WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, FOURTH FLOOR,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.06356

MEMBERS OF THE GOVERNING BOARD

Paul Carras - President
Brian Haley - Vice President
Ana Stevenson - Clerk,
James McLeod - Member
Paul Long - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Bob Noyes, Assistant Superintendent of Personnel Services
Mary Boyle, Assistant Superintendent of Educational Services
Terri Ryland, Interim Chief Business Official
Cathy Allen, Assistant Superintendent of Facilities and Maintenance Services

STUDENT ENROLLMENT

School	09/26/08	10/01/08
Sheridan School (K-5)	78	80
First Street School (K-5)	420	421
Carlin C. Coppin Elementary (K-5)	432	430
Creekside Oaks Elementary (K-5)	616	621
Twelve Bridges Elementary (K-5)	711	714
Foskett Ranch Elementary (K-5)	501	507
Glen Edwards Middle (6-8)	635	638
Twelve Bridges Middle School (6-8)	835	841
Lincoln High School (9-12)	1,492	1473
Phoenix High School (10-12)	91	88
Lincoln Crossing Elementary	572	581
PCOE Home School	0	0
TOTAL:	**6,393**	**6,395**

Preschool/Head Start
First & J Street 24
Carlin Coppin 23 -A.M. /20 -P.M.
Sheridan 23

Adult Education 231

First-5 Program
Sheridan 13
First Street 30

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
October 21, 2008, 6:20 P.M.
Twelve Bridges Middle School – Multi Purpose Room
770 Westview Drive, Lincoln, CA

AGENDA

2008-2009 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:20 P.M. START

1. **CALL TO ORDER/PLEDGE OF ALLEGIANCE** – Twelve Bridges Middle School

6:25 P.M.

CLOSED SESSION – Twelve Bridges Middle School – Office Conference Room

1.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

1.2 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
Involves Four (4) Cases

7:00 P.M.

2. **ADJOURN TO OPEN SESSION** – Twelve Bridges Middle School Multi
DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

2.1 **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
WPUSD, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100

2.2 **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
Involves Four (4) cases

3. **SPECIAL ORDER OF BUSINESS**
3.1 Kiwanis Support for School Libraries
3.2 Featured School – Twelve Bridges Middle School

4. **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.

4.1 Approve Classified Personnel Report.
4.2 Approve Certificated Personnel Report.
4.3 Approval to dispose of obsolete and non functioning equipment. WPUSD School Board Policy #3270
4.4 Notice of Completion for Support Services Relocatable Classroom at First Street School.
4.5 Notice of Completion for Support Services Relocatable Classroom at Glen Edwards Middle School.

Roll Call Vote:

5. 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.

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jerisha Loya
6.2 Western Placer Teacher's Association – Mike Agrippino
6.3 Western Placer Classified Employee Association – Chris Hawley
6.4 Superintendent, Scott Leaman
6.5 Assistant Superintendent(s)
6.5.1 Mary Boyle– (a) *Preparations for Algebra Requirement for Eight Grade*
(b) *Math and Language Arts Adoption Updates*
(c) *AB86: Pupil Safety*
6.5.2 Terri Ryland
6.5.3 Bob Noyes
6.5.4 Cathy Allen

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = 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.

7.1 (I) UPDATE ON STATE BUDGET AND CURRENT FINANCIAL INFORMATION CONDITIONS – Ryland *(08-09 G & O Component IV-V)*

•The State adopted its latest budget ever on September 23, 2008. While Education did not fair as poorly as some agencies, there was no real growth in the budget. The attached charts display the State budget summary, total revenue sources and total expenditures by agency. However, it seems that the budget battle is not over for 2008-09. There is currently talk of reconvening the legislature to discuss mid-year cuts, but interestingly, not mid-year revenue increases. See School Services article attached. Cash flow is the biggest problem facing most districts, Western Placer included. State apportionments have been delayed and funding has not increased to keep up with our on-going cost

increases. We will be analyzing our cash flow position carefully at First Interim to determine our need for any additional interim financing. And, lastly, the current US financial crisis has hit all sectors of the economy. Attached are two memorandum, one from Cal-PERS and one from our County Treasurer, providing a perspective on the impact of stock market fluctuations on each.

7.2 (I/A) **RESOLUTION 08/09.9 AUTHORIZING THE TRANSPORTATION DIRECTOR TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES WITH RESPECT TO APPLICATION FOR LOCAL, STATE AND FEDERAL PROGRAMS, PROJECTS OR GRANTS – Derossett** *(08-09 G & O Component IV-V)*

•The District Governing Board must authorize an individual to make application for, to sign required assurances, and to administer the retrofit device installation program. The District Governing Board must also authorize an individual to administer the retrofit device installation program.

Roll Call Vote:

7.3 (I/A) **RESOLUTION 08/09.10 AUTHORIZING THE TRANSPORTATION DIRECTOR TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES WITH RESPECT TO APPLICATION FOR LOCAL, STATE AND FEDERAL PROGRAMS, PROJECTS OR GRANTS – Derossett** *(08-09 G & O Component IV-V)*

•The District Governing Board must authorize an individual to make application for, to sign required assurances, and to administer the retrofit device installation program. The District Governing Board must also authorize an individual to administer the Lower Emissions School Bus Replacement program.

Roll Call Vote:

7.4 (I/A) **SUBJECT MATTER VERIFICATION ED. CODE 44258.3 – Noyes** *(08-09 G & O Component IV-V)*

•With the involvement of appropriate subject matter specialists, the Superintendent or designee shall develop and employ procedures for verifying the subject matter knowledge of teachers assigned to teach in departmentalized classes outside their credential authorization pursuant to Education Code 44258.3 For the purposes of these procedures, subject matter specialist are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty. (Education Code 44258.3)

7.5 (D/A) **ADOPTION OF REVISED POLICIES AND REGULATIONS – Leaman** *(08-09 G & O Component IV-V)*

•The District Policy Committee has reviewed the CSBA policy updates. These revisions are now being presented for approval by the Board of Trustees.

- BP 0520.1 High Priority Schools Grant Program
- AR 0520.1 High Priority Schools Grant Program
- BP 3515 Campus Security
- AR 3515 Campus Security
- AR 4112.22 Staff Teaching Students of Limited English Proficiency
- AR 4117.14 Postretirement Employment
- BP 4140 Bargaining Units
- BP 4141 Collective Bargaining Agreement
- BP 4141.6 Concerted Action/Work Stoppage
- BP 4143 Negotiations/Consultation
- BP 4143.1 Public Notice - Personnel Negotiations

- AR 4143.1 Public Notice - Personnel Negotiations
- BP 4300 Administrative and Supervisory Personnel
- AR 4300 Administrative and Supervisory Personnel
- BP 4313.2 Demotion/Reassignment
- AR 4313.2 Demotion/Reassignment
- BP 4314 Transfers
- AR 4314 Transfers
- BP 5119 Students Expelled from Other Districts
- AR 5141.4 Child Abuse Prevention and Reporting
- AR 5141.24 Specialized Health Care Services
- BP 5141.27 Food Allergies/Special Dietary Needs
- AR 5141.27 Food Allergies/Special Dietary Needs
- AR 5141.32 Health Screening for School Entry
- BP 5145.6 Parental Notifications
- E 5145.6 Parental Notifications
- BP 6142.4 Service Learning/Community Service Classes
- BP 6142.91 Reading/Language Arts Instructions
- AR 6142.91 Reading/Language Arts Instruction
- BP 6145.2 Athletic Competition
- AR 6145.2 Athletic Competition
- BP 6146.1 High School Graduation Requirements
- BP 6162.51 Standardized Testing and Reporting Program
- AR 6162.51 Standardized Testing and Reporting Program
- BP 6164.4 Identification and Evaluation of Individuals for Special Education
- AR 6164.4 Identification and Evaluation of Individuals for Special Education
- BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- AR 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- BP 6179 Supplemental Instruction
- AR 6179 Supplemental Instruction
- BP 6190 Evaluation of the Instructional Program
- AR 7111 Evaluation Existing Buildings

7.6 (A) **403(b) OMNI SERVICES AGREEMENT AND RETIREMENT PLAN ADOPTION AGREEMENT**

Noyes - *(08-09 G & O Component IV-V)*

•The IRS has adopted a number of changes to 403(b) plans, which will take effect on January 1, 209. Existing regulations were finalized back in 1964, and the updated regs incorporate the various statutory changes and rulings that have occurred since then. An additional reason for the changes is that the IRS was workers who took loans from their plan or made hardship withdrawals, sometimes without consideration of limit or penalties. Also, the lack of a plan document minimized the responsibility on the part of the employer to make sure that the plan was clearly spelled out and enforced. The update regulations will make 403(b) plans look a lot more like the 401(k) plans for workers in private industry.

7.7 (A) **RESOLUTION 08/09.8 ADOPTION OF STORM WATER MANAGEMENT PLAN – Allen** *(08-09 G & O Component IV-V)*

•The District has contracted with the Placer County Office of Education for several years for assistance with both its Storm Water Pollution Prevention Program (SWPPP) and its Storm Water Management Program (SWMP). The SWPPP is a yearly program involving our bus/maintenance transportation facility. The SWMP is a document approximately four years in the making that encompasses storm water issues and Best Management Practices for the entire District. The SWPPP is incorporated into the SWMP. The District is also required to have a SWPPP permit on file with the Regional Board for any

major construction activity. The permit itself is currently undergoing regulatory changes. The adoption of the new permit is being held up by a lawsuit filed against the State Water Quality Control Board. Either way, by adopting the SWMP the District is in a good position to meet the forthcoming requirements of the State and Regional Boards.
Roll Call Vote:

7.8 (I/D) **SCHOOL VISITATION – PUPILS, PARENTS, PROGRAM – Leaman** *(08-09 G & O Component IV-V)*
•A discussion of the school visitation and pupils, parents, and program parameters is being requested of the board.

7.9 (I/D) **FLYER DISTRIBUTION AT SITES – Leaman** *(08-09 G & O Component IV-V)*
•The superintendent would like to hear feedback and offer recommendations based on Board Policy 1325.

7.10 (A) **DISTRICT TECHNOLOGY PLAN – Boyle** *08-09 G & O Component IV-V)*
•WPUSD has an approved three-year Technology Plan which will expire in June of 2009. In order to continue to focus on the use of technology to support and enhance student learning and for teacher support, and in order to qualify for state and federal monies attached to technology, we must update our plan. The enclosed plan covers 2009 – 2012 and focuses on the upgrading and expanding of our technology hardware, the use of technology to enhance instruction, the teaching of technology skills to students, the use of technology to monitor student progress and to assist instruction, and the ethical and legal aspects of technology use.

7.11 (D/A) **DISTRICT BOARD OF TRUSTEE VOTING REPRESENTATIVE FOR COUNTY COMMITTEE ELECTION – Leaman** *(08-09 G & O Component IV-V)*
•Each year the County Superintendent acting as Secretary to the County Committee must conduct an election to fill one or more seats on the eleven member committee. This is required by state law and must be completed by December 1st. The Board of Trustees will select a representative from our district Board of Trustees.

8. BOARD OF TRUSTEES

8.1 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
- Gladding Parkway Carlin C. Coppin

8.2 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  - **November 4, 2008**, 7:00 P.M., Lincoln High School Performing Arts Center
  - **November 21, 2008**, 7:00 P.M., Foskett Ranch Elementary School

10. 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

Posted: 101608
h:\wpfiles\board\agendas\102108

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA

PLACE: Twelve Bridges Middle School – Main Office Conference Room
DATE: October 21, 2008
TIME: 6:25 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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

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:
CONFERENCE WITH LEGAL COUNCIL - EXISTING LITIGATION

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Western Placer Unified School District, as intervener, v. Edge Development; NTD/Stichler; NTD-Edge Design Builders; Mountain States Steel, Inc.; and DOES 1-100.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

October 21, 2008

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Four (4) cases of Anticipated Litigation.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Anticipated Litigation.

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

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**
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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:
Lincoln Kiwanis

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The Kiwanis will present funds for School Libraries.

RECOMMENDATION:

The Board of Trustee welcome the support.

wp/rk/factform

3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Featured School:
Twelve Bridges Middle School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL VOTE:
No

BACKGROUND:

Twelve Bridges Middle School will share a short presentation to the Board of Trustees. They will focus on the following:

- Parents
- Programs
- Pupils

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/factform

3.2

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.
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:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
October 21, 2008

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.

4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

October 21, 2008

CLASSIFIED/MANAGEMENT

NEW HIRES

1. **Name:** Nancy Currey — **Effective: 10/16/08**
   Position: Occupational Therapist Asst. — **Site: District**
   Salary: CSEA, Range 27, Step C — **Funding: General**
   Hours: 8 Hours/Day
   Days: 10 Months/Year

2. **Name:** Adan Montenegro — **Effective: 10/6/08**
   Position: Custodian/Groundsman — **Site: Twelve Bridges Elem**
   Salary: CSEA, Range 22, Step C — **Funding: General**
   Hours: 8 Hours/Day
   Days: 12 Months/Year

3. **Name:** Lily Saavedra — **Effective: 10/1/08**
   Position: Bilingual Inst. Aide — **Site: Creekside Oaks Elementary**
   Salary: CSEA, Range 16, Step A — **Funding: Categorical**
   Hours: 3.5 Hours/Day
   Days: 10 Months/Year

ADDITIONAL HOURS

4. **Name:** Martha Bond
   Position: Instructional Aide – Special Education
   Site: Creekside Oaks
   Hours: From 5.6 Hours to 6.16 Hours
   Effective: 10/1/08

5. **Name:** Sherry Boone
   Position: Campus/Café Supervisor
   Site: Twelve Bridges Middle
   Hours: From 1 Hour to 2 Hours
   Effective: 10/1/08

SITE TRANSFER

6. **Name:** Teresa Avelar
   Old Position: Campus/Cafeteria Supervisor
   New Position: Food Service Lead
   Site: From First Street Elem to Carlin C. Coppin
   Hours: 4.5
   Effective: 10/13/08

4.1.1

7. **Name:** **Cherrie Vazquez**
Position: **Paraprofessional**
Site: **From Twelve Bridges Middle to Foskett Ranch Elem**
Hours: **From 6 hours to 5.6 hours**
Effective: **10/20/08**

4.1.2

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical

MEETING DATE:
October 21, 2008

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.

4.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

October 21, 2008

CERTIFICATED/MANAGEMENT

ADDITIONAL TIME

1. **Cristin Herrera, Newcomer Teacher, COE – from 40% to 50% effective 10/6/08**

4.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval to dispose of obsolete and non functioning equipment. WPUSD School Board Policy #3270

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Chuck Youtsey,
Director of Technology

ENCLOSURES:
Yes

DEPARTMENT:
Technology

FINANCIAL INPUT/SOURCE:
Not Applicable

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The Technology Department regularly collects none working and obsolete technology equipment from sites. (See Disposal List) Any equipment that can be recycled or used for spare parts is salvaged all other equipment is stored for proper disposal in the outside storage area at the old district office. Disposal must be in compliance with Ewaste recycling requirements. We are currently using a certified Ewaste recycling company which does not charge for disposal. (See attachment) The estimated value of the items is less than $2500.00.

RECOMMENDATION:

Staff recommends the Board approve disposal of Ewaste.

wp/rk/factform

4.3

7K COMPUTERS INC.

(WOMAN OWNED COMPANY)
11717 ¼ E WASHINGTON BLVD
WHITTIER, CA 90606
OFFICE: 562-789-6500 FAX: 562-789-0300

CEWID# 108739
EPA# CAL000333547



FREE PICK UP

ATTN: I.T COORDINATOR

WE WILL BE IN YOUR AREA ON 10/07. PLEASE CONTACT ME IF YOU WOULD LIKE A PICK UP AT THAT TIME. YOU MAY SCHEDULE FOR A LATER DATE.

My company is a woman owned ewaste collection center we are located in Whittier, Ca. **We do pick up of old, working or non working computers, monitors, fax machines, printers, scanners, servers, laptops, TV, stereos, vcr's, dvd players, typewriters, ups, cell phones or any networking equipment** that you have. We have an I.T guy on site that will wipe all hard drives. The equipment that we pick we refurbish it and donate it back out to schools, daycares, churches anyone that is in need of a computer. At the end of the year we will give you our tax I.D# and you can write it off on your taxes as a donation. All we ask for is that the equipment be in one location (no stairs please). Equipment does not have to be palletized or shrink wrapped. We will pick up from the district or the schools themselves. We have picked up from several schools within your district. We also will get serial numbers off the equipment for you so that you may submit them to your proper department. We service all of California and Nevada. We also take keyboards, mice, cables, hard drives and accessories, but they are not counted as pieces. Teachers, parents and employees may also bring stuff from home If you have any further questions please don't hesitate to give me a call. If you would like to try our services please give me a call and I can set you up with a pick up .We have a free drop off service. **If you auction off your equipment and sell it to the public and they are not certified by the E.P.A nor have an E.P.A number you are still held responsible for the equipment. If the items are found in the trash or land fills it will come back to you and you will be fined.**

Tracy Dauphinais/CEO
7K Computers Inc
11717 E WASHINGTON BLVD
WHITTIER, CA 90606
562-789-6500 Phn
562-789-0300 Fax
tracy@7kcomputers.com
www.7kcomputers.com

4.3.1

7K COMPUTERS INC.

(WOMAN OWNED COMPANY)
11717 ¼ E WASHINGTON BLVD
WHITTIER, CA 90606
OFFICE: 562-789-6500 FAX: 562-789-0300
www.7kcomputers.com
tracy@7kcomputers.com

CEWID# 108739
EPA# CAL000333547

Did you know???

The Electronic Waste Recycling Act of 2003 is now THE LAW in California. Depending on the size and scope of the offense, it can be a felony, with potential fines of up to **$25,000** per incident, to dispose of consumer or office electronic devices in undesignated areas, such as landfills. Under the law, everyone, whether you are an individual, a corporation, or represent a school district or college, is responsible for the proper disposal of his or her electronic waste.

7K Computers Inc. is an approved Integrated Waste Management Board collection center; we specialize in the collection and disposal of electronic waste. Our company provides businesses and consumers with a way to dispose of electronic waste materials in a manner that is not only cost effective, but environmentally responsible, and in full compliance with the law.

It is our business!

Our services include:

- Collection of electronic waste from your location by on-time, professionals.
- Proper handling, disposal and/or recycling of your e-waste, which includes; computer recycling, monitor disposal, television disposal, **identity theft prevention via data destruction of hard drives**, and all forms of electronic waste disposal and recycling.
- Certification that your company or organization is in compliance with the laws regulating
- E-waste disposal/recycling.

Give us a call and let us help relieve your e-waste stress.

Sincerely,
Tracy Dauphinais, CEO

4.3.2

7K COMPUTERS INC.

11717 E. WASHINGTON BLVD
WHITTIER, CALIF, 90606
OFFICE: 562-789-6500 FAX 562-789-0300
Email: tracy@7kcomputers.com or fundraising@7kcomputers.com



A CALL-OUT TO ALL SCHOOLS AND BUSINESSES ARE YOU HAVING A CHAIRITY EVENT, FUND RAISER OR JUST WANT TO HELP KEEP YOUR SCHOOL ENVIROMENTELLY

WE WOULD LIKE TO HELP YOUR SCHOOL BY RAISING FUNDS FOR SPECIAL PROJECTS, FIELD TRIPS, GRADUATION, PROM AND PURCHASE EQUIPMENT FOR YOUR SCHOOL ECT.
7K COMPUTERS WOULD LIKE TO COORDINATE A DAY WITH YOUR SCHOOL TO HAVE A EWASTE COLLECTION DAY WHERE THE PARENTS, TEACHERS AND COMMUNITY CAN COME AND DROP OFF THERE EQUIPMENT. **(ALL TRUCKS, EQUIPMENT AND LABOR WILL BE PROVIDED BY 7K COMPUTERS).** 7K COMPUTERS WILL DONATE BACK TO YOUR SCHOOL **(.10 CENTS)** A POUND FOR THE EQUIPMENT.
7K COMPUTERS WILL EXCEPT THE FOLLOWING ITEMS COMPUTERS, MONITORS, FAX MACHINES, PRINTERS, SCANNERS, SERVERS, LAPTOPS, TELEVISIONS, CELL PHONES, VCR/DVD PLAYERS, STEREOS, KEYBOARDS/MICE, HARD DRIVES, LCD MONITORS, PROJECTORS ECT… IF YOU HAVE A QUESTION ABOUT AN ITEM PLEASE GIVE US A CALL.

REMEMBER GREEN IS OUR WAY OF STAYING CLEAN. PLEASE RECYCLE

4.3.3

Mfg	Model	Description	Asset ID	Site
FCC	generic	Computer	000700	CCC
Generic	generic	Computer	000751	CCC
SDIG	Generic	Computer	000752	CCC
SDIG	Generic	Computer	000879	CCC
Generic	Fireball	Computer	000926	CCC
Generic	generic	Computer	001032	CCC
Generic	Generic	Computer	001560	CCC
SDIG	Generic	Computer	001667	CCC
SDIG	Generic	Computer	001681	CCC
Generic	Generic	Computer	001681	CCC
Generic	generic	Computer	001682	CCC
Generic	generic	Computer	001701	CCC
FCC	Generic	Computer	001706	CCC
Generic	generic	Computer	001709	CCC
FCC	Generic	Computer	001712	CCC
SDIG	Generic	Computer	001719	CCC
FCC	Generic	Computer	001801	CCC
SDIG	Generic	Computer	001872	CCC
FCC	Generic	Computer	001947	CCC
SDIG	Generic	Computer	001948	CCC
Gateway	e3400	Computer	001961	CCC
SDIG	Generic	Computer	002042	CCC
SDIG	Generic	Computer	002063	CCC
Dell	Optiplex	Computer	002083	CCC
Gateway	Gateway	Computer	003114	CCC
FCC	Generic	Computer	003116	CCC
SDIG	Generic	Computer	003365	CCC
View Sonic	Optiplex Q71	Monitor	100148	CCC
HP	DeskJet 880C	Printer	100159	CCC
Gateway	Generic	Monitor		CCC
Gateway	Generic	Monitor		CCC
Gateway	Generic	Monitor		CCC
View Sonic	Q71	Monitor		CCC
Maytex	Generic	Monitor		CCC
Maytex	Generic	Monitor		CCC
Maytex	Generic	Monitor		CCC
View Sonic	Q51	Monitor		CCC
View Sonic	Q52	Monitor		CCC
View Sonic	Q53	Monitor		CCC
NEC	Multi Sync	Monitor		CCC
Aquaview	7GS	Monitor		CCC
Aquaview	7GS	Monitor		CCC
Gateway	ev700	Monitor		CCC
Max Tech	Generic	Monitor		CCC
Max Tech	Generic	Monitor		CCC
HP	695C	Printer		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC

4.3.4

Q57	Generic	Monitor		CCC
Gateway	Gateway	Monitor		CCC
RCA		Boombox		CCC
Zenith		VCR		CCC
HP	932c	Printer		CCC
MegaImage		Monitor		CCC
Dell		Monitor		CCC
Maxtech		Monitor		CCC
HP	880c	Printer		CCC
Compaq	Presario	Computer	000992	COES
FCC	Generic	Computer	001290	COES
Compaq	deskpro	PC	001381	COES
Compaq	deskpro	PC	001393	COES
FCC	generic	Computer	001498	COES
Compaq	deskpro	PC	001506	COES
Compaq	Deskpro	Computer	001512	COES
FCC	Generic	Computer	001516	COES
Compaq	Deskpro	Computer	001521	COES
Compaq	deskpro	PC	001535	COES
FCC	Generic	Computer	001541	COES
FCC	Generic	Computer	001543	COES
FCC	generic	Computer	001762	COES
Compaq	Presario	Computer	003244	COES
Dell	Generic	Monitor		COES
Max Tech	Generic	Monitor		COES
View & View	Aquaview 7GS	Monitor		COES
Dell	Generic	Monitor		COES
Dell	Generic	Monitor		COES
Dell	Generic	Monitor		COES
Dell	generic	Monitor		COES
Dell	generic	Monitor		COES
Dell	generic	Monitor		COES
HP	Deskjet 950C	Printer		COES
HP	Deskjet 722C	Printer		COES
HP	722c	Printer		COES
IBM	xSeries 200	Server	000225	DO
FCC	Generic	Computer	000480	DO
Generic	Generic	Computer	000581	DO
Generic	Generic	Computer	000581	DO
Gateway	E-3400	Computer	000727	DO
IBM	xSeries 220	Server	000748	DO
Compaq	Proliant ML370	Server	001018	DO
HP	Laserjet 2100	Printer	001025	DO
Generic	Donated	Computer		DO
Dell	Generic	Monitor		DO
HP	Deskjet 6980	Printer		DO
Dell	Flat Panel	Monitor		FRE
Sekonic	SSR-601	Scantron Scanner	001475	FSS
Panasonic	KX-P3196	Printer	001476	FSS
Gateway	E3400	Computer	001651	FSS
Gateway	E-3400	Computer	001660	FSS

4.3.5

KDS	generic	Monitor		FSS
KDS	generic	Monitor		FSS
HP	Deskjet 825c	Printer		FSS
HP	Deskjet 722c	Printer		FSS
HP	Laser C3990a	Printer		FSS
FCC	generic	PC	000833	GEM
FCC	generic	PC	000865	GEM
FCC	generic	PC	000870	GEM
Generic	Pentium	PC	000972	GEM
GW	3400	PC	001083	GEM
FCC	generic	PC	001198	GEM
Optiquest	generic	Monitor		GEM
Optiquest	generic	Monitor		GEM
Optiquest	generic	Monitor		GEM
Infostat	generic	PC		GEM
Dukane	Sunsplash	Overhead Projector		GEM
Buhl		Overhead Projector		GEM
HP	1120c	Printer		GEM
HP	224m	10MB Switch		GEM
HP	224m	10MB Switch		GEM
FCC	Generic	Computer	000201	LHS
Gateway	E3400	Computer	000307	LHS
Gateway	E3400	Computer	000439	LHS
FCC	generic	PC	000440	LHS
Gateway	E-3600	Computer	000467	LHS
FCC	Tower	Computer	000472	LHS
FCC	Generic	Computer	000488	LHS
FCC	Generic	Computer	000489	LHS
FCC	Generic	Computer	000490	LHS
FCC	Generic	Computer	001346	LHS
FCC	Generic	Computer	002259	LHS
Max Tech	Generic	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q51	Monitor		LHS
Optiquest		Monitor		LHS
Optiquest		Monitor		LHS
Gateway		Monitor		LHS
HP	Deskjet 952c	Printer		LHS
scantron 1300		scanner		LHS
HP	6980	Printer		LHS
HP	820cxi	Printer		LHS
HP	880c	Printer		LHS
HP	612c	Printer		LHS
Gateway		Monitor		LHS
Gateway		Monitor		LHS
Gateway		Monitor		LHS
Apple	imac	Computer	000538	PHX
Apple	imac	Computer	000539	PHX
Apple	imac	Computer	000541	PHX

4.3.6

Apple	imac	Computer	000542	PHX
Apple	imac	Computer	000544	PHX
Apple	Laser Writer II	Printer	000545	PHX
Apple	imac	Computer	000559	PHX
Apple	imac	Computer	000560	PHX
Apple	Laser Printer	Printer	000562	PHX
Apple	imac	Computer	000661	PHX
Apple	imac	Computer	000662	PHX
Apple	imac	Computer	000663	PHX
Apple	imac	Computer	000664	PHX
Apple	imac	Computer	000665	PHX
Apple	imac	Computer	000674	PHX
Apple		Monitor		PHX
Apple		Monitor		PHX
Diva		Monitor		PHX
Diva		Monitor		PHX
Max Tech		Monitor		PHX
HP	722c	Printer		PHX
HP	932c	Printer		PHX
HP	855cxi	Printer		PHX
Tektronix	Phaser 740	Printer		PHX
Standard	8750	Transparency		PHX
Apple	Laser	printer		PHX
apple	stylewtr	printer		PHX
Generic		PC	000528	SHER
FCC	generic	Computer	000708	SHER
NEC	SuperScript1400	Printer	000758	SHER
Generic	AMD2	PC	001732	SHER
Generic	AMD3	PC	001759	SHER
Optiquest	Q71	Monitor		SHER
View & view	generic	Monitor		SHER
Dell	E771P	Monitor		SHER
Brother	HL-1440	Printer		Unknown
HP	Laserjet 5P	Printer		Unknown
View Sonic	Q51	Monitor		Unknown
View Sonic	Q51	Monitor		Unknown
gateway	ev700	monitor		Unknown
Ast	vision	monitor		Unknown
Dell		monitor		Unknown
Hansol		monitor		Unknown
Digiview	generic	monitor		Unknown
dell	generic	monitor		Unknown
HP	660c	printer		Unknown
HP	6980	printer		Unknown
canon	ip3000	printer		Unknown
HP	2250	printer		Unknown
Brother	1440	printer x 2		Unknown
HP	722c	printer x 4		Unknown
IBM	typewriters	quantity x 3		Unknown
Texas Instruments	Scientific Calculator	quantity x12		Unknown
Overhead Projectors		quantity x20		Unknown

