for summer school, including supplemental instruction programs and intensive reading and algebra programs funded through the Pupil Retention Block Grant, into the LCFF. Revised policy also provides for alignment of summer programs with goals in the district's LCAP.

**BP/AR 6184 - Continuation Education**

(BP/AR revised)

**Mandated** policy reflects **NEW LAW** (AB 570, 2013) which mandates that the district adopt policy with specified provisions if it allows students to voluntarily enroll in continuation education and **NEW LAW** (AB 97, 2013) which eliminates the Pupil Retention Block Grant. Policy also adds material on alignment of the program with goals in the LCAP, student enrollment in a regional occupational center/program in lieu of continuation education, and program evaluation.

**Mandated** regulation updates sections on "Voluntary Enrollment" and "Intake and Orientation" to reflect **NEW LAW** (AB 570, 2013) which mandates procedures governing identification, placement, and intake of students who voluntarily enroll in continuation education. Regulation adds optional program components related to parent/guardian communication, parent and community involvement, professional development, support services, and safety and school climate. Regulation also reflects **NEW COURT DECISION** concluding that districts are not required to exhaust all other means of correction to bring about student improvement before involuntarily transferring a student to a continuation education program.

*Board Approved: May 19, 2015*

9.2.5

## TOBACCO-FREE SCHOOLS

The Board of Trustees recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

*(cf. 3514 – Environmental Safety)*

*(cf. 4159/4259/4359 - Employee Assistance Programs)*

*(cf. 5030 – Student Wellness)*

*(cf. 5131.62 - Tobacco)*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students and visitors at any school-sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

*(cf. 1330 – Use of School Facilities)*

*(cf. 1330.1 – Joint Use Agreements)*

Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, ~~nicotine delivery devices~~, and electronic cigarettes **electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.** Exceptions may be made for the use or possession of prescription nicotine products.

**This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.**

**Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)**

*Legal Reference: (see next page)*

9.2.6



## TOBACCO-FREE SCHOOLS (continued)

### *Legal Reference:*

#### EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

#### HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

#### LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health: use of tobacco products

#### UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7117 Safe and Drug Free Schools and Communities Act

#### CODE OF FEDERAL REGULATIONS, TITLE 21

1140.11-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

#### PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

### *Management Resources:*

#### WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification:

CDE: <http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Services, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

Policy  
adopted: September 4, 2007  
revised: May 17, 2011  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.7

## STAFF DEVELOPMENT

The Board of Trustees 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 and ~~certificated teaching assistants~~ to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

*(cf. 6111 - School Calendar)*

**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.**

The district's staff development program may include, but is 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. Effective, subject-specific teaching methods, strategies, and skills
3. The 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 Students of Limited English Proficiency)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6171 - Title I Programs)*

9.2.8

**STAFF DEVELOPMENT** (continued)

(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. 6030 - Integrated Academic and Vocational Instruction)

6. Knowledge of strategies that enable **encourage** 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, **tolerance**, and discipline, including conflict resolution, ~~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 Performance)  
(cf. 6162.5 - Student Assessment)

10. 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)

## STAFF DEVELOPMENT (continued)

### 11. 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)*

~~As necessary, teachers shall receive professional development, as defined in 20 USC 7801, which is designed to help them meet the requirements of federal law for teachers of core academic subjects. (20 USC 6319)~~

*(cf. 4112.2 - Certification)*  
*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*

The Superintendent or designee may, in conjunction with individual teachers, develop an individualized program of professional growth which contributes to competence, performance, or effectiveness in teaching and classroom assignments **and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.**

*(cf. 4112.21 - Interns)*  
*(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 - 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. 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. 3350 - Travel Expenses)*

**STAFF DEVELOPMENT** (continued)

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 in order to ensure that the staff development program supports the district's priorities for student achievement.

(cf. 0500 - Accountability)

(cf. 9000 - Role of the Board)

*Legal Reference:*EDUCATION CODE

~~41520-41522 Teacher Credentialing Block Grant, including beginning teacher support~~

~~41530-41532 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~~

~~44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)~~

~~44560-44562 Certificated Staff Mentoring Program~~

~~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~~

~~44735 Teaching as a Priority; teacher recruitment and retention in high-priority schools~~

~~44755-44757.5 Inservice training in reading instruction, grades K-3~~

~~45028 Salary schedule and exceptions~~

~~48980 Notification of parents/guardians: schedule of minimum days~~

~~52800-52870 School-Based Program Coordination Act~~

~~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~~

**STAFF DEVELOPMENT (continued)**

GOVERNMENT CODE

3543.2 *Scope of representation of employee organization*

CODE OF REGULATIONS, TITLE 5

~~6100-6125 Teacher qualifications, No Child Left Behind Act~~

~~11980-11986 Mathematics and Reading Professional Development Program~~

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*

~~7801 Definitions, highly-qualified teacher~~

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, Government Brief, May 2013*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~*NCLB Teacher Requirements Resource Guide, March 2004*~~

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

*California Standards for the Teaching Profession, 1997*

WEB SITES

CSBA: <http://www.csba.org>

~~*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://csmpp.ucop.edu>

Policy  
adopted: September 4, 2007  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.12

**STAFF DEVELOPMENT**

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)*

12. Travel, study, and research in subject-matter content and effective educational practices

*(cf. 4161.3 - Professional Leaves)*

**STAFF DEVELOPMENT** (continued)

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.

DELETED

Regulation  
approved: September 4, 2007  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.14



## STAFF DEVELOPMENT

The Board of Trustees 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 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)*

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.

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)*

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)*

## STAFF DEVELOPMENT (continued)

### 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)~~

## 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)~~

9.2.16

**STAFF DEVELOPMENT (continued)**

*(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)*  
*(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)*

## STAFF DEVELOPMENT (continued)

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~~ **relationships among students.**

*(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 Board of Trustees 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: (see next page)*

9.2.18

## STAFF DEVELOPMENT (continued)

### *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)

45390-45392 Professional development for classified school employees

52060-52077 Local control and accountability plan

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>

**STAFF DEVELOPMENT**

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 Board of Trustees 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, **local control and accountability plan, and other comprehensive plans**. 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)*

~~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.~~

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)*

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)*

9.2.21

## **STAFF DEVELOPMENT**

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:*

#### EDUCATION CODE

~~44510-44517 Principal training program~~

~~44681-44689.2 Administrator training and evaluation~~

~~52060-52077 Local control and accountability plan~~

~~60119 Instructional materials funds~~

*Management Resources:(see next page)*

9.2.22



## STAFF DEVELOPMENT

### *Management Resources:*

#### CDE PUBLICATIONS

#### WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS 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>*

*California Department of Education: <http://www.cde.ca.gov>*

*Commission on Teacher Credentialing: <http://www.ctc.ca.gov>*

*WestEd: <http://www.wested.org>*

Policy  
adopted: September 4, 2007  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.23

## STAFF DEVELOPMENT

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)*

**STAFF DEVELOPMENT (continued)**

- 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

**STAFF DEVELOPMENT** (continued)

- (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)*

Regulation

approved: September 4, 2007

revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

Lincoln, California

9.2.26

**PROMOTION/ACCELERATION/RETENTION**

The Board of Trustees 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 ~~teachers~~ 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.

~~Such students shall be identified on the basis of at the following grade levels: (Education Code 48070.5) s and other indicators of academic achievement which may include local district assessments and standard based tests.~~

1. **Between grades 2 and 3**
2. **Between grades 3 and 4**
3. **Between grades 4 and 5**
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**

~~*(cf. 5121 - Grades/Evaluation of Student Achievement)*~~

~~*(cf. 5149 - At-Risk Students)*~~

~~*(cf. 6162.5 - Student Assessment)*~~

~~*(cf. 6162.51 - State Academic Achievement Tests)*~~

~~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.~~

9.2.27

**PROMOTION/ACCELERATION/RETENTION (continued)**

**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)*

**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)**

**The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.**

**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: (see next page)*

9.2.28

## PROMOTION/ACCELERATION/RETENTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

37252-37253.5 *Supplemental instruction*

41505-41508 *Pupil Retention Block Grant*

46300 *Method of computing ADA*

48010 *Admittance to first grade*

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*

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 MANAGEMENT ADVISORIES

*FAQs Promotion, Retention, and Grading (students with disabilities)*

*FAQs Pupil Promotion and Retention*

*Kindergarten Continuance Form*

*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>

**PROMOTION/ACCELERATION/RETENTION****Acceleration from Kindergarten to First Grade**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

*(cf. 5111 – Admission)*

~~Admission shall be subject to the following minimum criteria: (5 CCR 200)~~

**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 school district approving the placement in first grade.

**Continuation in Kindergarten**

Students who have 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 for not more than one additional school year. (Education Code 48011)

Whenever a student continues 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)

**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.**



**PROMOTION/ACCELERATION/RETENTION (continued)****Retention at Other Grade Levels**

~~The Superintendent or designee shall require teachers to 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, language arts and mathematics shall be the basis for identifying students between grades 4 and 5, 5 and 6, 6 and 7, 7 and 8, and 8 and 9. (Education Code 48070.5)~~

~~(cf. 6142.91—Reading/Language Arts Instruction)  
(cf. 6142.92—Mathematics Instruction)~~

~~Students shall be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by Board policy.~~

~~(cf. 5121—Grades/Evaluation of Student Achievement)  
(cf. 6162.5—Student Assessment)~~

**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)**

## **PROMOTION/ACCELERATION/RETENTION (continued)**

*(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)*

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)*

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.

