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

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Joyce Lopes, Assistant Superintendent of Business Services

STUDENT ENROLLMENT

School	2010 CBEDS	01/03/12	02/01/12
Sheridan School (K-5)	84	78	84
First Street School (K-5)	449	452	453
Carlin C. Coppin Elementary (K-5)	420	428	429
Creekside Oaks Elementary (K-5)	620	632	624
Twelve Bridges Elementary (K-5)	716	672	681
Foskett Ranch Elementary (K-5)	543	559	562
Lincoln Crossing Elementary (K-5)	612	633	631
Glen Edwards Middle (6-8)	699	704	697
Twelve Bridges Middle School (6-8)	832	816	823
Lincoln High School (9-12)	1,496	1,467	1,459
Phoenix High School (10-12)	80	70	71
PCOE Home School	0	0	0
TOTAL:	**6,551**	**6,526**	**6,514**

State Preschool

First & L Street	22 A.M. /24 P.M.
Carlin Coppin	24 A.M.

Pre-K/Special Ed

Foskett	13
FSS PPPIP	60

Adult Education 366

First-5 Program

First Street	20 A.M. /20 P.M.
Sheridan	18 A.M. /18 P.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
February 21, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – Performing Arts Theater
790 J Street, Lincoln, CA 95648

AGENDA

2011-2012 Goals & Objectives (G & 0) 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.

6:25 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

6:30 P.M.

2. **CLOSED SESSION** – Lincoln High School – Main Office

   2.1 **PERSONNEL**
   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
   Public Employee Discipline/Dismissal/Release

   2.2 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Joyce Lopes, Assistant Superintendent of Business Services

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High Theater
   The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

   3.1 **PERSONNEL**
   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
   Public Employee Discipline/Dismissal/Release

   3.2 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services Joyce Lopes, Assistant Superintendent of Business Services

4. **SPECIAL ORDER OF BUSINESS**
   School Being Featured: Phoenix High School

5. **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.

5.1 Classified Personnel Report
5.2 Certificated Personnel Report
5.3 Approve Lincoln Kiwanis Foundation donation to Phoenix High School.
5.4 Approve Lincoln Community Foundation donation to Carlin C. Coppin School
5.5 Approve Student Discipline/Stipulated Expulsion for student #11-12 Q.
Roll call vote:

6. 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, but within the board's subject matter jurisdiction. 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 "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Isabella Franco
7.2 Western Placer Teacher's Association – Mike Agrippino
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent - Scott Leaman

8. ♦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 Performing Arts Theater. Request forms are to be submitted to the Board Clerk before each item is discussed.

8.1 Information **KINDERGARTEN REGISTRATION UPDATE – Boyle** *(11-12 G & O Component I, II, III, V, IV)*

•Western Placer Unified School District is preparing for Kindergarten Registration for 2012 - 2013. Registration packets are available at elementary school sites beginning March 6. The age of kindergarten eligibility has been changed throughout the state for the coming year: students must be five years of age on or before November 1, 2012 to be enrolled in kindergarten for the 2012 - 2013 school year. Additional information will be presented at the Board meeting.

8.2 Information Discussion **INTERDISTRICT AGREEMENTS – Leaman** *(11-12 G & O Component I, II, III, V, IV)*

•The board will discuss implementation of the two board policies.

8.3 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(10-11 G & O Component I, 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/AR 3270 Sale and Disposal of Books, Equipment and Supplies
- AR 4112.4 Health Examinations
  4212.4
  4312.4
- BP 4119.21 Professional Standards
  4219.21
  4319.21
- BP 5021 Noncustodial Parents
- E 5116.1 Intradistrict Open Enrollment
- AR 5123 Promotion/Acceleration/Retention
- BP/AR 5117 Intradistrict Attendance
- BP 5131.62 Tobacco
- BP 5141.52 Suicide Prevention
- BP 6011 Academic Standards
- BP 6120 Response to Instruction and Intervention
- BP 6141.6 Multicultural Education
- BP 6142.94 History-Social Science Instruction
- BP 6145.2 Athletic Competition
- BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
- BP/AR 6173.2 Education of Children of Military Families
- BP 6181 Alternative Schools/Programs of Choice

9.1 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.

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢February 28, 2012 7:00 P.M., Special Meeting of the Board of Trustees, Lincoln High School
➢March 6, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School,
➢March 20, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Creekside Oaks Elem.

11. ADJOURNMENT

BOARD BYLAW 9320: 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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – High School Office**
Date: **Tuesday, February 21, 2012**
Time: **6:30 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 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

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 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**
       ●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

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:
PULBIC EMPLOYEE DISCIPLINE/DISMISSAL/ RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Board of Trustees

ENCLOSURES:
No

DEPARTMENT:
Ryan Davis
Director of Human Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Ryan Davis, Director of Human Services
Joyce Lopes, Assistant Superintendent of Business Services

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

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.

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Featured School:
Phoenix High School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL VOTE:
No

BACKGROUND:

Phoenix High School will share a short presentation to the Board of Trustees. They will focus on the following:

- Pupils
- Programs
- Parents

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

4.

PHOENIX HIGH SCHOOL
BOARD PRESENTATION
AGENDA
2/21/2012

1. **Introduction**
2. **Student Recognition**
3. **Parent(s) Comments**
4. **Community Involvement**
5. **What's Happening at Phoenix High School?**
6. **Thank You**

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

February 21, 2012

CLASSIFIED/MANAGEMENT

RESIGNATIONS

1. **Name:** Eric Vergara
   Position: Grant Funded Instructional Aide
   Site: Creekside Oaks Elementary
   Hours: 3.5 Hours/Day
   Effective: 2/10/12

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 21, 2012

CERTIFICATED/MANAGEMENT

MATERNITY LEAVE

1. **Name:** Corie Volmer
   Position: Speech Pathologist
   FTE: 1.0
   Effective Date: June 1, 2012
   Site: Twelve Bridges Elementary

RETIREMENT

2. **Name:** Vernon E. Cummins
   Position: Drama Teacher
   FTE: 1.0
   Effective Date: June 30, 2012
   Site: Lincoln High School

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Donation Approval for
- Phoenix High School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

Lincoln Kiwanis Foundation donated $1,000.00 to Phoenix High School to be used towards Sports program and Library books.

ADMINISTRATION RECOMMENDATION:

Administration recommends approval of the funds.

Western Placer Unified School District

WPUSD Received FEB 6 2012 DISTRICT OFFICE

GIFT AND DONATION DOCUMENTATION

Western Placer Unified School District appreciates contributions to its programs. To ensure that donations or gifts are used for the intended purpose, a Gift and Donation Documentation Form (available through the District Office/Business Office/school site Principal) must be completed. The purpose of this preliminary review procedure shall be to help determine the appropriateness of the gift or donation and to document the donor's intent. A copy of this form will be submitted to the Superintendent's Office for Board of Trustee information and/or approval.

NAME/ADDRESS/TELEPHONE NUMBER OF DONOR:
Lincoln Kiwanis Foundation

Gift or Donation:
Donation

Donated to (School/Program: Sports and Library

Intent of Gift or Donation:
250.00 Sports program
750.00 Library books

Value of Gift or Donation (to be completed by the Donor:

Cash or Check (circle one) **Dollar Amount $** 1,000.00

Donated Item: **Estimated Dollar Value $**

Certification of Receipt by Site/Program Administrator: Michael Doherty (Typed Name) Michael Doherty (Signature)

FOR BUSINESS OFFICE USE ONLY

Assistant Superintendent of Business & Support Services: _____ Signature

Revenue Code: 8699

Review Comments:

Superintendent's Signature:

Board Agenda Date:

Board of Trustee Comments/Remarks:

WHITE - Donor YELLOW - School Office PINK - Business Office GOLDEN ROD - Superintendent's Office

5.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Donation Approval for
- Carlin C. Coppin Elementary School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

Lincoln Community Foundation donated $1,300.00 to Carlin C. Coppin School to be used towards Library and School improvements.

ADMINISTRATION RECOMMENDATION:

Administration recommends approval of the funds.

Western Placer Unified School District

WPUSD Received FEB - 2 2012 DISTRICT OFFICE

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NAME/ADDRESS/TELEPHONE NUMBER OF DONOR:

Lincoln Community Foundation
600 Sixth St. Lincoln, CA 95648

Gift or Donation:

$1300.00 (Grant)

Donated to (School/Program:

CCC Library

Intent of Gift or Donation:

Library & School improvement

Value of Gift or Donation (to be completed by the Donor:

Cash or Check (circle one) **Dollar Amount $** 1300.00

Donated Item: **Estimated Dollar Value $** _____

Certification of Receipt by Site/Program Administrator: Terri Dorow (Typed Name) Terri Dorow (Signature)

FOR BUSINESS OFFICE USE ONLY.