4.3.7

Epson	scanner	scanner		Unknown
HP	224N	switch		Unknown
GE	25"	TV		Unknown
GE		TV		Unknown
APC	UPC 420	UPS		Unknown
APC	UPC 420	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Smart	420	UPS		Unknown
Belkin	UPS	UPS		Unknown
Belkin	F6C120-UNV	UPS quantity x12		Unknown
KLH		VCR		Unknown
Scanner	generic			Unknown
GE	tv			Unknown

Mfg	Model	Description	Asset ID	Site
FCC	generic	Computer	000700	CCC
Generic	generic	Computer	000751	CCC
SDIG	Generic	Computer	000752	CCC
SDIG	Generic	Computer	000879	CCC
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Generic	generic	Computer	001682	CCC
Generic	generic	Computer	001701	CCC
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FCC	Generic	Computer	001712	CCC
SDIG	Generic	Computer	001719	CCC
FCC	Generic	Computer	001801	CCC
SDIG	Generic	Computer	001872	CCC
FCC	Generic	Computer	001947	CCC
SDIG	Generic	Computer	001948	CCC
Gateway	e3400	Computer	001961	CCC
SDIG	Generic	Computer	002042	CCC
SDIG	Generic	Computer	002063	CCC
Dell	Optiplex	Computer	002083	CCC
Gateway	Gateway	Computer	003114	CCC
FCC	Generic	Computer	003116	CCC
SDIG	Generic	Computer	003365	CCC
View Sonic	Optiplex Q71	Monitor	100148	CCC
HP	DeskJet 880C	Printer	100159	CCC
Gateway	Generic	Monitor		CCC
Gateway	Generic	Monitor		CCC
Gateway	Generic	Monitor		CCC
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Maytex	Generic	Monitor		CCC
Maytex	Generic	Monitor		CCC
Maytex	Generic	Monitor		CCC
View Sonic	Q51	Monitor		CCC
View Sonic	Q52	Monitor		CCC
View Sonic	Q53	Monitor		CCC
NEC	Multi Sync	Monitor		CCC
Aquaview	7GS	Monitor		CCC
Aquaview	7GS	Monitor		CCC
Gateway	ev700	Monitor		CCC
Max Tech	Generic	Monitor		CCC
Max Tech	Generic	Monitor		CCC
HP	695C	Printer		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC
Maxtec	generic	Monitor		CCC

4.3.9

Q57	Generic	Monitor		CCC
Gateway	Gateway	Monitor		CCC
RCA		Boombox		CCC
Zenith		VCR		CCC
HP	932c	Printer		CCC
MegaImage		Monitor		CCC
Dell		Monitor		CCC
Maxtech		Monitor		CCC
HP	880c	Printer		CCC
Compaq	Presario	Computer	000992	COES
FCC	Generic	Computer	001290	COES
Compaq	deskpro	PC	001381	COES
Compaq	deskpro	PC	001393	COES
FCC	generic	Computer	001498	COES
Compaq	deskpro	PC	001506	COES
Compaq	Deskpro	Computer	001512	COES
FCC	Generic	Computer	001516	COES
Compaq	Deskpro	Computer	001521	COES
Compaq	deskpro	PC	001535	COES
FCC	Generic	Computer	001541	COES
FCC	Generic	Computer	001543	COES
FCC	generic	Computer	001762	COES
Compaq	Presario	Computer	003244	COES
Dell	Generic	Monitor		COES
Max Tech	Generic	Monitor		COES
View & View	Aquaview 7GS	Monitor		COES
Dell	Generic	Monitor		COES
Dell	Generic	Monitor		COES
Dell	Generic	Monitor		COES
Dell	generic	Monitor		COES
Dell	generic	Monitor		COES
Dell	generic	Monitor		COES
HP	Deskjet 950C	Printer		COES
HP	Deskjet 722C	Printer		COES
HP	722c	Printer		COES
IBM	xSeries 200	Server	000225	DO
FCC	Generic	Computer	000480	DO
Generic	Generic	Computer	000581	DO
Generic	Generic	Computer	000581	DO
Gateway	E-3400	Computer	000727	DO
IBM	xSeries 220	Server	000748	DO
Compaq	Proliant ML370	Server	001018	DO
HP	Laserjet 2100	Printer	001025	DO
Generic	Donated	Computer		DO
Dell	Generic	Monitor		DO
HP	Deskjet 6980	Printer		DO
Dell	Flat Panel	Monitor		FRE
Sekonic	SSR-601	Scantron Scanner	001475	FSS
Panasonic	KX-P3196	Printer	001476	FSS
Gateway	E3400	Computer	001651	FSS
Gateway	E-3400	Computer	001660	FSS

4.3.10

KDS	generic	Monitor		FSS
KDS	generic	Monitor		FSS
HP	Deskjet 825c	Printer		FSS
HP	Deskjet 722c	Printer		FSS
HP	Laser C3990a	Printer		FSS
FCC	generic	PC	000833	GEM
FCC	generic	PC	000865	GEM
FCC	generic	PC	000870	GEM
Generic	Pentium	PC	000972	GEM
GW	3400	PC	001083	GEM
FCC	generic	PC	001198	GEM
Optiquest	generic	Monitor		GEM
Optiquest	generic	Monitor		GEM
Optiquest	generic	Monitor		GEM
Infostat	generic	PC		GEM
Dukane	Sunsplash	Overhead Projector		GEM
Buhl		Overhead Projector		GEM
HP	1120c	Printer		GEM
HP	224m	10MB Switch		GEM
HP	224m	10MB Switch		GEM
FCC	Generic	Computer	000201	LHS
Gateway	E3400	Computer	000307	LHS
Gateway	E3400	Computer	000439	LHS
FCC	generic	PC	000440	LHS
Gateway	E-3600	Computer	000467	LHS
FCC	Tower	Computer	000472	LHS
FCC	Generic	Computer	000488	LHS
FCC	Generic	Computer	000489	LHS
FCC	Generic	Computer	000490	LHS
FCC	Generic	Computer	001346	LHS
FCC	Generic	Computer	002259	LHS
Max Tech	Generic	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q71	Monitor		LHS
View Sonic	Q51	Monitor		LHS
Optiquest		Monitor		LHS
Optiquest		Monitor		LHS
Gateway		Monitor		LHS
HP	Deskjet 952c	Printer		LHS
scantron 1300		scanner		LHS
HP	6980	Printer		LHS
HP	820cxi	Printer		LHS
HP	880c	Printer		LHS
HP	612c	Printer		LHS
Gateway		Monitor		LHS
Gateway		Monitor		LHS
Gateway		Monitor		LHS
Apple	imac	Computer	000538	PHX
Apple	imac	Computer	000539	PHX
Apple	imac	Computer	000541	PHX

4.3.11

Apple	imac	Computer	000542	PHX
Apple	imac	Computer	000544	PHX
Apple	Laser Writer II	Printer	000545	PHX
Apple	imac	Computer	000559	PHX
Apple	imac	Computer	000560	PHX
Apple	Laser Printer	Printer	000562	PHX
Apple	imac	Computer	000661	PHX
Apple	imac	Computer	000662	PHX
Apple	imac	Computer	000663	PHX
Apple	imac	Computer	000664	PHX
Apple	imac	Computer	000665	PHX
Apple	imac	Computer	000674	PHX
Apple		Monitor		PHX
Apple		Monitor		PHX
Diva		Monitor		PHX
Diva		Monitor		PHX
Max Tech		Monitor		PHX
HP	722c	Printer		PHX
HP	932c	Printer		PHX
HP	855cxi	Printer		PHX
Tektronix	Phaser 740	Printer		PHX
Standard	8750	Transparency		PHX
Apple	Laser	printer		PHX
apple	stylewtr	printer		PHX
Generic		PC	000528	SHER
FCC	generic	Computer	000708	SHER
NEC	SuperScript1400	Printer	000758	SHER
Generic	AMD2	PC	001732	SHER
Generic	AMD3	PC	001759	SHER
Optiquest	Q71	Monitor		SHER
View & view	generic	Monitor		SHER
Dell	E771P	Monitor		SHER
Brother	HL-1440	Printer		Unknown
HP	Laserjet 5P	Printer		Unknown
View Sonic	Q51	Monitor		Unknown
View Sonic	Q51	Monitor		Unknown
gateway	ev700	monitor		Unknown
Ast	vision	monitor		Unknown
Dell		monitor		Unknown
Hansol		monitor		Unknown
Digiview	generic	monitor		Unknown
dell	generic	monitor		Unknown
HP	660c	printer		Unknown
HP	6980	printer		Unknown
canon	ip3000	printer		Unknown
HP	2250	printer		Unknown
Brother	1440	printer x 2		Unknown
HP	722c	printer x 4		Unknown
IBM	typewriters	quantity x 3		Unknown
Texas Instruments	Scientific Calculator	quantity x12		Unknown
Overhead Projectors		quantity x20		Unknown

4.3.12

Epson	scanner	scanner		Unknown
HP	224N	switch		Unknown
GE	25"	TV		Unknown
GE		TV		Unknown
APC	UPC 420	UPS		Unknown
APC	UPC 420	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Belkin	F6C120-UNV	UPS		Unknown
Smart	420	UPS		Unknown
Belkin	UPS	UPS		Unknown
Belkin	F6C120-UNV	UPS quantity x12		Unknown
KLH		VCR		Unknown
Scanner	generic			Unknown
GE	tv			Unknown

4.3.13

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:
Notice of Completion for
Support Services Relocatable
Classroom @ First Street School

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Cathy Allen,
Assistant Superintendent,
Facilities & Maintenance Services

ENCLOSURES:
Yes

DEPARTMENT:
Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District acted as the General Contractor to place a relocatable classroom building on the campus of First Street School for the Support Services Program. A Notice of Completion is required for Division of State Architect close out.

RECOMMENDATION:

Board approve the Notice of Completion and authorize the Assistant Superintendent, Facilities & Maintenance Services to sign on behalf of the District and file the notice with Placer County.

wp/rk/factform

4.4

RECORDING REQUESTED BY THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

WHEN RECORDED MAIL TO:

NAME	CATHY ALLEN
MAILING ADDRESS	600 6th STREET, 4th Floor
CITY, STATE ZIP CODE	LINCOLN, CA 95648

SPACE ABOVE THIS LINE RESERVED FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

1. That the work of improvements on the real property hereinafter described as Support Services Relocatable at First Street School, generally consisting of installation of one 24x40 relocatable classroom building, Lincoln, California, was substantially completed on the 11th day of August, 2008.

That the name and address of the Owner of said property are as follows:

Western Placer Unified School District
600 6th Street
Lincoln, CA 95648

The Western Placer Unified School District acted as the General Contractor for the project.

The property herein referred to is located in the County of Placer, California. This project benefits the Western Placer Unified School District.

State of California

County of Placer

BY: _____
Cathy Allen, Assistant Superintendent, Facilities & Maintenance Services

Subscribed and sworn to (or affirmed) before me on this

_____ day of _____, 2008, by

(1) _____
Name of Signer
Proved to me on the basis of satisfactory evidence to be the person who appeared before me (.) (,)

(and

(2) _____
Name of Signer
Proved to me on the basis of satisfactory evidence To be the person who appeared before me.)

Place Notary Seal Above

Signature _____
Signature of Notary Public

4.4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Notice of Completion for
Support Services Relocatable
Classroom @ Glen Edward
Middle School

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Cathy Allen,
Assistant Superintendent,
Facilities & Maintenance Services

ENCLOSURES:
Yes

DEPARTMENT:
Facilities & Maintenance Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District acted as the General Contractor to place a relocatable classroom building on the campus of Glen Edwards Middle School for the Support Services Program. A Notice of Completion is required for Division of State Architect close out.

RECOMMENDATION:

Board approve the Notice of Completion and authorize the Assistant Superintendent, Facilities & Maintenance Services to sign on behalf of the District and file the notice with Placer County.

wp/rk/factform

4.5

RECORDING REQUESTED BY THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

WHEN RECORDED MAIL TO:

NAME	CATHY ALLEN
MAILING ADDRESS	600 6th STREET, 4th Floor
CITY, STATE ZIP CODE	LINCOLN, CA 95648

SPACE ABOVE THIS LINE RESERVED FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

1. That the work of improvements on the real property hereinafter described as Support Services Relocatable at Glen Edward Middle School, generally consisting of installation of one 24x40 relocatable classroom building, Lincoln, California, was substantially completed on the 11th day of August, 2008.

That the name and address of the Owner of said property are as follows:

Western Placer Unified School District
600 6th Street
Lincoln, CA 95648

The Western Placer Unified School District acted as the General Contractor for the project.

The property herein referred to is located in the County of Placer, California. This project benefits the Western Placer Unified School District.

State of California

County of Placer

BY: _____
Cathy Allen, Assistant Superintendent, Facilities & Maintenance Services

Subscribed and sworn to (or affirmed) before me on this

_____ day of _____, 2008, by

(1) _____
Name of Signer
Proved to me on the basis of satisfactory evidence to be the person who appeared before me (.) (,)

(and

(2) _____
Name of Signer
Proved to me on the basis of satisfactory evidence To be the person who appeared before me.)

Place Notary Seal Above

Signature _____
Signature of Notary Public

4.5.1

REPORTS

AND

COMMUNICATION

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:

Preparations for Algebra Requirement for Eighth Grade

AGENDA ITEM AREA:

Report

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Handouts

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Staff Development Categorical Funds

MEETING DATE:
October 21, 2008

BACKGROUND:

CA is one of only two or three states with Mathematics Content Standards calling for Algebra to be taught to all students in eighth grade. To date, CA schools and districts have had the option of enrolling their eighth grade students in either Algebra I (for students who exhibit algebra readiness) or in General Mathematics (for students not yet prepared for algebra). Students have taken the California Standards Test (CST) appropriate to their class of enrollment, with their proficiencies reported for that test. Schools and districts, however, were penalized one achievement level, for eighth grade students not yet enrolled in Algebra.

Beginning in the 2010/11 school year in order to comply with federal guidelines which require our CST's to match our Content Standards, all eighth grade students will be required to take the Algebra test as part of their STAR testing. WPUSD is working closely with our teachers and students, as well as with PCOE, to prepare for that requirement. The Rigorous Instruction in Mathematics (RIMS) project for Algebra teachers and the proposed Algebra for All project for elementary/middle school teachers are staff development programs designed to support teachers in their delivery of the algebra and pre-algebra curriculum. Currently, five WPUSD secondary teachers are participating in the RIMS project; elementary and middle school teachers have expressed interest in the Algebra for All project.

RECOMMENDATION:

Information only.

6.5.1a

Algebra I Testing Requirement

Information related to Algebra I Testing Requirement.

On July 9, 2008, the State Board of Education (SBE) voted to implement Governor Arnold Schwarzenegger's proposal to require all eighth grade students to be assessed in Algebra I within three years.

The information collected below contains information relating to the requirement, correspondence, press releases, SBE information, comments from local educational agencies, and California Department of Education (CDE) resources, which includes links to the current California Mathematics Frameworks, etc.

"...I have serious concerns with this proposal on its merits. I strongly disagree with the Governor's proposal to require all eighth graders to take algebra within three years without also offering any of the support for our school districts and schools to successfully make this major change."

- Jack O'Connell, State Superintendent of Public Instruction

The California Algebra I Success Initiative: A Comprehensive Plan to Help Schools Prepare All Students for Success in Algebra I in Eighth Grade

State Superintendent of Public Instruction Jack O'Connell's remarks (WMV; 15:55) before the SBE on July 9, 2008, regarding eighth grade algebra testing requirement. Transcript of State Superintendent of Public Instruction Jack O'Connell's remarks.

Correspondence | Press Releases | News Articles | Reports | Comments from Stakeholders | SBE Agenda Items | Curriculum Resources |Testing Resource

Correspondence

State Superintendent of Public Instruction Jack O'Connell Letter
July 8, 2008: Letter to County and District Superintendents, and Charter School Administrators regarding my recommendation to replace the current eighth grade General Mathematics test with a more rigorous assessment based on Algebra standards.

Governor Arnold Schwarzenegger Letter (PDF; Outside Source)
July 8, 2008: Letter to the State Board of Education (SBE) urging board members to adopt a requirement that every California 8th grader be enrolled and tested in Algebra I within three years.

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Press Releases

The California Algebra I Success Initiative: A Comprehensive Plan to Help Schools Prepare All Students for Success in Algebra I in Eighth Grade
News Release #108 - August 12, 2008

Schools Chief Jack O'Connell Issues Statement Following State Board of Education Vote Mandating Algebra for Eighth Graders - News Release #92 - July 9, 2008

California School Board Association (CSBA) - Critics: 8th-grade algebra standard doesn't add up - (Outside Source) Published: July 17, 2008

Back to top

News Articles

Algebra goals may not help young math students (Outside Source)
Some South Bay educators believe the state's new requirement to move all eighth-graders into algebra by 2011 is a lofty goal but might set up some students to fail. The sentiment mirrors a new study released last week by the Brookings Institution that concludes

6.S.1a.1

the push for universal eighth-grade algebra has created an unintended consequence - about 120,000 students nationwide are in classes for which they are unprepared. Nguyen Huy Vu (*Contra Costa Times*, 9/28/08)

Algebra I mandate requires teachers (Outside Source)
Now that the state has mandated Algebra 1 for all eighth-graders within three years, a deeply entrenched problem has become even more urgent: California does not have enough qualified teachers of mathematics. Deb Kollars (*The Modesto Bee*, 8/2/08)

Algebra Plan Will Cost State Billions, O'Connell Says (Outside Source)
In order for California's new eighth-grade Algebra I requirement to work, the state superintendent of public instruction says, the state needs to spend about $3 billion each year for smaller math classes, additional class time, more school counseling services, teacher recruitment and training, and expanded after school and summer programs. Katy Murphy (*Contra Costa Times*, 8/27/08)

California's algebra problem (Outside Source)
Even if there were money to pay for it, the state's new algebra mandate would still be a bad idea. Now that the State Board of Education is foolishly requiring every eighth-grader to take algebra, starting in three years, all that remains to be figured out is, how on Earth is this going to happen when so few kids are on track to get there? Opinion (*Los Angeles Times,* 8/16/08)

Additional News Articles

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Reports

The Misplaced Math Student: Lost in Eighth-Grade Algebra (PDF; 16pp.; Outside Source) Brown Center on Education Policy (September 2008)

California's Approach to Math Instruction Still Doesn't Add Up: Impending Retirements + Chronic Math Teacher Shortages = Deepening Concerns for California's Middle and High Schools (Outside Source) The Center for Future Teaching and Learning (July 2008)

Using Standardized Test Data as Guidance for Placement into 8th Grade Algebra (PDF; 10pp.; Outside Source) By Shelley Kriegler and Theresa Lee, University of California, Los Angeles, Department of Mathematics

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Comments from Stakeholders

"More than half of our students come to us in the sixth grade Below Basic or Far Below Basic in Math. Very few of those students are prepared to succeed in Algebra I at the eighth grade level. So being forced to place all students in that class, without regard to their level of preparation, would lead to an increase in the number of students who both fail eighth grade Algebra I and are not ready to succeed in Algebra I in the ninth grade either."

- Steven Weinberg, Instructional Facilitator, Frick Middle School

"It is intellectually dishonest for the state to ask students to be tested on academic content that they have not studied. The proposed mandate runs counter to all principles of sound policy in education."

- Kathy Woods, President, California Mathematics Council

"Experience has told us that not all students are ready to take Algebra at the same time, and a one-size-fits-all approach unfairly punishes students, often those who need our help the most."

- Christopher J. Steinhauser, Long Beach Unified School District Superintendent

"Algebra I is the toughest course on a middle school campus. While many students succeed at Algebra I during their 7th and 8th grade school years, this is not the case for all students. Just as we differentiate learning, in general, for all students, we should do the same

6.5.19.2

for Algebra I."

- Kip Meyer, Assistant Superintendent for Personnel Services, Lake Elsinore Unified School District

"It is an unrealistic expectation that ALL be successful as 8th grade algebra students."

- Jeanie Cash, Assistant Superintendent, Placentia-Yorba Linda Unified School District

"It is not a matter of the quality of instruction, or school's giving in to low standards, or lack of accountability of teachers, schools and the instruction by former grade levels, because some 8th grade students are just not developmentally ready to learn Algebra I. Anyone who doubts this just needs to teach an 8th algebra class to the struggling math students for a day or two."

- Dale Lofgren, Director of Pupil Services, El Segundo Unified School District

"Some students are ready for Algebra 1 by eighth grade, but my experience is only about 5-10% of the students truly are ready and they struggle a little as well. We can still accommodate that placement without punishing the rest of the students (and the schools)."

- John Pendley, Superintendent, Columbia Unified School District

"Developmentally, many students are not ready to successfully take on the Algebra I curriculum."

- Jeff Hearn, Superintendent, Santa Maria Joint Union High School District

"At the present time, many thousands of students are already enrolled prematurely in Algebra I and the failure rate is horrendous. The Governor's plan would make this situation even worse."

- Dan Fendel, Professor of Mathematics (emeritus), San Francisco State University

"There are far too many young people who are not mature enough to grasp the abstract concepts in Algebra I as 8th graders. To require them to take a course that may set them up for failure does these youngsters no good and makes both our teachers and our state look like they are failing our students."

- Janet Knoeppel, Retired Principal, Argus High School

"There's a big void at the middle-school level. We have a lot of students who take Algebra I in the eighth grade, and then they repeat it in ninth grade. A lot of students aren't ready for that level of math."

- Stephen McCahon, Math Teacher, Pioneer High School

"You need to lay the groundwork if you're going to make this kind of policy shift. We need to invest in the teaching of mathematics at the lower grade levels."

- Chuck Weis, Santa Clara County Schools Chief

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State Board of Education Agenda Items

Below you will find links to the SBE agendas regarding the General Mathematics Blueprint.
Note: The July Item 10 motion to approve the SBE Action details the Algebra I testing requirement.

July | July Item 10 Motion | June | May | March | March Item 20 Motion

July

Standardized Testing and Reporting Program (STAR): "Revised General Mathematics Blueprint" - Item 10 (DOC; 81KB; 5pp.)

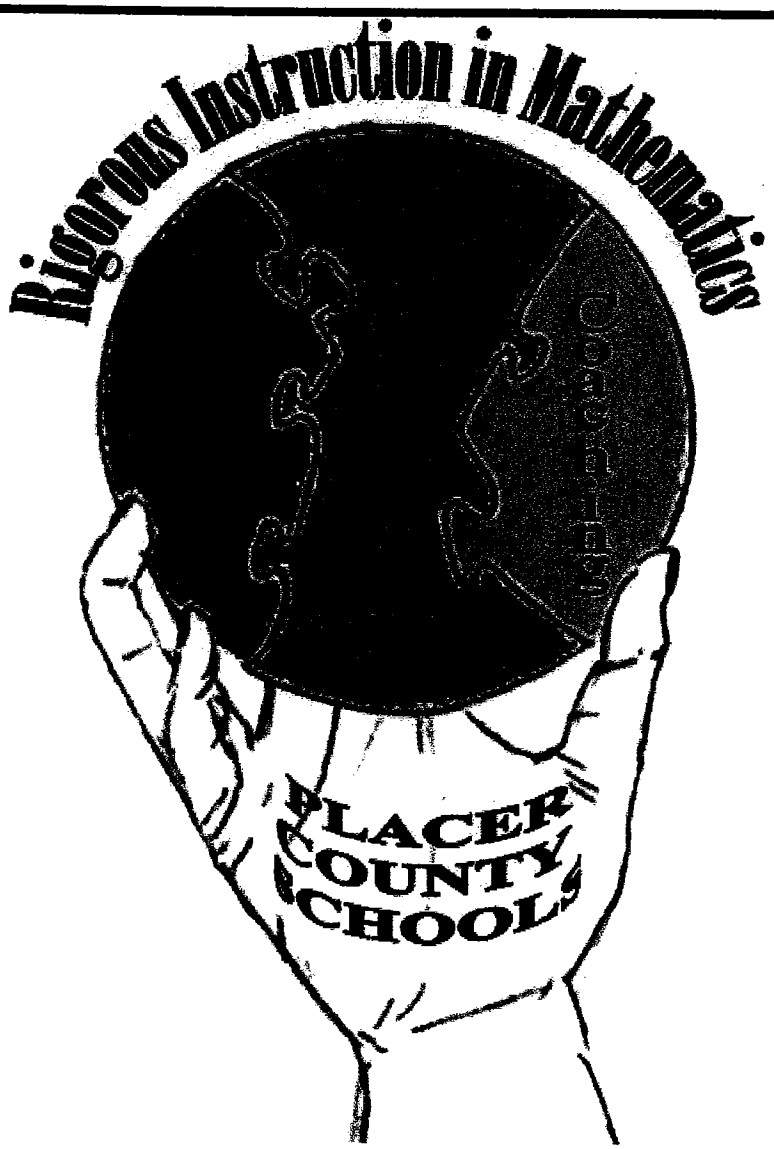
6.5.19.3

PCOE

GOLD IN EDUCATION

RIMS

Informational Packet



Thank you for your commitment to your teachers in the RIMS project.

6.5.19.4

My name is **Christine Poulsen** and I am the Rigorous Instruction in Mathematics (RIMs) Coordinator & Math Coach from Placer County Office of Education.

I wanted to stop by and introduce myself, the RIMs program, and let you know about the exciting new program that one or more of your teachers are involved in.

The RIMs program covers three basic areas: Summer Institute, Practicum and Coaching.

If there are special protocols for visiting your site that you would like the RIMs team members to follow or if you have any questions, please do not hesitate to contact me.

I look forward to working with you, your staff and your students.

Christine Poulsen
Partner in your success
RIMS Coordinator & Math Coach
Placer County Of Education
360 Nevada Street,
Auburn, CA 95603
(530) 889-5986 Office
(530) 401-0405 Cell

"Too often we give our children answers to remember rather than problems to solve."
Roger Lewin

6.S.19.5

Summer Institute: California Math Project at CSU Sacramento

done!

- 65 hours of rigorous instruction in math.
- Teachers became students again and learned ways to approach basic topics through critical thinking taught by CSU Sacramento math professor Scott Farrand, Deb Stetson (CSU Sacramento) and Rick West (UC Davis).
- Teachers learned researched based questioning techniques from Tom Lester, expert consultant. Tom modeled instructional strategies that effectively impact classroom behavior, student involvement and feedback. The use of these teaching strategies not only improves how mathematics content is delivered in the classroom, but also impacts the manner in which a teacher checks for student understanding.

Practicum:

- The purpose of the practicum is to give the participating teachers the opportunity to work with CSU Sacramento Math Project's Director Deb Stetson, and PCOE Math Coach Christine Poulsen to refine instruction. The practicum will allow teachers to practice the new strategies in a non-evaluative, peer coaching setting. Coaches will model what the techniques look like in the classroom, transition the teachers to using them, and empower teachers to be confident in their use. The teachers will also get to practice their craft. This process will require three days in the fall, and two days in the spring.

doing!