### **Performance Indicators**

The following indicators of performance will be used as the minimum standard for promotion:

#### Elementary

- Promotion to third grade: An average grade of "two" (minimum) or better on the reading portion of the student's second grade report card.
- Promotion to fourth grade: An average grade of "two" (minimum) or better on the reading portion of the student's third grade report card.
- Promotion to fifth grade: An average grade of "two-C" (minimum) or better on the reading, language arts, and math portions of the student's fourth grade report card.

**PROMOTION/ACCELERATION/RETENTION (continued)**

- Promotion to sixth grade: An average of ~~"two"~~ "C" (minimum) or better on the reading, language arts, and math portions of the student's fifth grade report card.

A grade of "two" (minimum) is determined by teacher which may include the following assessments:

- Curriculum Based Measurement linked to performance of "Basic" on the California Standards Test in language arts and/or math for grading period
- 65 percent correct on core standards based curriculum
- District approved assessments which include benchmarks for each grading period (e.g. CRLP, Lexile)

Middle Grades

- Promotion from sixth to seventh, seventh to eighth, and eighth to ninth grade. An average grade of "C" or better in language arts, and math and an overall grade point average of 2.0 or better on the student report card for the year, ~~or a score of "Proficient" on standards-based language arts and math tests. (District test on STAR)~~

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 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)

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. 6177 - Summer School)*

*(cf. 6179 - Supplemental Instruction)*

**Summer School Options**

If available, summer school intervention will be offered to qualifying Kindergarten through eighth grade students for academic support.

**PROMOTION/ACCELERATION/RETENTION (continued)****Promotion Of Students Based On Retention As Intervention**

If the student's identified teacher(s) determines that retention is not the appropriate intervention for the student's academic deficiencies, the reasons must be specified in writing to the parent/guardian and administrator and must include recommendations for interventions other than retention that are necessary to assist the student to attain acceptable levels of student achievement. If the teacher's recommendation to promote is contingent upon the student's participation in a remedial 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.

**Accommodations and Modifications**

An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provide access for a student with a disability to participate in a course, standard or test, which does not fundamentally alter or lower the standard or expectation of the course, standard or test.

**Special Needs Students**

The local Board of Trustees has adopted policies for the promotion and retention of students. Promotion is based on the indicators of academic achievement, which are identified in this Administrative Regulation.

In most cases a student with special needs will be placed in the age appropriate grade. The IEP team shall consider whether the student can meet the district's academic achievement requirements for promotion. If the IEP team determines that the student can meet the district's academic achievement goals, the IEP team shall document that finding in the IEP and the student will be promoted or retained based on districtwide promotion and retention guidelines (identified in entirety in this AR 5123)

If the IEP team determines a student is unable to meet districtwide promotion standards due to the nature or degree of the disability the IEP team will develop an IEP which creates an exception to district requirements for promotion and retention in response to the effects of the disability. The IEP shall specifically state through the goals and objectives what the student is expected to meet in order to be promoted to the next grade level. In addition to setting goals and objectives for promotion, potential consequences will be documented in the IEP and discussed amongst the IEP team with regard to satisfying district requirements for graduation with a diploma.

A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response, and or other attribute which provide access for a student with a disability to participate in a course, standard or test, but which does not fundamentally alter or lower the standard or expectation of the course, standard or test. (Freedman, 1999)

**PROMOTION/ACCELERATION/RETENTION (continued)**

If the IEP team determines that a student requires accommodations or modifications in order to assist him or her in demonstrating progress, the IEP team shall specifically document the accommodations or modifications that will be made. The decision to include accommodations or modifications is to be made by the IEP team and shall be made on an individualized basis.

**Retention of Special Needs Students**

If a student with a disability fails to meet district promotion standards or individual promotion standards identified in the student's IEP, the district shall hold an IEP meeting to determine whether:

1. The current IEP appropriately provided for the student's needs
2. The manner of assessment, accommodations or modifications identified in the IEP were appropriate
3. The services required by the student to make progress were identified in the IEP and provided to the student
4. Assessments conducted were consistent with the IEP
5. Were the linguistic needs of English Language Learners appropriately identified?

Where a student with a disability is held to district academic achievement criteria and the student has been provided all of the services necessary (as determined by the IEP team) for the student to progress in the general education curriculum, the student may be retained based on the criteria for retention applied to other students.

Where a student with a disability has individualized achievement criteria identified on the student's IEP, the student may only be retained upon recommendation of the IEP team.

**Limited English Proficient/English Language Learners**

~~The English Language Learner (ELL) student's English Language Development Standards checklist is the determining factor for expected levels of performance and achievement.~~ Students who are being considered for promotion or retention should be evaluated based on adherence to the English Language Development standards for the appropriate language proficiency level. Progress **on toward** English Language Development Standards should be assessed by performance on class work, performance on intervention assignments or advanced ability assignments or projects as appropriate. Listening and speaking strands **progress** may be assessed by student observation or interview.

**PROMOTION/ACCELERATION/RETENTION (continued)**

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 identified teacher(s) determine, 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 meeting Districtwide Promotion Criteria:

For areas included in the student's IEP, the student's special education teacher will serve as the identified teacher. For all other subject areas the principal or designees shall specify the teacher(s) responsible for the decision to promote or retain the student.

Special Education Students Requiring Individual Promotion Standards Determined by the IEP Team:

The IEP team will determine whether the student is retained based on the individualized promotion standards (goals and objectives) identified in the student's IEP.

An English Language Development/Bilingual/CLAD/SDAIE teacher will be the identified teacher for those students with a Bilingual Individualized Learning Plan.

When a student is identified as being at risk of retention, the identified teacher(s) shall so notify the student's parents/guardians 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)*

**Identification of Students at Risk of Retention**

Site administrators are responsible for implementing the following process for early identification of students at risk of retention:

1. Parents/guardian will be notified of the retention policy and the contact information for the school staff members(s) they should call about concerns related to their child's academic progress. Parents/guardian should also be informed that if they have a concern at any time about the progress of their child, they should contact their school to schedule an appointment.

**PROMOTION/ACCELERATION/RETENTION** (continued)

2. A plan will be written and signed between the parent/guardian, school and student (if appropriate) by the end of the first seven weeks for any second through eighth grade student at risk of retention. The plan will include specific intervention(s) to diminish the risk of retention. Interventions should include instructional program, but may include any factor contributing to the risk of retention.
3. If by the end of the first grading period a student is at risk of retention, a plan may be modified and parents notified to continue or adjust a remedial program or make other recommendations to alleviate the risk of retention. Some of the strategies may include but are not limited to: examining and altering current instructional strategies or materials, tutoring, change in schedule, or referral to support service.
4. If by mid-year, the student remains at-risk for retention, additional options may be considered including, but not limited to, referral to an alternative program for more intensive services or access to additional instructional time (during the day, extended day, Saturday). Parents/guardian will be informed in writing of any decisions and results.
5. Only when the interventions have been unsuccessful and student has not made sufficient academic progress during the course of the school year will the student be considered for retention. All potential retentions will be reviewed at the site level by the principal or designee with input from the parent/guardian.

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

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)*

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.

**Appeals**

The teacher's decision to promote or retain a student may be appealed consistent with Board of Trustees policy, administrative regulation and law.