Assistant Superintendent of Business & Support Services: _____ Signature

Revenue Code: 01-0000-0-8699-00-1900-4100-101-22

Review Comments:

Superintendent's Signature:

Board Agenda Date:

Board of Trustee Comments/Remarks:

WHITE - Donor YELLOW - School Office PINK - Business Office GOLDEN ROD - Superintendent's Office

5.4.1

Please direct any inquiries concerning this transaction to your Financial Advisor, or the Client Interaction Center at 1-800-869-3326.

Check Type:	**Non-Certified**
Check Date:	**01/03/2012**
Amount:	**$***1,300.00**
Check Number:	**902334789**
Confirmation Number:	**1898499**
Payable to:	**Carlin C Coppin**

Printed at Branch:	**171**
Delivered To:	**Client Requested Mail Address**
Delivered To - Name:	
Delivered To - Type of ID:	
Memo:	

PLEASE DETACH AND RETAIN THIS PORTION FOR YOUR RECORDS

THE FACE OF THIS CHECK IS PRINTED BLUE - THE BACK CONTAINS A SIMULATED WATERMARK

MorganStanley SmithBarney

Printed at Branch: 171

Bank of America
Community Development Bank
WALNUT CREEK, CALIFORNIA 94596
920

Confirmation Number	Check Number
1898499	902334789

90-4182/1211

Date: 01/03/2012

FROM ACCOUNT HOLDER OF MORGAN STANLEY SMITH BARNEY

$******1,300.00

PAY ONE THOUSAND THREE HUNDRED 00/100 US DOLLARS

TO THE ORDER OF Carlin C Coppin

Memo

Morgan Stanley Smith Barney

VOID 180 DAYS AFTER ISSUE DATE

⑈902334789⑈ ⑆121141822⑆ 7316800162⑈

5.4.2

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

SUBJECT:
Student Discipline
Stipulated Expulsion Student(s): #11-12 Q

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Michael Doherty
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in Regards to the Stipulated Expulsion of Student(s): #11-12 Q

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose any action taken In regards to the above item.

wp/rk/factform

INFORMATION

DISCUSSION

ACTION

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.
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:

Kindergarten Registration Update

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Attachments

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Budget Impact: ADA

MEETING DATE:

February 21, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

WPUSD is preparing for Kindergarten Registration for 2012 - 2013. Registration packets are available at elementary school sites beginning March 6. The age of kindergarten eligibility has been changed throughout the state for the coming year: students must be five years of age on or before November 1, 2012 to be enrolled in kindergarten for the 2012 - 2013 school year. Additional information will be presented at the Board meeting.

RECOMMENDATION:

wp/rk/factform

WPUSD
Kindergarten Registration
~ Parent Information For School Year 2012 – 2013 ~

Welcome to Western Placer Unified School District! We are delighted that your child will be joining us for kindergarten next year. We hope that the information below will assist you in completing the kindergarten registration process for your child.

Guidelines to Assist the Kindergarten Registration Process:

- There IS A CHANGE for the age of enrollment for kindergarten children for the coming 2012/2013 school year. Recent changes in the law require new guidelines for children's birthdates. A child must turn 5 on or before November 1, 2012 to be eligible for kindergarten for the coming year.
    - 2012/13 – 5 years of age on or before November 1
    - 2013/14 – 5 years of age on or before October 1
    - 2014/15 – 5 years of age on or before September 1
- Due to the new Governor's budget, there is NO funding for Transitional Kindergarten, which was anticipated to serve students with November 2 – December 2 birthdays in 2012/13. Without funding, we are not able to offer Transitional Kindergarten to our families. Please see the WPUSD Preschool flyer for alternative suggestions.
- Kindergarten registration will occur at individual elementary school sites.
- Parents may pick up Kindergarten Registration packets at their child's school site beginning March 5, 2012.
- Parents may return completed packets to school sites beginning Tuesday, March 13, 2012 (not before).
- Required Immunization Information will be included in the Kindergarten Registration packet:
    - Immunizations must be current when registration materials are turned in.
    - If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child will not be enrolled in a class until all the immunizations are complete.
    - Any exceptions to this must be approved by the District Nurse.
    - **Required Immunizations:**
        - **DTP** - 5 doses (4 doses are acceptable if the 4th dose has been given on or after the 4th birthday)
        - **Polio** – 4 doses (3 doses are acceptable if the 3rd dose has been given on or after the 4th birthday)
        - **Hepatitis B** – 3 doses
        - **MMR** – 2 doses
        - **Varicella** – 1 dose

~ PLEASE SEE REVERSE FOR PRESCHOOL INFORMATION ~

8.1.1

Western Placer Unified School District
Preschool Programs

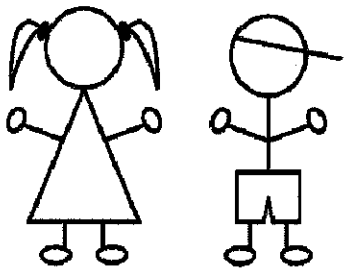
For Ages 3 to Entry into Kindergarten

2012 - 2013

WPUSD State Preschool (Income qualified)	**WPUSD First 5 Parent Participation Preschool** ($80.00 per month)
LOCATIONS	**LOCATIONS**
Preschool Schoolhouse First & L Street, Lincoln 8:00 a.m. to 11:00 a.m. session 12:00 p.m. to 3:00 p.m. session	**First Street School** 1400 First Street, Lincoln 8:00 a.m. to 11:00 a.m. session 12:00 p.m. to 3:00 p.m. session
Carlin C. Coppin Elementary School 150 East 12th Street, Lincoln 9:00 a.m. to 12:00 noon session	**Sheridan Elementary School** 4730 H Street, Sheridan 8:00 a.m. to 2:15 p.m. (Full day)

APPLICATIONS AVAILABLE:

Western Placer Unified School District Office
600 Sixth Street, Suite 400, Lincoln
7:30 a.m. to 4:30 p.m.



CONTACT INFORMATION:

Kris Knutson, Preschool Coordinator
(916) 645-6350 District Office
(530) 633-2591 Sheridan School Office
(916) 316-6589 Cell

OTHER PRESCHOOL PROGRAMS AT WPUSD SCHOOL SITES

Head Start Preschool (Income qualified)	**STAR Preschool** (Fee-Based)
LOCATIONS	**LOCATIONS**
Carlin C. Coppin Elementary School 150 East 12th Street, Lincoln Call 645-1051 for more information	Foskett Ranch Elementary School 1561 Joiner Parkway, Lincoln Call 434-5884 or 303-0024 for more information

8.1.2

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:
Interdistrict Agreements
Residency Based on Employment

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:
The board will discuss implementation of the two board policies.

RECOMMENDATION:
Discuss the policies.

8.2

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

INTERDISTRICT ATTENDANCE REQUEST

PARENT HANDBOOK

8.2.1

CONTENTS

Interdistrict Explanation	*Page 3*
Reasons a Request May Be Approved	*Page 3*
District Response	*Page 5*
Appeal to the District Board of Education	*Page 5*
Appeal to the County Board of Education	*Page 5*
Question and Answers	*Page 6*
Board Policy 5117	*Page 7*
Administrative Regulation 5117	*Page 8*
Administrative Regulation 5111.12	*Page 10*

8.2.2

INTERDISTRICT STUDENT TRANSFERS

The Western Placer Unified School District is responsible for providing educational services to students residing in district boundaries. The district builds schools, hires staff, purchases supplies, and engages in comprehensive planning to meet its educational mandate. The Board commits extensive resources based on this planning to adequately prepare for every student that resides, and plans to reside, in the district. The state provides revenue to meet financial commitments based on student enrollment by district of residence. Each student attending another district results in a financial loss. Consequently, in order to plan effectively, provide quality educational opportunities, and meet our financial commitments based on the State's intent to educate children by district of residence, it is important to retain as many students as possible.

The Board expects parents who live within our attendance boundaries to enroll their students in our schools so we can continue to plan and meet our commitments. However, WPUSD has established a process to evaluate requests for students who reside in one district while intending to attend school in another district. This process is called an interdistrict transfer request. The request must be approved by the district in which the student lives and the desired district of attendance to allow the student to enroll.

This handbook contains information for parents, students, and the community to help clarify this process. Included in this handbook are the Board Policy and Administrative Regulations the district uses as a guide for making decisions concerning transfers. Nothing in this handbook changes the laws, Board Policy or Administrative Regulations governing interdistrict transfer, but is intended to assist in clarifying the process.

INTERDISTRICT STUDENT TRANSFER PROCESS

INITIAL REQUEST

The first step in the process is to obtain an Interdistrict Request Form from the district where your child lives. Complete the form and deliver or mail it to the district where your child lives. The district typically outlines the reasons an interdistrict may be approved in Board Policy or Administrative Regulations.