- Districts that have teachers participating in RIM committed to support teachers by providing substitutes for their practicum. Each practicum will be devoted to planning lessons from curriculum learned in the Summer Institute at CSU Sacramento, teaching students in small professional learning groups of like placed teachers in one of their chosen classrooms, and debriefing with coaches.

Coaching:

- PCOE's Math Coach Christine Poulsen and Expert Consultant Tom Lester will visit classrooms to encourage teachers' use of the learned techniques. The purpose of coaching is to help the teachers self reflect, have someone to collaborate with in order to improve practice. Christine will provide coaching for teachers throughout the year.

doing!

Non-evaluative!

- Coaching may consist of observations for the purpose of providing teachers with data that they can use to direct their teaching, planning, and self reflection of their lessons.

6.5.19.6

CONTROL GROUPS NEEDED FOR EACH RIMs CLASSROOM

RIMs is paid for by a California Math and Science Partnership (CaMSP) grant. One requirement of the grant is to provide data to support goal achievement.

For each RIMs participating teacher/classroom we need to recruit a similar teacher/ classroom that has not had the advantage of RIMs instructional techniques. The reason for the control group is to ensure the only unique factor is the RIMs teacher's participation in the grant program.

The control group data is for comparison information only. Data collected will not be published with teacher or student personal information. The data collected will be compiled and used in general statement such as: 99% of RIMs students increased critical thinking scores.

Base line tests and surveys will be provided for both the RIMs participating teacher/ classroom and also for the control group teacher/classroom.

Control Group teachers will agree to:

Needed

- Have students take a quick survey & short multiple choice test with one open ended question. This process will take approximately 30 minutes and will need to be completed at the beginning of the term and again at the end of the term. Total classroom time—1 hour.
- Take a quick teacher survey during the time the students complete their survey.
- Mail the survey and test to Placer County Office of Education in the envelope provided.

I would like to leave the control group documents with you if we are unable to decide upon a candidate. Please notify Chrissy Poulsen at 530-889-5986 or cpoulsen@placercoe.k12.ca.us of your classroom choice. Please supply teacher contact information and I will follow up.

Complete instructions for the control group teachers will be included in the control group packets.

9th Alg - LHS
8th Alg - (1) TBMS
(1) GEMS
7th Pre-Alg - (2) GEMS

6.5.19.7

Three Year Goals of the RIMS Grant

- Provide teachers with a deeper understanding of the Pre-Algebra and Algebra content they teach.
- Increase teachers' ability to engage students in mathematical problem solving using engagement strategies and questioning.
- Increase teachers' ability to use data from student responses, work and assessments to inform their instruction.
- Increase teachers' ability to engage students in lessons and increase student understanding through the use of new instructional strategies.
- Increase the quality of teachers' questions and evidence of student understanding.
- Improve teachers' performance on a test of pedagogical content knowledge that is specific to the teaching of Algebra.
- Increase by 10% the percent of students scoring proficient in Algebra I at each grade level.
- Increase by 5% the enrollment of high school students in higher level courses from year to year.

Your teachers are committed for three years to attend summer institute, participate in annual practicums, and work with the coaches.

6.5.1a.8

Algebra for All
Ideas from September Categorical Directors' Meeting

DRAFT

- Focus on Algebraic thinking throughout the grades
- Consider math specialists at 7th and 8th
- Target 4-6 grade teachers
- Target the jump between 3rd and 4th grade
- Train 1-2 grade on conceptual development
- Emphasize the critical thinking strand
- Teachers need to focus on the prerequisite skills for the most important concepts in mathematics—this may mean sacrificing some other areas covered on CSTs
- Build relationships with teachers first
- How we frame the problem is important; how do we develop a sense of urgency
- Consider online learning opportunities—including video conferencing
- Look into a trainer of trainers model
- Consider a kickoff event with speaker(s) to introduce issue
- A "selling point" is that the math questioning strategies are applicable across the curriculum
- Help teachers learn to structure math lessons to meet the needs of diverse learners vs. leveling for math
- Look at longitudinal data—what happens to kids over time
- Use Datawise to disaggregate algebra substrands

6.S.1a.9

DRAFT

PLACER COUNTY OFFICE OF EDUCATION
DRAFT STAFF DEVELOPMENT PLAN FOR ALGEBRA READINESS

Elementary Mathematics I Course

- 6 days of staff development on math content and concepts, instructional strategies and coaching strategies
- Tom Lester, instructor, Math Matters
- Target Audience: elementary teachers, particularly grades 4-8

Result: Improved instruction for students

Result: Improved instruction for students; interest in becoming a school coach

Schools/districts participate in coaching model

Elementary Mathematics II Course

- 6 days of staff development on math content and concepts, instructional strategies and coaching strategies
- Tom Lester, instructor, Math Matters

Target Audience: elementary: Elementary teachers who have completed Elementary Mathematics I; Algebra Readiness and Algebra I teachers

ETC.

6.5.19.10

ELEMENTARY MATHEMATICS I
Target Audience: Elementary Teachers Grades 4-7

Course Description

Teachers enrolled in this course will develop their mathematical content knowledge, conceptual understanding, reasoning as well as pedagogical skills in planning, developing, and evaluating learning experiences in standards – based mathematics. Coaching strategies will be modeled and taught throughout the course to develop participants capacity to work with other teachers at their school site. This course will help teachers better prepare all students for the abstractions of Algebra I.

Day 1 8:30 – 2:00 with 30 minute lunch break

Problem Solving: Developing the Math Matters model of problem solving using divergent thinking activities like Plexers, conundrums, rainbow logic, mastermind, etc.; research on problem solving. All of the course will embed the Content and Management strategies of Math Matters as the model to be carried to the classroom.

Day 2 8:30 – 2:00 with 30 minute lunch break

Sets and logic:
Operations on sets and their properties
Sets of numbers

Day 3 8:30 – 2:00 with 30 minute lunch break

Numeration systems
Development of 'fen-fen' to understand place value
Algorithms for the four basic operations and the understanding of the same

Day 4 8:30 – 2:00 with 30 minute lunch break

Number theory
Integers, properties, operations and relations
Divisibility and proofs
Division of Whole numbers into 4 distinct sets
Basic Facts & how to teach using the Fundamental Theorem of Arithmetic
LCM and GCF/GCD and applications to Algebra

Day 5 8:30 – 2:00 with 30 minute lunch break

Development of the Rational Numbers, operations, properties, and relations
Rationals as fractions, decimals, and interrelating
Applications including percents, rates, interest, etc.
Dimensional analysis

6.5.19.11

DRAFT

Day 6 8:30 – 2:00 with 30 minute lunch break

Real numbers operations, properties, and relations
Applications including irrationals

ELEMENTARY MATHEMATICS II

Target Audience: Elementary teachers who have completed Elementary Mathematics I; Algebra Readiness and Algebra I teachers

Course Description

Teachers enrolled in this course will develop their mathematical content knowledge, conceptual understanding, reasoning as well as pedagogical skills in planning, developing, and evaluating learning experiences in standards – based mathematics. Coaching strategies will be modeled and taught throughout the course to develop participants capacity to work with other teachers at their school site. This course will focus on Algebra and Geometry concepts and skills.

Day 1 8:30 – 2:00 with 30 minute lunch break

Algebraic Reasoning
Relations and Functions
Geometrical representation of relations and functions

Day 2 8:30 – 2:00 with 30 minute lunch break

Probability-empirical vs. theoretical
Counting Principles
Applications
Section 9

Day 3 8:30 – 2:00 with 30 minute lunch break

Measures of central tendency and dispersion
Applications and Testing

Day 4 8:30 – 2:00 with 30 minute lunch break

Geometry
Basic principals, shapes, relations
Pythagorean theorem, distance formula
Measurement systems
Area. Perimeter, surface area, and volume
Constructions, congruence, similarity
Motion Geometry-translations, reflections, and rotations

Day 5 8:30 – 2:00 with 30 minute lunch

Right Triangle Trigonometry

6.S.1a-12

DRAFT

PLACER COUNTY OFFICE OF EDUCATION
DRAFT STAFF DEVELOPMENT PLAN FOR HIGHER MATHEMATICS

CSET I Preparation Class

- A semester course (for elective credit)
- Tom Lester, instructor, Math Matters
- Target Audience: 7-10 grade math teachers who are committed to obtaining a secondary mathematics credential

Middle School/High School Math Cadres

- A network of mathematics teachers (RIMS plus) committed to sharing effective practice and closing the mathematics achievement gap in 7-12
- Opportunities to design and share intervention strategies and resources
- Online resources including video taped lessons, shared intervention lessons for students, etc.

VPSS Class

- 36 hours for level I; 36 hours for level II
- Instructors: Trained High School Math Teachers
- Target Audience: Alternative Education, Community School, Special Education teachers (in order to meet HQT)
- Others could participate in order to learn content

6.5.19.13

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:

Math and Language Arts Adoption Updates

AGENDA ITEM AREA:

Report

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Handouts

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None at this time.
Major purchase through IMFRP,
Lottery & General Fund 2009-11

MEETING DATE:

October 21, 2008

BACKGROUND:

WPUSD is in its second year of the mathematics adoption process. We are currently considering materials from four publishers for adoption at the elementary level; we have completed our process for mathematics curriculum choices at the middle and high school levels. The final recommendations for math curriculum adoptions will be brought to the Board in the spring. The mathematics adoption will be followed by the adoption of language arts materials K – 8, with some additional materials at the high school level. That process is expected to begin in the spring once the state has completed its approval process of eligible curricula.

RECOMMENDATION:

Information only.

wp/rk/factform

6.5.1b



MATHEMATICS ADOPTION COMMITTEE MEETING
TUESDAY, OCTOBER 21, 2008
3:15- 4:00 D.O.—ZEBRA ROOM

AGENDA

1. Recap of Dates—
    * Adoption Decision in 08/09; Implementation in 09/10
2. Choices -
    * Elementary—Harcourt; Houghton Mifflin; Pearson Scott Foresman; Saxon
    * Middle School Choices— Holt; McDougal Littel
    * High School—McDougal Littel Algebra I
3. Publishers' Responses to Questions
4. This Year's Process — Regular Program (K-5) ; Intervention Programs (4—7); Algebra Readiness (8)
    * Continue to Experiment with Materials—Sept-Dec
    * Publishers' 60-Minute Presentations? - Nov
    * All Day Meeting(s)—December/January
        * Standards Map for Each Publisher at Each Grade Level & Intervention
        * Lesson Notes—for Major/Difficult Concepts at Each Grade Level
        * Rating of Publisher Choices
        * Decision Recommendation
    * Board Recommendation—February/March
5. Other

6.S.1 b.1

Attachment 1

2007 Mathematics Primary Adoption State Board of Education Action, November 8, 2007.

2007 Mathematics Primary Adoption
State Board of Education Action, November 8, 2007

Information is organized by the three program types:
Basic Grade-level, Intervention and Algebra Readiness programs

Programs Adopted

Basic Grade-Level Programs (22 Programs)

Publisher	Program Title	Grade Level(s)
CGP Education, Inc.	*California Standards-Driven Mathematics Program: Course One, Course Two, Algebra I*	6-8
CPM Educational Program	*Algebra Connections*	8
Glencoe/McGraw-Hill	*Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving*	6-8
Harcourt School Publishers	*California HSP Math*	K-6
Holt, Rinehart and Winston	*Holt California Mathematics: Course 1, Course 2, Algebra I*	6-8
Houghton Mifflin Company	*Houghton Mifflin California Math*	K-6
Key Curriculum Press	*Discovering Algebra: An Investigative Approach, CA Edition*	8
Kinetic Books	*Algebra I*	8
Macmillan/McGraw-Hill School Division	*Macmillan/McGraw-Hill Math, 2009 Copyright*	K-6
Marshall Cavendish International ***Includes two programs**	*Earlybird Kindergarten Mathematics (Standards Edition) (K); Primary Mathematics (Standards Edition)*	K-5
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Pre-Algebra and Algebra I*	7-8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)*	6-8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell CA Structure and Method Course 1, Course 2, Algebra I (Mary P. Dolciani and others)*	6-8
Pearson Scott Foresman	*Scott Foresman - Addison Wesley enVisionMath California*	K-6
Pearson Prentice Hall	*Prentice Hall Mathematics California*	6-8
Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra I*	8
Sadlier-Oxford, A Division of Wm. H. Sadlier, Inc.	*Progress in Mathematics c2008 CA Ed.*	K-6
Saxon, an imprint of Harcourt Achieve	*CA Saxon Math K-6*	K-6
SRA/McGraw-Hill	*SRA Real Math*	K-6
TPS Publishing Co.	*CA State Standards Aligned Mathematics Program: K-3*	K-3
Wright Group/McGraw-Hill	*California Everyday Mathematics*	K-6

Intervention Programs (8 Programs)

Publisher	Program Title	Grade Level(s)
CompassLearning, Inc.	*Odyssey Focus Math: Grades 4-7*	4-7
Glencoe/McGraw-Hill	*California Math Triumphs*	4-7

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Harcourt School Publishers	*California Fast Forward Math (Harcourt/Holt)*	4-7
iLearn, Inc.	*iPASS Math Intervention*	4-7
Kaplan K-12 Learning Services	*Momentum Math*	4-7
Riverdeep Inc. LLC	*Destination Math California Intervention*	4-7
SRA/McGraw-Hill	*SRA Number Worlds*	4-7
Wright Group/McGraw-Hill	*Pinpoint*	4-7

Algebra Readiness Programs (11 Programs)

Publisher	Program Title	Grade Level(s)
America's Choice, Inc.	*Ramp-Up to Algebra*	8
CompassLearning, Inc.	*Odyssey Focus Math: Algebra Readiness*	8
Glencoe/McGraw-Hill	*California Algebra Readiness: Concepts, Skills, and Problem Solving*	8
Holt, Rinehart and Winston	*Holt California Algebra Readiness*	8
iLearn, Inc.	*iPASS Algebra Readiness*	8
JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	8
McDougal Littell, a division of Houghton Mifflin	*McDougal Littell Algebra Readiness*	8
MIND Institute	*Algebra Readiness*	8
Pearson Prentice Hall	*Prentice Hall Mathematics California Algebra Readiness*	8
Pearson Prentice Hall	*Connecting to Algebra for Algebra Readiness*	8
UCLA Mathematics Department	*Introduction to Algebra*	8

Programs Not Adopted

Basic Grade-Level Programs (3 Programs)

Publisher	Program Title	Grade Level(s)
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Algebra I*	8
JRL Enterprises, Inc. (I Can Learn Ed. Systems)	*I Can Learn Fundamentals of Math, Algebra, Pre-Algebra and Geometry*	6-8
Wright Group/McGraw-Hill	*UCSMP (Univ. of Chicago School Math Project)*	7-8

Intervention Programs (4 Programs)

Publisher	Program Title	Grade Level(s)
Advanced Academics, Inc.	*Advanced Academics' Mathematics Intervention*	4-7
InfoSis, LLC	*Effective Math Intervention*	4-7
Mastery Learning Systems	*Count, Notice & Remember Math Intervention*	4-7
Pearson Scott Foresman	*California Math Intervention (Pearson Prentice Hall/Pearson Scott Foresman)*	4-7

Algebra Readiness Programs (6 Programs)

Publisher	Program Title	Grade Level(s)
Advanced Academics, Inc.	*Advanced Academics' Algebra Readiness*	8
Carnegie Learning, Inc.	*Carnegie Learning Cognitive Tutor Bridge to Algebra*	8
Learning To Learn	*Learning to Learn Algebra Readiness*	8

6.5.1b.3

SRA/McGraw-Hill	*SRA Algebra Readiness*	8
Teacher Created Materials	*Active Algebra: Algebra Readiness*	8
The Princeton Review	*Lightning Math*	8

Questions: Mary Sprague | msprague@cde.ca.gov | 916-319-0510

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Last Reviewed: Thursday, December 06, 2007

6.5.1b.4

Standards Maps

Mathematics 2007 Primary Adoption.

Intervention Program (Grades Four Through Seven)

Introduction

Three Program Types

Standards Maps must be completed by the publisher/manufacturer for all instructional materials submitted for the 2007 Mathematics Primary Adoption, kindergarten through grade eight. Separate standards maps are available for each of the three types of programs to be considered for 2007 adoption:

1. Basic Grade-Level Program (Kindergarten through Grade Eight)
2. Intervention Program (Grades Four Through Seven)
3. Algebra Readiness Program (Grade Eight)

Standards Maps will be used to document the extent to which your instructional materials meet Category 1: Mathematics Content/ Alignment with Standards. The mapping of the standards requires thorough knowledge and accurate notations of the standards as they are presented in your instructional program(s).

Regardless of the type of program, submissions that fail to meet all of Criteria Category 1, the Mathematics Content/Alignment with Standards, will not be considered satisfactory for adoption. For Criteria Categories 2-5, each submission must have strengths in each category (Program Organization, Assessment, Universal Access, and Instructional Planning and Support) to be worthy of adoption.

Highlights of the Standards

The Standards Maps for this adoption are based on the *Mathematics Content Standards for California Public Schools* adopted by the State Board of Education in 1997. The mathematics content standards for kindergarten through grade seven are organized by grade level and are presented in five strands: Number Sense (NS); Algebra and Functions (AF); Measurement and Geometry (MG); Statistics, Data Analysis, and Probability (SDAP); and Mathematical Reasoning (MR). The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven, because the mathematics studied in grades eight through twelve falls naturally under the discipline headings of algebra, geometry, and so forth.

The Standards Maps will enable the IMAP and CRP members to see how your program aligns to the State Board-adopted *Mathematics Content Standards*. Standards Maps for the three program types that will be part of the 2007 Mathematics Adoption display the required mathematics content standards in different ways.

Mathematics Intervention Program (Grades Four Through Seven) standards maps include the required subset of grade-level standards indicated in Appendix E of the *Mathematics Framework*. Standard maps for the intervention program are based on two tables in the *Framework*, "The Subsets of Mathematics Content Standards, By Grade Level – Mathematics Standards for the Mathematics Intervention Program" (page 341) and "Six Volumes for the Mathematics Intervention Program" (page 342-343). Programs must address all standards listed in the standards maps for Mathematics Intervention in Part A and Part B.

Instructions for Completing Standards Maps

1. Fill in the header at the top of the standard map with the publisher's name, the program's title, list of components (and abbreviations used, such as, PE for pupil edition) of the program.
    - Part A: Subset of standards for Number Sense (NS); Algebra and Function (AF); Measurement and Geometry (MG); and Statistics, Data Analysis, and Probability (SDAP). The standards map for Part A is organized by the six topical Volumes (I-VI) required for adoption in Appendix E and includes the required subset of standards from grades kindergarten through grade seven (refer to the table on pages 342-343 of the *Mathematics Framework*). Programs must address all standards listed in the standards map for Part A.
        - Columns one and two have been completed with the required information:
        - Column one contains the grade level and the content standard number for the required standards.
        - Column two contains the text of the required standards.

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- Columns three and four (Publisher Citations) are reserved for publishers to use to identify citations (both primary and supporting) for each standard. In these spaces, please provide information to help the Content Review Panelists (CRPs) and the Instructional Materials Advisory Panelists (IMAPs) determine the extent to which each of the standards is covered in the program. Accurate and succinct responses are appreciated.
  - Primary Citations (column three): These are the places in the program where a specific standard is taught in-depth.
  - Supporting Citations (column four): These are places in the program where a specific standard is also taught, but it is not the primary emphasis of instruction.
- Leave columns five, six, and seven blank. These columns are provided for IMAP/CRP members to use as they evaluate whether the program is "meeting" (Y-yes) or "not meeting" (N-no) the standards. The last column is provided for IMAP/CRP note taking. Recommendations for (Y) or against (N) a program are based on how completely and explicitly the standards are addressed. IMAP and CRP members will be guided by the following definitions:
  - Meets the Standard: This is column five, the "Y" column. The standard is addressed completely and explicitly, providing substantial material for teaching and learning.
  - Does Not Meet the Standard: This is column six, the "N" column. The standard is not addressed, or the program reflects little or no alignment with the standard. There is insufficient material for teaching and learning the standard.
  - IMAP/CRP Notes: This is for the individual reviewers to make notations to assist them in their deliberations.

2. Part B: All standards in the Mathematical Reasoning (MR) strand only. The standards map for Part B includes all of the Mathematical Reasoning (MR) standards for grades kindergarten through grade seven and is organized by grade level (refer to the table on page 341 of the *Mathematics Framework*, Appendix E). The MR standards must be systematically embedded in the teaching of the subset of standards from the content strands in Part A (NS, AF, MG, and/or SDAP). Programs must address all standards listed in Part B.
   - Columns one and two have been completed with the required information:
     - Column one contains the content standard number from the Mathematical Reasoning (MR) strand.
     - Column two contains the text of the standard from the MR strand.
   - Columns three and four (Publisher Citations) are reserved for publishers to use to identify citations (both primary and supporting) for each standard. In these spaces, please provide information to help the Content Review Panelists (CRPs) and the Instructional Materials Advisory Panelists (IMAPs) determine the extent to which each of the standards is covered in the program. Citations for Part B must reference the program Volume and also the relevant content standard from NS, AF, MG, and/or SDAP in Part A to indicate where in the program the MR standards are embedded in the teaching of the subset of standards from Part A (an example of a citation for Grade 1, MR 2.2: ((Vol. I, Gr. 1, NS 1.1) SE, p. 60). Within each grade level, citations must include all referenced Volumes at least once (Volume(s) are listed as part of the grade-level heading). Accurate and succinct responses are appreciated.
     - Primary Citations (column three): These are the places in the program where a specific standard is taught in-depth.
     - Supporting Citations (column four): These are places in the program where a specific standard is also taught, but it is not the primary emphasis of instruction.
   - Leave columns five, six, and seven blank. These columns are provided for IMAP/CRP members to use as they evaluate whether the program is "meeting" (Y-yes) or "not meeting" (N-no) the standards. The last column is provided for IMAP/CRP note taking. Recommendations for (Y) or against (N) a program are based on how completely and explicitly the standards are addressed. IMAP and CRP members will be guided by the following definitions:
     - Meets the Standard: This is column five, the "Y" column. The standard is addressed completely and explicitly, providing substantial material for teaching and learning.
     - Does Not Meet the Standard: This is column six, the "N" column. The standard is not addressed, or the program reflects little or no alignment with the standard. There is insufficient material for teaching and learning the standard.
     - IMAP/CRP Notes: This is for the individual reviewers to make notations to assist them in their deliberations.

Additional information about completing and submitting the standards maps for this adoption will be included in the *Publishers Invitation to Submit 2007 Mathematics Primary Adoption* document to be distributed at the Invitation to Submit meeting scheduled for January 9, 2007.

If you have questions about the standards maps, please contact Mary Sprague, Mathematics Adoption Lead Consultant, CFIR Division, at 916-319-0510 or via e-mail at msprague@cde.ca.gov

Questions: Mary Sprague | msprague@cde.ca.gov | 916-319-0510

California Department of Education
1430 N Street

6.5.1 b.6

Publisher:
Program Title:
Components:
Grade Level(s):

STANDARDS MAP for a Basic Grade-Level Program

Grade 4 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard Y	Meets Standard N	IMAP/CRP Notes
	NUMBER SENSE					
1.0	**Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:**					
1.1	Read and write whole numbers in the millions.					
1.2	Order and compare whole numbers and decimals to two decimal places.					
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.					
1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate.					
1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).					
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).					
1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.					
1.8	Use concepts of negative numbers (e.g., on a					

6.1.5.7

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard Y	N	IMAP/CRP Notes
	number line, in counting, in temperature, in "owing").					
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.					
2.0	**Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:**					
2.1	Estimate and compute the sum or difference of whole numbers and positive decimals to two places.					
2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.					
3.0	**Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:**					
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.					
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.					
3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.					
3.4	Solve problems involving division of multidigit numbers by one-digit numbers.					
4.0	**Students know how to factor small whole numbers:**					
4.1	Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 =					

8.9.16.9

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For MAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard Y	N	MAP/CRP Notes
	2 x 2 x 3).					
4.2	Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.					
	ALGEBRA AND FUNCTIONS					
1.0	**Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**					
1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).					
1.2	Interpret and evaluate mathematical expressions that now use parentheses.					
1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.					
1.4	Use and interpret formulas (e.g., area = length x width or $A = lw$) to answer questions about quantities and their relationships.					
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.					
2.0	**Students know how to manipulate equations:**					
2.1	Know and understand that equals added to equals are equal.					
2.2	Know and understand that equals multiplied by equals are equal.					
	MEASUREMENT AND GEOMETRY					
1.0	**Students understand perimeter and area:**					
1.1	Measure the area of rectangular shapes by using appropriate units, such as square					

6.1.5.6

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard Y	N	IMAP/CRP Notes
	centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).					
1.2	Recognize that rectangles that have the same area can have different perimeters.					
1.3	Understand that rectangles that have the same perimeter can have different areas.					
1.4	Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.					
2.0	**Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:**					
2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).					
2.2	Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.					
2.3	Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.					
3.0	**Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:**					
3.1	Identify lines that are parallel and perpendicular.					
3.2	Identify the radius and diameter of a circle.					
3.3	Identify congruent figures.					
3.4	Identify figures that have bilateral and rotational symmetry.					