**PROMOTION/ACCELERATION/RETENTION (continued)**

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party 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 appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written 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 appealing party, the teacher and the Superintendent/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 decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

*(cf. 1312 - Complaints Against the Schools)*  
*(cf. 5125 - Student Records)*  
*(cf. 5125.3 - Challenging Student Records)*

**Remedial Instruction**

~~With the parent/guardian's consent, the Superintendent or designee may require a student in grades 2 through 9 who has been retained at grade level to participate in a program of direct, systematic and intensive supplemental instruction that meets the requirements of Education Code 37252. Such programs shall be offered during the summer, after school, on Saturdays and/or during intersessions. 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)~~

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**PROMOTION/ACCELERATION/RETENTION (continued)**

~~(cf. 6177—Summer School)~~

~~(cf. 6179—Supplemental Instruction)~~

~~The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of these supplemental instructional programs. (Education Code 37252.5)~~

~~In addition, the Superintendent or designee may provide supplemental instruction to students in grades 2 through 6 with low scores in mathematics, reading or written expression, in the following priority order: (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 recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5 or district policy~~
- ~~2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the Standardized Testing and Reporting program~~

~~This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.7~~

~~If a special education student attends a district remedial summer school program, the district shall hold an IEP meeting to determine the supports and/or services the student will need to benefit from the program. (Education Code 37252.5)~~

Regulation  
approved: September 4, 2007  
revised: September 15, 2009  
revised: February 21, 2012  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.39

**TOBACCO**

The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals.

*(cf. 5141.23 - Asthma Management)*

**Prohibition Against Tobacco Use**

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 5131 - Conduct)*

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Students' possession or use of nicotine delivery devices, such as electronic cigarettes, **electronic hookah, and other vapore-mitting devices, with or without nicotine content, that mimic the use of tobacco products** is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. **However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus.** (Education Code 48900, 48901)

**Prevention Instruction**

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

## **TOBACCO (continued)**

### **Intervention/Cessation Services**

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. ~~When appropriate, such intervention services may~~ **Such intervention services shall** be provided as an alternative to suspension for tobacco possession.

*(cf. 1020 - Youth Services)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5141.6 - School Health Services)*

*(cf. 6164.2 - Guidance/Counseling Services)*

### **Program Planning**

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

*(cf. 1220 - Citizen Advisory Councils)*

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

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.63 - Steroids)*

The Superintendent or designee shall select anti-tobacco programs based on the model program designs identified by the California Department of Education (CDE) and may modify the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which has received funding from the tobacco industry.

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**TOBACCO** (continued)

*(cf. 1325 - Advertising and Promotion)*

*(cf. 3290 - Gifts, Grants and Bequests)*

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

**Program Evaluation**

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

*(cf. 0500 - Accountability)*

*(cf. 5022 - Student and Family Privacy Rights)*

*(cf. 6162.8 - Research)*

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

*Legal Reference: (see next page)*

## TOBACCO (continued)

### *Legal Reference:*

#### EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

#### HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

#### PENAL CODE

308 Minimum age for tobacco possession

#### CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

#### UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

#### CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

#### ATTORNEY GENERAL OPINIONS

88 *Ops.Cal.Atty.Gen.* 8 (2005)

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008*

*Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003*

*Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000*

#### WEST ED PUBLICATIONS

*Guidebook for the California Healthy Kids Survey*

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Tobacco-Use Prevention Education:

<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>

Safe and Healthy Kids Annual Report: <http://hk.duerrevaluation.com>

U.S. Department of Education: <http://www.ed.gov>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

Policy  
adopted: September 4, 2007  
revised: February 21, 2012  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.43

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Board of Trustees recognizes that 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 during the school day in order to be able to attend school. 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. 6116 Identification and Education Under Section 504)*  
*(cf. 3530 - Risk Management/Insurance)*

If the parent/guardian so chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student on his/her behalf.

**Self-Administration and Monitoring**

~~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.~~

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 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. 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)

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## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

(continued)

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)

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)

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.

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**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

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:*

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, ~~conditions upon which pupil may carry and self-administer medication~~

49423.5 ~~Specialized health care services~~

49426 ~~School nurses~~

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

620-927 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. O'Connell, (2010) 185 Cal.App.4th 393

*Management Reference: (see next page)*

9.2.46



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

*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 LEGAL ADVISORIES**

*Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007*

**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>

Policy  
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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.47

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS****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 48980)

(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.

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**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

**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 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

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

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 **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 also: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if a 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, 626)
2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)

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**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)
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. **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, 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

**Designated Employee/District Responsibilities**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the authorized health provider's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt

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**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication
4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; authorized health care provider's name and contact information; and a space for daily recording of medication administration

The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.

5. Maintain a medication record including 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 any refusal of a student to take his/her medication to the parent/guardian and the site administrator.
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 and outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

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.~~

**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. 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

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

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.
7. **Supervision of volunteer school employees by a licensed health care professional, in accordance with 5 CCR 627.**

Regulation  
approved: September 4, 2007  
revised: September 4, 2012  
revised : May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.54



**SUSPENSION AND EXPULSION/DUE PROCESS**

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment. The board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

*(cf. 5131 – Conduct)*

*(cf. 5131.1 – Bus Conduct)*

*(cf. 5131.2 – Bullying)*

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

*(cf. 5112.5 - Open/Closed Campus)*

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

***Appropriate Use of Suspension Authority***

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

*(cf. 1020 - Youth Services)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6164.5 - Student Success Teams)*

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

~~To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 Discipline. (Education Code 48900.5)~~

~~*(cf. 5144 - Discipline)*~~

~~Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.~~

~~*(cf. 6145 - Extracurricular and Cocurricular Activities)*~~

~~Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)~~

~~Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.~~

~~The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.~~

**Zero Tolerance**

~~The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall~~

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## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

~~immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.~~

### ***On-Campus Suspension***

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

### ***Authority to Expel***

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, **hearings**, and appeals as specified in **law and** administrative regulation. ~~and/or law.~~ (Education Code 48911, 48915, 48915.5, 48918)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))*

### **Required Parental Attendance**

~~The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.~~

~~Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)~~

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

~~Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.~~

~~The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)~~

~~When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)~~

~~The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.~~

~~A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)~~

~~The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.~~

~~District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)~~

### **~~Decision Not to Enforce Expulsion Order~~**

~~On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.~~

### ***Maintenance and Monitoring the Use of Suspension and Expulsion of Outcome Data***

~~At the end of each school year, the Superintendent or designee shall present a report to the Board regarding the use of suspension and/or expulsion in district schools. The report shall include, but is not limited to, outcome data which the district is required by law to collect and data related to the effect of suspension and/or expulsion on the district's minority student populations or groupings.~~

**The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the**

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

~~(cf. 9320 - Meetings and Notices)~~

*Legal Reference:*

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

*Legal Reference continued: (see next page)*

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

PENAL CODE (continued)

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(k) Placement in alternative educational setting

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4<sup>th</sup> 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4<sup>th</sup> 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4<sup>th</sup> 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops. Cal. Atty. Gen. 146 (2001)

80 Ops. Cal. Atty. Gen. 91 (1997)

80 Ops. Cal. Atty. Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: Office for Civil Rights

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy  
adopted: September 4, 2007  
revised: August 19, 2014  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

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## SUSPENSION AND EXPULSION/DUE PROCESS

### Definitions

*Suspension from school* means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

*Expulsion* means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

*Day* means a calendar day unless otherwise specifically provided. (Education Code 48925)

*School day* means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

*Student* includes a student's parent/guardian or legal counsel. (Education Code 48925)

*Principal's designee* means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

*School property*, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))

### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

**Grounds for Suspension and Expulsion: Grades K-12**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense or **committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury.** (Education Code 48900(a) and (t))

~~A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))~~

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

*(cf. 5131 - Conduct)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

*(cf. 5131.6 - Alcohol and Other Drugs)*

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 4890

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**SUSPENSION AND EXPULSION/DUE PROCESS** (continued)

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

*(cf. 5131.62 – Tobacco)*

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
- ~~11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))~~

*(cf. 5131.4 – Student Disturbances)*

12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm, i.e., 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. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Penal Code 245.6. (Education Code 48900(q))

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*Hazing* mean a method of initiation or preinitiation into a student organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school- sanctioned events. (Education Code 48900(q))

**18. Engaged in an act of bullying (Education Code 48900(r))**

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

*Electronic act* means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

*Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

**19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)**

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**SUSPENSION AND EXPULSION/DUE PROCESS** (continued)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

*Sexual harassment* means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - *Sexual Harassment*)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, ethnicity, religion, nationality, disability, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's associated with a person or group with one of more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - *Hate-Motivated Behavior*)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school  
*(cf. 5131.1 – Bus Conduct)*
3. During the lunch period, whether on or off the school campus  
*(cf. 5112.5 – Open/Closed Campus)*
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

*(cf. 5138 - Conflict Resolution/Peer Mediation)*  
*(cf. 5113.1 – Truancy)*

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

*(cf. 5113 - Absences and Excuses)*  
*(cf. 5113.1 - Truancy)*

### **~~Removal from Suspension from Class by a Teacher and Parental Attendance~~**

~~When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)~~

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

~~A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)~~

When removing **suspending** a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