A visitation will need to be completed prior to consideration of your interdistrict transfer. Should you request to continue with the application process, please bring the tour letter, signed by a school official to the District Office (600 Sixth Street, Suite 400 Lincoln, CA 95648

In Western Placer Unified School District (WPUSD), reasons an interdistrict request may be approved include:

8.2.3

1. To meet the child care needs of the student when options within the district of residency are not available. If an option within the district residence is available, only cases of hardship may be granted. (Education Code 46601.5) Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive childcare in the receiving district. (Education Code 46601.5)

2. To meet a child's special mental or physical health needs, as prescribed by a physician, and school psychologist or other appropriate school personnel, with concurrence from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, unless the student in the receiving district is attending based on an interdistrict agreement.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To let eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To let seniors attend the same school they attended as juniors, even if their families moved out of the district during their junior year.

7. When the parent/guardian provides satisfactory documentation , as determined by the sending district, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff member in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. Other significant reasons not included on the Interdistrict Request Application.

In addition to the reasons above, Administrative Regulation 5111.12 allows students to establish residency (attend) a district in which the parent/guardian is employed. The parent must submit proof of employment such as a paycheck stub or letter from the employer. California law allows school districts to limit students exiting the district to one percent (1%) of Average Daily Attendance or 75 students, whichever is greater. WPUSD currently exceeds this amount of students exiting our district under this law.

Please include any information or reasons you feel are important on the interdistrict request form, even if they do not fit in the above criteria. You may attach this information to the form if there is not adequate space.

DISTRICT RESPONSE

The district of residence will review the request and take action within thirty (30) days or you have the right to appeal directly to the Placer County Board of Education (PCBOE). In WPUSD, the Superintendent will review the form and will contact you with an approval or denial based on the reasons stated on the form.

Approval of Interdistrict Request
If approved, the form is submitted to the receiving district. If approved by the receiving district, the student may be enrolled in the new district. If denied by the receiving district, the parent has the right appeal to the PCBOE.

Denial of Interdistrict Request
If denied, the parent may request in writing an appeal of the decision before the WPUSD school board. This appeal is heard at the next available board meeting in closed session. This gives parents/guardians the option to address the board directly with their reasons for requesting the interdistrict transfer. After the closed session, the board will vote in open session whether to accept or reject the appeal. If the parents do not appeal the decision, the child's assigned district will be WPUSD or the parents may request an appeal hearing with the PCBOE.

APPEAL TO THE PLACER COUNTY BOARD OF EDUCATION

You may contact the Placer County Office of Education at (530) 889-8020 and request information for appealing the decision to the board of education. The PCBOE has a parent handbook to assist with the process at the county level. Denials from the WPUSD school board based on establishing residency through parent/guardian employment are not eligible to be heard by the PCBOE because WPUSD currently exceeds the amount of students exiting through this law. The PCBOE will approve the appeal allowing the student to enroll in the new district, or will deny and uphold the decision of the local school board. The forms must be filed with PCBOE within 30 days of the date you received notification from either district that your request was denied. Board action regarding the appeal is final.

Students who are under consideration for expulsion or who have been expelled pursuant to Sections 48915 and 48918, may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

8.2.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
FREQUENTLY ASKED QUESTIONS

Q. If I return my transfer request early, will it give me a better chance of getting it approved?

A. No, transfers are based on criteria in Administrative Regulation 5117. The only exception would be if WPUSD fell below 75 students requesting a transfer due to parent employment.

Q. I will be requesting a transfer for more than one child. If one is approved, will all of the requests for my children be approved?

A. No, each request is considered separately based on the criteria.

Q. I will be requesting a transfer for both of my children. Do I complete one form for each child?

A. Yes, please submit a form for each student.

Q. If my request for a transfer is approved, is transportation available?

A. No. Transportation is not provided for interdistrict transfers. However, the student may use established bus routes within WPUSD using the current fee schedule.

Q. My student presently is on an interdistrict transfer. Do we need to reapply each year?

A. Generally, yes. Approvals based on employment are recertified each year. Approvals based on childcare are also recertified until the student reaches seventh grade. All others need to reapply each year.

Q. Where do I get the transfer request form?

A. Interdistrict transfer forms may be picked up Monday through Friday from WPUSD located at 600 Sixth Street, Fourth Floor, in Lincoln between the hours of 7:30 a.m. and 4:30 p.m.

For more information, please contact the WPUSD district office at (916) 645-6350

8.26

INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one district may request to attend school in another district and that such choices are made for a variety of reasons. The Board also recognizes the value of the educational programs and services that are available in the District. The Board of Trustees may approve interdistrict attendance agreements with other districts. An interdistrict attendance agreement between the District and other school districts shall not exceed a term of five years and shall stipulate the terms and conditions agreed to by both districts for granting, denial, or revocation of the permit as well as standards for reapplication.

In lieu of an interdistrict attendance agreement with another school districts, the Superintendent or designee may approve an interdistrict attendance request submitted by a parent or legal guardian on a case-by-case basis. Except for agreements approved for the reason of childcare for students in grades 1-7, each agreement shall be renewed annually. Agreements approved for the reason of childcare will be recertified annually.

The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources, or due to an adverse impact on District operations. A denial of the request by the Superintendent or designee may be reviewed by the Governing Board upon written request of the parent or legal guardian.

Legal Reference:

EDUCATION CODE
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance
GOVERNMENT CODE
6250-6270 Public Records Act
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)
87 Ops.Cal.Atty.Gen. 132 (2004)
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy adopted: September 4, 20007
revised: March 15, 2011

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.2.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Administrative Regulation 5117

Students AR 5117(a)

INTERDISTRICT ATTENDANCE

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

1. To meet the child care needs of the student when options within the district of residency is not available. If an option within the district is available, only cases of hardship may be granted.

   Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive a childcare in the district.

2. To meet a child's special mental or physical health needs, as certified by a physician, and school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement. Applications for students to attend with siblings will be determined on a case-by-case basis.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To allow eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.

6. To allow juniors and seniors to attend the same school they attended as sophomores. (Education Code 46600)

7. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

9. Other significant reasons documented on the application.

8.2.8

An interdistrict attendance permit shall not exceed five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked and any standards of reapplication.

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

If, within 30 calendar days after the person having legal custody of a pupil has so requested, the governing board of either school district fails to approve interdistrict attendance in the current term, or, in the absence of an agreement between the districts fails or refuses to enter into an agreement, the district or residence, shall advise the person requesting the permit of the right to appeal to the county board of education. The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

(cf. 5145.6 – Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 – Students Expelled from Other Districts)
(cf. 5114.1 – Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

Residency Based on Parent/Guardian Employment

District residency status may be granted to a student whose parent/guardian is employed within district boundaries. (Education Code 48204)

(cf. 5111.1 - District Residency)
(cf. 5117 - Interdistrict Attendance)

Applications for Admission

When applying for his/her child's admission to a district school based on employment, the parent/guardian shall provide proof of employment within district boundaries, such as a paycheck stub or letter from his/her employer.

The Board of Trustees may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)

2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)

3. The school facilities are overcrowded at the relevant grade level.

4. Other circumstances exist that are not arbitrary. (Education Code 48204)

The Superintendent or designee shall notify the parent/guardian in writing of the Board's decision to deny the student admission. The notice shall include specific reasons for the denial.

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade provided by the district, if the parent/guardian so chooses and if one or both of the student's parents/guardians continue to be employed within district boundaries, subject to the restrictions specified in law related to excess costs and negative impact on desegregation plans. (Education Code 48204)

Residency Based on Parent/Guardian Employment (continued)

District Students Attending Other Districts Based on Parent/Guardian Employment

When a student's parents/guardians request a transfer to another district based on the parent/guardian's employment within that other district, the Board may deny the request if the percentage of district students admitted to other districts on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (More than one percent of district's ADA or 75 students, whichever is greater) A transfer may also be denied if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan. (Education Code 48204)

The student's parent/guardian shall be notified in writing of the Board's decision to deny the transfer to the school district in which the parent/guardian's employer is situated. The notice shall include specific reasons for the denial.

Legal Reference:
EDUCATION CODE
48200-48204 Compulsory education law
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:
WEB SITES
California Department of Education: http://www.cde.ca.gov

STUDENTS AR 5111.12(a)

Residency Based on Parent/Guardian Employment

District residency status may be granted to a student whose parent/guardian is employed within district boundaries. (Education Code 48204)

(cf. 5111.1 - District Residency)
(cf. 5117 - Interdistrict Attendance)

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8.2.12

Residency Based on Parent/Guardian Employment (continued)

District Students Attending Other Districts Based on Parent/Guardian Employment

When a student's parents/guardians request a transfer to another district based on the parent/guardian's employment within that other district, the Board may deny the request if the percentage of district students admitted to other districts on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (More than one percent of district's ADA or 75 students, whichever is greater) A transfer may also be denied if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan. (Education Code 48204)

The student's parent/guardian shall be notified in writing of the Board's decision to deny the transfer to the school district in which the parent/guardian's employer is situated. The notice shall include specific reasons for the denial.