6.1.5.10

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only	
		Primary Citations	Supporting Citations	Meets Standard Y N	IMAP/CRP Notes
3.5	Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.				
3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.				
3.7	Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.				
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).				
	STATISTICS, DATA ANALYSIS, AND PROBABILITY				
1.0	**Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**				
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.				
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.				
1.3	Interpret one-and two-variable data graphs to answer questions about a situation.				
2.0	**Students make predictions for simple probability situations:**				
2.1	Represent all possible outcomes for a simple probability situation in an organized way (e.g.,				

9.5.16

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For MAP/CRP Use Only	
		Primary Citations	Supporting Citations	Meets Standard Y N	MAP/CRP Notes
	tables, grids, tree diagrams).				
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 / 4).				
	MATHEMATICAL REASONING				
1.0	**Students make decisions about how to approach problems:**				
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.				
1.2	Determine when and how to break a problem into simpler parts.				
2.0	**Students use strategies, skills, and concepts in finding solutions:**				
2.1	Use estimation to verify the reasonableness of calculated results.				
2.2	Apply strategies and results from simpler problems to more complex problems.				
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.				
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.				
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.				
2.6	Make precise calculations and check the validity of the results from the context of the problem.				
3.0	**Students move beyond a particular problem by generalizing to other situations:**				

6.S.16.12

Publisher:
Program Title:
Components:
Grade Level(s):

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard Y	N	IMAP/CRP Notes
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and apply them in other circumstances.					
Appendix						

6.S.19.13

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve

Comparison of Differences Between the Previous and Current Editions

Criteria for 2002 Adoption	Criteria for 2008 Adoption
Focused on instructional materials aligned to the English-Language Arts Content Standards, the framework and current and confirmed research in reading/language arts instruction	Additional focus on improving four areas: 1. vocabulary and language development 2. writing 3. oral reading fluency 4. improved assessments for all grades
Four types of instructional materials programs: 1. Basic, K-8 2. Primary Language, K-8 3. Intervention, 4-8 4. Intervention for English Learners, 4-8.	Five types of instructional materials programs: 1. Basic, K-8 2. Basic/ELD, K-8 (60 minutes of ELD) 3. Primary Language, K-8 (with 60 minutes of ELD) 4. Intervention, 4-8 5. Intervention for English Learners, 4-8
Additional supporting components: a. 30-45 minutes for English Learners b. 30-45 minutes for special education pupils	Additional required elements: a. Extra Support for Struggling Readers, K-8 (thirty minutes) b. Extra Support for English Learners, K-8 (thirty minutes) c. Intensive Vocabulary Instructional Support, K-8 (15-20 minutes) d. Reading Intervention Kit, 1-3 (90 15-minute lessons in each of 5 technical skill areas)
Intervention programs included general lists of skills and the strands and substrands of the English-language arts standards to be addressed	Details specific content requirements and the English-language arts standards to be addressed in the two intervention programs and the one hour of ELD instruction in programs 2 and 3
Assessments to measure understanding and application of skills and knowledge, conducted at strategic points of instruction, to help teachers monitor student progress and determine instructional options	Expanded assessment requirements for all five types of instructional materials programs and for the ELD component of programs 2 and 3, including diagnostic, progress monitoring and summative assessments
Reference to instructional materials for "special needs students"	Expanded definition of struggling readers to include "any student experiencing difficulty learning to read; may include students who use African American vernacular English, English learners, and students with disabilities"

Instead of Moving Into Eng & H/B

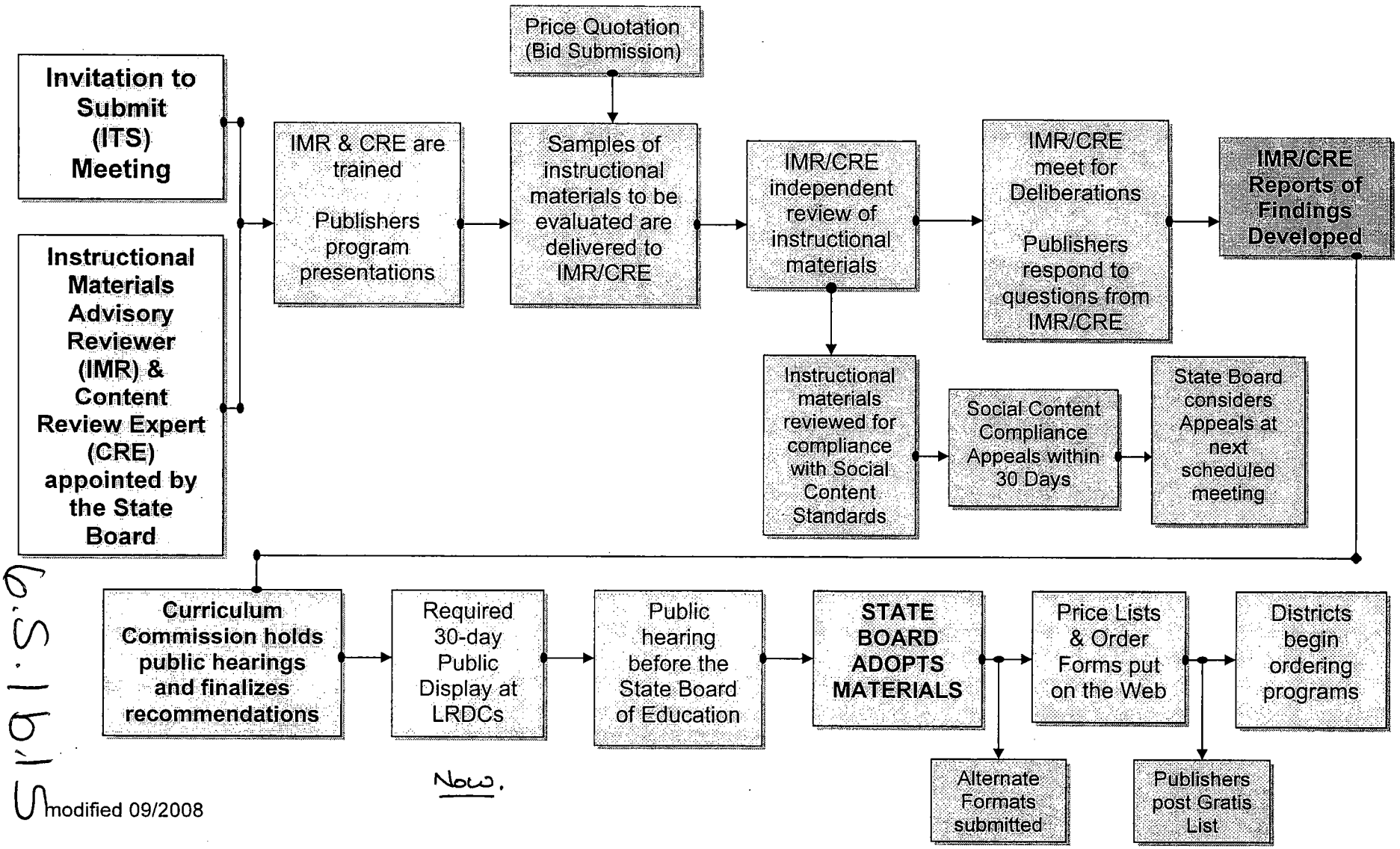
Instead of SIPPS/Read Naturally?

6.5.1b.14

INSTRUCTIONAL MATERIALS ADOPTION PROCESS

This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.

California Department of Education



Now.

modified 09/2008

MARK YOUR CALENDAR

Date	Action	✓
3/5/08	Return "Publisher's Checklist" with submission CD-ROM, printout of submitted information, contact form, program descriptions, and list of kit components	
4/7/08 – 4/11/08	Attend IMAP/CRP Training for Basic Programs and prepare for Question-and-Answer Session	
4/21/08 – 4/24/08	Attend IMAP/CRP Training for Intervention Programs and prepare for Question-and-Answer Session	
4/15/08	Price quote distributed to publishers	
By 4/29/08	Basic programs' instructional materials with standards maps, optional evaluation criteria maps and program descriptions submitted to reviewers, Learning Resource Display Centers (LRDCs), and the CDE	
By 5/12/08	Intervention programs' instructional materials with standards maps, optional evaluation criteria maps and program descriptions submitted to reviewers, Learning Resource Display Centers (LRDCs), and the CDE	
May/June	Legal compliance review at LRDCs	
6/16/08	Deadline for receipt of price quote sent to CDE	
7/2/08	Deadline for withdrawal of basic program	
7/7/08	Legal compliance citation notices sent to publishers	
7/17/08	Deadline for withdrawal of intervention program	
7/14/08 – 7/18/08	Attend deliberations on basic programs	
7/28/08 – 7/31/08	Attend deliberations on intervention programs	
By 8/6/08	Publisher response to legal compliance citations	
8/08 (TBD)	Subject Matter Committee meeting regarding program recommendations	
9/24/08 – 9/26/08	SMC/CC meetings on recommendations	
10/08	Public display period of instructional materials	
11/12/08 – 11/13/08	Public hearing/action on adoption by the SBE	
12/08 (TBD)	Attend post-adoption publisher briefing	

6.5.1b.16

RLA Program Type	Instructional Time	Information Specific to English Learners
1. RLA Basic, K-8	180 days K: 1 hour 1-3: 2.5 hours 4-6: 2 hours 6-8: 1-2 hours	• 30 minutes of extra support for ELs • Universal Access support for ELs • Includes linguistic, contrastive analysis charts
2. RLA/ELD Basic, K-8		• 30 minutes of extra support for ELs • 1 hour of ELD with ELD assessment and monitoring • Universal Access support for ELs • Includes linguistic, contrastive analysis charts
3. Primary Language/ELD Basic, K-8		• 30 minutes of extra support for ELs • 1 hour of ELD with ELD assessment and monitoring • Universal Access support for ELs • Includes linguistic, contrastive analysis charts
4. Intervention 4-8	180 days 4-8: 2.5-3 hours In lieu of core.	• Designed for any students 2 or more years below grade level in reading • Universal Access support for ELs
5. Intervention for ELs, 4-8		• Designed for ELs for 2 or more years below grade level in academic achievement • Universal Access support for ELs • Includes intensive, accelerated and extensive English language development • Addresses listening and speaking strategies and application standards

6.5.17

www.cde.ca.gov/ci/cr/cf/index.asp

Curriculum Commission Recommendations Summary Chart

These programs have not been adopted by the State Board of Education
Action will be taken on November 5-6, 2008

BASIC PROGRAMS		
Company	**Program Name (Grade-level)**	**Curriculum Commission Recommendation**
Program Type 1 - Basic		
Glencoe/McGraw-Hill	*Glencoe Literature, California Treasures* (6-8)	Recommend
Holt Rinehart & Winston	*Holt Literature and Language Arts* (6-8)	Recommend
Houghton Mifflin Company	*HM California Reading* (K-6) Resubmit of current	Recommend
Houghton Mifflin Harcourt School Publishers	*CA Excursions* (K-6)	Recommend
Macmillan/McGraw-Hill	*California Treasures* (K-6)	Recommend
McDougal Littell	*McDougal Littell California Literature* (6-8)	Recommend
Pearson Prentice Hall	*Pearson Literature CA Reading and Language* (6-8)	Recommend
Pearson Scott Foresman	*Pearson CA Reading Street* (K-5)	Recommend
SRA/McGraw-Hill	*Imagine It!* (K-6) (Open Court)	Recommend
Program Type 2 – Basic with English Language Development		
Glencoe/McGraw-Hill	*Glencoe Literature, California Treasures* (6-8)	Recommend
Holt Rinehart & Winston	*Holt Literature and Language Arts* (6-8)	Recommend
Houghton Mifflin Harcourt School Publishers	*CA Excursions* (K-6)	Recommend
Macmillan/McGraw-Hill	*California Treasures English Language Development* (K-6)	Recommend
McDougal Littell	*McDougal Littell California Literature* (6-8)	Recommend
Pearson Prentice Hall	*Pearson CA Language Central* (6-8)	Recommend
Pearson Scott Foresman	*Pearson CA Language Central* (K-5)	Recommend
SRA/McGraw-Hill	*Imagine It! English Language Development* (K-6)	Recommend
Program Type 3 – Primary Language with English Language Development		
Macmillan/McGraw-Hill	*Tesoros de lectura* (K-6)	Recommend
Pearson Scott Foresman	*Pearson Calle de Lectura para California* (K-3)	Recommend
SRA/McGraw-Hill	*Imaginalo!* (K-6)	Recommend
INTERVENTION PROGRAMS		
Company	**Program Name (Grade-level)**	**Curriculum Commission Recommendation**
Program Type 4 - Intervention		
Houghton Mifflin Company	*HM California Portals* (4-8)	Recommend
National Geographic/Hampton Brown	*Inside Language, Literacy and Content* (4-8)	Recommend

new + Tres.

No H/M current component

Budgetary concerns.

6.S.1b.18

Pearson Longman ELT	*Longman Keystone* (4-8)	Recommend
Company	**Program Name (Grade-level)**	**Curriculum Commission Recommendation**
Program Type 4, continued		
Pearson Longman ELT	*Longman Cornerstone* (4-8)	**Not Recommend**
Scholastic, Inc.	*Scholastic READ 180 California Enterprise Edition* (4-8)	Recommend
Sopris West Educational Services	*Language! The Comprehensive Literacy Curriculum, 4th Edition* (4-8)	Recommend
Steck-Vaughn	*California Gateways* (4-8)	Recommend
Program Type 5 – Intervention for English Learners		
Heinle/Cengage Learning	*Milestones* (4-8)	**Not Recommend**
Houghton Mifflin Company	*HM California Portals* (4-8)	Recommend
National Geographic/Hampton Brown	*Inside Language, Literacy and Content* (4-8)	Recommend
Pearson Longman ELT	*Longman Keystone* (4-8)	Recommend
Pearson Longman ELT	*Longman Cornerstone* (4-8)	**Not Recommend**
Scholastic, Inc.	*Scholastic READ 180 California Enterprise Edition* (4-8)	Recommend
Sopris West Educational Services	*Language! Focus on English Learning, 4th Edition* (4-8)	Recommend
Steck-Vaughn	*California Gateways* (4-8)	Recommend

6.5.16.19

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:

AB86: Pupil Safety

AGENDA ITEM AREA:

Report

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Handouts

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None at this time.

MEETING DATE:

October 21, 2008

BACKGROUND:

Assembly Bill 86 passed the State Senate and the State Assembly in August of this year. It was approved by the Governor on September 30, 2008. AB86 offers an educational legal definition of bullying, and includes electronic or cyber bullying. It also expands Ed Code Section 48900 to include bullying specifically as a suspendable offense.

AB86 goes into effect January 1, 2009. WPUSD has always taken bullying of students seriously; we have included bullying under the broader term of harassment in our educational and disciplinary efforts with students. We will work with our administrative and Aeries Student Information Management teams to update our suspension forms and our reporting systems to accommodate this change in reporting requirements.

RECOMMENDATION:

Information only.

6.5.1 c

BILL NUMBER: AB 86 CHAPTERED
BILL TEXT

CHAPTER 646
FILED WITH SECRETARY OF STATE SEPTEMBER 30, 2008
APPROVED BY GOVERNOR SEPTEMBER 30, 2008
PASSED THE SENATE AUGUST 11, 2008
PASSED THE ASSEMBLY AUGUST 13, 2008
AMENDED IN SENATE AUGUST 4, 2008
AMENDED IN SENATE JUNE 30, 2008
AMENDED IN SENATE JUNE 10, 2008
AMENDED IN ASSEMBLY JANUARY 7, 2008
AMENDED IN ASSEMBLY FEBRUARY 22, 2007

INTRODUCED BY Assembly Member Lieu
(Coauthors: Assembly Members Salas and Solorio)

DECEMBER 13, 2006

An act to amend Sections 32261, 32265, 32270, and 48900 of the Education Code, relating to pupil safety.

LEGISLATIVE COUNSEL'S DIGEST

AB 86, Lieu. Pupil safety.

Existing law, the Interagency School Safety Demonstration Act of 1985, states that the intent of the Legislature in enacting its provisions is to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will, among other things, reduce school crime and violence, including bullying. Existing law establishes the School/Law Enforcement Partnership and charges it with undertaking several efforts intended to reduce school crime, as specified, including bullying.

This bill would specify that bullying, as used in these provisions, means one or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Existing law prohibits the suspension, or recommendation for expulsion, of a pupil from school unless the principal determines that the pupil has committed any of various specified acts, including, but not limited to, hazing, as defined.

This bill, in addition, would give school officials grounds to suspend a pupil or recommend a pupil for expulsion for bullying, including, but not limited to, bullying by electronic act.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 32261 of the Education Code is amended to read:

32261. (a) The Legislature hereby recognizes that all pupils enrolled in the state public schools have the inalienable right to attend classes on school campuses that are safe, secure, and peaceful. The Legislature also recognizes that pupils cannot fully

6.5.1 c.1

benefit from an educational program unless they attend school on a regular basis. In addition, the Legislature further recognizes that school crime, vandalism, truancy, and excessive absenteeism are significant problems on far too many school campuses in the state.

(b) The Legislature hereby finds and declares that the establishment of an interagency coordination system is the most efficient and long-lasting means of resolving school and community problems of truancy and crime, including vandalism, drug and alcohol abuse, gang membership, gang violence, and hate crimes.

(c) It is the intent of the Legislature in enacting this chapter to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses, and that address the safety concerns of local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, school police, and other school employees interested in the prevention of school crime and violence.

(d) It is the intent of the Legislature in enacting this chapter to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment.

(e) It is the intent of the Legislature in enacting this chapter that the School/Law Enforcement Partnership shall not duplicate any existing gang or drug and alcohol abuse program currently provided for schools.

(f) As used in this chapter, "bullying" means one or more acts by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4.

(g) As used in this chapter, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

SEC. 2. Section 32265 of the Education Code is amended to read:

32265. (a) The partnership shall sponsor at least two regional conferences for school districts, county offices of education, agencies serving youth, allied agencies, community-based organizations, and law enforcement agencies to identify exemplary programs and techniques that have been effectively used to reduce school crime, including hate crimes, vandalism, drug and alcohol abuse, gang membership and gang violence, truancy, and excessive absenteeism.

(b) The conference may include, but need not be limited to, information on all of the following topics:

(1) Interagency collaboration between schools, agencies serving youth, law enforcement agencies, and others.

(2) School attendance.

(3) School safety.

(4) Citizenship education.

(5) Drug and alcohol abuse.

(6) Child abuse prevention, detection, and reporting.

(7) Parental education.

(8) Crisis response training.

(9) Bullying prevention, including the prevention of acts committed personally or by means of an electronic act.

6.5.1 C.2

(10) Threat assessment.
(11) Conflict resolution and youth mediation.
(12) Teen relationship violence.
(13) Discrimination and harassment reporting and prevention, including, but not limited to, sexual harassment reporting and prevention.
(14) Hate crime reporting and prevention.
(15) Reporting and prevention of abuse against pupils with disabilities.

SEC. 3. Section 32270 of the Education Code is amended to read:

32270. (a) The partnership shall establish a statewide school safety cadre for the purpose of facilitating interagency coordination and collaboration among school districts, county offices of education, agencies serving youth, allied agencies, community-based organizations, and law enforcement agencies to improve school attendance, encourage good citizenship, and to reduce school violence, school crime, including hate crimes, vandalism, drug and alcohol abuse, gang membership and gang violence, truancy rates, bullying, including acts that are committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment.

(b) The partnership may appoint up to 100 professionals from educational agencies, community-based organizations, allied agencies, and law enforcement to the statewide cadre.

(c) The partnership shall provide training to the statewide cadre representatives to enable them to initiate and maintain school community safety programs among school districts, county offices of education, agencies serving youth, allied agencies, community-based organizations, and law enforcement agencies in each region.

SEC. 4. Section 48900 of the Education Code is amended to read:

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

6.5.1 c.3

(h) Possessed or used tobacco, or products containing tobacco or

nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

() Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

→ (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline

6.5.1 c.4

pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

6.5.1 a.5

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:
Update on State Budget and Current Financial Conditions

AGENDA ITEM AREA:
Information

REQUESTED BY:
Terri Ryland
Assistant Superintendent Business Services

ENCLOSURES:
yes

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL VOTE:
No

BACKGROUND:
The State adopted its latest budget ever on September 23, 2008. While Education did not fair as poorly as some agencies, there was no real growth in the budget. The attached charts display the State budget summary, total revenue sources and total expenditures by agency.

However, it seems that the budget battle is not over for 2008-09. There is currently talk of reconvening the legislature to discuss mid-year cuts, but interestingly, not mid-year revenue increases. See School Services article attached.

Cash flow is the biggest problem facing most districts, Western Placer included. State apportionments have been delayed and funding has not increased to keep up with our on-going cost increases. We will be analyzing our cash flow position carefully at First Interim to determine our need for any additional interim financing.

And, lastly, the current US financial crisis has hit all sectors of the economy. Attached are two memorandum, one from Cal-PERS and one from our County Treasurer, providing a perspective on the impact of stock market fluctuations on each.

RECOMMENDATION:
Discussion only

7.1

Figure-SUM-01

General Fund Budget Summary

(Dollars in Millions)

	2007-08	2008-09
Prior Year Balance	$4,305	$3,999
Revenues and Transfers	$103,027	$101,991
Total Resources Available	**$107,332**	**$105,990**
Non-Proposition 98 Expenditures	$61,781	$61,458
Proposition 98 Expenditures	$41,552	$41,943
Total Expenditures	**$103,333**	**$103,401**
Fund Balance	**$3,999**	**$2,589**
Reserve for Liquidation of Encumbrances	$885	$885
Special Fund for Economic Uncertainties	$3,113	$1,703
Budget Stabilization Account[1/]	-	-
Total Available Reserve	**$3,113**	**$1,703**

1/ In 2007-08, includes the transfer of $1,494 million from Budget Stabilization Account back to the General Fund under Control Section 35.60. Reflects suspension of transfer in 2008-09.

Figure-SUM-02

2008-09 Revenue Sources

(Dollars in Millions)

	General Fund	Special Funds	Total	Change From 2007-08
Personal Income Tax	$55,720	$1,449	$57,169	$1,306
Sales Tax	27,111	6,464	33,575	1,386
Corporation Tax	13,073	-	13,073	1,147
Highway Users Taxes	-	3,383	3,383	-18
Motor Vehicle Fees	29	5,937	5,966	638
Insurance Tax	2,029	-	2,029	-142
Liquor Tax	341	-	341	7
Tobacco Taxes	114	934	1,048	2
Other	3,574	7,980	11,554	-3,801
Total	**$101,991**	**$26,147**	**$128,138**	**$525**

Note: Numbers may not add due to rounding.

7.1.1

Figure-SUM-03

2008-09 Total Expenditures by Agency

(Dollars in Millions)

	General Fund	Special Funds	Bond Funds	Totals
Legislative, Judicial, Executive	$3,816	$2,157	$411	$6,384
State and Consumer Services	563	862	18	1,443
Business, Transportation & Housing	1,628	6,946	4,186	12,760
Resources	1,832	2,222	1,626	5,680
Environmental Protection	81	1,151	397	1,629
Health and Human Services	31,121	8,125	150	39,396
Corrections and Rehabilitation	10,342	22	1	10,365
K-12 Education	41,579	162	4,427	46,168
Higher Education	12,113	41	1,404	13,558
Labor and Workforce Development	98	334	-	432
General Government	228	6,166	281	6,675
Total	**$103,401**	**$28,188**	**$12,901**	**$144,490**

Note: Numbers may not add due to rounding.

Figure SUM-04

General Fund Expenditures by Agency

(Dollars in Millions)

	2007-08	2008-09	Change	%
Legislative, Judicial, Executive	$3,903	$3,816	-$87	-2.2%
State and Consumer Services	598	563	-35	-5.9%
Business, Transportation & Housing	1,502	1,628	126	8.4%
Resources	1,972	1,832	-140	-7.1%
Environmental Protection	90	81	-9	-10.0%
Health and Human Services	29,726	31,121	1,395	4.7%
Corrections and Rehabilitation	10,209	10,342	133	1.3%
K-12 Education	42,233	41,579	-654	-1.5%
Higher Education	11,819	12,113	294	2.5%
Labor and Workforce Development	104	98	-6	-5.8%
General Government	1,177	228	-949	-80.6%
Total	**$103,333**	**$103,401**	**$68**	**0.1%**

Note: Numbers may not add due to rounding.

7.1.2

The FISCAL REPORT an informational update

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Volume 28 For Publication Date: October 10, 2008 No. 21

Rumors of Midyear Cuts Persist

During our School Finance and Management Conference (September 26-30, 2008), we were asked repeatedly about the possibility of mid-year cuts for this year. Our response was very straight forward: "The economics this year are worse than last year, so we think that it is entirely possible that the Governor will propose both mid-year cuts for 2008-09 and a suspension of Proposition 98 for 2009-10." A couple of our evaluations said that we were too pessimistic and that attendees would like us to be more positive, but it looks like our cautions were warranted.

The San Francisco *Chronicle* was first to report that the Governor is already considering calling a special legislative session to deal with eroding economics by reducing spending in a Budget that is only a few days old. Even though the Budget was nearly three months late, we agree that the final product carries a lot of risk—particularly that the economic forecasts used were too aggressive in light of current conditions.

The "Big Five" are scheduled to meet on Wednesday, October 8, to discuss reopening the Budget. The *Chronicle* reports that three factors led to the meeting: the national credit meltdown, a slowing economy, and continued problems in the housing sector. We reported on all of those topics at our conferences.

It is rumored that "everything is on the table," including Proposition 98, on the expenditure side of the Budget. Strangely, on the revenue side, it is taken as a given that new taxes, including increasing the sales tax, are off the table. In our opinion, true resolution of this economic emergency will only occur when both the revenue and expenditure sides of the Budget are in play. The problem is too big and growing too fast to fight it with one hand tied behind the state's back. A complicating factor, if a special session is called, is that it would have to be completed by November 30, the last day termed-out members are allowed to vote.

We will report further developments as they occur.

—Ron Bennett

posted 10/06/2008 (updated 10/09/2008)

7.1.3

P.O. Box 942709
Sacramento, CA 94229-2709
888 CalPERS (or **888**-225-7377)
Telecommunications Device for the Deaf
No Voice (916) 795-3240
www.calpers.ca.gov

Date: October 8, 2008
Reference No.:

Circular Letter No.: 310-051-08
Distribution: IA, XII, XVI
Special:

Circular Letter

TO: **ALL SCHOOL EMPLOYERS**

SUBJECT: **CALPERS INVESTMENTS DURING RECENT MARKET DOWNTURN**

ATTENTION: **FINANCE DIRECTORS, HUMAN RESOURCE DIRECTORS**

Recent news surrounding the financial market volatility may be cause of concern to CalPERS employers and members. In an effort to address any questions by employers and members, this circular letter is being issued to provide information regarding the protections and security of the CalPERS defined benefit plan.

OVERVIEW

The CalPERS pension system remains sound amid the current global market downturn. Although CalPERS is not immune from market fluctuations, we continue to achieve a stable funding status by adhering to a prudent, long term investment strategy and maintaining a well diversified portfolio. CalPERS has an excellent record of enduring market downturns and rebounding from periods of negative investment returns. The recent market volatility has no bearing on our ability to meet our benefit payments to retirees.

INVESTMENT DIVERSIFICATION

CalPERS strategic asset allocation sets the percentage of funds to be invested in each asset class. Our goal is to maximize returns at a prudent level of risk; an ever-changing balancing act between market volatility and long-term goals. Our portfolio is well-diversified with investments in private companies, real estate, fixed income, and other assets. This diversification is designed to mitigate losses in one asset class with investment gains in other asset classes. The Board of Administration's recent asset allocation decisions further diversified the portfolio by creating a new inflation-linked asset class, increasing allocation to private equity and expanding real estate (with a tilt toward international investing). Our investment professionals continue to manage the portfolio within asset allocation and risk management policies set by the Board of Administration and designed for long term performance. While our market value of assets has experienced a decline in recent weeks, it is important to note that our pension system is structured – and well diversified - to withstand these types of gyrations.

7.1.4

CALPERS HISTORY OF RESILIENCY

CalPERS is responding to the recent stock market volatility as we have in the past. We endured and rebounded significantly from other market events such as the savings and loan problems and soaring interest rates in the 1980's and 1990's, the real estate slump of the early 1990s, the technology stock losses in early 2000, and the market downturn following the 9/11 tragedy. We're monitoring our financial sector exposure closely and identifying buying opportunities in the changing market environment. As a long-term investor, we can afford to hold our position and look for longer term gains.

INVESTMENT STRATEGY

Our portfolio is well-positioned for the long term. We're exploring investment opportunities in the private equity market, especially in the financial services industry. Institutional investors like CalPERS are a stable force in the market with long-term capital deployment. We have a long-range investment focus and are in a good position to generate value, over time, with our diversified portfolio.

IMPACT ON MEMBER BENEFITS

Our members' retirement benefits are safe and secure and protected by law. Benefit payments to current members are not impacted by stock market swings. We understand the concerns you and your employees may have in response to the recent market conditions. CalPERS is diligently monitoring the situation to ensure the long term success of the System and the financial security for our members and employers. We have included information on our Website, are in a position to respond quickly and effectively to members who call us or email us their concerns. We continue to urge our federal policymakers and regulators to take steps necessary to restore investor overall confidence in the markets.

Kenneth W. Marzion
Interim Chief Executive Officer

7.1.5

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

To: Treasury Depositors

From: Jenine Windeshausen, Treasurer-Tax Collector

Date: October 6, 2008

Subject: Investment Portfolio and Current Market Conditions

As the financial markets continue to be in a historic state of turmoil and disarray, I want to assure depositors that the County Treasurer's Portfolio is doing well given the current circumstances. We feel we are well positioned to respond to the current market situation and we will take any steps that may become necessary to protect depositors with continued emphasis on safety and liquidity. With the importance of safety during this challenging time, it is reasonable to assume that the portfolio yield may decline. I would also like to make several points to avoid confusion regarding the portfolio holdings.

- Federal government agency holdings (FHLMC, FNMA, FHLB and FFCB*) held in the portfolio are bonds not stocks. These bonds are backed by the full faith and credit of the US Government. The value of these securities continues to hold up well and the market values of these bonds have not been materially affected by the subprime mortgage crises. In fact, we have recently sold several of these securities to take advantage of profits.

- Several of the medium term note holdings are corporate names that have been in the news recently. While these securities have been the subject of intensified scrutiny, they continue to hold investment grade ratings.

I have always held the perspective that every dollar in the County Treasury is there because a taxpayer worked hard to earn it and I will continue to hold this perspective through these uncertain times. We will continue to monitor the financial markets and the performance of individual securities within the portfolio very closely taking appropriate action as may be necessary. Should you have any questions, please do not hesitate to contact me directly. I can be reached at 530/889-4140.