**Suspension by Superintendent, Principal or Principal's Designee**

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## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

~~The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)~~

~~When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)~~

~~(cf. 5125—Student Records)~~

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possession of an explosive as defined in 18 USC 921

The Superintendent, principal or principal's designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall

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**SUSPENSION AND EXPULSION/DUE PROCESS** (continued)

not exceed 30 days in any school year. **The district may count suspension that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.** However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

*(cf. 6184 – Continuation Education)*

~~The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)~~

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the principal, designee, or the Superintendent with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the principal, designee, or the Superintendent determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

*(cf. 6173 - Education for Homeless Children)*

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

*(cf. 9321 - Closed Session Purposes and Agendas)*

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **Supervised Suspension Classroom**

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Authority to Expel**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Mandatory Recommendation for Expulsion**

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

**In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)**

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## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Mandatory Recommendation and Mandatory Expulsion**

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

***Stipulated Expulsion***

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

**Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

*(cf. 5119 - Students Expelled from Other Districts)*

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

*Legal counsel* means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

*Nonattorney advisor* means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Additional Notice of Expulsion Hearing for Foster Youth**

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. **If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing.** If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

### **Conduct of Expulsion Hearing**

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in

another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

- b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

- (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. **Decision Within 40 School Days:** The Board's decision on whether to expel a student shall be made within 40 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. ~~**Decision Within 40 School Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))~~

**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." **including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed.** (Education Code 48918 (a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. ~~The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e))~~ **and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final.** (Education Code 48918(e))

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. **If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation.** (Education Code 48917, 48918)

~~The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))~~

**Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

*(cf. 9321.1 - Closed Session Actions and Reports)*

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, and other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

**Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915 (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

**Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

In cases of mandatory expulsion, the enforcement of an expulsion order shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following:  
(Education Code 4891

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**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board, ~~of Education~~ **the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b).** (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

**Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

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## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

If The student shall submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the or possession, sale, or furnishment of firearms, explosives, or dangerous weapons in violation of Education Code 48900(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

*(cf. 6158 – Independent Study)*

*(cf. 6185 - Community Day School)*

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #18-21 under

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## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

"Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding re-admission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

9.2.85

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5125 - Student Records)*

### **Outcome Data**

~~The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)~~

- ~~1. The number of students recommended for expulsion~~
- ~~2. The specific grounds for each recommended expulsion~~
- ~~3. Whether the student was subsequently expelled~~
- ~~4. Whether the expulsion order was suspended~~
- ~~5. The type of referral made after the expulsion~~
- ~~6. The disposition of the student after the end of the expulsion period~~

~~In addition, the Superintendent or designee shall disaggregate student data collected based on race, color, nationality, religion, disability, and other categories protected from discrimination under the law.~~

Regulation  
approved: September 4, 2007  
revised: October 20, 2009  
revised: December 7, 2010  
revised: August 19, 2014  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.86



**ADVANCED PLACEMENT**

To encourage students to challenge themselves academically and to enable students to be more competitive when applying for admission to postsecondary institutions, the Board of Trustees shall provide opportunities for college-level coursework that will prepare interested high school students to pass Advanced Placement examinations.

The Board desires to provide at least four Advanced Placement courses at each high school. The Superintendent or designee shall recommend subject areas for Advanced Placement courses at each school based on student interest, availability of qualified certificated staff, and availability of instructional materials and other resources. To increase the capacity of the school to offer these courses, the Superintendent or designee shall provide staff development and support to Advanced Placement teachers and shall explore alternative methods of delivering Advanced Placement courses, including but not limited to online courses.

*(cf. 4111 - Recruitment and Selection)*

*(cf. 4113 - Assignment)*

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall ensure that the district's curriculum provides opportunities for students to acquire the skills necessary to successfully undertake Advanced Placement coursework. To the extent possible, the Superintendent or designee shall collaborate with feeder middle schools in developing and implementing a preparation program.

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6143 - Courses of Study)*

The Superintendent or designee also shall provide academic support services designed to increase the rate of successful participation in Advanced Placement courses offered by the district.

*(cf. 6164.2 - Guidance/Counseling Services)*

All students who meet course prerequisites shall have equal access to Advanced Placement courses.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

Grades for Advanced Placement courses shall be assigned in accordance with Board policy and administrative regulation.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

**ADVANCED PLACEMENT (continued)**

***Examination Fee***

To the extent feasible, the district shall reduce the cost of AP examination fees for eligible low-income students. At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the availability of funds for this purpose and shall provide information on how income-eligible students may apply for funding.

*(cf. 3100 - Budget)*

***Legal Reference:***

**EDUCATION CODE**

48980 Parental notifications

52240-52244 Advanced Placement program

**CODE OF REGULATIONS, TITLE 5**

3840 Advanced Placement as program option for gifted and talented students

***Management Resources:***

**WEB SITES**

CDE: <http://www.cde.ca.gov>

AP Challenge Project: <http://www.apchallenge.net>

College Entrance Examination Board: <http://www.collegeboard.org/ap>

Advancement Via Individual Determination: <http://www.avidcenter.org>

**ADVANCED PLACEMENT**

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians on the availability of state funds to cover the costs of Advanced Placement examination fees pursuant to Education Code 52244. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

Any economically disadvantaged student, as defined in Education Code 52241, who is enrolled in an Advanced Placement course may apply to the Superintendent or designee to cover the costs of Advanced Placement examination fees minus five dollars which shall be paid by the student. (Education Code 52244)

Regulation  
approved: September 4, 2007  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.89

**READING/LANGUAGE ARTS INSTRUCTION**

The Board of Trustees 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. 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 to ensure that instructional staff is knowledgeable about how students develop language skills, is able to analyze students' developing literacy, and is able to draw from a variety of instructional strategies and materials.

*(cf. 4131 - Staff Development)*

*(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. 6162.7 - Use of Technology in Instruction)*

*(cf. 6163.1 - Library Media Centers)*

**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:

## **READING/LANGUAGE ARTS INSTRUCTION (continued)**

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**

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. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer School)*  
*(cf. 6179 - Supplemental Instruction)*

## READING/LANGUAGE ARTS INSTRUCTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

41505-41508 Pupil Retention Block Grant  
41530-41532 Professional Development Block Grant  
44277 Professional growth requirements; professional development in reading  
44755-44757.5 Teacher reading instruction development program, K-3 (AB 466 trainings)  
44830 Employment of certificated persons  
44831 Certification qualifications  
51210 Areas of study, grades 1 through 6  
51220 Areas of study, grades 7 through 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  
11980-11986 Mathematics and Reading Professional Development Program (AB 466 trainings)

#### 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:*

#### CSBA PUBLICATIONS

Maximizing School Board Governance: Student Learning and Achievement

Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995

#### CDE 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>

**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)*

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)*

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.

*(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)*

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)*

## READING/LANGUAGE ARTS INSTRUCTION (continued)

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)  
(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: (see next page)*



## READING/LANGUAGE ARTS INSTRUCTION (continued)

### *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>

Policy  
adopted: October 21, 2008  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.9.5

**READING/LANGUAGE ARTS 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/language arts assessments

4. Purchase 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)*

9.2.96

**READING/LANGUAGE ARTS INSTRUCTION**

- 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 Board of Trustees that district's Reading First Achievement Index established pursuant to 5 CCR 11991-11991.2.

Regulation  
approved: October 21, 2008  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.97

**MATHEMATICS INSTRUCTION**

The Board of Trustees desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

*(cf. 6143 - Courses of Study)*

The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.

*(cf. 6146.1 - High School Graduation Requirements)*

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

*(cf. 4131 - Staff Development)*

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*  
*(cf. 6161.11 - Supplementary Instructional Materials)*  
*(cf. 6162.7 - Use of Technology in Instruction)*

## MATHEMATICS INSTRUCTION (continued)

*Legal Reference:*

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

*Management Resources:*

CDE PUBLICATIONS

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995

Mathematics Framework for California Public Schools, 1992

OLD

Policy  
adopted: September 4, 2007  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.99

**MATHEMATICS INSTRUCTION**

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning;

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

## MATHEMATICS INSTRUCTION (continued)

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

*(cf. 4131 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

*(cf. 0440 - District Technology Plan)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(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 provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

## MATHEMATICS INSTRUCTION (continued)

### *Legal Reference:*

#### EDUCATION CODE

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

### *Management Resources:*

#### CSBA PUBLICATIONS

*Governing to the Core, Governance Briefs*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013*

*California Common Core State Standards: Mathematics, rev. January 2013*

#### COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

*Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards*

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org/math>



## CLASS SIZE

The Board of Trustees recognizes that the number of students in a class may affect the extent to which teachers can identify and respond to individual student needs.