Legal Reference:
EDUCATION CODE
48200-48204 Compulsory education law
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:
WEB SITES
California Department of Education: http://www.cde.ca.gov

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:
February 21, 2012

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- BP/AR 3270 Sale and Disposal of Books, Equipment and Supplies
- AR 4112.4 Health Examinations
- 4212.4
- 4312.4
- BP 4119.21 Professional Standards
- 4219.21
- 4319.21
- BP 5021 Noncustodial Parents
- E 5116.1 Intradistrict Open Enrollment
- AR 5123 Promotion/Acceleration/Retention
- BP/AR 5117 Intradistrict Attendance
- BP 5131.62 Tobacco
- BP 5141.52 Suicide Prevention
- BP 6011 Academic Standards
- BP 6120 Response to Instruction and Intervention
- BP 6141.6 Multicultural Education

- BP 6142.94 History-Social Science Instruction
- BP 6145.2 Athletic Competition
- BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
- BP/AR 6173.2 Education of Children of Military Families
- BP 6181 Alternative Schools/Programs of Choice

RECOMMENDATION:

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

wp/rk/factform

MANUAL MAINTENANCE GUIDESHEET

February 21, 2012

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

DELETE	ADD	DESCRIPTION
BP/AR 3270	BP/AR 3270	Sale and Disposal of Books, Equipment and Supplies Replace BP/AR. **MANDATED** policy revises and expands sample criteria for determining when instructional materials are obsolete or unusable, including adding nonalignment with the district's academic standards or course of study. Updated regulation reorganizes section on "Personal Property." Regulation also revises section on "Instructional Materials" to reflect **NEW LAW** (AB 487) which deletes requirement that materials could be sold or donated only to organizations that would use them for educational purposes and adds requirement regarding the use of proceeds of the sale.
AR 4112.4 4212.4 4312.4	AR 4112.4 4212.4 4312.4	Health Examinations Replace AR. Regulation revised to update section entitled "Medical Certification for Communicable Diseases for Certificated Employees" to reflect **NEW LAW** (SB 171) which expands list of individuals authorized to issue the required medical certification to potential employees to include physician assistants, registered nurses, and commissioned medical officers.
BP 4119.21 4219.21 4319.21	BP 4119.21 4219.21 4319.21	Professional Standards Replace BP. Revised policy contains new section entitled "Staff Conduct with Students" which requires employees to maintain professional boundaries when interacting with students. Policy also prohibits inappropriate employee conduct, such as engaging in harassing behavior, engaging in inappropriate socialization or fraternization, or establishing an inappropriate written, verbal, or physical relationship with a student.
BP 5021	BP 5021	Noncustodial Parents Replace BP. Revised policy contains new language clarifying that the parent who enrolls a child is presumed to be the parent with custody and that, unless the district receives a copy of a certified court order restricting access, both parents are presumed to have equal rights regarding their child, including picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school.
E 5116.1	E 5116.1	Intradistrict Open Enrollment Delete (E)(1) and E(2). MANDATED policy revised to reflect NEW LAW (SB 1207) which (1) requires districts, when determining whether a school will enroll students from outside the school's boundaries, to calculate capacity of the school in a nonarbitray manner using student enrollment and available space and, (2) delete the Legislature's intent that the district provide transportation service, except as required by federal law.
AR 5123	AR 5123	Promotion/Acceleration/Retention Replace AR Revised policy which contains new language under Limited English Proficient/English Language Learners.

8.3.2

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

DELETE	ADD	DESCRIPTION
BP/AR 5117	BP/AR 5117	Intradistrict Attendance (BP/AR revised) Option 1 in the policy and regulation revised to reflect **NEW LAW (AB 2444)** which requires that, once an interdistrict permit is granted and the student is enrolled in the new school, the district of enrollment (1) may not require the student to reapply, (2) must allow the student to continue to attend the school unless the permit contains specific standards for reapplication, and (3) along with the district of residence, may not revoke the student's existing permit if he/she is entering grade 11 or 12.
BP 5131.62	BP 5131.62	Tobacco (BP replace) Policy revised to provide examples of prohibited tobacco products in accordance with law and to add prohibition of nicotine delivery devices such as electronic cigarettes, consistent with **NEW LAW** (SB 882, 2010) which makes it unlawful for a person to sell or furnish an electronic cigarette to a minor. Policy also authorizes the use of intervention services as an alternative to suspension for tobacco possession and reflects requirement of TUPE program that the district not accept materials, advertisements, or funds from the tobacco industry.
BP 5141.52	BP 5141.52	Suicide Prevention Optional policy expanded to language on collaboration in planning, implementation, and evaluation of suicide prevention and intervention strategies; the role of positive school climate in suicide prevention; alignment of related instruction with state standards; and additional topics for parent information and staff development re: district actions in the aftermath of a suicide or attempted suicide.
BP 6011	BP 6011	Academic Standards Replace BP. Policy updated to reflect all of the subject areas for which the State Board of Education or Superintendent of Public Instruction have now adopted model content standards. Policy also adds language on articulation of the standards between grade levels, professional development related to the standards, communication of the standards to students and parents/guardians, and reviewing and updating of the standards as necessary.
	BP 6120	Response to Instruction and Intervention Add BP. New optional policy reflects goal of the program to integrate instruction and resources in the general education program to improve achievement and to help close the achievement gap for all students. Policy reflects program strategies, based on **NEW CDE CORRESPONDENCE**, including creating a team to design the district's research-based, standards-based program and providing for the universal screening and monitoring of student progress.

Note: Descriptions below identify major changes in revised materials. Editorial changes have also been made.

DELETE	ADD	DESCRIPTION
BP 6141.6		Multicultural Education Delete BP. Policy deleted and key concepts incorporated into BP 6142.94 - History-Social Science Instruction.
	BP 6142.94	History-Social Science Instruction Add BP. New policy reflects state standards and curriculum framework for history-social science instruction, a multicultural education component, related instructional materials, professional development, and program evaluation.
BP 6145.2	BP 6145.2	Athletic Competition Replace BP. Policy revised to reflect **NEW LAW** (AB 81) which provides that a foster youth who changes residences because of a court order or decision of a child welfare worker is immediately eligible for participation in extracurricular activities and interscholastic sports. Policy also reflects **NEW LAW** (AB 343) which requires districts to be flexible in applying their local rules to children of military families to facilitate their eligibility for extracurricular activities. "Health and Safety" section revised to add optional language that athletic equipment be cleaned and inspected for safety before the beginning of each school year.
BP 6146.4	BP 6146.4	Differential Graduation and Competency Standards for Students with Disabilities Replace BP. Policy updated to reflect **NEW LAW** (ABX4 2) which exempts, beginning with 2009-10 school year, students with disabilities from the requirement to pass the exit examination as a condition of receiving a diploma. See AR 6162.52 - High School Exit Examination for specific language regarding exemptions and waivers. Policy also revised to specify that students with disabilities will be provided with a course of study that provides them with a free appropriate public education in accordance with their individualized education program.
	BP/AR 6173.2	Education of Children of Military Families Add BP/AR. New policy and regulation reflect **NEW LAW** (AB 343) which ratifies the Interstate Compact on Educational Opportunity for Military Children. AB 343 requires districts to be flexible in implementing their local rules to facilitate the enrollment, placement, attendance, eligibility for extracurricular activities, and on-time graduation of children of active duty military families when those children transfer into and out of the district.
	BP6181	Alternative Schools/Programs of Choice Replace BP. Policy and regulation retitled, and language updated throughout, to reflect CDE terminology distinguishing "alternative schools and programs of choice" (e.g., magnet school, school-within-a-school) from other types of alternative schools for at-risk youth. Policy also expanded to clarify the differences between these types of schools/programs and traditional schools/programs.

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

When district-owned books, equipment and supplies become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify these items to the Board of Trustees, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board approval, the Superintendent or designee shall arrange for the sale or disposal of these items.

(cf. 0440 - District Technology Plan)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Instructional materials may be considered obsolete or unusable when they:

1. Contain information rendered inaccurate or incomplete by new ~~discoveries~~ **research** or technologies

2. Have been replaced by more recent versions or editions ~~of the same~~ **or new** materials **selected by the Board** and are of no foreseeable value in other instructional areas

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

3. Contain demeaning, stereotyping or patronizing references to ~~either sex, members of racial, ethnic, religious, vocational or cultural groups, or persons with physical or mental disabilities~~ **any group of persons protected against discrimination by law or Board policy.**

(cf. 0410 – Nondiscrimination in District Programs and Activities)

4. Have been inspected and discovered to be damaged beyond use or repair

(cf. 1312.4 – Williams Uniform Complaint Procedures)

5. **Are not aligned with the district's academic standards or course of study**

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

The Superintendent or designee shall establish procedures to be used when selling equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.