Sincerely,

Jenine Windeshausen
Treasurer-Tax Collector

*FHLMC: Federal Home Loan Mortgage Corporation, FNMA: Federal National Mortgage Association, FHLB: Federal Home Loan Bank, FFCB: Federal Farm Credit Bank

7.1.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.
BOARD OF TRUSTEES/GLOBAL DISTRICT 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:
RESOLUTION 08/09.9 AUTHORIZING THE TRANSPORTATION DIRECTOR TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES WITH RESPECT TO APPLICATION FOR LOCAL, STATE AND FEDERAL PROGRAMS, PROJECTS OR GRANTS

AGENDA ITEM AREA:
INFORMATION/ACTION

REQUESTED BY:
Mark Derossett,
Transportation Director

ENCLOSURES:
No

DEPARTMENT:
Transportation Department

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The District Governing Board must authorize an individual to make application for, to sign required assurances, and to administer the retrofit device installation program. The District Governing Board must also authorize an individual to administer the retrofit device installation program.

RECOMMENDATION:

Approve Resolution 08/09.9, authorizing the Transportation Director to make application for and to sign certain assurances.

rk/wpfiles/factform/Resolution

7.2

BEFORE THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION No. 08/09.09

It was approved by the Western Placer Unified School District Governing Board, that the following Resolution be adopted:

A RESOLUTION AUTHORIZING THE
TRANSPORTATION DIRECTOR TO MAKE
APPLICATION FOR AND TO SIGN CERTAIN
ASSURANCES WITH RESPECT TO APPLICATION
FOR LOCAL, STATE AND FEDERAL PROGRAMS,
PROJECTS OR GRANTS

WHEREAS, Several Local, State and Federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

WHEREAS, Western Placer Unified School District Governing Board must authorize someone by resolution, as the "Authorized Individual" to make application and administer the retrofit device installation program;

NOW, THEREFORE, BE IT RESOLVED that the Western Placer Unified School District Governing Board hereby authorizes Transportation Director to make application for, to sign required assurances, and to administer the retrofit device installation program with respect to applications for Local, State and Federal programs, projects or grants, on behalf of this School District.

The forgoing Resolution was passed and adopted by the Western Placer Unified School District Governing Board at a regular meeting thereof, held on the 21 day of October, 2008 by the following vote on roll call:

AYES:

NOES:

ABSENT:

_____
Paul Carras, Board President

Attest: _____
Ana Stevenson, Clerk, Governing Board

7.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: The Western Placer Unified School District is committed to the pursuit of excellence in all of its endeavors.
BOARD OF TRUSTEES/GLOBAL DISTRICT 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:
RESOLUTION 08/09.10 AUTHORIZING THE TRANSPORTATION DIRECTOR TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES WITH RESPECT TO APPLICATION FOR LOCAL, STATE AND FEDERAL PROGRAMS, PROJECTS OR GRANTS

AGENDA ITEM AREA:
INFORMATION/ACTION

REQUESTED BY:
Mark Derossett,
Transportation Director

ENCLOSURES:
No

DEPARTMENT:
Transportation Department

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The District Governing Board must authorize an individual to make application for, to sign required assurances, and to administer the retrofit device installation program. The District Governing Board must also authorize an individual to administer the Lower Emissions School Bus Replacement program.

RECOMMENDATION:

Approve Resolution 08/09.10, authorizing the Transportation Director to make application for and to sign certain assurances.

rk/wpfiles/factform/Resolution

7.3

BEFORE THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION No. 08/09.10

It was approved by the Western Placer Unified School District Governing Board, that the following Resolution be adopted:

A RESOLUTION AUTHORIZING THE TRANSPORTATION DIRECTOR TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES WITH RESPECT TO APPLICATION FOR LOCAL, STATE AND FEDERAL PROGRAMS, PROJECTS OR GRANTS

WHEREAS, Several Local, State and Federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

WHEREAS, Western Placer Unified School District Governing Board must authorize someone by resolution, as the "Authorized Individual" to make application and administer the Lower Emissions School Bus Replacement program;

NOW, THEREFORE, BE IT RESOLVED that the Western Placer Unified School District Governing Board hereby authorizes Transportation Director to make application for, to sign required assurances, and to administer the Lower Emissions School Bus Replacement program with respect to applications for Local, State and Federal programs, projects or grants, on behalf of this School District.

The forgoing Resolution was passed and adopted by the Western Placer Unified School District Governing Board at a regular meeting thereof, held on the 21 day of October, 2008 by the following vote on roll call:

AYES:

NOES:

ABSENT:

_____
Paul Carras, Board President

Attest: _____
Ana Stevenson, Clerk, Governing Board

7.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Subject Matter Verification
Ed. Code 44258.3

AGENDA ITEM AREA:
Action

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:
Yes (1)

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

With the involvement of appropriate subject matter specialists, the Superintendent or designee shall develop and employ procedures for verifying the subject matter knowledge of teachers assigned to teach in departmentalized classes outside their credential authorization pursuant to Education Code 44258.3 For the purposes of these procedures, subject matter specialists are mentor teachers, curriculum specialists, resource teachers, classroom teachers certified to teach a subject, staff to regional subject matter projects or curriculum institutes, or college faculty. (Education Code 44258.3)

One instructor' assignment for the 2008/2009 school year was reviewed and verified as outlined in Education Code 44258.3 (see attachment).

RECOMMENDATION:

Administration recommends the Board of Trustees approve the assignment as recommended by subject matter specialists.

7.4

To: Western Placer Unified School District
Board of Trustees

From: Bob Noyes, Assist. Superintendent, Personnel Services

Date: October 21, 2008

Subject: Education Code 44258.3

On October 3, 2008 two elementary science instructors reviewed, and approved, the qualifications and competence of the following instructor to teach in a specific departmentalized setting as defined by Education Code 44258.3 for the 2008/2009 school year:

Kris Knutson – Elementary Science – COES/ Sheridan Elementary School

The following subject matter specialists participated in the qualifications review:

Bill Justice – Science
Will Middleton – Science

7.4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Adoption of Revised Policies and Regulations

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The District Policy Committee has reviewed the CSBA policy updates. These revisions are now being presented for approval by the Board of Trustees.

- BP 0520.1 High Priority Schools Grant Program
- AR 0520.1 High Priority Schools Grant Program
- BP 3515 Campus Security
- AR 3515 Campus Security
- AR 4112.22 Staff Teaching Students of Limited English Proficiency
- AR 4117.14 Postretirement Employment
- BP 4140 Bargaining Units
- BP 4141 Collective Bargaining Agreement
- BP 4141.6 Concerted Action/Work Stoppage
- BP 4143 Negotiations/Consultation
- BP 4143.1 Public Notice - Personnel Negotiations
- AR 4143.1 Public Notice – Personnel Negotiations
- BP 4300 Administrative and Supervisory Personnel
- AR 4300 Administrative and Supervisory Personnel
- BP 4313.2 Demotion/Reassignment

- AR 4313.2 Demotion/Reassignment
- BP 4314 Transfers
- AR 4314 Transfers
- BP 5119 Students Expelled from Other Districts
- AR 5141.4 Child Abuse Prevention and Reporting
- AR 5141.24 Specialized Health Care Services
- BP 5141.27 Food Allergies/Special Dietary Needs
- AR 5141.27 Food Allergies/Special Dietary Needs
- AR 5141.32 Health Screening for School Entry
- BP 5145.6 Parental Notifications
- E 5145.6 Parental Notifications
- BP 6142.4 Service Learning/Community Service Classes
- BP 6142.91 Reading/Language Arts Instructions
- AR 6142.91 Reading/Language Arts Instruction
- BP 6145.2 Athletic Competition
- AR 6145.2 Athletic Competition
- BP 6146.1 High School Graduation Requirements
- BP 6162.51 Standardized Testing and Reporting Program
- AR 6162.51 Standardized Testing and Reporting Program
- BP 6164.4 Identification and Evaluation of Individuals for Special Education
- AR 6164.4 Identification and Evaluation of Individuals for Special Education
- BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- AR 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- BP 6179 Supplemental Instruction
- AR 6179 Supplemental Instruction
- BP 6190 Evaluation of the Instructional Program
- AR 7111 Evaluation Existing Buildings

RECOMMENDATION:

Administration recommends the Board of Trustees approve the revisions of the policies and regulations as submitted by the committee.

wp/rk/factform

HIGH PRIORITY SCHOOLS GRANT PROGRAM

The Governing Board recognizes that schools demonstrating the lowest performance on state indicators of student achievement need to develop and implement a comprehensive approach to school improvement in order to improve student learning. The Board shall provide all necessary support and assistance to any such high-priority school to help ensure a quality education for all students.

(cf. 0400 - Comprehensive Plans)
(cf. 0500 - Accountability)
(cf. 9000 - Role of the Board)

Whenever the Superintendent of Public Instruction (SPI) invites any district school to participate in the High Priority Schools Grant Program, the Board shall hold a public hearing at a regularly scheduled meeting to discuss whether or not to apply for participation and how to address the needs of the school and its students. If it is determined that the school will not accept the invitation to participate, the Board shall hold a public hearing at a regularly scheduled meeting to discuss the reasons and rationale for the decision and to explain how the district intends to address the needs of the school and its students. Neither of these discussions shall be placed on the consent calendar. (Education Code 52055.615)

(cf. 9322 - Agenda/Meeting Materials)

When the Board holds any public hearing required for this program, written notice shall be sent to representative parent organizations, including the parent-teacher association, parent-teacher clubs, and school site councils, and may be sent directly to parents/guardians in accordance with Education Code 48985. Notice also shall be sent to all local major media outlets, the local mayor, all members of the city council, all members of the county board of supervisors, the county superintendent of schools, and the county board of education. (Education Code 52055.615)

The Board shall, at a regularly scheduled meeting, approve an action plan for each participating school and certify that it contains all the essential components specified in Education Code 52055.625. (Education Code 52055.630)

(cf. 9322 - Agenda/Meeting Materials)

In reviewing the proposed school action plan, the Board shall consider, at a minimum, the resources necessary to implement the plan, implications for the district's collective bargaining agreements, alignment of the action plan with the Title I local educational agency plan and/or other improvement plans, and the extent to which strategies in the plan are focused on areas of greatest need as identified through achievement data, self-assessments, and other district reports.

(cf. 3100 - Budget)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 6171 - Title I Programs)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

The Superintendent or designee shall coordinate all school improvement efforts to provide a coherent strategy addressing student needs.

(cf. 0420 - School Plans/Site Councils)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 6020 - Parent Involvement)

The Board shall closely monitor the progress of any school participating in the program. The Superintendent or designee shall provide the Board with regular reports on the status and results of school improvement efforts.

As necessary, the Board may direct the school site council to review and revise the school action plan in order to raise student achievement. In the event that school improvement efforts do not produce adequate growth in achievement after two or more years of receiving program funding to implement the action plan, the Board shall cooperate with the SPI and the State Board of Education in the development of strategies to help the school succeed.

Legal Reference: (see next page)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

Legal Reference:

EDUCATION CODE
17014 Facilities maintenance
17032.5 Facilities maintenance
17070.75 Facilities maintenance
17089 Facilities maintenance
33126 School accountability report card
33400-33407 CDE evaluation of district programs
41507 Single plan, Pupil Retention Block Grant
41572 Single plan, School and Library Improvement Block Grant
44510-44517 Principal Training Program
45125.1 Criminal background checks for contractors
48985 Parental notifications, languages other than English
51041 Evaluation of the educational program
51101 Rights of parents/guardians
52050-52059 Public Schools Accountability Act, especially:
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52055.700-52055.770 Quality Education Investment Act
52070-52075 High School Pupil Success Act
60119 Sufficiency of textbooks and instructional materials
60640 Standardized Testing and Reporting Program
60810 English language development test
64001 Single plan for student achievement
99220-99227 California Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program
CODE OF REGULATIONS, TITLE 5
1030.7-1030.8 Determination of significant academic growth
UNITED STATES CODE, TITLE 20
6301-6578 Academic achievement of the disadvantaged, including:
6318 Parent involvement
6319 Qualifications of highly qualified teachers
6511-6518 Comprehensive School Reform program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Cohort 2 HPSGP: Questions and Answers
High Priority Schools Grant Program: Guidance and Application
A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, November 2006
WEB SITES
CSBA: http://www.csba.org
California Department of Education, HPSG: http://www.cde.ca.gov/ta/lp/hp

HIGH PRIORITY SCHOOLS GRANT PROGRAM

Development of Action Plan

For each school participating in the High Priority Schools Grant Program (HPSGP), an action plan shall be developed, in partnership with the district, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. (Education Code 52055.620)

(cf. 0420 - School Plans/Site Councils)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 1220 - Citizen Advisory Committees)

In developing a school action plan, the school and district shall use the technical assistance of district personnel, county offices of education, universities, or any other person or entity that has proven successful expertise specific to the challenges inherent in high-priority schools. (Education Code 52055.620)

The district shall involve teachers in the development of the action plan and shall certify that it has met and consulted with the exclusive representative of certificated employees on the plan. (Education Code 52055.630)

In developing the action plan, the school and district shall use the results of the initial needs assessment of the school's current conditions and performance, potential barriers to student achievement, and the nature and coherence of the district's support of the school's instructional program.

The action plan may include any existing plan that the school may have developed for another program, provided it addresses the components listed in Education Code 52055.625. (Education Code 52055.620)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054(d) and (e) and 52055.620. (Education Code 52055.620, 52055.625)

The action plan shall include strategies to address each of the following essential components: (Education Code 52055.625)

1. Student literacy and achievement

   The action plan shall include a strategy to increase student literacy and achievement, including necessary attention to the needs of English language learners. At a minimum, this strategy shall include a plan to achieve the following goals:

   a. Provide each student at the school with appropriate instructional materials aligned with state academic content and performance standards

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 6011 - Academic Standards)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Increase achievement of each significant subgroup at the school on the Academic Performance Index (API) by the end of the implementation period

c. Increase performance of English language learners at the school on the English language development test required by Education Code 60810 and the achievement tests required by Education Code 60640

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6174 - Education for English Language Learners)

2. Quality of staff, including highly qualified teachers as required by the federal No Child Left Behind Act and appropriately credentialed teachers for English learners

(cf. 4111 - Recruitment and Selection)
(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The action plan shall include a strategy to attract, retain, and fairly distribute the highest quality staff at the school, including teachers, administrators, and support staff. At a minimum, this strategy shall include a plan to achieve the following goals:

a. Increase the number of credentialed teachers working at the school site

b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including, but not limited to, participation in professional development institutes established pursuant to Education Code 99220-99226

c. Ensure that school administrators successfully complete, by the end of the implementation period, a program designed to maximize leadership skills

The action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the district's certificated employees, for addressing the distribution of experienced, credentialed teachers throughout the district, including an agreement on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall include discussions on ways to maximize current options to recruit credentialed

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

teachers, use regional recruitment centers, ensure that newly hired credentialed teachers are assigned in alignment with the goal of even distribution, and ensure that high-priority schools provide a teaching and learning environment conducive to retaining fully credentialed teachers. (Education Code 52055.620)

(cf. 4140/4240 - Bargaining Units)

3. Parental involvement

The action plan shall include a strategy to change the culture of the school community to recognize parents/guardians as partners in the education of their children and to prepare and educate parents/guardians in the learning and academic progress of their children. At a minimum, this strategy shall include:

a. For any school that offers any of grades K-5, a commitment to jointly develop with parents/guardians a school-parent compact pursuant to 20 USC 6318, as required by Education Code 51101

(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

b. A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent/guardian contacts each year at the school site and school-home communications designed to promote parent/guardian support for meeting state standards and core curriculum requirements

(cf. 5020 - Parent Rights and Responsibilities)

4. Facilities maintained in good repair as specified in Education Code 17014, 17032.5, 17070.75, and 17089; curriculum; instructional materials consistent with the requirements of Education Code 60119; and support services

The action plan shall include a strategy to provide an environment that is conducive to teaching and learning and that includes the development of high-quality curriculum and instruction aligned with state content and performance standards and English language development standards to measure progress toward achieving English language proficiency. At a minimum, this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instruction, instructional materials, support services, and supplies for every student.

(cf. 3517 - Facilities Inspection)
(cf. 6141 - Curriculum Development and Evaluation)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

District/School Liaison Team

The Superintendent or designee and the school site council of a participating school shall establish a district/school liaison team to facilitate communications between the district and school, assist with a self-assessment process, and assist with developing the school's action plan.

Required Professional Development

The district shall provide eligible administrators and teachers, including instructional aides and paraprofessionals, in each participating school with professional development activities pursuant to the Principal Training Program (Education Code 44510-44517) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242), as appropriate. (Education Code 52055.647)

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

Progress Reports

Each year the Superintendent or designee shall submit a report to the Superintendent of Public Instruction (SPI) for each participating school that meets all the requirements of Education Code 52055.640 and 52055.656. Before submitting the report, the Governing Board shall review, at a regularly scheduled meeting, the school's progress toward achieving its goals. (Education Code 52055.640, 52055.656)

(cf. 0500 - Accountability)

The Board may require any participating school to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan.

Any school that uses assessments in this manner shall use the English language development test administered pursuant to Education Code 60810 to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting Program pursuant to Education Code 60640. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Board. (Education Code 52055.645)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

Consequences After 24 Months of Implementation

If a school has not met its growth targets on the API each year for 24 months after receiving program funding to implement the school's action plan, the Board may, if so directed by the State Board of Education (SBE), take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan. (Education Code 52055.650)

Consequences After 36 Months of Implementation

After 36 months of receiving implementation funding, if a participating school has not met its growth targets each year but has demonstrated "significant growth" as defined in 5 CCR 1030.7-1030.8, it shall continue to be monitored by the SPI. (Education Code 52055.650; 5 CCR 1030.7-1030.8)

If a participating school has neither met its growth targets each year nor demonstrated "significant growth," it shall be deemed a state-monitored school and shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. The Board shall, at a regularly scheduled public meeting, inform parents/guardians of this fact as well as the fact that the corrective actions specified in Education Code 52055.650(h) may occur. (Education Code 52055.650)

Whenever the corrective action selected by the SPI and SBE provides that the district will enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan: (Education Code 52055.650)

1. School staff, site planning teams, administrators, and district staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site. A report of recommended corrective actions shall be completed by the SAIT not later than 60 days after assignment of the SAIT to the school.

2. Not later than 90 days after the assignment of the SAIT to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the SAIT shall be submitted to the Board and adopted by the Board within 30 days of the submission. The adoption of recommendations shall not be placed on the Board's consent agenda.

(cf. 9322 - Agenda/Meeting Materials)

HIGH PRIORITY SCHOOLS GRANT PROGRAM (continued)

3. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

When a school is deemed to be a state-monitored school, the Board shall: (Education Code 52055.650; 5 CCR 1030.7-1030.8)

1. At a minimum, make the same proportion of fiscal, human, and educational resources available to the school as was available before the school was identified as a state-monitored school, excluding funding for the Immediate Intervention/Under-performing Schools Program and HPSGP

2. Continue its current ownership status with respect to the school site

3. Continue to provide the same insurance coverage with respect to property liability, errors and omissions, and other regularly provided insurance policies

4. Name the SPI and California Department of Education as additional insureds upon transfer of legal rights, duties, and responsibilities to the SPI

5. Continue to provide facilities support including maintenance, if appropriate to the management arrangement, and full school-site participation in bond financing

6. Remain involved with the school throughout the sanctions period

7.5.10

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CAMPUS SECURITY

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)
(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

7.5.11

Legal Reference: (see next page)

CAMPUS SECURITY (continued)

Legal Reference:

EDUCATION CODE
32020 Access gates
32211 Threatened disruption or interference with classes
32280-32288 School safety plans
35160 Authority of governing boards
35160.1 Broad authority of school districts
38000-38005 Security patrols
49050-49051 Searches by school employees
49060-49079 Student records
PENAL CODE
469 Unauthorized making, duplicating or possession of key to public building
626-626.10 Disruption of schools
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
COURT DECISIONS
New Jersey v. T.L.O. (1985) 469 U.S. 325
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 257 (2000)
75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS
The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
National Institute of Justice: http://www.ojp.usdoj.gov/nij

7.5.12

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CAMPUS SECURITY

The Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

   These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings from outsiders and discourage trespassing

   These strategies may include requiring visitor registration, staff and student identification tags, and patrolling of places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

   These strategies may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

5. Detect and intervene with school crime

   These strategies may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration with local law enforcement agencies, including providing for law enforcement presence.

(cf. 3515.3 - District Police/Security Department)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)

All staff shall receive training in building and grounds security procedures.

7.5.13

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

CAMPUS SECURITY (continued)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.

The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

7.5.14

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY

Definitions

Instruction for English language development (ELD) means instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. (Education Code 44253.2)

Content instruction delivered in the primary language means instruction in a subject area delivered in the primary language of the student. (Education Code 44253.2)

Teacher Qualifications

The Superintendent or designee shall ensure that a teacher providing instruction for ELD, SDAIE, and/or content instruction in any student's primary language possesses the appropriate authorization issued by the Commission on Teacher Credentialing (CTC).

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4113 - Assignment)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 6174 - Education for English Language Learners)

The Governing Board shall make reasonable efforts to assign teachers with appropriate ELD authorizations to those students who need ELD instruction. However, a teacher awarded a Certificate of Completion of Staff Development for SDAIE pursuant to Education Code 44253.11 shall be considered certified and competent to provide ELD instruction. (Education Code 44253.11)

(cf. 4131 - Staff Development)

A teacher may be provisionally assigned to provide instruction for ELD or SDAIE during the period that he/she is pursuing training to complete a Certificate of Completion of Staff Development pursuant to Education Code 44253.10 or 44253.11.

Legal Reference: (see next page)

7.5.15

STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY
(continued)

Legal Reference:

EDUCATION CODE
44253.1-44253.11 Certification for bilingual-crosscultural competence
44258.9 County superintendent review of teacher assignment
44259.5 Standards for teachers of all students, including English language learners
44380-44386 Alternative certification
52052 Adequate yearly progress
52160-52178 Bilingual-Bicultural Act of 1976
52180-52186 Bilingual teacher training assistance program
62001-62005. 5 Evaluation and sunsetting of programs
99230-99242 Mathematics and Reading Professional Development Program
CODE OF REGULATIONS, TITLE 5
6100-6125 Teacher qualifications, No Child Left Behind Act
80016 Certificate of completion of staff development to teach English learners
UNITED STATES CODE, TITLE 20
6319 Highly qualified teachers
6601-6651 Training and recruiting high-quality teachers
6801-7014 Language instruction for English learners and immigrant students
7801 Definitions, highly qualified teacher
CODE OF FEDERAL REGULATIONS, TITLE 34
200.55-200.57 Highly qualified teachers
COURT DECISIONS
Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Languages Other than English Single Subject Matter Standards for the Single Subject Teaching Credential, May 2004
CL-622 Serving English Learners, April 2006
COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE
06-0020 Implementation of Senate Bill 1292 regarding options to earn an English learner authorization, December 13, 2006
04-0001 Clarification of authorizations to teach English learners, January 12, 2004
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance, rev. January 16, 2004
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.bilingualeducation.org
California Department of Education, English Learners: http://www.cde.ca.gov/sp/el
California Teachers of English to Speakers of Other Languages: http://www.catesol.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education: http://www.ed.gov

7.5.16

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

POSTRETIREMENT EMPLOYMENT

The Superintendent or designee may utilize retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

A retired certificated individual, who is a member of STRS, and retained by the district to perform services pursuant to this administrative regulation, shall not make contributions to the retirement fund or accrue service credit based on compensation earned from program service. (Education Code 24214)

A retired individual retained under this program shall be paid at a rate commensurate with that of other employees performing comparable duties. The retired individual may earn compensation for creditable service up to the limitation specified by law. This limit applies only to earnings for service that would be creditable for State Teachers' Retirement System (STRS) purposes if performed by a current employee. (Education Code 22119.5, 24214, 35046)

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the earnings limitation set forth in Education Code 24116, 24214, and 24215

2. Maintain accurate records of the retired individual's earnings and report those earnings monthly to the STRS and the individual regardless of the method of payment or the fund from which the payments are made

When retaining a retired individual eligible for any of the exemptions stated below, the Superintendent or designee shall submit all required documentation to substantiate eligibility for the exemption to STRS. (Education Code 24216)

Exemption for Providing Specified Instructional Services

Any retired certificated individual employed by the district shall be exempt from the earnings limitation specified in law for members of STRS provided that the individual retired from service with an effective date on or before January 1, 2004 and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12

2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment System pursuant to Education Code 44279.1-44279.7

(cf. 4131.1 - Beginning Teacher Support/Induction)

7.5.17

POSTRETIREMENT EMPLOYMENT (continued)

3. Support to individuals completing student teaching assignments

4. Support to individuals participating in a pre-internship teaching program (Education Code 44305-44308), an alternative certification program (Education Code 44380-44386), or a school paraprofessional teacher training program (Education Code 44390-44393)

(cf. 4112.21 - Interns)
(cf. 4222 - Teacher Aides/Paraprofessionals)

5. Instruction and student services provided to students enrolled in special education programs pursuant to Education Code 56000-56885

(cf. 4112.23 - Special Education Staff)

6. Instruction to students enrolled in English language learner programs pursuant to Education Code 400-410 and 430-446

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6179 - Supplemental Instruction)

Retired individuals who are exempt from the limitation on earnings shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)

Exemption for Emergency Situations or Appointment as a Trustee/Administrator

A retired certificated individual shall be exempt from the postretirement earnings limitation for a maximum period of two years if he/she is appointed by the Superintendent of Public

7.5.18

POSTRETIREMENT EMPLOYMENT (continued)

Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee pursuant to the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)

Until January 1, 2008, a retired individual shall also be exempt from the postretirement earnings limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.

2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.

3. The employment is reported in a public meeting of the Governing Board.

(cf. 9320 - Meetings and Notices)

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

(cf. 4117.13/4317.13 - Early Retirement Option)

Consultancy Contracts

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

7.5.19

POSTRETIREMENT EMPLOYMENT (continued)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)

Legal Reference:

EDUCATION CODE
400-410 English language acquisition program
430-446 English learner and immigrant student federal conformity act
22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22714.5 2+2 service and year credit option under STRS
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24215 Service at California State University
24216 Payments to retirants in excess of limitation
24216.5 Exemption from earnings limitation
24216.6 Exemption from earnings limitation
35046 Consultancy contracts
37252-37253.5 Supplemental instruction
41320.1 Appointment of trustee
42120-42129 Budget completion
44279.1-44279.7 Beginning Teacher Support and Assessment System
44305-44308 Pre-internship teaching program
44380-44386 Alternative certification program
44390-44393 School paraprofessional teacher training program
44830 Employment of certificated employees
44830.3 Employment of district interns
44929 Service credit under STRS; additional two years
44929.1 2+2 service and year credit option under STRS
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
56000-56885 Special education

Management Resources:

WEB SITES
California State Teachers' Retirement System: http://www.calstrs.com

7.5.20

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

BARGAINING UNITS

The Governing Board recognizes the right of public school employees to form bargaining units, select an employee organization as the exclusive representative of their unit, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with the employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)

The Board shall negotiate only with the exclusive representative of each bargaining unit. (Government Code 3543.3)

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Management and Supervisory Employees

Employees serving in a management, senior management, or confidential position shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. (Government Code 3543.4)

However, the district may recognize a bargaining unit of supervisors if that unit includes all supervisory employees and if the unit does not represent the employee whom the supervisors supervise. (Government Code 3545)

Management, supervisory, and confidential positions shall be classified as follows: (Government Code 3540.1)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.

7.5.21

BARGAINING UNITS (continued)

2. *Supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment.