In accordance with negotiated employee agreements and state law, and upon the recommendation of the Superintendent or designee, the Board shall establish upper and lower class size limits appropriate for the grade level or subject taught and conducive to the effective use of teaching staff.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

~~The Superintendent or designee shall regularly submit reports that will enable the Board to evaluate the effectiveness of the class size reduction program and its impact on student achievement and on the attainment of the district's goals. These reports shall also include an analysis of the impact of class size reduction on staffing and school facilities needs.~~

The highest priority for maintaining small class sizes shall be in the primary grades in order to support young students as they acquire the basic skills that serve as the foundation for subsequent learning. Other priorities shall be established in accordance with the goals and strategies identified in the district's local control and accountability plan (LCAP).

*(cf. 0200 - Goals for the School District)*  
~~*(cf. 0500 - Accountability)*~~  
~~*(cf. 6117 - Year-Round Schedules)*~~  
~~*(cf. 7111 - Evaluating Existing Buildings)*~~  
*(cf. Local Control and Accountability Plan)*

For grades K-3, the district shall annually make progress toward maintaining an average class of not more than 24 students, unless an alternative annual average class size for each school site is collectively bargained. (Education Code 42238.02; 5 CCR 15498-15498.3)

Transitional kindergarten classes established pursuant to Education Code 48000 shall be included in the calculation of average class enrollment for kindergarten.

*(cf. 6170.1 - Transitional Kindergarten)*

At the secondary level, district priorities for class size reduction shall focus on English language arts, mathematics, science, social studies, and other courses that are necessary for completion of graduation requirements and shall be aligned with student needs as identified in the district's LCAP.

*(cf. 6143 - Courses of Study)*  
*(cf. 6146.1 - Graduation Requirements)*

9.2.103

**CLASS SIZE (continued)**

**The Superintendent or designee shall provide the Board with an analysis of staffing and school facilities needs and other costs related to class size reduction proposals.**

*(cf. 3100 - Budget)*

*(cf. 6117 - Year-Round Schedules)*

*(cf. 7111 - Evaluating Existing Buildings)*

**The Superintendent or designee shall annually report to the Board regarding the impact of the class size reduction program on student achievement and other outcomes such as changes in school climate and student engagement.**

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

**~~Class Size Reduction Program in Grades K-3~~**

~~The Board believes that small class size is beneficial to students in the primary grades as they acquire the basic skills that serve as the foundation for their subsequent learning. The Superintendent or designee shall ensure that classes in primary grades designated by the Board are reduced to 20 or fewer students per teacher in accordance with law.~~

~~Mainstreamed special day students shall not be included in determining class size for purposes of the class size reduction program.~~

~~*(cf. 6159 - Individualized Education Program)*~~

~~In accordance with law, the Superintendent or designee shall ensure that the teachers of classes in the class size reduction program receive training designed to help them to maximize the educational advantages of class size reduction.~~

~~*(cf. 4131 - Staff Development)*~~

~~If it becomes necessary to consider reducing or eliminating certain grade levels or schools from participation in the class size reduction program, the Superintendent or designee shall prepare a report analyzing the potential impact of the program's elimination, including the effects on the district's budget, transportation, facilities, staffing and collective bargaining agreement, as well as the potential impact on student achievement and learning. He/she shall present recommendations to the Board in accordance with the priorities specified in law.~~

*Legal Reference: (see next page)*

9.2.104

**CLASS SIZE (continued)**

*Legal Reference:*

EDUCATION CODE

*17042 Rules for determining area of adequate school construction; exceptions*

*17042.7 Formula for calculation*

*33050 Nonwaivable provisions*

*35160 Authority of the board*

*~~41375 Legislative intent encouraging reduction in class size~~*

*~~41376 Minimum class size standards~~*

*~~41378 Apportionments and allowances, kindergarten classes~~*

*42238.02 Local control funding formula, including adjustment for class size reduction*

*42280 Necessary small schools*

*46205 Computation for early-late programs*

*51225.3 Graduation requirements*

*52060-52077 Local control and accountability plan*

*~~52080-52090 Morgan Hart Class Size Reduction Act~~*

*~~52120-52128.5 Class Size Reduction program~~*

GOVERNMENT CODE

*3543.2 Scope of representation*

CODE OF REGULATIONS, TITLE 5

*~~15103 Definitions~~*

*~~15130-15133 Class size reduction program K-3~~*

*~~15140-15141 Class size reduction in two courses in grade 9~~*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Frequently Asked Questions, K-3 Class Size Reduction Program, revised July 2005*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, class size reduction: <http://www.cde.ca.gov/ls/cs/>

**CLASS SIZE****Class Size Reduction in Grades K-3**

When establishing a program to reduce class size in the primary grades, the program shall be implemented at each school according to the following priorities: (Education Code 52124)

1. If only one grade level is reduced at a school, the grade level shall be grade 1.
2. If only two grade levels are reduced at a school, the grade levels shall be grades 1 and 2.
3. If three grade levels are reduced at a school, then those grade levels shall be kindergarten and grades 1 and 2 or grades 1 through 3. Priority shall be given to the reduction of class sizes in grades 1 and 2 before class sizes of kindergarten or grade 3 are reduced.
4. If four grade levels are reduced at a school, then those grade levels shall be kindergarten through grade 3. First priority shall be given to the reduction of class sizes in grade 1 and 2; second priority shall be given to the reduction of class size in kindergarten and grade 3.

In order to maximize the educational advantages of smaller classes, training shall be provided to teachers providing direct instructional services in classes participating in the district's class size reduction program. This training shall include, but not be limited to, methods for providing each of the following: (Education Code 52127)

1. Individual instruction
2. Effective teaching, including classroom management, in smaller classes
3. Identifying and responding to student needs
4. Opportunities to build on the individual strengths of students

*(cf. 4131 - Staff Development)*

**STUDENT ASSESSMENT**

The Governing Board recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, ~~program effectiveness and staff evaluations shall, as appropriate, be based in part on indicators of student achievement.~~ **summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.**

*(cf. 0500 - Accountability)*

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 6011 - Academic Standards)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6142.7 - Physical Education)*

*(cf. 6162.51 - Standardized Testing and Reporting Program)*

*(cf. 6162.52 - High School Exit Examination)*

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 6162.54 - Test Integrity/Test Preparation)*

The Superintendent or designee shall provide professional development to assist teachers and paraprofessionals in interpreting and using assessment data to improve student performance and the instructional program.

*(cf. 4131 - Staff Development)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

9.2.107

## **STUDENT ASSESSMENT** (continued)

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

*(cf. 0510 - School Accountability Report Card)*

### **Individual Record of Accomplishment**

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting program pursuant to Education Code 6064060649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

*(cf. 6178 - Career Technical Education)*

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

*(cf. 5125 - Student Records)*

*Legal Reference: (see next page)*

9.2.108

## STUDENT ASSESSMENT (continued)

### *Legal Reference:*

#### EDUCATION CODE

313 *Assessment of English language development*  
10600-10610 *California Education Information System*  
44660-44665 *Evaluation and assessment of performance of certificated employees (Stull Act)*  
49558 *Free and reduced-price meals; use of individual applications and records*  
51041 *Evaluation of educational program*  
51450-51455 *Golden State Seal Merit Diploma*  
52052 *Academic Performance Index; numerically significant student subgroups*  
52060-52077 *Local control and accountability plan*  
60600-60649 *Assessment of academic achievement*  
60640-60649 *California Assessment of Student Performance and Progress*  
60800 *Physical fitness testing*  
60810 *Assessment of language development*  
60850-60856 *Exit examination*  
60900 *California Longitudinal Pupil Achievement Data System*

#### CODE OF REGULATIONS, TITLE 5

850-870 *Standardized Testing and Reporting program*  
850-864 *California Assessment of Student Performance and Progress*  
1200-1216 *High School Exit Examination*

#### UNITED STATES CODE, TITLE 20

9622 *National Assessment of Educational Progress*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Key Elements of Testing*, 2004

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Teachers' Use of Student Data Systems to Improve Instruction*, 2007

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Education Testing Service: <http://www.ets.org>

U.S. Department of Education: <http://www.ed.gov>

Policy  
adopted: September 4, 2007  
revised: November 20, 2012  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.109

**TEST INTEGRITY/TEST PREPARATION**

The Board of Trustees desires to protect the integrity of student assessment processes in order to obtain an accurate assessment of student achievement in the district and maintain accountability to the community and state. Students and staff are expected to maintain a high level of integrity in the completion and handling of student assessments.