(cf. 3440 - Inventories)

Legal Reference: (see next page)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Legal Reference:

EDUCATION CODE
17540-17542 Sale or lease of personal property by one district to another
17545-17555 Sale of personal property
42291.5 Temporary school bus designation
42303 School bus sale to another district
60500 Determination of obsolescence
60510-60511 Donation or sale
60520-60521 Disposition of sale proceeds
60530 Methods of destruction
GOVERNMENT CODE
25505 District property; disposition; proceeds
CODE OF REGULATIONS, TITLE 5
3944 Consolidated categorical programs, district title to equipment
3946 Disposal of equipment purchased with state and federal consolidated application funds
UNITED STATES CODE, TITLE 40
484 549 Surplus property
CODE OF FEDERAL REGULATIONS, TITLE 34
80.32 Equipment acquired under a grant or subgrant

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Standards for Evaluating Instructional Materials for Social Content, 2000
WEB SITES
California Department of Education: http://www.cde.ca.gov
School Services of California, Inc.: http://www.sscal.com

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.6

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The ~~Board of Trustees~~ **district** may ~~dispose of~~ **sell surplus or obsolete** personal property belonging to the district by any of the following methods:

1. The ~~Board~~ **Superintendent or designee** may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. (Education Code 17545)

   Notice for bids shall be posted in at least three public places in the district for at least two weeks or published at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, published within the district. (Education Code 17545)

   Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

2. ~~The Board may authorize the sale of~~ The property **may be sold** by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice related to the auction shall be posted or published as described in item ~~#2~~ **#1** above. (Education Code 17545)

3. **The district may sell the property without advertising for bids under any of the following conditions:**

   a. The Board members attending a meeting unanimously agree that the property is worth no more than $2,500, **in value.** ~~the Board may designate any district employee to sell the property without advertising.~~ (Education Code 17546)

~~4.~~ **b.** ~~Without advertising for bids, the Board may~~ **The district** sells the property to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law ~~(40 USC 484(j)(3)).~~ **(40 USC 48 renumbered 40 USC 549)** ~~In such cases~~ **and**, the sale price ~~shall~~ equals the cost of the property plus estimated cost of purchasing, storing and handling. (Education Code 17540)

~~5.~~ **c.** ~~Without advertising for bids, the Board may~~ **The district** sells or leases the property to agencies of federal, state or local government or to any other school district, ~~In such cases,~~ **and** the price and terms of the sale or lease ~~shall be~~ **are** fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)

8.3.7

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

Money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district, in which case all of the proceeds of the sale shall be available to acquire basic instructional materials, supplemental instructional materials, or technology-based materials. (Education Code 60510, 60510.1, 60521)

(cf. 0440 - District Technology Plan)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

~~Surplus or undistributed obsolete instructional~~ **Such** materials **also** ~~that are usable for educational purposes~~ may be donated to ~~any governing board~~ **another district**, county free library or other state institution; any United States public agency or institution; ~~any~~ **a** nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy. **Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60510, 60511)** ~~They also may be sold to any organization that agrees to use the materials for educational purposes. (Education Code 60510)~~

~~Any organization, agency or institution receiving obsolete instructional materials from the district shall certify to the Board that it agrees to use the materials for educational purposes and make no charge to any persons to whom the materials are given or lent. (Education Code 60511)~~

At least 60 days before disposing of these instructional materials, the Board shall notify the public of its intention to do so through a public service announcement on a local television station, in a local newspaper, or by another means the Board believes will most effectively reach the entities described above. The Board shall also permit representatives of these entities and members of the public to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

8.3.8

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

1. By being mutilated so as not to be salable and sold for scrap at the highest obtainable price

2. By being destroyed by any economical means at least 30 days after the Board has given notice to all persons who have requested such notice

(cf. 9323.2 - Actions by the Board)

School Buses

Upon receiving a state apportionment for the replacement of a school bus, the Board may sell the bus that is being replaced to another California school district if the following conditions are met: (Education Code 42303)

1. The other district is replacing a bus that is in service and has not been designated a temporary school bus pursuant to Education Code 42291.5.

2. The bus being replaced by the other district is older than the bus that is being sold by this district.

3. The bus being replaced by the other district is not sold to a third school district.

4. The other district, by Board resolution, holds the state and this district harmless for any liability that may result from the bus that this district is selling.

5. The proceeds from the sale of the bus shall be used by this district for home-to-school transportation purposes.

6. Before the sale is finalized, the bus being sold is in compliance with all relevant provisions of the Vehicle Code and 13 CCR **and Title 13 of the California Code of Regulations.**

Tuberculosis Tests

No classified or certificated applicant shall be initially employed unless he/she has placed on file with the district a certificate from a physician licensed under the Business and Professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. (Education Code 49406; 5 CCR 5503)

Applicants shall pay for the cost of the pre-employment tuberculosis examination.

An applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having the school district that last employed him/her verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Employees who test negative on the initial tuberculin skin test shall undergo a tuberculosis examination at least once every four years. However, upon recommendation of the county health officer, the district may order more frequent testing. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion, and that to the best of his/her knowledge or belief he/she is free from active tuberculosis. In order to exempt the individual, the Board of Trustees shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin test be followed by an X-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

Medical Certification for Communicable Diseases for Certificated Employees

When a new employee in a position requiring certification has not previously been employed in such a position in California or a retirant has not previously been employed as a retirant, he/she shall have a medical certificate on file with the district stating that he/she is free from any disabling disease which would render him/her unfit to instruct or associate with children. The certificate shall be completed by a licensed physician and returned to the district by the physician. The medical examination referred to in the certificate must have been conducted

8.3.10

HEALTH EXAMINATIONS (continued)

within six months of the time when the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

(cf. 4117.14/4217.14 - Postretirement Employment)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Applicants and retirants shall pay for the cost of the medical certification examination. (Education Code 44839, 44839.5)

The Board may require a certificated employee or retirant to undergo a periodic medical examination by a physician to determine that the employee is free from any communicable disease making him/her unfit to instruct or associate with children. This periodic medical examination shall be at district expense. (Education Code 44839, 44839.5)

Mental Examination for Certificated Employees

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement.

(cf. 4032 - Reasonable Accommodation)
(cf. 4118 - Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE
44839 Medical certificate; periodic medical examination
44839.5 Requirements for employment of retirant
44932 Grounds for dismissal of permanent employee
44942 Suspension or transfer of certificated employee on ground of mental illness, psychiatric examination; mandatory sick leave
45122 Physical examinations
49406 Examination for tuberculosis
CODE OF REGULATIONS, TITLE 5
5502 Filing of notice of physical examination for employment of retired persons
5503 Physical examination for employment of retired persons
5504 Medical certification procedures
COURT DECISIONS
Raven v. Oakland Unified School District (1989) 213 Cal.App.3d 1347

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.11

All Personnel BP 4119.21(a)
4219.21
4319.21

PROFESSIONAL STANDARDS

The Board of Trustees expects district employees to maintain the highest ethical standards, **exhibit professional behavior,** follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the district and advance the goals of the **district's** educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

(cf. 0000 - Vision)
(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by **educational or** professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Staff Conduct with Students

The Board expects all employees to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. Inappropriate employee conduct shall include, but not be limited to, engaging in harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a student; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a student; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a student; or engaging in child abuse.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4040 - Employee Use of Technology)
(cf. 5131 - Conduct)
(cf. 6163.4 - Student Use of Technology)

An employee who observes or has evidence of inappropriate conduct between another employee and a student shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any employee who is found to have engaged in inappropriate conduct with a student in violation law or this policy shall be subject to disciplinary action.