(cf. 2220 - Administrative Staff Organization)

3. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Legal Reference:

EDUCATION CODE
45060-45061.5 Deduction of fees from salary or wage payment, certificated employees
45168 Deduction of fees from salary or wage payment, classified employees
45220-45320 Merit system, classified employees
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
CODE OF REGULATIONS, TITLE 8
33015-33490 Recognition of exclusive representative; proceedings
33700-33710 Severance of established unit
34020 Petition to rescind organizational security arrangement
34055 Reinstatement of organizational security arrangement

Management Resources:

CSBA PUBLICATIONS
Collective Bargaining DVD-ROM
Maximizing School Board Governance: Collective Bargaining
Before the Strike: Planning Ahead in Difficult Negotiations, 1996
WEB SITES
CSBA: http://www.csba.org
California Federation of Teachers: http://www.cft.org
California School Employees Association: http://www.csea.com
California Teachers Association: http://www.cta.org
Public Employment Relations Board: http://www.perb.ca.gov

7.5.22

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

COLLECTIVE BARGAINING AGREEMENT

The Governing Board recognizes that collective bargaining agreements are legally binding, bilateral agreements with the exclusive representatives of employees pertaining to terms and conditions of employment. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered.

(cf. 4140/4240 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)

Following adoption of the collective bargaining agreement, the Superintendent or designee shall review related Board policies and recommend to the Board any action needed to maintain consistency with the agreement. Whenever a Board policy conflicts with a provision in the collective bargaining agreement, the agreement shall be binding for those employees covered by the terms of the agreement.

(cf. 9310 - Board Policies)

Upon request by the Public Employment Relations Board, the Superintendent or designee shall provide, within 15 days of the request, a copy of the written agreement and any amendments. (8 CCR 32120)

Legal Reference:
EDUCATION CODE
35035 Additional powers and duties of superintendent, transfer authority
35036 Voluntary transfers
35160 Authority of governing boards
35160.1 Broad authority of school districts
45220-45320 Merit system, classified employees
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
CODE OF REGULATIONS, TITLE 8
31001-32997 Regulations of employee relations boards

Management Resources:
CSBA PUBLICATIONS
Collective Bargaining DVD-ROM
Maximizing School Board Governance: Collective Bargaining
WEB SITES
CSBA: http://www.csba.org
California Public Employee Relations: http://cper.berkeley.edu
Center for Collaborative Solutions: http://www.ccscenter.org
Public Employment Relations Board: http://www.perb.ca.gov
State Mediation and Conciliation Service (SMCS): http://www.dir.ca.gov/csmcs/smcs.html

7.5.23

Policy adopted: WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CONCERTED ACTION/WORK STOPPAGE

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that does not disrupt school operations or impact student achievement.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)

The Board recognizes that advance planning is necessary to ensure that students receive the education to which they are entitled in the event of a work slowdown, sickout, strike, or other concerted activity by employees. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1100 - Communications with the Public)
(cf. 1112 - Media Relations)
(cf. 9000 - Role of the Board)

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, employees in the nonstriking unit, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
(cf. 4218 - Suspension/Disciplinary Action)

Legal Reference: (see next page)

7.5.24

CONCERTED ACTION/WORK STOPPAGE (continued)

Legal Reference:

EDUCATION CODE
35204 Contract with attorney in private practice
35205 Contract for legal services
37200-37202 Instructional days
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act, especially:
3543.5-3543.6 Unfair labor practices
3548-3548.8 Impasse procedures
INSURANCE CODE
10116 Employee continuation of insurance coverage
UNITED STATES CODE, TITLE 29
1161-1169 Continuation coverage and additional standards for group health plan
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Fresno Unified School District, 1982, PERB Dec. No. 208, 6 PERC 13110
Konocti Unified School District, 1982, PERB Dec. No. 217, 6 PERC 13152

Management Resources:

CSBA PUBLICATIONS
Collective Bargaining DVD-ROM
Maximizing School Board Governance: Collective Bargaining
Political Activities of School Districts: Legal Issues, rev. 2001
Before the Strike: Planning Ahead in Difficult Negotiations, 1996
WEB SITES
CSBA: http://www.csba.org
Public Employment Relations Board: http://www.perb.ca.gov
State Mediation and Conciliation Service (SMCS): http://www.dir.ca.gov/csmcs/smcs.html

7.5.25

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, Calfirnia

NEGOTIATIONS/CONSULTATION

The Governing Board recognizes its responsibility to represent the public's interests in the collective bargaining process. In negotiating agreements on employee contracts, the Board shall balance the needs of staff and the priorities of the district in order to provide students with a high-quality instructional program based on a sound, realistic budget.

(cf. 0200 - Goals for the School District)
(cf. 3100 - Budget)
(cf. 4140/4240 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)

The Board shall negotiate in good faith with exclusive employee representatives on wages, hours of employment, and other terms and conditions of employment identified in law as being within the scope of representation. (Government Code 3543.2)

The Board believes that effective negotiations require the input of all levels of the administration. The Board shall establish a bargaining team to assist in analyzing contract provisions and conducting contract negotiations.

The Board and Superintendent shall provide its negotiator(s) with expected outcomes and clear parameters for acceptable contract provisions which promote the realization of district goals and priorities.

In consultation with the Superintendent and employee organization, the Board shall determine the collective bargaining approach or method to be used.

The Board with its bargaining team shall establish standards of conduct pertaining to the negotiations process for individual Board members and members of the bargaining team. Certain meetings related to negotiations shall be held in closed session in accordance with Government Code 3549.1 when not required by state open meeting laws (the Brown Act) to be held in public. Matters discussed in these meetings shall be kept in strict confidence.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9010 - Public Statements)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

The Board and its negotiator(s) shall not knowingly provide the employee organization with inaccurate information regarding the financial resources of the district. (Government Code 3543.5)

The Board shall closely monitor the progress of negotiations and carefully consider how proposed contract provisions would affect the district's short- and long-term fiscal, programmatic, instructional, and personnel goals.

(cf. 3100 - Budget)

7.5.26

NEGOTIATIONS/CONSULTATION (continued)

The Board and/or Superintendent shall keep the public informed about the progress of negotiations and the ways in which negotiations may affect district goals.

(cf. 4143.1/4243.1- Public Notice - Personnel Negotiations)

Whenever the district has a qualified or negative certification on an interim fiscal report, it shall allow the county office of education at least 10 working days to review and comment on any proposed agreement with exclusive representatives of employees. The district shall provide the County Superintendent of Schools with all information relevant to gain an understanding of the financial impact of any final collective bargaining agreement. (Government Code 3540.2)

(cf. 3460 - Financial Reports and Accountability)

Once the final terms of the agreement have been ratified by the membership of the employee organization, the contract shall be presented to the Board at a public meeting for acceptance.

Any agreement adopted by the Board may be for a term not to exceed three years. (Government Code 3540.1)

In the event of an impasse in negotiations, the Board shall participate in good faith in state mediation and fact-finding procedures pursuant to Government Code 3548-3548.8. (Government Code 3543.5)

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

Following adoption of the collective bargaining agreement, any subsequent amendments shall be executed in writing by the Board and the employees' exclusive representative.

Consultation

The exclusive representative of certificated staff may consult with the Board on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 9310 - Board Policies)

7.5.27

Legal Reference: (see next page)

NEGOTIATIONS/CONSULTATION (continued)

Legal Reference:
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act

Management Resources:
CSBA PUBLICATIONS
Collective Bargaining DVD-ROM
Maximizing School Board Governance: Collective Bargaining
Before the Strike: Planning Ahead in Difficult Negotiations, 1996
WEB SITES
CSBA: http://www.csba.org
California Public Employee Relations: http://cper.berkeley.edu
Center for Collaborative Solutions: http://www.ccscenter.org
Public Employment Relations Board: http://www.perb.ca.gov
State Mediation and Conciliation Service (SMCS): http://www.dir.ca.gov/csmcs/smcs.html

7.5.28

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

PUBLIC NOTICE - PERSONNEL NEGOTIATIONS

Because the Governing Board has a responsibility to represent the public's interest in negotiations with employee organizations, the Board is committed to keeping the public informed about issues being negotiated, providing members of the public an opportunity to express their views, and disclosing the position of each Board member in accordance with law.

(cf. 1112 - Media Relations)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 9000 - Role of the Board)
(cf. 9010 - Public Statements)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

Public Notice/Sunshining of Initial Proposals

All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation shall be presented at a public Board meeting and shall thereafter be public records. (Government Code 3547)

(cf. 1340 - Access to District Records)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Meeting and negotiating between district and employee organization representatives shall not take place on these initial proposals until a reasonable time has elapsed after the submission of these proposals to enable the public to become informed and to express itself regarding the proposals at a public Board meeting. (Government Code 3547)

After the public has had an opportunity to provide input, the Board shall adopt its initial proposal at a public meeting. (Government Code 3547)

New subjects of meeting and negotiating arising after the presentation of initial proposals shall be made public within 24 hours. If a vote is taken on any such subject by the Board, each Board member's vote also shall be made public within 24 hours. (Government Code 3547)

Public Disclosure of Proposed Agreement

Before entering into a written agreement covering matters within the scope of representation, the Board shall disclose, at a public meeting, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the district under the agreement for the current and subsequent fiscal years. (Government Code 3547.5)

The Superintendent and chief business official shall certify, in writing, that any costs incurred by the district under the agreement can be met by the district during the term of the

PUBLIC NOTICE - PERSONNEL NEGOTIATIONS (continued)

agreement and shall submit the certification to the Board prior to the Board's approval of the agreement. The certification shall itemize any budget revision necessary to meet the costs of the agreement in each year of its term. (Government Code 3547.5)

(cf. 3460 - Financial Reports and Accountability)

A copy of the proposed agreement shall be made available to the public prior to the day of the Board meeting.

The Superintendent or designee shall prepare a summary of the major provisions and changes in the proposed agreement.

Legal Reference:

EDUCATION CODE
42130-42134 Financial reports and certifications
GOVERNMENT CODE
3540.2 Meeting and negotiating in public educational employment
3547 Proposals relating to representation; informing public
3547.5 Major provisions of agreement with exclusive representative
CODE OF REGULATIONS, TITLE 8
32075 PERB regional office defined

Management Resources:

CSBA PUBLICATIONS
Collective Bargaining DVD-ROM
Maximizing School Board Governance: Collective Bargaining
Public Notice and Disclosure, Resource Guide for Employment Relations, December 1996
CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES
0515.92 Public Disclosure of Collective Bargaining Agreements, 92-01
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Fiscal Crisis and Management Assistance Team: http://www.fcmat.org
Public Employment Relations Board: http://www.perb.ca.gov
School Services of California: http://www.sscal.com

7.5.30

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

PUBLIC NOTICE - PERSONNEL NEGOTIATIONS

Public Disclosure of Proposed Agreement

The Superintendent or designee shall prepare a summary of the proposed agreement which shall include, but may not necessarily be limited to:

1. Major provisions of the agreement that affect compensation, such as:
   a. Direct increases in salaries and percentage change in on-schedule salaries
   b. Changes in health and welfare benefits
   c. Changes in health and welfare benefit dollar contributions by the district
   d. Changes in step and column or longevity provisions
   e. Changes in overtime, differential, callback, and standby pay provisions
   f. Changes in staffing ratios
   g. One-time bonuses or off-the-schedule increases
2. Other provisions that will result in increased costs to the district even if they do not involve an increase in employee compensation, such as class-size reduction or increased number of staff development days
3. Costs of the proposed agreement, for the current and subsequent fiscal years, categorized for salaries, benefits, other compensation, and other noncompensation costs, including percentage increase of total compensation (salaries, benefits, and other compensation provisions) for the average represented employee as a result of the agreement and the approximate cost to the district of providing a one percent increase in total compensation
4. Proposed source(s) of funding for the current and subsequent fiscal years including the assumptions used to determine available resources to meet the obligations of the proposed agreement
5. Other major provisions that do not directly affect the district's costs, such as binding arbitration or grievance procedures

7.5.31

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

The Governing Board recognizes that effective management is vital to the success of district students and programs. Management personnel are expected to demonstrate initiative and good judgment in the development, implementation, and oversight of district programs. Supervisors shall promote the productivity, professional growth, and teamwork of district staff.

(cf. 4000 - Concepts and Roles)

The Board shall adopt policies related to administrative and supervisory personnel insofar as they are needed to comply with law and describe terms of employment within the district.

The Board may, by resolution, establish or abolish any or all positions of the senior management of the classified service. Any employee occupying a senior management position abolished by Board action shall become a member of the classified or certificated service in a position to which he/she would otherwise be entitled if he/she had not been in a senior management position. (Education Code 45104.5)

Legal Reference:

EDUCATION CODE
35031 Term of employment
45100.5 Senior management positions
45104.5 Abolishment of senior classified management positions
45108.5 Definitions of senior classified management employees
45108.7 Waiver of provisions of 45108.5
45128 Overtime
45130 Exclusion from overtime provisions
45256.5 Designation of certain positions
GOVERNMENT CODE
3540 Purpose
3540.1 Definitions
3543.4 Management position; representation
3545 Appropriateness of unit; basis
COURT DECISIONS
Auer v. Robbins, (1997) 117 S.Ct. 905

7.S.32

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

ADMINISTRATIVE AND SUPERVISORY PERSONNEL

Classified Senior Management and Supervisory Employees

A senior management employee is either a fiscal advisor to the Superintendent or an employee in the highest position not requiring certification in a principal district program area, with districtwide responsibility for formulating policy or administering the program. (Education Code 45108.5)

Employees holding positions designated as classified senior management and supervisory positions are entitled to all of the rights, benefits, and burdens of other classified employees, except that each senior management and supervisory employees shall not obtain permanent status in a senior management position. (Education Code 45100.5, 45256.5)

If assigned to a position within a bargaining unit, classified management and supervisory employees shall be reclassified at the discretion of the Governing Board subject to provisions of the applicable collective bargaining agreement or, for districts incorporating the merit system, the rules of the personnel commission.

(cf. 4312.1 - Contracts)

Positions in the senior management of the classified service shall be filled from an unranked list of eligible persons who have demonstrated managerial ability and who have been found qualified for the positions as specified by the Superintendent and determined by the personnel commission. (Education Code 45256.5)

7.5.32

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

DEMOTION/REASSIGNMENT

The Governing Board may authorize the demotion or reassignment of any administrative or supervisory employee upon the recommendation of the Superintendent or designee and when such action is determined to be in the best interest of the district.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Performing Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4312.1 - Contracts)
(cf. 4314 - Transfers)

The Superintendent or designee shall ensure that the district complies with all applicable statutory deadlines and due process procedures when an employee is to be demoted or reassigned.

Legal Reference:

EDUCATION CODE
35031 Senior management employee in the classified service: nonreelection
44660-44665 Evaluation and assessment of performance of certificated employees
44850.1 No tenure in administrative or supervisory positions
44896 Transfer of administrator or supervisor to teaching position
44897 Classification of administrator or supervisor to a teaching position
44951 Continuation in position unless notified
45101 Definitions (including disciplinary action, cause)
45113 Rules for classified service in districts not incorporating the merit system
52055.5 Meeting or exceeding growth requirements
52055.650 Review by state board
52055.57 Districts identified or at risk of identification for program improvement
UNITED STATES CODE, TITLE 20
6316 School and district improvement
COURT DECISIONS
Jefferson v. Compton Unified School District, (1993) 14 Cal. App. 4th 32
Schultz v. Regents of the University of California, (1984) 160 Cal. App. 3d 768
Ellerbroek v. Saddleback Valley Unified School District, (1981) 125 Cal. App 3d 348
Skelly v. California Personnel Board, (1975) 15 Cal.3d 194
Hentschke v. Sink, (1973) 34 Cal. App. 3d 19

7.5.33

DEMOTION/REASSIGNMENT

Certificated Administrative Employees

Permanent certificated management staff are not entitled to seniority rights in their administrative positions. However, such staff shall earn and/or retain any seniority earned in service as a classroom teacher or site administrator pursuant to Education Code 44893, 44894, or 44956.5.

(cf. 4117.3 - Personnel Reduction)
(cf. 4117.6 - Decision Not to Rehire)

End of Year Release/Reassignment of Certificated Administrators

By March 15, an employee shall be notified by either registered mail or in person that he/she may be released or reassigned from his/her position for the following school year. If the notice is presented to the employee in person, the district shall obtain his/her signature acknowledging receipt of the notice on the district's copy of the written notice. (Education Code 44951)

If the March 15 notice indicates that release or reassignment is only a possibility, the Governing Board shall take additional action to release/reassign the employee before the new school year and shall send the employee a second notice by June 30 indicating that he/she has been released or reassigned.

If the employee is to be released or reassigned to a teaching position, the Board shall give the employee, upon his/her request, a written statement of the reasons for the release/reassignment. If the reasons include incompetence as an administrator or supervisor, the district shall have completed an evaluation of the employee within the 60-day period immediately preceding the notice date. (Education Code 44896)

7.S.34

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, Calfornia

TRANSFERS

The Governing Board recognizes the importance of placing employees in positions that best utilize their skills and talents, help improve student achievement, and provide the most benefit to the district.

(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4312.1 - Contracts)
(cf. 4313.2 - Demotion/Reassignment)

Upon the recommendation of the Superintendent or designee, the Board shall approve the transfer or rotation of administrative or supervisory personnel to the same position at another location for reasons including, but not limited to, the need to improve student achievement and operational efficiency, utilize the skills and talents of the employee more effectively, provide opportunities for professional growth, provide an opportunity for evaluating employees in different school settings or locations, and best accommodate the overall needs of the district.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

The Superintendent or designee shall establish procedures to enable administrative or supervisory personnel to request a transfer to a vacant position.

Legal Reference:

EDUCATION CODE
35031 Senior management employee in the classified service: nonreelection
35035 Additional powers and duties of superintendent
44850.1 No tenure in administrative or supervisory positions
44896 Transfer of administrator or supervisor to teaching position
44897 Classification of administrator or supervisor to a teaching position
44951 Continuation in position unless notified
45101 Definitions (including disciplinary action, cause)
45113 Rules for classified service in districts not incorporating the merit system
52055.57 Districts identified or at risk of identification for program improvement
UNITED STATES CODE, TITLE 20
6316 School and district improvement
COURT DECISIONS
Hentschke v. Sink, (1973) 34 Cal.App. 3d 19

7.5.35

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

TRANSFERS

Involuntary Transfer

Before recommending the transfer or lateral rotation of an employee, the Superintendent or designee shall confer with the affected employee and notify him/her of the intent to recommend the transfer. For transfers effective at the beginning of the school year, this conference shall take place before May 30. Affected employees shall be notified of the final decision, in writing, as soon as practicable.

Voluntary Transfer

The employee shall submit a transfer request to the Superintendent or designee at the time of the known vacancy. The employee shall be notified in writing of the decision whether or not to grant the transfer request.

Transfer requests may be withdrawn by the employee at any time prior to the final decision.

7.5.36

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

STUDENTS EXPELLED FROM OTHER DISTRICTS

The Governing Board may grant admission to students expelled from other districts in accordance with law and when consistent with the Board's goal to provide a safe and secure environment for students and staff.

(cf. 0450 - Comprehensive Safety Plan)

If a student expelled from another district is granted enrollment, in accordance with the procedures specified below, he/she shall either establish legal residence in this district or enroll pursuant to an interdistrict attendance agreement. (Education Code 48915.1, 48915.2)

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)
(cf. 5117 - Interdistrict Attendance Agreements)

Enrollment During the Term of the Expulsion

The district shall not enroll a student expelled by another district for any of the offenses listed in Education Code 48915(a) or (c) (mandatory expulsion offenses) during the term of the student's expulsion, unless the enrollment is at a community day school. (Education Code 48915.2)

Upon receiving a request for enrollment from a student expelled from another district for acts other than those specified in Education Code 48915(a) or (c), the Board shall hold a hearing to determine whether the student poses a continuing danger to students or staff. The hearing shall be conducted and notice shall be provided in accordance with procedures governing expulsion of students described in Education Code 48918. (Education Code 48915.1)

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

If the student or parent/guardian neglects to inform the district that the student was expelled from his/her previous district for an act other than those listed in Education Code 48915(a) or (c), the Board shall record and discuss this lack of compliance during the hearing. (Education Code 48915.1)

If the Board finds that a student expelled for acts other than those specified in Education Code 48915(a) or (c) does not pose a continuing danger to students or staff, the student may be admitted or conditionally admitted during the term of expulsion. If the Board determines that the student does pose a continuing danger to students or staff, the student shall not be admitted. (Education Code 48915.1)

(cf. 5145.6 - Parental Notifications)

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STUDENTS EXPELLED FROM OTHER DISTRICTS (continued)

Enrollment After the Term of the Expulsion

A student expelled for an act specified in Education Code 48915(a) or (c) may enroll in the district after the term of his/her expulsion if the Board finds, at a hearing, that the student does not pose a continuing danger to students or staff. The hearing shall be conducted and notice shall be provided in accordance with procedures governing expulsion of students described in Education Code 48918. (Education Code 48915.2)

A student expelled for any act other than those specified in Education Code 48915(a) or (c) may request enrollment after the term of his/her expulsion in accordance with the district's procedures for establishing residency or interdistrict transfer.

Legal Reference:

EDUCATION CODE
46600 Agreements for interdistrict attendance
46601 Failure to approve interdistrict attendance; expulsion prohibiting appeal
48200 Compulsory attendance
48645.1 Juvenile court school
48660-48666 Community day schools
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48915.2 Expelled student; enrollment during and after period of expulsion
48918 Rules governing expulsion procedures

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.caag.state.ca.us
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/about/offices/list/osdfs

7.5.38

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CHILD ABUSE PREVENTION AND REPORTING

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child as defined in Penal Code 11165.1

3. Neglect as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

(cf. 5144 - Discipline)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

7.5.39

CHILD ABUSE PREVENTION AND REPORTING (continued)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

7.5.40

CHILD ABUSE PREVENTION AND REPORTING (continued)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

   Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

   _____
   (Name of Appropriate Agency)

   _____
   (Address)

   _____
   (Phone Number)

   When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

   Within 36 hours of receiving the information concerning the incident, the mandated reporter shall then prepare, and either send, fax, or electronically submit to the appropriate agency, a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

   Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

   Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

   a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

CHILD ABUSE PREVENTION AND REPORTING (continued)

b. The child's name and address, present location and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code 11165.7)

7.5.42

CHILD ABUSE PREVENTION AND REPORTING (continued)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5145.7 - Sexual Harassment)

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

7.S.43

CHILD ABUSE PREVENTION AND REPORTING (continued)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, informs them of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

CHILD ABUSE PREVENTION AND REPORTING (continued)

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

7.5.45

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

SPECIALIZED HEALTH CARE SERVICES

Definitions

Specialized physical health services means those health services prescribed by the student's licensed physician requiring medically related training for the individual who performs the services and which are necessary during the school day to enable the student to attend school. These services include catheterization, gastric tube feeding, suctioning, or other services that require medically related training. (Education Code 49423.5; 5 CCR 3051.12)

Qualified means the ability to demonstrate competence in cardio-pulmonary resuscitation, current knowledge of community emergency medical resources, and skill in the use of equipment and performance of techniques necessary to provide specialized physical health care services for individuals with disabilities. In addition, for designated school personnel, *qualified* means trained in the procedures to a level of competence and safety which meets the objectives of the training as provided by the school nurse, public health nurse, licensed physician, or other programs which provide the training. (Education Code 49423.5; 5 CCR 3051.12)

Training means preparation in the appropriate delivery and skillful performance of specialized physical health care services. (5 CCR 3051.12)

Supervision means review, observation, and/or instruction of a designated school person's performance and of physical health care services, but does not necessarily require the immediate presence of the supervisor at all times. (5 CCR 3051.12)

Provision of Services

A student with disabilities who requires specialized health care services, as identified in his/her individualized education program (IEP), during the school day may be assisted by any of the following individuals: (Education Code 49423.5, 56345)

1. Qualified persons who possess an appropriate credential pursuant to Education Code 44267 (service credential with specialization in health) or Education Code 44267.5 (service credential with specialization in health for school nurse)

2. Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision of a credentialed school nurse or licensed physician and the services are determined by the credentialed school nurse or licensed physician, in consultation with the physician treating the student, to meet all of the following criteria:

   a. Constitute routine care for the student

   b. Pose little potential harm for the student

7.5.46

SPECIALIZED HEALTH CARE SERVICES (continued)

c. Are performed with predictable outcomes, as defined in the student's IEP

d. Do not require a nursing assessment, interpretation, or decision making by the designated school personnel

(cf. 6159 - Individualized Education Program)

Specialized health care or other services that require medically related training shall be provided pursuant to Education Code 49423 (administration of prescription medication). (Education Code 49423.5)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Schools shall provide appropriate accommodations for safety and necessary physical care services. The student's personal privacy and dignity shall be assured. (5 CCR 3051.12)

A qualified school nurse, public health nurse, or licensed physician responsible for supervising the physical health care of students with disabilities in the school setting shall: (5 CCR 3051.12)

1. Coordinate the health care services to the students with disabilities on the school site

2. Consult with appropriate personnel regarding management of health care services for students with disabilities

3. Make appropriate referrals and maintain communication with health agencies providing care to students with disabilities

4. Maintain or review licensed physician and parent/guardian requests and daily documentation records

The licensed physician of a student with disabilities who is required to receive physical health care services shall provide a written statement detailing the procedure and time schedule by which such procedures are to be given. In addition, the student's parent/guardian shall provide a written statement indicating his/her desire that the district assist the student in the matters set forth in the physician's statement and granting consent for the delivery of such services. (5 CCR 3051.12)

For each student with disabilities, the district shall maintain the physician and parent/guardian statements, as well as the specific standardized procedures to be used if the services are provided. The district shall also maintain daily documentation of specific

7.5.47

SPECIALIZED HEALTH CARE SERVICES (continued)

services provided and shall include the signatures of the personnel who performed the procedure. This documentation shall be maintained in accordance with the requirements for confidentiality of student records and shall be classified as mandatory interim student records. (5 CCR 3051.12)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE
49423 Administration of prescribed medication for student
49423.5 Specialized physical health care services
49426 School nurses
56000-56606 Special education programs, especially:
56345 Individualized education program contents
BUSINESS AND PROFESSIONS CODE
2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
CODE OF REGULATIONS, TITLE 5
3051.12 Health and nursing services
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act, especially:
300.34 Related services
COURT DECISIONS
Cedar Rapids Community School District v. Garret F. (1999) 526 U.S. 66
Clovis Unified School District v. Office of Administrative Hearings (1990) 903 F.2d 635
Taylor v. Honig (1990) 910 F.2d 627

Management Resources:

WEB SITES
California Department of Education, Health Services and School Nursing: http://www.cde.ca.gov/ls/he/hn
California School Nurses Organization: http://www.csno.org

7.5.48

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

FOOD ALLERGIES/SPECIAL DIETARY NEEDS

The Governing Board desires to prevent exposure of students to foods to which they are allergic and to provide for prompt and appropriate treatment in the event that a severe allergic reaction occurs at school.

The Superintendent or designee shall develop guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, strategies for identifying students at risk for allergic reactions, avoidance measures and other means to manage allergies, education of staff regarding typical symptoms, and actions to be taken in the event of a severe allergic reaction.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Parents/guardians shall be responsible for notifying the Superintendent or designee, in writing, regarding any food allergies or other special dietary needs of their child in accordance with administrative regulation.

(cf. 5125 - Student Records)

Students with serious dietary needs that qualify as a disability under Section 504 of the federal Rehabilitation Act or the Individuals with Disabilities Education Act shall be provided reasonable accommodation or services, as appropriate, in accordance with his/her accommodation plan or individualized education program.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Students shall not be excluded from school activities based solely on their food allergy.

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

Legal Reference: (see next page)

7.5.49

FOOD ALLERGIES/SPECIAL DIETARY NEEDS (continued)

Legal Reference:

EDUCATION CODE
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49423 Administration of prescribed medication for student
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
15562 Reimbursement for meals, substitutions
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
701-795a Rehabilitation Act, including:
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42
1751-1769h National School Lunch Program
1771-1791 Child nutrition, especially:
1773 School Breakfast Program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS
School Guidelines for Managing Students with Food Allergies
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff, Fall 2001
WEB SITES
American Dietetic Association: http://www.eatright.org
American School Food Service Association: http://www.asfsa.org
California Department of Education, Health Services and School Nursing: http://www.cde.ca.gov/ls/he/hn
Food Allergy and Anaphylaxis Network: http://www.foodallergy.org
International Food Information Council: http://ific.org
National School Boards Association, School Health Programs: http://www.nsba.org
U.S. Department of Agriculture: http://www.fns.usda.gov

7.5.50

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

FOOD ALLERGIES/SPECIAL DIETARY NEEDS

Definitions

Special dietary needs include food intolerances, allergies, and other medical needs that may require avoidance of specific foods.