*(cf. 0500 - Accountability)*  
*(cf. 0520 - Intervention for Underperforming Schools)*  
*(cf. 0520.1 - High Priority Schools Grant Program)*  
*(cf. 0520.2 - Title I Program Improvement Schools)*  
*(cf. 0520.3 - Title I Program Improvement Districts)*  
*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.9 - Academic Honesty)*  
*(cf. 6162.5 - Student Assessment)*  
*(cf. 6162.51 - Standardized Testing and Reporting Program)*  
*(cf. 6162.52 - High School Exit Examination)*

**Test Integrity**

In the administration of standardized tests, staff shall not:

1. Provide inappropriate test preparation
2. Modify test administration procedures, except as allowed by law
3. Provide inappropriate assistance to students during test administration
4. Change or fill in answers on student answer sheets
5. Provide inaccurate data on student header sheets
6. Discourage or exclude certain students from taking the test
7. Engage in any other practice to artificially raise student scores without actually improving underlying student achievement

**Preparation for State Tests**

~~Staff may prepare students for assessments by providing instruction in the content specified in state and district academic standards and teaching general test-taking strategies that are designed to improve their performance on tests included in the Standardized Testing and Reporting program, the California High School Exit Examination, or the California English Language Development Test. Such strategies may include, but not be limited to, using time efficiently, understanding directions, placing answers correctly on answer sheets, checking answers, problem-solving tactics, and exposing students to various test formats.~~

9.2.110



## TEST INTEGRITY/TEST PREPARATION (continued)

*(cf. 6011 - Academic Standards)*

The Superintendent or designee, principals, and teachers shall not implement any program of ~~specific preparation for the statewide student for sole purpose of test preparation of students for the statewide~~ assessment program system or a particular test used within that program in the statewide assessment system. (Education Code 60611)

~~Practice tests provided by the publisher of the state achievement test may be used for the limited purpose of familiarizing students with the use of scanable test booklets or answer sheets and the format of test items. No alternate or parallel form of the test shall be administered or used. (5 CCR 854)~~

The primary preparation for assessments shall be high-quality instruction in the content specified in state and district academic standards. In addition, staff may prepare students for assessments by teaching general test-taking strategies and familiarizing them with item types or the computer-based testing environment used in state assessments.

*(cf. 6011 - Academic Standards)*

~~Staff shall not use released test questions to develop practice tests that mimic or parallel state tests, or for teaching or drilling students only on the released items.~~

### Investigation and Consequences of Testing Irregularities

Reports of student cheating on assessments shall be submitted to the principal or designee. ~~for investigation. The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.~~ Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

*(cf. 5144 - Discipline)*

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, where applicable, collective bargaining agreements, Board policy, and administrative regulations.

*(cf. 4117.4 - Dismissal)*

*(cf. 4118 - Suspension/Disciplinary Action)*

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

The Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

9.2-111

## TEST INTEGRITY/TEST PREPARATION (continued)

If the Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

### *Legal Reference:*

#### EDUCATION CODE

~~60600-60649 California Assessment of Academic Achievement, especially:~~

60611 Inappropriate test preparation

60640-60649 California Assessment of Student Performance and Progress

60850-60859 California High School Exit Examination

#### GOVERNMENT CODE

54957 Complaints against employees, closed session

#### CODE OF REGULATIONS, TITLE 5

~~850-870 Standardized Testing and Reporting program, especially:~~

~~854 Advance preparation for STAR test~~

~~880-901 Designated primary language test~~

850-864 California Assessment of Student Performance and Progress

1200-1225 California High School Exit Examination, especially:

1215 Cheating on the high school exit examination

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Guidelines on Academic Preparation for State Assessments, April 2004*

#### WEB SITES:

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

**GUIDANCE/COUNSELING SERVICES**

The Board of Trustees 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)

## **GUIDANCE/COUNSELING SERVICES (continued)**

### **Supplemental School Counseling Program for Students in Grades 7-12**

The Board has adopted the Supplemental School Counseling Program in order to provide supplemental counseling services to all students in grades 7-12 to be delivered by personnel who hold a valid pupil personnel services credentials. In accordance with law and as specified in administrative regulation, the district's program shall provide for an individualized review of student records, an opportunity for a counselor to meet with students to discuss educational and vocational options, and specialized counseling services for students identified as at risk of not passing the high school exit examination.

*(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. 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)*

## **GUIDANCE/COUNSELING SERVICES (continued)**

### **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. 5136 - Gangs)*

*(cf. 5141.52 - Suicide Prevention)*

*Legal Reference: (see next page)*

## **GUIDANCE/COUNSELING SERVICES (continued)**

### *Legal Reference:*

#### EDUCATION CODE

221.5 Prohibited sex discrimination

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/fpcr/hottopics/ht10-09-02.html>

Policy  
adopted: August 4, 2009  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.116

**GUIDANCE/COUNSELING SERVICES**

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)*

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**

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)*

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)*

**GUIDANCE/COUNSELING SERVICES (continued)**

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)*

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)



## **GUIDANCE/COUNSELING SERVICES (continued)**

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)

*(cf. 5125.1 - Release of Directory Information)*

### **Personal or Mental Health Counseling**

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)*

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**

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 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: (see next page)*

## **GUIDANCE/COUNSELING SERVICES (continued)**

### *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>

**GUIDANCE/COUNSELING SERVICES****Supplemental School Counseling Program for Students in Grades 7-12**

A counselor shall review the academic and department record of each student in grades 7-12, and meet with each student and, if practicable his/her parent/guardian, to explain the records. At the meeting, the counselor shall also explain the student's educational options, the coursework and academic progress needed for satisfactory completion of middle school or high school and passage of the high school exit examination, and the availability of career technical education. If such services are available to district students, the educational options discussed shall include college preparatory and vocational programs, including regional occupational centers and programs and any other available alternatives. (Education Code 52378)

*(cf. 5125 - Student Records)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

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

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6178 - Vocational Education)*

The Superintendent or designee shall identify students in grades 7-12: (Education Code 52378)

1. Who 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 examination
3. Do not have sufficient training to allow them to fully engage in their chosen career.

The district shall provide the following 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 examination, the district shall provide a list of coursework and experience necessary to assist them in their respective grade and to successfully transition to postsecondary education or employment. 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, or continuing enrollment in the district. (Education Code 52378)

**GUIDANCE/COUNSELING SERVICES (continued)**

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 examination. (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. **Individual Conference:** For students in grades 7, 10, and 12 who have been provided the list of coursework and experience 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 examination
  - 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
  - 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

The individual conference shall be scheduled, to the extent feasible, within the following timelines: (Education Code 52378)

1. For students in grade 7, the conference shall occur before January of the year in which the student is in grade 7.

**GUIDANCE/COUNSELING SERVICES (continued)**

2. 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.
3. 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.

The Superintendent or designee shall annually submit reports to the California Department of Education describing the number and percentage of students receiving various program services. (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  
approved: August 4, 2009  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.124

**EDUCATION FOR FOSTER YOUTH**

~~The Board of Trustees recognizes its obligation to ensure that foster youth have access to the academic resources, services and extracurricular and enrichment activities that are available to district students. The district shall provide students in foster care within the district with access to educational opportunities and other services necessary to help such students achieve the district's performance standards.~~

**The Board of Trustees 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)*

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 the 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 **transfer rights of foster youth and other related rights.**

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

~~The Superintendent or designee shall collaborate with the county placing agency and other appropriate agencies to ensure maximum utilization of available funds and to meet the educational needs of foster youth within the district.~~

~~*(cf. 1400 - Relations between Other Governmental Agencies and the Schools)*~~  
~~*(cf. 5141.6 - Student Health and Social Services)*~~

9.2.125

**EDUCATION FOR FOSTER YOUTH (continued)**

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)*

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 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)*

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)*



**EDUCATION FOR FOSTER YOUTH (continued)**

*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*

48645.1 *Juvenile court schools*

~~48645.5 Coursework completed in public school, juvenile court school, or nonpublic nonsectarian school~~

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*

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: (see next page)*

9.2.127

## EDUCATION FOR FOSTER YOUTH (continued)

### *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*

#### **CALIFORNIA CHILD WELFARE COUNCIL**

*Partial Credit Model Policy and Practice Recommendations*

#### **CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS**

*Our Children: Emancipating Foster Youth, A Community Action Guide*

#### **WEB SITES**

<http://www.cde.ca.gov/spbranch/ssp/fysprfa/fysrfa.htm>

<http://www.fosteryouthhelp.ca.gov>

**CSBA:** <http://www.csba.org>

**American Bar Association:** <http://www.americanbar.org>

**California Child Welfare Council:** <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.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.calyouthconn.org/site/cyc>