8.3.12

PROFESSIONAL STANDARDS

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
CODE OF REGULATIONS, TITLE 5
80331-80338 Rules of conduct for professional educators

Management Resources:
CDE PUBLICATIONS
California Professional Standards for Educational Leaders, 2001
COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS
Standards for School Leaders, 1996
NATIONAL EDUCATION ASSOCIATION PUBLICATIONS
Code of Ethics of the Education Profession, 1975
WEB SITES
CDE: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Association of California School Administrators: http://www.acsa.org
California School Leadership Academy: http://www.csla.org
Council of Chief State School Officers: http://www.ccsso.org
California Teachers Association: http://www.cta.org
California Federation of Teachers: http://www.cft.org
California School Employees Association: http://www.csea.com

NONCUSTODIAL PARENTS

~~Noncustodial parents generally retain the same rights as custodial parents unless a court order restricts the rights of the noncustodial parent. These rights include but are not limited to accessing his/her child's student records, participating in school activities and visiting the child at school. If a completed or pending legal action curtails the noncustodial parent's rights, the parent/guardian with custody shall provide evidence of this action to the Superintendent or designee.~~

~~*(cf. 5125 - Student Records)*~~
~~*(cf. 5142 - Safety)*~~
~~*(cf. 6020 - Parent Involvement)*~~

The Governing Board recognizes the right of parents/guardians to be involved in the education of their children and desires to balance that right with the district's need to ensure the safety of students while at school.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

~~Upon request, the district shall provide noncustodial parents with announcements and notices that are sent to the custodial parent.~~

~~While both parents can visit the child at school, only the custodial parent has the right to remove the child from school property. Only a verified note or an emergency card from the custodial parent will be cause for exception to this provision.~~

The parent/guardian who enrolls a child in a district school shall be presumed to be the child's custodial parent/guardian and shall be held responsible for the child's welfare.

School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5111.1 - District Residency)
(cf. 5125 - Student Records)
(cf. 5141 - Health Care and Emergencies)
(cf. 5142 - Safety)
(cf. 6159 - Individualized Education Program)

8.3.14

In the event of an attempted violation of a court order that restricts access to a student, ~~staff~~ **the principal or designee** shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent.

Legal Reference:

EDUCATION CODE
48204 Residency requirements
49061 Definitions
49069 Absolute right to access
49091.10-49091.19 Parental review of curriculum and instruction
49408 Emergency information
56028 Definition, parent for special education
51100-51102 Parent/guardian rights
FAMILY CODE
3002 Joint legal custody, definition
3006 Sole legal custody, definition
3025 Parental access to records
6550-6552 Caregivers
GOVERNMENT CODE
810-996.6 Government Claims Act
6205-6211 Confidentiality of residence for victims of domestic violence

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Association of Supervisors of Child Welfare and Attendance: http://www.cascwa.org
California Department of Education: http://www.cde.ca.gov

INTRADISTRICT OPEN ENROLLMENT

PARENTAL NOTIFICATION: OPTION TO TRANSFER FROM A PERSISTENTLY DANGEROUS SCHOOL

Dear Parents/Guardians:

The California Department of Education has designated the _____ School as a "persistently dangerous" school based on state criteria which include expulsion rates for certain types of offenses, gun-free schools violations and violent criminal offenses committed on school property.

Federal law requires that all parents/guardians of students in this school be offered an opportunity to transfer their children to another eligible district school or charter school which has not been so designated. Such transfers would take effect on [date].

The following schools are available to accept transfers:

_____
_____
_____
_____
_____
_____
_____

Other district schools may not appear on this list because either (1) they also have been identified as "persistently dangerous," or (2) the Superintendent has determined that all transfer requests can be accomplished among the above schools.

Information about each available school is enclosed, including information on academic achievement.

If you decide you want to transfer your child, please submit your top [number] choices of schools on the enclosed form by [date] to the [district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available, but your preferences will be considered.

If you choose to transfer your child, you will be expected to provide or arrange for transportation to and from the child's school. As funds and space permit, transportation may be provided upon request, with priority given to students with the greatest financial need.

INTRADISTRICT OPEN ENROLLMENT

PARENT/GUARDIAN TRANSFER REQUEST FROM A "PERSISTENTLY DANGEROUS" SCHOOL

Instructions: To request a transfer for your child out of a school that has been designated as "persistently dangerous," please complete the following form and return it by [return date] to the [district office or to your child's school]. You will be notified by [date] regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: _____

Parent/Guardian's Name: _____ Signature: _____

School Child Currently Attends: _____

Please write numbers in the boxes below to rank your top [number] choices of available schools:

☐ _____[school name]_____

☐ _____[school name]_____

☐ _____[school name]_____

If you have any questions, please contact [name] at [phone number].

DRAFT

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)

Admission shall be subject to the following minimum criteria: (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)

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

8.3.18

PROMOTION/ACCELERATION/RETENTION (continued)

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)

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" (minimum) or better on the reading, language arts, and math portions of the student's fourth grade report card.

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

8.3.19

PROMOTION/ACCELERATION/RETENTION (continued)

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 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

8.3.20

PROMOTION/ACCELERATION/RETENTION (continued)

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 fundamentally alter or lower the standard or expectation of the course, standard or test. (Freedman, 1999)

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.

8.3.21

PROMOTION/ACCELERATION/RETENTION (continued)

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 Learner Individualized Learning Plan (ELILP) is the determining factor for expected levels of performance and achievement. Students with an ELILP should be promoted or retained based on adherence to the ELILP goals and objectives. Generally, the goal of one performance level per year in language arts and one grade level per year in math will be the basis for goals on the ELILP. An ELILP may include accommodations that alter the mode of assessment in response to a student's English level. These accommodations must appear in the student's ELILP.~~

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 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 may be assessed by student observation or interview.

8.3.22

PROMOTION/ACCELERATION/RETENTION (continued)

(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, 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.

8.3.23

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.

8.3.24

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)

8.3.25

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)

INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one district may request to attend school in another district and that such choices are made for a variety of reasons. The Board also recognizes the value of the educational programs and services that are available in the District. ~~The Board of Trustees may approve interdistrict attendance agreements with other districts. An interdistrict attendance agreement between the District and other school districts shall not exceed a term of five years and shall stipulate the terms and conditions agreed to by both districts for granting, denial, or revocation of the permit as well as standards for reapplication.~~

Interdistrict Attendance Permits

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The Superintendent or designee shall ensure that interdistrict permits specify the terms and conditions agreed to by both districts for the granting, denial, or revocation of the permit as well as the standards for reapplication.

~~In lieu of an interdistrict attendance agreement with another school districts, the Superintendent or designee may approve an interdistrict attendance request submitted by a parent or legal guardian on a case-by-case basis. Except for agreements approved for the reason of childcare for students in grades 1-7, each agreement shall be renewed annually. Agreements approved for the reason of childcare will be recertified annually.~~

The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources, or due to an adverse impact on District operations.

Limits on Student Transfers out of the District

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

A denial of the request by the Superintendent or designee may be reviewed by the Governing Board upon written request of the parent or legal guardian.

Legal Reference: (see next page)

8.3.27

INTERDISTRICT ATTENDANCE

Legal Reference:

EDUCATION CODE
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance
GOVERNMENT CODE
6250-6270 Public Records Act
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)
87 Ops.Cal.Atty.Gen. 132 (2004)
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

INTERDISTRICT ATTENDANCE

The Superintendent or designee may approve interdistrict attendance agreements for the following reasons:

1. To meet the child care needs of the student when options within the district of residency **are** ~~is~~ not available. If an option within the district is available, only cases of hardship may be granted.

   ~~Once a permit has been issued based on childcare needs, a student in grades K-7 may not be required to reapply for an interdistrict transfer as long as the student continues to receive a childcare in the district.~~

   Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries through eighth grade.

2. To meet a child's special mental or physical health needs, as certified by a physician, ~~and~~ school psychologist or other appropriate school personnel with approval from the sending district.

(cf. 6159 – Individualized Education Program)

3. When the student has a sibling(s) attending school in a receiving district, to avoid splitting the family's attendance unless the student in the receiving district is attending based on an interdistrict agreement. Applications for students to attend with siblings will be determined on a case-by-case basis.

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year.

5. To allow ~~eighth grade students attend the same school they attended as seventh grade students, even if their families moved out of the district during their seventh grade year.~~ **the student to complete a school year when his/her parents/guardians have moved out of the district during that year.**

6. To allow juniors and seniors to attend the same school they attended as sophomores. (Education Code 46600)

7. When the parent/guardian provides written evidence, that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. **When the student will be living out of the district for one year or less**

8.3.29

INTERDISTRICT ATTENDANCE (continued)

9. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

10. Other significant reasons documented on the application.

An interdistrict attendance permit shall not exceed five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked and any standards of reapplication. (Education Code 46600)

Once a student is enrolled in a school, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the permit. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Interdistrict attendance agreements or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

If, within 30 calendar days after the person having legal custody of a pupil has so requested, the governing board of either school district fails to approve interdistrict attendance in the current term, or, in the absence of an agreement between the districts fails or refuses to enter into an agreement, the district or residence, shall advise the person requesting the permit of the right to appeal to the county board of education. The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

(cf. 5145.6 – Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

8.3.30

INTERDISTRICT ATTENDANCE (continued)

(cf. 5119 – Students Expelled from Other Districts)
(cf. 5114.1 – Suspension and Expulsion/Due Process)

Transportation

The Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available based on the student fee schedule.