Food allergies are abnormal responses of the body's immune system to certain foods or ingredients.

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance and may be caused by a food allergy. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

In severe cases, anaphylaxis may result in lowered blood pressure, loss of consciousness, or even death. Symptoms typically appear immediately after exposure to a certain food or substance but in rare cases may occur after a few hours.

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated concealed needle that is designed for emergency administration of epinephrine to persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Notification by Parent/Guardian

If their child has a known food allergy, the parents/guardians shall notify the Superintendent or designee, in writing, and provide written medical documentation, signed by a physician, that describes the nature of the student's condition, instructions, and necessary medications. If the food allergy requires food substitutions or modifications in school meals, the written statement shall also describe the specific foods to be restricted and the foods that should be substituted.

Prevention

To minimize students' exposure to foods to which they are allergic, the Superintendent or designee shall, at a minimum, implement the following preventive measures:

1. Notification to District Staff

   When notified by the parent/guardian that a student has a food allergy, the Superintendent or designee shall inform the student's principal, teacher(s), bus driver, school nurse, coach, substitute teacher, and/or any other personnel responsible for supervising the student.

   The principal or designee shall notify substitute staff of any students with known food allergies and the school's response plan.

(cf. 5125 - Student Records)

7.5.51

FOOD ALLERGIES/SPECIAL DIETARY NEEDS (continued)

2. Food Services

The district's food services program shall make food substitutions in breakfasts, lunches, and after-school snacks when students are considered to have a disability under Section 504 of the federal Rehabilitation Act of 1973 that restricts their diet and when a physician has signed a statement of need that includes recommended alternate foods. (7 CFR 210.10, 220.8)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)

Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a recognized medical authority. (7 CFR 210.10, 220.8, 225.16)

The district's food services staff shall check food labels or specifications to ensure that foods do not contain traces of substances to which the student is allergic.

Under no circumstances shall food services staff prescribe nutritional requirements or revise a diet order prescribed by a physician.

Food substitutions shall not result in any additional cost to the student.

3. Class Parties/School Activities

Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that the food not be provided at class parties or other school events.

Whenever the ingredients in any food served at class parties or other school activities are unknown, the student shall be encouraged to avoid the food.

4. Sanitation and Cleaning

To avoid spreading allergens, cafeteria tables and classroom surfaces shall be cleaned with a fresh cloth or disposable paper towels and cleaning products known to effectively remove food proteins, excluding waterless cleaners or instant hand sanitizers that do not involve a wet-wash step. Cross-contact from a sponge or cloth used to clean allergen-containing tabletops shall be avoided.

FOOD ALLERGIES/SPECIAL DIETARY NEEDS (continued)

Staff shall use and promote hand-washing using soap and water before and after food handling.

Students shall be notified that exchanging meals or utensils is prohibited.

5. Professional Development

Schoolwide professional development shall be provided to appropriate staff on the identification and management of food allergies, including avoidance measures, typical symptoms, the proper use of epinephrine auto-injectors, documentation and storage of medication, and emergency drills.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

6. Supervision of Students

Staff who are trained and knowledgeable about symptoms of anaphylaxis and actions to take in an emergency shall provide supervision in the classroom and cafeteria and on the playground whenever students known to have a food allergy are on school grounds.

7. Health Education

The district's health education curriculum may include instruction on food allergies in order to assist food-allergic students in taking responsibility for monitoring their diet and to teach other students about the dangers of sharing foods or utensils with others.

(cf. 6142.8 - Comprehensive Health Education)

Emergency Response

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

(cf. 4119.43 - Universal Precautions)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction.

(cf. 5141 - Health Care and Emergencies)

As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.53

HEALTH SCREENING FOR SCHOOL ENTRY

Comprehensive Health Screening for Grades K-1

The parent/guardian of a student in kindergarten or first grade shall submit to the Superintendent or designee a certification form developed by the California Department of Health Services (DHS) and signed by the student's health examiner certifying that the student has completed a comprehensive health screening within 18 months prior to entry into first grade or within 90 days thereafter. (Health and Safety Code 124040, 124085)

(cf. 5111 - Admission)
(cf. 5141.3 - Health Examinations)

The Superintendent or designee shall notify parents/guardians of all kindergarten students of the requirement to obtain a health screening and of the availability of the Child Health and Disability Prevention (CHDP) program established pursuant to Health and Safety Code 124025-124110 to assist eligible low-income families in obtaining the health screening. (Health and Safety Code 124100)

(cf. 5145.6 - Parental Notifications)

The notice and certification form shall be included with the notification of immunization requirements provided to parents/guardians prior to their child's enrollment in kindergarten and shall encourage completion of the health screening simultaneously with immunizations. The notice shall also be provided to the parent/guardian of any student who is enrolling in first grade without having attended kindergarten in the district.

(cf. 5141.31 - Immunizations)

In lieu of the certification, the parent/guardian may submit a waiver on a form developed by DHS indicating that he/she does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian was unable to obtain the services, the reasons should be included in the waiver. (Health and Safety Code 124085)

The waiver form shall be provided to a parent/guardian upon request.

The completed certification form or the waiver shall be maintained in the student's health file or cumulative record. (5 CCR 432)

(cf. 5125 - Student Records)

During the first 90 days of the school year, the Superintendent or designee may contact any parent/guardian of a first-grade student who has not provided either the certification form or the waiver to ensure that the parent/guardian understands the health screening requirement and, if appropriate, his/her possible eligibility for the CHDP program.

7.5.54

HEALTH SCREENING FOR SCHOOL ENTRY (continued)

The Superintendent or designee shall exclude from school, for not more than five school days, any first-grade student who does not present evidence of a health screening or a waiver on or before the 90th day after entering first grade. The exclusion shall begin on the 91st day after the student's entrance into the first grade, or if school is not in session, then on the next succeeding school day. (Health and Safety Code 124105)

The Superintendent or designee may exempt a student from exclusion when his/her parents/guardians have been contacted at least twice between the first day and the 90th day after the student's enrollment in first grade and the parents/guardians refuse to provide either a certification form or a waiver. (Health and Safety Code 124105)

(cf. 5112.2 - Exclusions from Attendance)

Oral Health Assessment for Grades K-1

No later than May 31 of the relevant school year, the parent/guardian of a kindergarten student, or first-grade student who was not previously enrolled in kindergarten in a public school, shall certify that the student has received an oral health assessment. The oral health assessment shall have been performed by a licensed dentist or other authorized dental health professional no earlier than 12 months prior to the date of the student's initial enrollment. The parent/guardian shall submit to the Superintendent or designee a California Department of Education standardized form which has been completed and signed by the dental health professional. (Education Code 49452.8)

The Superintendent or designee shall notify parents/guardians of the oral health assessment requirement. The notification shall, at a minimum, consist of a letter that includes all of the following: (Education Code 49452.8)

1. An explanation of the administrative requirements of the law

2. Information on the importance of primary teeth

3. Information on the importance of oral health to overall health and to learning

4. A toll-free telephone number to request an application for Healthy Families, Medi-Cal, or other government-subsidized health insurance programs

5. Contact information for county public health departments

6. A statement of privacy applicable under state and federal laws and regulations

The notification and certification form shall be provided to parents/guardians when they register their child for school.

7.5.55

HEALTH SCREENING FOR SCHOOL ENTRY (continued)

The student may be excused from complying with the oral health assessment if his/her parent/guardian indicates on the standardized form that it could not be completed for any of the following reasons: (Education Code 49452.8)

1. Completion of an assessment poses an undue financial burden on the parent/guardian.

2. The parent/guardian lacks access to a licensed dentist or other dental health professional.

3. The parent/guardian does not consent to an assessment.

Students who are not assessed, or for whom the parents/guardians fail to return the standardized form, shall not be excluded from school attendance.

By December 31 of each year, the Superintendent or designee shall report data on oral health assessments to the county office of education in accordance with Education Code 49452.8.

The report shall also be provided to the Governing Board. The identity of any student shall not be included in the report.

Legal Reference: (see next page)

HEALTH SCREENING FOR SCHOOL ENTRY (continued)

Legal Reference:

EDUCATION CODE
48985 Notice to parents in language other than English
49060-49079 Pupil records
49452.8 Oral health assessment
HEALTH AND SAFETY CODE
104395 Child Health and Disability Prevention Program expansion
124025-124110 Child Health and Disability Prevention Program, especially:
124085 Certificate documenting health screening and evaluation services; waiver by parent/guardian
124100 Distribution of program information to parents/guardians of kindergarten children
124105 Exclusions and exemption; legislative intent of notification contents
CODE OF REGULATIONS, TITLE 5
432 Student records
CODE OF REGULATIONS, TITLE 17
6800-6874 Child Health and Disability Prevention Program

Management Resources:

CSBA PUBLICATIONS
Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Governance and Policy Services, Policy Brief, February 2007
DEPARTMENT OF HEALTH SERVICES PUBLICATIONS
CHDP School Handbook: School Entry Health Examination Requirements, rev. January 2006
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Health Services: http://www.cde.ca.gov/ls/he/hn
California Dental Association: http://www.cda.org
California Department of Health Services, Child Health and Disability Prevention Program: http://www.dhs.ca.gov/pcfh/cms/chdp
California Healthy Kids Resource Center: http://www.californiahealthykids.org

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.8.57

PARENTAL NOTIFICATIONS

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ensure that notifications which must be sent at the beginning of each academic year include a request that the parent/guardian sign the notice and return it to the school. (Education Code 48981, 48982)

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

(cf. 6174 - Education for English Language Learners)

Legal Reference: (see next page)

7.5.58

PARENTAL NOTIFICATIONS (continued)

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination
231.5 Sexual harassment policy
262.3 Appeals; information re: availability of civil remedies
310 Structured English Immersion Program
17288 Students: school buildings
17612 Notification of pesticide use
32221.5 Insurance for athletic team members
32255-32255.6 Right to refuse harmful or destructive use of animals
32390 Fingerprint program; contracts; funding; consent of parent/guardian
35178.4 Notice of accreditation status
35183 School dress codes; uniforms
35186 Complaints concerning deficiencies in instructional materials and facilities
35256 School accountability report card
35291 Rules
37616 Consultation
39831.5 School bus rider rules and information
44808.5 Permission to leave school grounds
46010.1 Notice re: excuse to obtain confidential medical services
46014 Regulations regarding absences for religious purposes
46600-46611 Interdistrict attendance agreements especially:
46601 Failure to approve interdistrict attendance
48000 Minimum age of admission
48070.5 Promotion or retention of students
48205 Absence for personal reasons
48206.3 Students with temporary disabilities; individual instruction; definitions
48207 Students with temporary disabilities in hospitals outside of school district
48208 Students with temporary disabilities in qualifying hospitals
48216 Immunization
48260.5 Notice to parent re truancy
48263 Referral to SARB or probation department
48432.5 Involuntary transfers of students
48904 Liability of parent/guardian for willful student misconduct
48904.3 Withholding grades, diplomas, or transcripts
48906 Notification of release of student to peace officer
48911 Notification in case of suspension
48912 Closed sessions; consideration of suspension
48915.1 Expelled individuals: enrollment in another district
48916 Readmission procedures
48918 Rules governing expulsion procedures
48980 Required notification at beginning of term
48980.3 Notification of pesticide use
48981 Time and means of notification

Legal Reference continued: (see next page)

7.5.59

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)
48982 Signature; return to school; effect of signature
48983 Contents of notice
48984 Activities prohibited unless notice given
48985 Notices to parents in language other than English
48987 Child abuse information
49063 Notification of parents of their rights
49067 Regulations regarding student's achievement
49068 Transfer of permanent enrollment and scholarship record
49069 Absolute right to access
49070 Challenging content of records
49073 Release of directory information
49076 Access to student records
49077 Access to information concerning a student in compliance with court order
49091.14 Prospectus
49332 Notifications of retention of object by school personnel; release
49403 Cooperation in control of communicable disease and immunization
49423 Administration of prescribed medication for student
49451 Physical examinations: parent's refusal to consent
49452.5 Screening for scoliosis
49452.8 Oral health assessment
49456 Report to parent
49480 Continuing medication regimen for nonepisodic conditions
49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
51513 Personal beliefs
51938 Right of parent/guardian re: notice HIV/AIDS and sexual health instruction
52164.1 Census-taking methods; determination of primary language; assessment of language skills
52164.3 Notice of reassessment of language skills
52173 Consultation with parents or guardians; notice to parents or guardians; withdrawal of student
52244 Advanced Placement Program
54444.2 Migrant education programs; parent involvement
56301 Child-find system; policies re: written notification rights
56321 Special education: proposed assessment plan
56329 Written notice of right to findings; independent assessment
56341.1 Individualized education program for student
56341.5 Individualized education program team meetings
56343.5 IEP meetings
56346 Parental notice and consent to special education program
58501 Alternative schools: notice required prior to establishment
60641 Standardized Testing and Reporting Program
60850 High school exit examination
60852.4 High school exit examination waiver for disabled student
HEALTH AND SAFETY CODE
1596.857 Right to enter child care facility
120365 Immunizations

Legal Reference continued: (see next page)

PARENTAL NOTIFICATIONS (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE (continued)
120370 Immunizations
120375 Immunizations
120440 Sharing immunization information
124100 School districts and private schools; information to parents
PENAL CODE
627.5 Hearing request following denial or revocation of registration
WELFARE AND INSTITUTIONS CODE
18976.5 Parental notice; right of refusal to participate
CODE OF REGULATIONS, TITLE 5
863 Standardized Testing and Reporting Program
3052 Behavioral intervention
3831 General standards (Gifted and Talented Program)
4622 Notice requirements and recipients
4631 Responsibilities of the local agency
11303 Reclassification of English language learners
11309 Parental exception waivers
11523 Notice of proficiency examinations
18066 Policies and procedures absences for child care
UNITED STATES CODE, TITLE 20
1232g Family Educational and Privacy Rights Act
1415 Procedural safeguards
1681-1688 Title IX, discrimination based on sex or blindness
6311 State plans
6312 Local education agency plans
6316 Academic assessment and local education agency school improvement
6318 Parental involvement
7908 Armed forces recruiter access to students
UNITED STATES CODE, TITLE 42
2000d -2000d-7, Title VI, Civil Rights Act of 1964
CODE OF FEDERAL REGULATIONS, TITLE 34
99.7 Student records, annual notification
99.34 Student records, disclosure to other educational agencies
104.36 Procedural safeguards
106.9 Dissemination of policy, nondiscrimination on basis of sex
300.322 Parent participation
300.502 Independent educational evaluation
300.503 Prior written notice
300.504 Procedural safeguards notice
300.508 Due process complaint
300.530 Discipline procedures
CODE OF FEDERAL REGULATIONS, TITLE 40
763.93 Management plans

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information
Beginning of each school year	32255-32255.6, 48980	BP 5145.8 AR 5145.8	Right to refrain from harmful or destructive use of animals
Annually	35256	BP 0510	School Accountability Report Card provided
Beginning of each school year	35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year if high school open campus	44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year if Board has adopted resolution allowing such absence	46014, 48980	BP 5113 AR 5113	Absence for religious purposes
Beginning of each school year	48205, 48980	BP 5113 AR 5113	Absence for justifiable personal reasons
Beginning of each school year	48205, 48980	AR 6154	Grade/credit cannot be reduced due to excused absence if work or test has been completed
Beginning of each school year	48206.3, 48207, 48208, 48980	AR 6183	Availability of home/ hospital instruction for students with temporary disabilities
Beginning of each school year	48216, 48980	BP 5141.31 AR 5141.31	Immunizations

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	48980	AR 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency
Beginning of each school year	48980, 231.5	AR 5145.7	Sexual harassment policy as related to students
Beginning of each school year	48980, 52244	AR 6141.5	Availability of state funds to to cover costs of advanced placement exam fees
Beginning of each school year	48980	BP 6111	Schedule of minimum days
Beginning of each school year	49063, 49068, 49069; 20 USC 1232g; 34 CFR 99.7	BP 5125 AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine school official legitimate educational interest
Beginning of each school year	49063, 49070	AR 5125 AR 5125.3	Challenge, review and expunging of records
Beginning of each school year	49063, 49073	AR 5125.1	Release of directory information
Beginning of each school year	49063, 49091.14	AR 5020 AR 5125	Availability of course prospectus
Beginning of each school year	49423, 49480, 48980	AR 5141.21	Administration of prescribed medication
Beginning of each school year	49451, 48980	BP 5141.3	Refusal to consent to physical examination
Beginning of each school year	49472, 48980	AR 5143	Availability of insurance

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	49510-49520, 48980	BP 3553	Free and reduced price meals
Annually	56301	BP 6164.4	Rights of all parents related to special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	58501	BP 6181	Alternative schools
Beginning of each school year	20 USC 1681-1688; 42 USC 2000d-2000d-7; 34 CFR 106.9	BP 0410	Nondiscrimination on basis of sex, disability, ethnicity or lack of English skills
Annually	5 CCR 4622	AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies; and identity of coordinator
Beginning of each school year	20 USC 1232h	AR 5022	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing
For districts receiving Title I funds, beginning of each school year	20 USC 6311	AR 4112.24 AR 4222	Right to request information re: professional qualifications of their child's teacher and paraprofessional
Annually to parent, teacher and employee organizations; in absence of organizations, to individuals	40 CFR 763.93	AR 3514	Availability of complete, updated management plan for asbestos containing material in school buildings

7.5.64

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>At Specific Times During the Student's Academic Career</u>			
At least once before counseling in grades 7-12	221.5, 48980	AR 6164.2	Course selection and career counseling
At beginning of each school year if student has been placed in structured English immersion program	310; 5 CCR 11309	AR 6174	Placement of child in program and opportunity to apply for parental exception waiver
Before high school student attends specialized secondary program on a university campus	17288	None	University campus buildings may not meet Education Code requirements for structural safety
To members of athletic teams	32221.5	AR 5143	Offer of insurance, no-cost and low-cost program options
Before presenting a course using live or dead animals or animal parts	32255-32255.6	BP 5145.8	Right to refrain from harmful or destructive use of animals
When child first enrolls in a public school, if the school offers a fingerprinting program	32390, 48980	BP 5142.1	Fingerprinting program
Upon registration, if K-6 students have not previously been transported	39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year in grades 7-12	46010.1	BP 5113	Absence for confidential medical services
Upon admission to school	48216, 49403; Health and Safety Code 120365, 120370 and 120375	AR 5141.31	Immunizations

7.5.65

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. <u>At Specific Times During the Student's Academic Career</u> (continued)			
Before early entry to kindergarten, if offered	48000	AR 5111	Effects, advantages and disadvantages of early entry
Beginning of each school year in grades 9-12 and when high school student transfers into the district	48980, 60850	AR 6146.1 AR 6162.52	Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation
When in kindergarten or 1st grade if not previously law, enrolled in public school	49452.8	AR 5141.32	Requirement for oral health assessment, explanation of importance of teeth, health agency contact, privacy rights
Beginning of each school year for students in grades 7-12	51938, 48980	AR 6142.1	Explanation of sex and HIV/ AIDS instruction; right to view A/V materials, who's teaching, request specific Education Code sections, right to excuse
Upon assessment and reassessment of English proficiency and enrollment in program of education for English language learners	52164.1, 52164.3, 52173; 5 CCR 11303	AR 6174	Program of education for English language learners
Within 20 working days of receiving results of standardized achievement tests	60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
When child is enrolled in kindergarten	Health and Safety Code 124100	AR 5141.32	Health screening examination
Prior to student participation in gifted and talented program	5 CCR 3831	AR 6172	Gifted and talented student program
Within 30 calendar days of receipt of results	5 CCR 11511.5	AR 6174	CELDT test results

7.5.06

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. At Specific Times During the Student's Academic Career (continued)			
To students in grades 11 and 12, early enough to enable registration for current fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program
III. When Special Circumstances Occur			
Upon receipt of a complaint alleging discrimination	262.3	AR 1312.3	Civil law remedies available to complainants
At least 72 hours before use of pesticide product not included in annual list	17612	AR 3514.2	Intended use of pesticide product
If school has lost its WASC accreditation status	35178.4	BP 6190	Loss of status, potential consequences
At least six months before implementing a schoolwide uniform policy	35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a continuous school program	37616	BP 6117	Continuous school program
When interdistrict transfer is requested and not approved or denied within 30 days	46601	AR 5117	Appeal process
When student identified as being at risk of retention	48070.5	AR 5123	Student at risk of retention
When a student is classified a truant	48260.5	AR 5113	Parental obligation

7.5.07

PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>When Special Circumstances Occur</u> (continued)			
When a truant is referred to a SARB or probation department	48263	AR 5113	Name and address of SARB or probation department and reason for referral
Prior to involuntary transfer to continuation school	48432.5	AR 6184	Right to require meeting prior to involuntary transfer to continuation school
Prior to withholding grades, diplomas, or transcripts	48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	48904.3	AR 5125.2	Next school will continue withholding grades, diplomas or transcripts
When student is released to peace officer	48906	BP 5145.11	Release of student to peace officer
At time of suspension	48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	48911	AR 5144.1	Extension of suspension
Before holding a closed session re: suspension	48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	48916	AR 5144.1	Description of readmission procedures
10 calendar days before expulsion hearing	48918	AR 5144.1	Notice of expulsion hearing

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>When Special Circumstances Occur</u> (continued)			
When expulsion or suspension of expulsion occurs	48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
One month before the scheduled minimum day	48980	BP 6111	When minimum days scheduled after beginning of the school year
When parents request guidelines for filing complaint of child abuse at a school site	48987	BP 1312.1	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	49068	AR 5125	Right to receive copy of student's record and to challenge its content
Within 24 hours of release of information to a judge or probation officer	49076	AR 5125	Release of student record information to a judge or probation officer for conducting a truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	49077	AR 5125	Release of information pursuant to court order or subpoena
When injurious object is taken from student	49332	AR 5131.7	Weapons and dangerous objects
When screening results in suspicion that student has scoliosis	49452.5	BP 5141.3	Scoliosis screening

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>When Special Circumstances Occur</u> (continued)			
When test results in discovery of visual or hearing defects	49456	BP 5141.3	Vision or hearing test
Before any test questioning personal beliefs	51513	AR 5022	Permission for test, survey questioning personal beliefs
Within 14 days of instruction if arrangement made for guest speaker after beginning of school year	51938	BP 6142.1	Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant
When migrant education program is established	54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health & Safety 1596.857	AR 5148	Parent right to enter facility
When sharing student immunization information with an immunization system	Health & Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency; acceptable use of the information; right to examine; right to refuse to share
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When providing written decision in response to a complaint re: discrimination, special education, or noncompliance with laws regulating educational programs	5 CCR 4631	AR 1312.3	Appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: unexcused absences

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. <u>When Special Circumstances Occur</u> (continued)			
For districts receiving Title I funds, when child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"	20 USC 6311	AR 4112.24	Timely notice to parent of child's assignment
When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress	20 USC 6312	AR 0520.2	Notice of failure to parents of English language learners
When school identified for program improvement or corrective action	20 USC 6316	AR 0520.2 AR 5116.1	Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services
For districts with schools that have been identified for program improvement or corrective action, annually	20 USC 6316	AR 0520.2	Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers
When district identified for program improvement	20 USC 6316	AR 0520.3	Explanation of status, reasons for identification, how parents can participate in upgrading district
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
For districts with secondary students receiving Title I funds	20 USC 7908	AR 5125.1	Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices			
Prior to conducting initial evaluation	56301; 56329; 34 CFR 300.502	AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice
24 hours before IEP when district intending to record	56341.1	AR 6159	Intention to tape record IEP meeting
Early enough to ensure opportunity for parent to attend IEP meeting	56341.5 34 CFR 300.322	AR 6159	Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate
When parent orally requests review of IEP	56343.5	AR 6159	Need for written request
For student receiving exit exam waiver, prior to receipt of diploma	60852.4	AR 6162.52	Right to FAPE
Before functional behavioral assessment begins	5 CCR 3052	AR 6159.4	Notification and consent
Before modification of behavioral intervention plan	5 CCR 3052	AR 6159.4	Need for modification, right to question modification
Within one school day of emergency intervention or serious property damage	5 CCR 3052	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE	20 USC 1415(c) 34 CFR 300.503	AR 6159.1	Prior written notice
Initial referral for evaluation	20 USC 1415(d) 34 CFR 300.503	AR 6159.1	Prior written notice and procedural safeguards notice
Registration of complaint	20 USC 1415(d) 34 CFR 300.504	AR 6159.1	Procedural safeguards notice

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PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. Special Education Notices (continued)			
Disciplinary action taken for dangerous behavior	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Suspension or change of placement for more than 10 days	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k) 34 CFR 300.508	AR 6159.1	Child's name, address, school, description of problem, proposed resolution
V. Classroom Notices			
In each classroom in each school	35186	AR/E 1312.4	Complaint rights re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities

SERVICE LEARNING/COMMUNITY SERVICE CLASSES

The Governing Board recognizes that service learning can enhance academic outcomes, help students develop the skills and knowledge necessary to become informed and responsible citizens, and aid in individual career development. Service learning experiences may also motivate students by providing them the opportunity to apply their studies to school and community needs and showing them that they can make a contribution to their community through involved citizenship.

(cf. 1020 - Youth Services)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6142.3 - Civic Education)

Service Learning

The Board supports service learning instructional strategies as integral components of the district's curriculum. The Board encourages staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet educational objectives, align with state and local academic standards, and address current community needs.

(cf. 1600 - Relations Between other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall develop a service learning plan which:

1. Integrates service learning into one or more of the core academic areas of science, English, social science, or mathematics at each grade span (K-5, 6-8, and 9-12) and includes instructional formats planned by teachers and students

2. Ensures that the service learning opportunities offered by the district help meet identified community needs and include a balance of on-campus and off-campus activities

3. Involves administrators, students, teachers, parents/guardians, and community members in the development, implementation, and evaluation of the district's plan, including a determination as to how projects will be evaluated as well as how supervision and transportation issues will be addressed

(cf. 6143 - Courses of Study)

The Superintendent or designee shall provide the Board with regular reports on the implementation of the plan and its effectiveness in meeting the district's goals for service learning.

(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)

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SERVICE LEARNING/COMMUNITY SERVICES CLASSES (continued)

Community Service Classes

The district shall offer community service classes which acquaint students in grades 7-12 with the history and importance of volunteer service and with a wide range of identified school and community needs. Students shall be offered volunteer opportunities which support and strengthen their understanding of academic instruction and help them recognize the relevance of what they are learning in school and how it relates to their community.

The district's community service course shall be required for high school graduation. On a case-by-case basis, the Superintendent or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall determine how credits shall be awarded and how students will be evaluated, supervised, and, if off-campus activities are included, transported to the off-campus location.

Notifications

Parents/guardians shall receive information about the service learning or community service opportunities offered by the district and their benefits for both the community and the student. The district shall ask parents/guardians to acknowledge this information and provide consent before their child participates in any off-campus service activities.

Legal Reference:

EDUCATION CODE
233.5 Teaching of principles
35160 Authority of governing boards
35160.1 Broad authority of school districts
37220.6 Cesar Chavez Day of Service and Learning
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51745 Independent study
UNITED STATES CODE, TITLE 42
12501-12682 National and Community Service Trust Act of 1993
COURT DECISIONS
Steirer et al v. Bethlehem School District, (1993) 987 F.2d 989

Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Service Learning: http://www.cde.ca.gov/ci/cr/sl
Learn and Serve America: http://www.learnandserve.org
National Service Learning Clearinghouse: http://www.servicelearning.org
Youth Service California: http://www.yscal.org

Policy adopted: WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California
7.5.75

READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

(cf. 0200 - Goals for the School District)
(cf. 6143 - Courses of Study)

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards in reading, speaking, and writing, including spelling and grammar, that meet or exceed state standards. The district's program also shall be aligned with the state framework for reading/language arts instruction.