**Cities, Counties and Schools Partnership:** <http://www.ccspartnership.org>

Policy  
adopted: November 17, 2009  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.128

**EDUCATION FOR FOSTER YOUTH**

**Definitions**

*Foster youth* means a child who has been subject to one of the following: (Education Code 48853.5)

1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)
2. Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)
3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602
4. **Is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Codes 450, and satisfies the criteria specified in Education Code 42238.01.**

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which the student 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 shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest 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 or designee designates the following position as the district liaison for foster youth: (Education Code 48853.5)

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**EDUCATION FOR FOSTER YOUTH (continued)**

District Homeless Liaison  
Western Placer Unified School District  
600 Sixth Street, Suite 400  
Lincoln, CA 95648  
916-645-6350

*(cf. 6173 - Education for Homeless Children)*

The district's liaison for foster youth shall: (Education Code 48645.5, 48853.5)

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care

*(cf. 1400 - Relations between Other Governmental Agencies and the Schools)*  
*(cf. 5141.6 - Student Health and Social Services)*

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 48853.5, 48645.5)

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 all academic and other records, within two business days of receiving the request. 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 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)**
34. 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)*

9.2.130

**EDUCATION FOR FOSTER YOUTH (continued)**

45. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling **and health services**, or 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)*

56. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

67. 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)*  
*(cf. 5149 - At-Risk Students)*

78. 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 district 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)*

**EDUCATION FOR FOSTER YOUTH** (continued)**Enrollment**

A foster youth placed in a licensed children's institution or foster family home 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 **he/she is aware of the following:**

- 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 or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
  - b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. 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.

9.2.132

**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 interest. (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, agree 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 youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic, medical records, **including, but not limited to, immunization records or other documentation** or proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

*(cf. 5132 - Dress and Grooming)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

Within two business days of a request for enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison for the school last attended shall provide all records within two business days of receiving the request. (Education Code 48853.5)

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board of Trustees. The Board shall consider the issue at its next regularly-scheduled meeting. The Board's decision shall be final.

## **EDUCATION FOR FOSTER YOUTH (continued)**

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)

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.

### **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)

**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)*

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)

9.2.134



## **EDUCATION FOR FOSTER YOUTH (continued)**

~~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)~~

**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)**

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6162.52 - High School Exit Examination)*

### **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)*

Regulation  
approved: September 4, 2007  
revised: March 6, 2012,  
revised: December 4, 2012  
revised: May 19, 2015

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.135

**SUMMER SCHOOL**

~~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.~~

~~Cautionary Notice 2010-13: AB-1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.~~

The Board of Trustees 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.

Summer programs offered by the district shall be aligned with district's goals and curriculum **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. 6142.7 - Physical Education and Activity)*  
*(cf. 6143 - Courses of Study)*  
~~*(cf. 6153 - School-Sponsored Trips)*~~

**Summer School**

~~When funds are available,~~ The Superintendent or designee, with Board approval, shall **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)*

9.2.136

**SUMMER SCHOOL** (continued)

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 to~~ **students needing remediation and/or** enrichment in core academic subjects. ~~in accordance with law, Board policy, and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506; 5 CCR 11472)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6143 - Courses of Study)~~

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

~~(cf. 6176 - Weekend/Saturday Classes)~~

~~(cf. 6179 - Supplemental Instruction)~~

**As appropriate, P**priority to enrollment in summer school 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~~
31. 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)~~

5. **Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program**

9.2.137

## **SUMMER LEARNING PROGRAMS (continued)**

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)*

**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.**

**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.**

*Legal Reference: (see next page)*

## SUMMER LEARNING PROGRAMS (continued)

### *Legal Reference:*

#### EDUCATION CODE

8482-8484.6 After School Education and Safety Program  
8484.7-8484.9 21<sup>st</sup> Century Community Learning Centers  
37252-37253.5 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 and accountability plan  
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)  
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  
~~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  
UNITED STATES CODE, TITLE 20  
6311-6322 Improving basic programs for disadvantaged students  
7171-7176 21<sup>st</sup> 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>

Policy  
adopted: September 4, 2007  
revised: January 20, 2015  
revised: May 19, 2015

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.139

**CONTINUATION EDUCATION**

~~The Board of Trustees 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.~~

**The Board of Trustees shall provide a continuation education program as an option for at-risk students who may need a flexible educational environment. The continuation education program shall be designed to meet the educational needs of each student, provide an opportunity for participating students to complete the required course of instruction necessary to graduate from high school, emphasize occupational orientation or a work study schedule, and offer intensive guidance services.**

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.11 - Alternative Credits Toward Graduation)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.1 - Work-Based Learning)*

**The continuation education program shall be aligned with the goals identified in the district's local control and accountability plan, designed and implemented in collaboration with other high schools within the district, and coordinated with other educational options available to district students.**

*(cf. 0420.4 - Charter Schools Authorization)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(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. 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.~~

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**CONTINUATION EDUCATION (continued)**

The Superintendent or designee shall appoint a director of continuation education who shall be responsible for the organization and administration of the district's continuation education program and guidance, placement, and follow-up services for participating students. (5 CCR 11000, 11003)

The continuation high school shall be conducted for not less than 175 days during a school year. 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; 5 CCR 11004)

*(cf. 6112 - School Day)*

*(cf. 6200 - Adult Education)*

~~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.~~

Students eligible for continuation education classes shall be age 16 or 17 years at the time of their enrollment and shall not have graduated from high school. (Education Code 48400, 48413)

A student may be involuntarily transferred into a continuation education program in accordance with law and administrative regulation. (Education Code 48432.5)

With the consent of the Superintendent or designee, a student may voluntarily enroll in continuation classes in order to receive special attention such as individualized instruction. (Education Code 48432, 48432.3, 48432.5)

Priority for voluntary enrollment in continuation classes shall be given to students who need credit recovery in order to graduate with their peers and to students who, due to employment, pregnancy, parenting responsibilities, or other circumstances, are unable to attend a comprehensive high school. A student with a disability shall be admitted only if his/her individualized education program specifically states that a continuation high school setting meets his/her needs.

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6159 - Individualized Education Program)*

Enrollment criteria shall be applied consistently throughout the district. (Education Code 48432.3)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

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**CONTINUATION EDUCATION (continued)**

**Students may be enrolled in a regional occupational center or program within the county in lieu of, or in combination with, continuation education. (Education Code 48432)**

*(cf. 6178.2 - Regional Occupational Center/Program)*

**Students otherwise subject to compulsory attendance in continuation education classes may be exempted if they meet any of the conditions specified in Education Code 48410 and AR 5112.1 - Exemptions from Attendance.**

*(cf. 5112.1 - Exemptions from Attendance)*

**The Superintendent or designee shall regularly evaluate the effectiveness of district continuation education programs and report these evaluation results to the Board. Indicators may include, but not be limited to, disaggregated data on student enrollment, student assessment results, and graduation rates.**

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6190 - Evaluation of the Instructional Program)*

~~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)~~

*Legal Reference: (see next page)*

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## CONTINUATION EDUCATION (continued)

### *Legal Reference:*

#### EDUCATION CODE

~~41505-41508 Pupil Retention Block Grant~~

~~42243.7 District Revenue Limit for Districts with a Continuation High School~~

~~46170 Minimum school day for continuation schools and classes~~

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

51224-51225.3 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

#### COURT DECISIONS

Nathan G. v. Clovis Unified School District (2014) Cal.App.5<sup>th</sup> (No. F065485)

### *Management Resources:*

#### JOHN W. GARDNER CENTER FOR YOUTH AND THEIR COMMUNITIES PUBLICATIONS

Raising the Bar, Building Capacity: Driving Improvement in California's Continuation High Schools, May 2012

Intake Processes at Continuation High Schools: Shaping School Climate Through Selection and Enrollment Strategies, February 2011

#### WEB SITES

California Continuation Education Association: <http://www.cceanet.org>

California Department of Education: <http://www.cde.ca.gov>

John W. Gardner Center for Youth and Their Communities, Stanford School of Education:  
<http://jgc.stanford.edu>

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WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

9.2.143

**CONTINUATION EDUCATION****Program Components**

~~The curriculum offered by the continuation high school shall enable students to meet requirements for high school graduation prescribed in Education Code 51224-51225.3. (5 CCR 11004)~~

~~(cf. 6146.1 High School Graduation Requirements)~~

~~In order to receive a high school diploma, students in continuation education must pass the high school exit examination. (Education Code 60850)~~