TOBACCO

The Board of Trustees recognizes that tobacco use presents serious health risks and desires to provide support and assistance in the prevention and intervention of tobacco use among youth.

(cf. 5131.6 - Alcohol and Other Drugs)

Students shall not 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. (Education Code 48901)

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The district's comprehensive prevention/intervention program shall be based on an ongoing assessment of objective data regarding tobacco use in the schools and community and on research identifying strategies that have proven effective in preventing or reducing tobacco use among youth. The program shall be designed to meet a set of measurable goals and objectives and shall be periodically evaluated to assess progress.

(cf. 0500 - Accountability)

The district shall provide developmentally appropriate tobacco use prevention instruction for students in grades kindergarten through 12.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Superintendent or designee also may provide students with counseling and other support services to assist in the prevention or reduction of tobacco use.

(cf. 6164.2 - Guidance/Counseling Services)

Because of the additional health risks of tobacco use for prenatal development, the district shall provide outreach, motivational and other support services to prevent or reduce tobacco use among pregnant and parenting minors.

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

Information about smoking cessation programs shall be made available and encouraged for students and staff. (Health and Safety Code 104420)

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

TOBACCO (continued)

The Superintendent or designee shall coordinate prevention and cessation efforts with the local health department, other local agencies and community organizations and shall involve students, parents/guardians, families and the community in support of school-based programs.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

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
HEALTH AND SAFETY CODE
104350-104495 Tobacco use prevention education
PENAL CODE
308 Minimum age for tobacco possession
UNITED STATES CODE, TITLE 20
7111-7117 Safe and Drug-Free Schools and Communities Act

Management Resources:

CDE PUBLICATIONS
Getting Results: Developing Safe and Healthy Kids, 1998-99
CENTERS FOR DISEASE CONTROL PUBLICATIONS
Guidelines Related to School Health Programs to Prevent Tobacco Use and Addiction, 1994
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS
Fit, Healthy, and Ready to Learn: A School Health Policy Guide, 2000
WEB SITES
CDE: http://www.cde.ca.gov
California Department of Health Services: http://www.dhs.ca.gov
U.S. Department of Education: http://www.ed.gov
U.S. Surgeon General: http://www.surgeongeneral.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
National Association of State Boards of Education: http://www.nasbe.org

DRAFT

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.33

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, is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. (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)

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 be provided as an alternative to suspension for tobacco possession.

8.3.34

TOBACCO (continued)

(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.

(cf. 1325 - Advertising and Promotion)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

8.3.35

TOBACCO (continued)

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)

NEW

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

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference:
EDUCATION CODE
32280-32289 Comprehensive safety plan
41533 Professional Development Block Grant, suicide prevention training for teachers
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Youth Suicide-Prevention Guidelines for California Schools, 2005
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS
California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution, 2008
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001
WEB SITES
American Psychological Association: http://www.apa.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Mental Health, Children and Youth Programs: http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Institute for Mental Health: http://www.nimh.nih.gov
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

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

8.3.38

ACADEMIC STANDARDS

The Board of Trustees recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards for student achievement that meet or exceed statewide standards and challenge all students to reach their full potential.

District standards shall be developed through a process that involves staff, students, parents/guardians and community members. Standards shall be based on a review of state model standards and an assessment of the skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem-solving abilities and conceptual thinking. Special care shall be taken to ensure the proper articulation of standards among district schools.

Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.

(cf. 4115 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.5 - Student Assessment)
(cf. 6177- Summer School)
(cf. 6190 - Evaluation of the Instructional Program)

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom. Staff shall have sufficient time and flexibility to provide instruction that supplements the standards. Staff shall also have flexibility to determine the best instructional methods to use in preparing students to meet the standards.

District standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6142.2 - World/Foreign Language Instruction)
(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)

8.3.39

ACADEMIC STANDARDS (continued)

(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6174 - Education for English Language Learners)
(cf. 6178 - Career Technical Education)

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary. **At a minimum, district standards shall be reviewed whenever applicable statewide standards are revised and whenever data on student achievement demonstrate that students are not adequately achieving the standards in a particular grade level or subject area.**

Legal Reference:
EDUCATION CODE
44662 Evaluation of certificated employees
51003 Statewide academic standards
60605-60605.5 Adoption of statewide academically rigorous content and performance standards

Management Resources:
WEB SITES
CDE: http://www.cde.ca.gov

RESPONSE TO INSTRUCTION AND INTERVENTION

The Governing Board desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 6000 - Concepts and Roles)
(cf. 6011- Academic Standards)

The Superintendent or designee shall convene a team of certificated personnel, other district staff, and parents/guardians, as appropriate, to assist in designing the district's Response to Instruction and Intervention (RtI^2) system, based on an examination of indicators of district and schoolwide student achievement.

(cf. 0500 - Accountability)
(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. 4115 - Evaluation/Supervision)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6179 - Supplemental Instruction

The district's RtI^2 system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.93 - Mathematics Instruction)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

The district's RtI^2 system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

When data from the RtI^2 system indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

8.3.4/

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.5 - Student Success Teams)
(cf. 6164.6 - Identification and Evaluation Under Section 504)

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI^2 system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

Legal Reference: (see next page)

Legal Reference:
EDUCATION CODE
56329 Assessment, written notice to parent
56333-56338 Eligibility for specific learning disabilities
56500-56509 Procedural safeguards
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act, especially:
1416 Monitoring, technical assistance, and enforcement
6316 School improvement
6318 Parent involvement
6319 Highly qualified teachers
CODE OF FEDERAL REGULATIONS, TITLE 34
300.307 Specific learning disabilities
300.309 Determining the existence of specific learning disabilities
300.311 Specific documentation for eligibility determination

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
Response to Instruction and Intervention, 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.342

MULTICULTURAL EDUCATION

To foster intercultural understanding, communication and respect in an increasingly diverse society, curriculum and instruction at all grade levels shall reflect the perspective and experiences of various cultural, ethnic, racial and social groups. The Board of Trustees desires that multicultural education be integrated across the curriculum into as many subjects as possible rather than providing isolated lessons on different cultures.

The district's comprehensive multicultural education program shall recognize the contributions of different groups of people to the history, life and culture of the local community, California, the United States and other nations. It may include but not be limited to instruction about the languages, cultural characteristics, significant events and individuals, and social, political and economic conditions of various ethnic groups.

While recognizing the unique aspects of different cultures and peoples, multicultural education shall also emphasize commonalities and challenge the stereotypes and biases that inhibit intergroup understanding. Multicultural education also shall be designed to contribute to the personal development of students through greater self-understanding, positive self-concept and pride in one's ethnic identity.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)
(cf. 6115 - Ceremonies and Observances)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:
EDUCATION CODE
60040 Portrayal of cultural and racial diversity

Management Resources:
WEB SITES
California Arts Project: www.ucop.edu/tcap

DRAFT

HISTORY-SOCIAL SCIENCE INSTRUCTION

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve at each grade level.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a comprehensive, sequential curriculum that is aligned with the district standards and is consistent with the state's curriculum framework. At each grade level, the curriculum shall integrate age-appropriate instruction designed to develop student achievement in the following areas:

1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy

2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities

3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.

(cf. 6115 - Ceremonies and Observances)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

8.3.44

HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum through the use of biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

(cf. 0400 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

(cf. 4131 - Staff Development)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, ~~including, but not limited to~~ **which may include,** the extent to which the program is aligned with state standards, test results from the Standardized Testing and Reporting Program at applicable grade levels, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)
(cf. 6162.51 - Standardized Testing and Reporting Program)

Legal Reference: (see next page)

8.3.45

HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE
33540 History-social science curriculum framework
51204 Course of study designed for student's needs
51204.5 History of California; contributions of men, women, and ethnic groups
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51220.2 Instruction in legal system; teen or peer court programs
51221 Social science course of study, inclusion of instruction in use of natural resources
51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories
51225.3 High school graduation requirements
60040-60051 Criteria for instructional materials
60119 Public hearing on the sufficiency of instructional materials
60200-60206 Instructional materials, grades K-8
60400-60411 Instructional materials, grades 9-12
60420-60424 Instructional Materials Funding Realignment Program
60640-60649 Standardized Testing and Reporting Program
99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005
Model Curriculum for Human Rights and Genocide, 2000
History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998
WEB SITES
CSBA: http://www.csba.org
California Council for the Humanities: http://www.calhum.org
California Council for the Social Studies: http://www.ccss.org
California Department of Education: http://www.cde.ca.gov
California History-Social Science Course Models: http://www.history.ctaponline.org
California Subject Matter Project: http://csmp.ucop.edu
National Association for Multicultural Education: http://www.nameorg.org
National Council for History Education: http://www.nche.net

ATHLETIC COMPETITION

The Board of Trustees recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5137 - Positive School Climate)
(cf. 6142.7 - Physical Education)
(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 – Disruptions)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.4 - Student Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities)

8.3.47

ATHLETIC COMPETITION (continued)

California Interscholastic Federation

The Board maintains membership in CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for the site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to CIF report regularly to the Board on league, section and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

The first priority of student athletes shall be a commitment to their education and performing well in the classroom.

(cf. 6011 – Academic Standards)

Eligibility requirements for participation in the district's interscholastic athletic program, **including eligibility for a child in foster care or a child of a military family,** are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)
(cf. 5111.1 - District Residency)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by the CIF satisfy CIF eligibility requirements.

8.3.48

ATHLETIC COMPETITION (continued)

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141 – Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)
(cf. 5131.63 - Steroids)
(cf. 5141.3 - Health Examinations)
(cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. **The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.**

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training and preparation for competition. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Legal Reference: (see next page)

8.3.49

ATHLETIC COMPETITION (continued)

Legal Reference:

EDUCATION CODE
200-261 Prohibition of discrimination on the basis of sex
270-271 Athletes' Bill of Rights
17578 Cleaning and sterilizing of football equipment
17580-17581 Football equipment
32221.5 Required insurance for athletic activities
33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program
33354 CDE authority over interscholastic athletics
35160.5 District policies; rules and regulations
35161 Powers and duties generally
35179 Interscholastic athletics
48900 Grounds for suspension and expulsion
48930-48938 Student organizations
49020-49023 Athletic programs; legislative intent, equal opportunity
60850-60856 High school exit examination
PENAL CODE
245.6 Hazing
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
5531 Supervision of extracurricular activities of pupils
5590-5596 Employment of noncertificated coaches
UNITED STATES CODE, TITLE 20
1681-1688 Discrimination based on sex or blindness, Title IX
CODE OF FEDERAL REGULATIONS, TITLE 34
106.31-106.42 Discrimination on the basis of sex in education programs or activities prohibited
COURT DECISIONS
Kahn v. East Side Union High School District, (2004) 31 Cal. 4th 990t
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS
A School Board Member's Guide to CIF and Interscholastic Sports, 1997
CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS
A Guide to Equity (Equity Handbook)
Pursuing Victory with Honor, November 1999
California Interscholastic Federation Constitution and Bylaws, 1996-97
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Interscholastic Federation: http://www.cifstate.org
National Federation of State High School Associations: http://www.nfhs.org
National Operating Committee on Standards for Athletic Equipment: http://www.nocsae.org

Policy
adopted: October 21, 2008
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.50

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations, that may be required for students with disabilities.

(cf. 6011 - Academic Standards)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.4 - Identification of Individuals for Special Education)

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities. (Education Code 35160.5)

(cf. 6145 - Extracurricular and Cocurricular Activities)

High School Diploma and Certificate of Educational Achievement/ Completion

Beginning in 2005-2006, a student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study specified in his/her IEP and upon completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

(cf. 6162.5 - Student Assessment)

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

(cf. 5145.6 - Parental Notifications)
(cf. 6146.1 - High School Graduation Requirements)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of Trustees of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

(cf. 5127 - Graduation Ceremonies and Activities)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Legal Reference:

EDUCATION CODE
35160.5 Extracurricular and cocurricular activities; differential standards
48980 Parental notifications
56000 Education of individuals with exceptional needs
56341 Individualized education program team
56345 Elements of the IEP
56390-56393 Certificate of completion, special education
60850-60856 High school exit exam
CODE OF REGULATIONS, TITLE 5
3070 Graduation
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845
CDE COMMUNICATIONS
2001.0314 Proficiency Standards and High School Exit Exam
WEB SITES
CDE: http://www.cde.ca.gov
US Department of Education, Office of Special Education and Rehabilitative Services: http://www.ed.gov/offices/OSERS

DRAFT

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

(cf. 6146.1 - High School Graduation Requirements)

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

(cf. 5127 - Graduation Ceremonies and Activities)

Legal Reference: (see next page)

8.3.53

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

Legal Reference:
EDUCATION CODE
56341 Individualized education program team
56345 Elements of the IEP
56390-56392 Certificate of completion, special education
60850-60859 High school exit examination
CODE OF REGULATIONS, TITLE 5
3070 Graduation
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act, especially:
300.320 Definition of IEP

Management Resources:
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office of Special Education and Rehabilitative Services: http://www.ed.gov/about/offices/list/osers/index.html?src=mr

NEW

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.54

EDUCATION OF CHILDREN OF MILITARY FAMILIES

The Governing Board recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)
(cf. 6011 - Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6179 - Supplemental Instruction)

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy.

(cf. 5117 - Interdistrict Attendance)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

The Superintendent or designee shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Legal Reference: (see next page)

8.3.55

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Legal Reference:

EDUCATION CODE
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
35181 Students' responsibilities
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance agreements
48050-48054 Nonresidents
48200-48208 Persons included (compulsory education law)
49700-49704 Education of children of military families
51225.3 Requirements for graduation
51240-51246 Exemptions from requirements
51250-51251 School-age military dependents
60850-60859 High school exit examination
66204 Certification of high school courses as meeting university admissions criteria
UNITED STATES CODE, TITLE 10
1209 Transfer to inactive status list instead of separation
1211 Members on temporary disability retired list: return to active duty; promotion
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE
Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Educational Options Office: http://www.cde.ca.gov/ls/pf/mc

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.56

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement

3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)
(cf. 5141- Health Care and Emergencies)
(cf. 5141.31- Immunizations)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

(cf. 5117 - Interdistrict Attendance)

8.3.57

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Placement and Attendance

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

8.3.58

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6179 - Supplemental Instruction)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

Upon request of a school district to which a former district student has transferred, the Superintendent or designee may issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.

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Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.59

ALTERNATIVE SCHOOLS/PROGRAMS OF CHOICE

The Governing Board desires to provide a variety of innovative educational programs to accommodate students' diverse learning needs and interests, foster student engagement in the schools, and enhance student achievement. Toward this end, the Board may establish and maintain alternative schools or programs of choice.

A district alternative school or program of choice may differ from the traditional educational program in its academic emphasis, sequence of curriculum, educational philosophy, instructional strategy, structure, setting, size, scheduling, targeted student population, decision-making process, and/or other components. All alternative schools or programs of choice shall offer enrolled students the opportunity to acquire the knowledge and skills necessary to achieve district content standards in core academic subjects and shall provide access to the course of study required for high school graduation.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6158 - Independent Study)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6178 - Career Technical Education)

As necessary to provide flexibility to alternative schools or programs of choice to improve student performance and/or streamline operations, the Superintendent or designee may request that the Superintendent of Public Instruction waive any provision of the Education Code except provisions specified in Education Code 58509.

(cf. 0420 - School Plans/Site Councils)

The Superintendent or designee shall establish processes to ensure communication among staff in the alternative schools or programs of choice and staff in the regular educational program in order to share information and ideas.

Program Evaluation

The Superintendent or designee shall conduct an annual evaluation of each alternative school or program of choice which includes testing of basic skills for student participants and which identifies the variables that may have affected student academic achievement. The evaluation process shall include input from teachers, parents/guardians, and students from the alternative school or program of choice. (Education Code 58510)

Evaluation reports shall be sent to the Superintendent of Public Instruction on or before August 1 following the close of the school year. (Education Code 58510)

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)

8.3.60

ALTERNATIVE SCHOOLS/PROGRAMS OF CHOICE (continued)

Prior to submitting the evaluation report to the Superintendent of Public Instruction, the Superintendent or designee shall report the evaluation results to the Board. The Board shall review the effectiveness of the school or program in meeting program objectives, compare student achievement data with that of students in other district schools, evaluate changes in the school or program over time, and make program modifications as needed.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
35160.5 Intradistrict open enrollment
41505-41508 Pupil Retention Block Grant
48980 Parental notifications
52052 Academic Performance Index
58500-58512 Alternative schools and programs of choice
CODE OF REGULATIONS, TITLE 5
1068-1074 Alternative schools accountability model
11705 Charter schools as alternative schools
COURT DECISIONS
American Civil Rights Foundation v. Los Angeles Unified School District, (2008) 169 Cal.App.4th 436

Management Resources:
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Creating and Sustaining Successful K-8 Magnet Schools, September 2008
Innovations in Education: Successful Magnet High Schools, September 2008
WEB SITES
California Department of Education, Alternative Schools of Choice: http://www.cde.ca.gov/sp/eo/as
Foundation for California Community Colleges, Early College High School Initiative: http://www.foundationccc.org/ECHS
U.S. Department of Education, Office of Innovation and Improvement: http://www.ed.gov/about/ofices/list/oii

DRAFT

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.3.61