~~(cf. 6162.5 Student Assessment)~~

~~Instruction in continuation education classes shall be based on individual needs as determined by the findings of the counseling and coordination services. (5 CCR 11002)~~

~~The Superintendent or designee shall provide to all minors in the district subject to compulsory continuation education a program that includes: (Education Code 48431; 5 CCR 11001)~~

1. ~~Personal guidance~~

~~(cf. 6164.2 Guidance/Counseling Services)~~

2. ~~Occupational guidance~~

3. ~~Placement in suitable employment whenever the student can benefit from such employment~~

~~(cf. 5113.2 Work Permits)~~

~~(cf. 6178.1 Work Experience Education)~~

4. ~~Follow-up services including:~~

a. ~~Visitations at places of employment to determine the effectiveness of the guidance and placement services~~

b. ~~Regular home contacts and parent conferences when students are not succeeding in the continuation program~~

~~(cf. 6020 Parent Involvement)~~

e. ~~Regular contacts with students enrolled for only four hours per week and all students suspended from continuation education with the intent of eventually returning them to the full-time continuation education program~~

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**CONTINUATION EDUCATION (continued)**

~~The continuation high school shall be conducted for not less than 175 days during a school year. (5 CCR 11004)~~

**The district's continuation education program shall include the following components:**

- 1. Curriculum that prepares students to meet the course requirements for graduation prescribed in Education Code 51224-51225.3 (5 CCR 11004)**

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

*(cf. 6178 - Career Technical Education)*

- 2. A plan to coordinate instruction and training in the continuation education program with students' parents/guardians, employment, and other agencies (5 CCR 11003)**
- 3. Instruction based on individual student needs as determined by counseling and coordination services (5 CCR 11002)**
- 4. Personal guidance in matters affecting students' personal, social, and educational adjustment (5 CCR 11001)**

*(cf. 6164.2 - Guidance/Counseling Services)*

- 5. Occupational guidance to prepare students for future employment opportunities (5 CCR 11001)**
- 6. Placement in suitable employment whenever students can benefit from such employment, and follow-up visitations at places of employment to determine the effectiveness of the guidance and placement services (5 CCR 11001)**

*(cf. 5113.2 - Work Permits)*

*(cf. 6178.1 - Work-Based Learning)*

- 7. Regular home contacts and parent conferences when students are not succeeding in the continuation program (5 CCR 11001)**

*(cf. 6020 - Parent Involvement)*

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**CONTINUATION EDUCATION (continued)**

8. Regular contacts with students enrolled for only four hours per week and all students suspended from continuation education, with the intent of eventually returning them to the full-time continuation education program (5 CCR 11001)
9. Regular communication with all parents/guardians regarding their child's progress in the educational program

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

10. Opportunities for parent/guardian and community involvement in school activities and program planning

*(cf. 1240 - Volunteer Assistance)*

11. Student support services that may include, but are not limited to, academic support services, health services or referrals, child care and development services for the children of enrolled students, and/or prevention and intervention services for alcohol or substance abuse

*(cf. 1020 - Youth Services)*

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5141.6 - School Health Services)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5149 - At-Risk Students)*

*(cf. 6164.5 - Student Success Teams)*

*(cf. 6179 - Supplemental Instruction)*

12. Professional development that includes opportunities for teachers to continually improve their instructional and classroom management skills

*(cf. 4131 - Staff Development)*

13. Efforts to ensure school safety and promote a positive school climate

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3515 - Campus Security)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

*(cf. 5136 - Gangs)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

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## CONTINUATION EDUCATION (continued)

### **Program Administration**

~~The director of continuation education shall be responsible for the organization and administration of the district's continuation education program and guidance, placement and follow-up. (5 CCR 11000)~~

### **Involuntary Transfer**

Students eligible for continuation education classes shall be age 16 or 17 at the time of their enrollment and shall not have graduated from high school. (Education Code 48400, 48413)

A decision to transfer a student involuntarily into continuation education classes shall be based on a finding that the student meets either of the following conditions: (Education Code 48432.5)

1. The student committed an act enumerated in Education Code 48900.

Involuntary transfer to a continuation school shall be made only when other means fail to bring about student improvement. However, a student may be involuntarily transferred the first time he/she commits an act enumerated in Education Code 48900 if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48432.5)

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

2. The student has been habitually truant or irregular in legally required school attendance.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Truancy)*

Prior to an involuntary transfer, the student and parent/guardian shall be given written notice that they may request a meeting with the Superintendent or designee. (Education Code 48432.5)

*(cf. 5145.6 - Parental Notifications)*

At the meeting, the student or parent/guardian shall be informed of the specific facts and reasons for the proposed transfer. The student or parent/guardian shall have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf. The student may designate one or more representatives and witnesses to be present with him/her at the meeting. (Education Code 48432.5)

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## **CONTINUATION EDUCATION (continued)**

A written decision to transfer, stating the facts and reasons for the decision, shall be sent to the student and parent/guardian. It shall indicate whether the decision is subject to periodic review and the procedure for such review. (Education Code 48432.5)

The persons making the final decision for involuntary transfer shall not be members of the staff of the school in which the student is enrolled at the time. (Education Code 48432.5)

No involuntary transfer to a continuation school shall extend beyond the end of the semester following the semester when the acts leading to the involuntary transfer occurred. (Education Code 48432.5)

~~However, at the request of a student or parent/guardian, the Superintendent or designee shall conduct an annual review of the involuntary transfer.~~

### **Voluntary Enrollment**

~~With the consent of the Superintendent or designee, a student may voluntarily enroll in continuation classes in order to receive special attention such as individualized instruction. Students so enrolled may return to the regular high school at the beginning of the following school year, or at any time the Superintendent or designee gives consent. (Education Code 48432.5)~~

As space permits, students who meet the eligibility criteria specified in Board policy may voluntarily enroll in a continuation school. A student may be considered for placement in the continuation school whenever his/her parent/guardian submits a written request to the Superintendent or designee or the student is referred by a counselor or school administrator.

Approval of a student's voluntary transfer shall be based on a finding that the placement will promote the educational interests of the student. (Education Code 48432.3)

Voluntary enrollment shall be subject to the following conditions: (Education Code 48432.3, 48432.5)

1. A student's voluntary placement in continuation education shall not be used as an alternative to expulsion unless alternative means of correction have been attempted pursuant to Education Code 48900.5.
2. The district shall strive to ensure that no specific group of students, including a group based on race, ethnicity, language status, or special needs, is disproportionately enrolled in continuation education within the district.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

9.2.148

**CONTINUATION EDUCATION (continued)**

The Superintendent or designee shall annually review disaggregated student enrollment data and report such data to the Governing Board. If it is determined that one or more student groups are enrolled in continuation education at a significantly higher level than their proportional enrollment in the district, the Superintendent or designee shall conduct a review of enrollment criteria and procedures to determine the reason for the disproportionate enrollment.

3. A copy of this administrative regulation and accompanying Board policy shall be provided to a student whose voluntary transfer to a continuation school is under consideration and to his/her parent/guardian.
4. Before a student is transferred and upon request by his/her parent/guardian, the parent/guardian may meet with a counselor, principal, or administrator from both the school that the student is currently attending and the continuation school to determine if transferring is the best option for the student.
5. To the extent possible, voluntary transfer to a continuation school shall occur within the first four weeks of each semester.
6. A student who is voluntarily enrolled in continuation education may return to the regular high school at the beginning of the following school year, or at any other time with the consent of the Superintendent or designee.

**Reenrollment**

Any person age 16 or 17 ~~who~~ **left years who terminated his/her enrollment in continuation** school after obtaining a certificate of proficiency may reenroll in the district **once** without prejudice. If the student leaves a second time, the Superintendent or designee may deny reenrollment until the beginning of the next semester. (Education Code 48414)

*(cf. 6146.2 – Certificate of Proficiency/High School Equivalency)*

**Minimum Attendance Requirement**

Each student in the continuation education program shall attend classes for not less than four 60-minute hours per week for the regular school term. The requirement may be met by attendance in a continuation education class and/or regional occupational center or program. (Education Code 48400)

If a student subject to compulsory attendance in continuation education classes cannot give satisfactory proof of regular employment, the student shall attend continuation education classes and/or a regional occupational center or program for not less than 15 hours per week during the period of unemployment. (Education Code 48402)

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**CONTINUATION EDUCATION** (continued)

**Leaves of Absence**

A student enrolled in compulsory continuation education classes may take a leave of absence for up to two semesters for the purpose of supervised travel, study, training or work in accordance with law, Board policy and administrative regulation. (Education Code 48416)

*(cf. 5112.3 - Student Leave of Absence)*

Regulation  
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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

9.2.150