(cf. 6011 - Academic Standards)

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Superintendent or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to textbooks and other instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall regularly provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

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READING/LANGUAGE ARTS INSTRUCTION (continued)

(cf. 0500 - Accountability)
(cf. 6000 - Concepts and Roles)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)

Grades K-3

The goal of the district's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills

2. A strong literature, language, and comprehension program that includes a balance of oral and written language

3. Ongoing diagnosis of students' skills

4. An early intervention program that provides assistance to students at risk of reading failure

Grades 4-12

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, the Superintendent or designee shall make resources available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

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READING/LANGUAGE ARTS INSTRUCTION (continued)

Supplementary Reading Instruction for Grades K-4

When state funding is available, the Board may offer students in grades K-4 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.

(cf. 0420 - School Plans/Site Councils)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5148.2 - Before/After School Programs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Legal Reference: (see next page)

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READING/LANGUAGE ARTS INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE
41505-41508 Pupil Retention Block Grant
41530-41532 Professional Development Block Grant
44277 Professional growth activities
44735 Teaching as a Priority Block Grant
44755-44757.5 Teacher Reading Instruction Development Program, K-3
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51700-51702 Reading First
53000-53006 Comprehensive Reading Leadership Program
60119 Sufficiency of textbooks and instructional materials
60200.4 Fundamental skills
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
99220-99221 California Reading Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
53025-53032 Intensive reading program for grades K-4
CODE OF REGULATIONS, TITLE 5
9535 Purchase of nonadopted core reading program instructional materials
11980-11986 Mathematics and Reading Professional Development Program (AB 466 trainings)
11991-11991.2 Reading First achievement index
UNITED STATES CODE, TITLE 20
6361-6368 Reading First Program
6371-6376 Early Reading First Program
6381-6381k Even Start Family Literacy Program
6383 Improving literacy through school libraries

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Every Child a Reader, 1995
English-Language Arts Framework for California Public Schools
English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Recommended Literature: Kindergarten Through Grade Twelve
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Guidance for the Reading First Program, April 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Reading/Language Arts: http://www.cde.ca.gov/pd/ca/rl
U.S. Department of Education: http://www.ed.gov

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.79

READING/LANGUAGE ARTS INSTRUCTION

Reading First Program

Any funds received through a subgrant of the federal Reading First program shall be used in eligible schools to enhance reading instruction for students in grades K-3 and/or special education students in grades K-12. Funding may be used for the following purposes: (Education Code 51700; 20 USC 6361-6362)

1. Purchasing and implementing instructional and supplemental materials that are based on scientifically based reading research as defined in 20 USC 6368 and that are aligned with the state's reading/language arts content standards adopted pursuant to Education Code 60605

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

2. Providing professional development opportunities in reading/language arts

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)

3. Hiring reading coaches and/or reading content experts

4. Purchasing reading/language arts assessments

(cf. 6162.5 - Student Assessment)

5. Other purposes specified in 20 USC 6362(c)(7), including:

    a. Collecting, summarizing, and reporting program data

(cf. 0500 - Accountability)

    b. Promoting reading and library programs that provide access to engaging reading material

(cf. 6163.1 - Library Media Centers)

    c. Implementing family literacy programs

    d. Providing training in the essential components of reading instruction for parents/guardians or other volunteers who serve as reading tutors

(cf. 1240 - Volunteer Assistance)

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READING/LANGUAGE ARTS INSTRUCTION (continued)

e. Assisting parents/guardians to encourage reading and support their child's reading development

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

The Superintendent or designee shall monitor the progress of district schools that receive Reading First grant funds and shall annually report to the Governing Board the district's Reading First Achievement Index established pursuant to 5 CCR 11991-11991.2.

ATHLETIC COMPETITION

The Governing Board 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 the 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. 5131.4 - Student Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

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ATHLETIC COMPETITION (continued)

California Interscholastic Federation

The Board maintains membership in the 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.

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 the 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 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)

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

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.

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ATHLETIC COMPETITION (continued)

(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.

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)

7.5.84

ATHLETIC COMPETITION (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
270-271 Athletes' Bill of Rights
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
49030-49034 Performance-enhancing substances
60850-60859 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 students
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, 1999
California Interscholastic Federation Constitution and Bylaws, 1996-97
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Equal Opportunity and Access: http://www.cde.ca.gov/re/di/eo
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:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California
7.5.85

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No person shall on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics. (5 CCR 4920)

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

The Superintendent or designee may provide single-sex teams where selection for the teams is based on competitive skills. (34 CFR 106.41; 5 CCR 4921)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for a team, regardless of sex, sexual orientation, or other protected group status. (5 CCR 4921)

When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent or designee shall consider, among other factors: (5 CCR 4922)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes

   To help ensure that the district's athletic program effectively accommodates the interests and abilities of both sexes in athletics, the district shall use the following criteria: (Education Code 230)

   a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

   b. When the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

   c. When the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and a continuing practice of program expansion as required in item #b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program

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ATHLETIC COMPETITION (continued)

2. The provision and maintenance of equipment and supplies

3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices

4. Travel and per diem allowances

5. Opportunities to receive coaching and academic tutoring

6. Assignment and compensation of coaches and tutors

7. Provision of locker rooms and practice and competitive facilities

8. Provision of medical and training facilities and services

9. Provision of housing and dining facilities and services

10. Publicity

11. Provision of necessary funds

Parental Notifications

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.3 - Nondiscrimination/Harassment)

2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to provide for every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

7.5.87

ATHLETIC COMPETITION (continued)

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

6. States the Governing Board's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.2 - Guidance/Counseling Services)

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

   Beginning in the 2003-04 school year, at least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

   Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)
(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

7.5.89

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education, unless the student has been exempted pursuant to Education Code 51241 (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

_____

_____

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

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

High School Exit Examination

Each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit examination. (Education Code 37252, 60851)

(cf. 5148.2 - Before/After School Programs)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

7.5.90

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Options for Students Not Passing the High School Exit Examination

The Board believes that it is important to provide continuing support to students who have passed all state and local graduation requirements except for passage of the exit examination. To that end, the district shall offer students the following options beyond their regular senior year until they pass the examination:

_____

_____

_____

(cf. 0420.4 - Charter Schools)
(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)

Upon receipt of the results of the last administration of the exit examination to high school seniors, the Superintendent or designee shall identify students who have fulfilled all local and state graduation requirements except for passage of the exit examination and shall notify them, and their parents/guardians, of the educational options offered by the district.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for passage of the exit examination and the resources that have been offered to such students.

Certificates of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit examination shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

7.5.91

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

Legal Reference:

EDUCATION CODE
37252 Supplemental instructional programs
37254 Eligible student rate of funding
37254.1 Required student participation in supplemental instruction
47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Notification of parent/guardian
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.3 Requirements for graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
60850-60859 High school exit examination
66204 Certification of high school courses as meeting university admissions criteria
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of pupils from grade 12 and credit toward graduation
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

CSBA POLICY ADVISORIES
Preparing for the High Stakes of the High School Exit Exam: An Examination of Certificates of Completion, September 2005
Algebra I Requirement: Eligibility for High School Diplomas, March 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education, California High School Exit Examination: http://www.cde.ca.gov/ta/tg/hs

Policy adopted:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.92

STANDARDIZED TESTING AND REPORTING PROGRAM

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with Board policy and administrative regulation.

(cf. 6162.5 - Student Assessment)
(cf. 6162.54 - Test Integrity/Test Preparation)

The Governing Board strongly encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.

(cf. 6011 - Academic Standards)

The Board shall annually examine STAR results by school, grade level, and student subgroup in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the STAR performance level of the school is below the Board's established expectations, the Board may conduct an assessment by grade level of the reasons for the performance results and may adopt an improved performance plan in accordance with Education Code 52056.

(cf. 0500 - Accountability)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)

Legal Reference: (see next page)

7.5.93

STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

Legal Reference:

EDUCATION CODE
51041 Evaluation of educational program
52056 Board discussion of Academic Performance Index rankings, including STAR results
56345 Individualized education program, contents
60600-60630 Assessment of academic achievement
60640-60649 Standardized Testing and Reporting Program
60660-60663 Electronic learning assessment resources
60810 Assessment of language development
CODE OF REGULATIONS, TITLE 5
850-870 Standardized Testing and Reporting Program
UNITED STATES CODE, TITLE 20
1412(a)(17) Participation of students with disabilities in state assessments
6311 Adequate yearly progress

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000
WEB SITES
CSBA: http://www.csba.org
California Department of Education, STAR program: http://www.cde.ca.gov/ta/tg/sr
California Learning Resources Network: http://clrn.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/offices/OCR

Policy adopted: WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California
7.5.94

STANDARDIZED TESTING AND REPORTING PROGRAM

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) Program:

1. A nationally norm-referenced achievement test in basic academic skills designated by the State Board of Education (SBE) pursuant to Education Code 60642, to each student in grades 3 and 7. (Education Code 60640)

2. Standards-based achievement tests, as designated by the SBE pursuant to Education Code 60642.5, to each student in grades 3-11. (Education Code 60640)

3. A designated primary language test (DPLT) for any limited-English-proficient student in grades 3-11 who either receives instruction in his/her primary language or has been enrolled in a California public school for less than 12 months, if such a test is available. This test shall be administered in addition to any applicable norm-referenced achievement test and standards-based achievement test. (Education Code 60640)

(cf. 6174 - Education for English Language Learners)

Following the first year of enrollment in a California public school, English language learners may continue to take, in addition to the tests in English, the DPLT, to the extent that such a test is available and the Superintendent or designee determines that such test results would provide useful information about students' performance.

4. An alternate assessment for any special education student who is unable to take the standards-based achievement tests even with accommodations or modifications. The individualized education program (IEP) team shall determine whether a student shall take the alternate assessment. (Education Code 56345, 60640; 5 CCR 850)

Any special education student who is an English learner may be tested with the DPLT in accordance with item #3 above, unless the IEP specifically exempts him/her from such testing. (Education Code 56345)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

Testing Period

The designated achievement test and the standards-based achievement tests shall be administered to students during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days. Testing for all students, including make-up testing, shall be completed within this 21 instructional day window unless all or part of the 21 instructional day period falls after any statutorily specified deadline. (Education Code 60640; 5 CCR 855)

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STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

The STAR writing assessment shall be administered only on the day specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the period that any school administered the designated achievement test and the standards-based achievement test. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 21 instructional day window established above. (Education Code 60640; 5 CCR 855)

Any DPLT shall be administered between March 15 and May 14 of each school year. The Superintendent or designee shall provide for at least two make-up days for students who were absent during the period. All make-up testing shall occur within 10 instructional days of the last date that the district administered the primary language assessment, but not later than May 25 of each school year, whichever is earlier. (5 CCR 855)

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. District employees may discuss the STAR program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852)

Testing Variations

The designated achievement test, standards-based achievement tests, and DPLT shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions

2. For grades 2-11, write-in test booklets (e.g., underlining, working math problems)

   Any marks other than those in response circles for grades 2 and 3 must be erased to ensure that the tests can be scored.

3. On the standards-based achievement test, as much time as needed within a single sitting to complete a test or test part

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STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture

2. Special lighting, special acoustics, or visual magnifying or audio amplification equipment

3. An individual carrel or study enclosure

4. Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student

5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions

6. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student.

2. Flexible schedule: additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.

3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.

4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to primary language). The translation glossaries/word lists are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries/word lists shall not include definitions or formulas.

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STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. (5 CCR 850, 853, 853.5)

District and Test Site Coordinators

Each year the Superintendent or designee shall designate a district coordinator who shall serve as the district representative and liaison with the California Department of Education (CDE) for all matters relating to the STAR program. The Superintendent or designee also shall designate a coordinator at each test site. (5 CCR 857-858)

In addition to the duties prescribed in 5 CCR 857-858, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.

(cf. 3553 - Free and Reduced Price Meals)

After receiving summary reports and files from the test contractor, the district STAR coordinator shall review the files and reports for completeness and accuracy, and shall notify the test contractor and the CDE of any errors, discrepancies, or incomplete information. (5 CCR 857)

Report of Test Results

The Superintendent or designee shall forward the student report provided by the test contractor to the student's parents/guardians within 20 working days of receiving the report from the contractor. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (5 CCR 863)

The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641)

(cf. 5145.6 - Parental Notifications)

An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record. (Education Code 60641)

(cf. 5125 - Student Records)

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STANDARDIZED TESTING AND REPORTING PROGRAM (continued)

Districtwide, school-level, and grade-level results shall be reported to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 60641)

(cf. 9321.1 - Closed Session Actions and Reports)

Individual test results shall not be released without the written consent of the adult student or the minor student's parents/guardians to any person other than a parent/guardian; a teacher, counselor or administrator directly involved with the student; or to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607, 60641)

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.99

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301)

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.6 - Parental Notifications)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE
44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially:
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities
56320-56331 Assessment
56333-56338 Eligibility criteria for specific learning disabilities
56340-56347 Instructional planning and individualized education program
56381 Reassessment of students
56425-56432 Early education for individuals with disabilities
56441.11 Eligibility criteria, children 3 to 5 years old
56445 Transition to grade school; reassessment
56500-56509 Procedural safeguards
GOVERNMENT CODE
95000-95029.5 California Early Intervention Services Act
CODE OF REGULATIONS, TITLE 5
3021-3029 Identification, referral and assessment
3030-3031 Eligibility criteria
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1412 State eligibility
1415 Procedural safeguards
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Individuals with Disabilities Education Act, especially:
300.301-300.306 Evaluations and reevaluations

Management Resources:

FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Referrals for Special Education Services

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (34 CFR 300.301; Education Code 56320)

Within 15 days of the referral of any student for special education and related services, the district shall develop a proposed evaluation plan, unless the parent/guardian agrees in writing to an extension. This 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. If the referral is made within 10 days or less prior to the end of the student's regular school year, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year, or the student's regular school term. In the case of the student's school vacation in excess of five school days, the 15-day deadline shall recommence on the date the student's regular school days reconvene. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible

3. Explain the types of evaluation to be conducted

4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

(cf. 6159 - Individualized Education Program)

Prior to conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (34 CFR 300.304, 300.504; Education Code 56329)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.

2. In making a determination of eligibility for special education, the student shall not be determined to be a student with a disability if the determinant factor is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English proficiency.

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

4. If a parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation of the student from qualified specialists, in accordance with 34 CFR 300.502.

   If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational evaluation. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an independent educational evaluation, but not at public expense.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

If the parent/guardian obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational evaluation of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing.

6. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (34 CFR 300.300, 34 CFR 300.301; Education Code 56320, 56321)

Informed parental consent means that the parent/guardian: (34 CFR 300.9)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication

2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom

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IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time

4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (34 CFR 300.300, 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (34 CFR 300.300; Education Code 56321)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (34 CFR 300.300; Education Code 56321)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.

2. The rights of the parent/guardian of the student have been terminated in accordance with California law.

3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300)

7.5.105

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Conduct of the Evaluation

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (34 CFR 300.300, 34 CFR 300.301; Education Code 56344)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district, county office of education, or special education local plan area (SELPA). (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs and are: (34 CFR 300.304; Education Code 56320)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis

2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer

3. Used for the purposes for which the assessments or measures are valid and reliable

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

4. Administered by trained and knowledgeable personnel

5. Administered in accordance with any instructions provided by the producer of the assessments

6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals, shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (34 CFR 300.305; Education Code 56381)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student

2. The present levels of academic achievement and related developmental needs of the student

3. Whether the student needs, or continues to need, special education and related services

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

7.5.107

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the child is a student with a disability and the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services

2. The basis for making the determination

3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning

5. The educationally relevant health, developmental, and medical findings, if any

6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services

7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (34 CFR 300.306; Education Code 56329)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (34 CFR 300.306; Education Code 56043)

Independent Educational Evaluation

The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria that the district uses for a district-initiated evaluation. An *independent educational evaluation* is an evaluation conducted by a qualified examiner who is not employed by the district. *Public expense* means the district either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parent/guardian is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (34 CFR 300.502)

If a parent/guardian has requested an independent educational evaluation, the district may ask for a reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an independent educational evaluation, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate

2. Ensure that an independent evaluation is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense. (34 CFR 300.502)

The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered by the district if it meets district criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related services needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (34 CFR 300.303; Education Code 56381)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

The Governing Board recognizes its obligations under federal and state law to identify and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (34 CFR 300.131; Education Code 56171)

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

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal Reference: (see next page)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

Legal Reference:

EDUCATION CODE
56000 Education for individuals with exceptional needs
56020-56035 Definitions
56170-56177 Children in private schools
56195.8 Adoption of policies for programs and services
56300-56385 Identification and referral, assessment
56500-56509 Procedural safeguards, including due process rights
56600-56606 Evaluation, audits and information
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.130-300.140 Children with disabilities enrolled by their parents in private schools
COURT DECISIONS
Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

UNITED STATES DEPARTMENT OF EDUCATION PUBLICATIONS
Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, March 2006
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Definitions

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably

2. How parents/guardians, teachers, and private school officials will be informed of the child find process

3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated

4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services

5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made

6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

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

The district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.13I, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

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CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school, except private school teachers providing the services do not need to meet the requirements of the No Child Left Behind Act for "highly qualified special education teacher" pursuant to 34 CFR 300.18. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

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

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.15

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.

(cf. 5113.1 - Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5148.2 - Before/After School Programs)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

The district shall offer direct, systematic, and intensive supplemental instruction for:

1. Students in grades 2-9 who have been retained or recommended for retention pursuant to Education Code 48070.5 (Education Code 37252.2)

(cf. 5123 - Promotion/Acceleration/Retention)

2. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation, in order to help them pass the examination (Education Code 37252, 60851)

(cf. 6162.52 - High School Exit Examination)

OPTION 1: "Sufficient progress" shall be determined based on a student's results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education.

(cf. 6162.51 - Standardized Testing and Reporting Program)

OPTION 2: "Sufficient progress" shall be determined based on a student's grades and the following indicators of academic achievement:

_____

_____

_____

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

In addition, students who do not possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit examination and shall receive supplemental instruction designed to help them succeed on the exit examination. (Education Code 37252)

3. Students who are required to pass the high school exit examination and who have failed one or both parts of the examination, when state funding for this purpose is provided (Education Code 37254)

7.5.116

SUPPLEMENTAL INSTRUCTION (continued)

4. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

Optional Supplemental Programs

As funding, facilities, and staffing permit, supplemental instruction may be offered to:

1. Students in grades 2-6 who have been identified as being "at risk" of retention pursuant to Education Code 48070.5 (Education Code 37252.8)

2. Students in grades 2-6 who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the Standardized Testing and Reporting Program (Education Code 37252.8)

3. Students in grades K-12 who seek enrichment in mathematics, science, or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253)

(cf. 6143 - Courses of Study)

4. Students in grades K-4 who need or desire intensive reading opportunities that meet standards for a research-based comprehensive reading program, including appropriate support to address the needs of English language learners (Education Code 41505-41508)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6174 - Education for English Language Learners)

5. Students in grades 7-8 who need or desire intensive opportunities to practice skills in algebra and/or pre-algebra (Education Code 41505-41508)

(cf. 6142.92 - Mathematics Instruction)

Required Student Participation

The Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)

1. Students in grades 7-12 who demonstrate insufficient progress toward the exit examination required for high school graduation pursuant to Education Code 37252

SUPPLEMENTAL INSTRUCTION (continued)

2. Students in grades 2-9 who are retained or recommended for retention pursuant to Education Code 37252.2

3. Students in grades 2-6 who are "at risk" of retention or are deficient in mathematics, reading, or written expression pursuant to Education Code 37252.8

4. Students in grades K-12 participating in enrichment programs in core academic subjects pursuant to Education Code 37253

The Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental instructional program.

Legal Reference: (see next page)

SUPPLEMENTAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE
37200-37202 School calendar
37223 Weekend classes
37252-37254 Supplemental instruction
41505-41508 Pupil Retention Block Grant
42239 Supplemental instruction, apportionments
44259 Comprehensive reading program
46100 Length of school day
48070-48070.5 Promotion and retention
48200 Compulsory education
51210 Courses of study, elementary schools
51220 Courses of study, secondary schools
60603 Definitions, core curriculum areas
60640-60648 Standardized Testing and Reporting Program
60850-60859 High school exit examination
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
52012 Establishment of school site council
52014-52015 School plans
53025-53031 Intensive reading instruction
53091-53094 Intensive algebra instruction
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, June 13, 2005
Creating Strong Supplemental Educational Services Programs, May 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

SUPPLEMENTAL INSTRUCTION

Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)

Priority for enrollment in supplemental instruction offered at a time other than Saturday shall be given to any student whose parent/guardian has informed the Superintendent or designee that the student is unable to attend a Saturday school program for religious reasons. (Education Code 37252, 37252.2, 37252.8, 37253)

Supplemental Instruction Based on Retention or Academic Deficiencies

Students in grades 2-9 who have been retained or recommended for retention shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.2)

1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

2. Students who were enrolled in grade 6 or 9 during the prior school year shall be eligible for summer school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

To the extent that the district provides supplemental instruction to students in grades 2-6 who are identified as being at risk of retention or as having deficiencies in mathematics, reading, or written expression, those students also shall be subject to the provisions set forth in items #1 and #2 above. (Education Code 37252.8)

The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.2, 37252.8)

An intensive remedial program in reading or written expression shall, as needed, include instruction in phonemic awareness, systematic explicit phonics and decoding, word attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)

(cf. 6142.91 - Reading/Language Arts Instruction)

SUPPLEMENTAL INSTRUCTION (continued)

Supplemental Instruction Based on Progress Toward Passing Exit Examination

Students in grades 7-12 who do not demonstrate "sufficient progress," as defined in Board policy, toward passing the state exit examination required for high school graduation shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252)

1. For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

2. Students who were enrolled in grade 12 during the prior school year shall be eligible for supplemental instructional programs.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6174 - Education for English Language Learners)

The curriculum of the supplemental instruction program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit examination. (Education Code 60851)

(cf. 6011 - Academic Standards)

Any intensive instruction and services designed to help students pass the exit examination after they have failed to pass one or both parts of the examination shall be provided as follows: (Education Code 37254)

1. Each eligible student shall receive an appropriate diagnostic assessment to identify his/her areas of need and shall receive intensive instruction and services based on the results of that assessment.

2. The intensive instruction and services may include, but not be limited to:

   a. Individual or small group instruction

   b. The hiring of additional teachers

   c. Purchasing, scoring, and reviewing diagnostic assessments

   d. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

SUPPLEMENTAL INSTRUCTION (continued)

e. Designing instruction to meet specific needs of eligible students

f. Appropriate teacher training to meet the needs of eligible students

(cf. 4131 - Staff Development)

3. The intensive instruction and services may be provided during the regular school day provided that they do not supplant the student's instruction in the core curriculum areas defined in Education Code 60603 or physical education.

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0200 - Goals for the School District)
(cf. 0500 - Accountability)
(cf. 6000 - Concepts and Roles)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant subgroup of the student population, including, but not limited to, school and subgroup performance on statewide achievement indicators.

(cf. 0510 - School Accountability Report Card)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education that district students receive.

Categorical Program Monitoring

The Superintendent or designee shall cooperate with the California Department of Education (CDE) in the categorical program monitoring process to ensure that district categorical programs comply with federal and state laws and regulations. The Superintendent or designee shall report to the Board regarding the results of this monitoring process.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care and Development Programs)
(cf. 5148.1 - Child Care Services for Parenting Students)
(cf. 5148.2 - Before/After School Programs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

(cf. 6142.7 - Physical Education)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Vocational Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6200 - Adult Education)

On an ongoing basis, the Superintendent or designee shall conduct a district self-evaluation which may utilize tools developed by the district or the CDE to ensure compliance of district categorical programs with legal requirements.

Evaluation of Consolidated Categorical Programs

The Superintendent or designee and the Board shall annually determine whether the district's categorical programs funded through the state's consolidated application are supportive of the core curriculum and are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria shall include, but not necessarily be limited to, progress toward goals contained in the school's single plan for student achievement and progress of the total student population and each numerically significant subgroup toward growth targets on the statewide Academic Performance Index.

(cf. 0420 - School Plans/Site Councils)

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

The results of any inspection of a school by WASC, or any other the accrediting agency, shall be published not later than 60 days after the results are made available to the school. Publication shall be by notifying each parent/guardian in writing and/or by posting the information on the district's or school's web site, as determined by the Superintendent or designee. (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference:

EDUCATION CODE
33400-33407 Educational evaluations
35178.4 Notice of accreditation status
44662 Evaluation and assessment guidelines, certificated employee performance
48985 Compliance with translation of parental notifications
51041 Education program, evaluation and revisions
51226 Model curriculum standards
52050-52059 Public Schools Accountability Act
54650-54659 Education Improvement Incentive Program
62005.5 Failure to comply with purposes of funds
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
3930-3937 Program requirements
3942 Continuity of funding
UNITED STATES CODE, TITLE 20
6311 Adequate yearly progress

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Leadership: Curriculum, 1996
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Ongoing Program Self-Evaluation Tools (OPSET)
Categorical Program Monitoring Instruments
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Testing and Accountability: http://www.cde.ca.gov/ta
Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools: http://www.acswasc.org

Policy adopted: WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.125

EVALUATING EXISTING BUILDINGS

The Superintendent or designee shall periodically evaluate the adequacy, design, and conditions of existing district facilities to determine whether they meet the needs of the instructional program and provide a healthful and pleasing environment for students and staff. He/she also shall determine whether district facilities fulfill legal requirements for safety and structural soundness, access for the disabled, and energy conservation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3511 - Energy and Water Conservation)
(cf. 3514 - Environmental Safety)
(cf. 3515 - Campus Security)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3517 - Facilities Inspection)

In addition, the Superintendent or designee shall regularly calculate the capacity of existing school buildings to adequately house the district's current students and projected enrollments.

Any identified needs for repair, modernization, or construction shall be incorporated into the district's facilities planning process.

(cf. 7110 - Facilities Master Plan)

Structural Safety

In the event that the Department of General Services or any licensed structural engineer or licensed architect finds and reports to the Governing Board that a district building is unsafe for use, the Superintendent or designee shall immediately obtain an estimate of the cost of repairs or reconstruction necessary to bring the building up to legal standards for structural safety. The Board shall establish a system of priorities for the repair, reconstruction, or replacement of unsafe school buildings. (Education Code 17367)

A relocatable school building or structure shall meet the requirements of Education Code 17280-17317 and 17365-17374 pertaining to structural safety. However, a relocatable building that does not meet the requirements of Education Code 17280 may be used as a school building until September 30, 2015, if all the conditions specified in Education Code 17292 are met and the Board so certifies to the Department of General Services. (Education Code 17291, 17292)

Energy Efficiency

To the extent that services are available, the Superintendent or designee shall arrange for the energy audit of school buildings to identify the type and amount of work necessary to retrofit buildings and obtain an estimate of projected energy savings. The district may contract with qualified businesses capable of retrofitting these buildings and may borrow funds which do not exceed the amount of energy savings to be accumulated from the improvement of the buildings. (Education Code 17651-17653)

Legal Reference: (see next page)

EVALUATING EXISTING BUILDINGS (continued)

Legal Reference:

EDUCATION CODE
17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998 especially:
17071.10-17071.40 Existing school building capacity
17280-17316 Building approvals
17365-17374 Fitness for occupancy
17650-17653 Retrofitting school facilities for energy conservation
GOVERNMENT CODE
53097 Compliance with city or county ordinances
53097.5 Inspection of schools by city or county
CODE OF REGULATIONS, TITLE 2
1859-1859.106 Regulations relating to the Leroy F. Greene School Facilities Act of 1998

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Governance: School Facilities Management
WEB SITES
CSBA: http://www.csba.org
California Department of Education, School Facilities Division: http://www.cde.ca.gov/ls/fa
California Energy Commission, Bright Schools Program:
http://www.energy.ca.gov/efficiency/brightschools
Coalition for Adequate School Housing: http://www.cashnet.org
Department of General Services, Office of Public School Construction: http://www.dgs.ca.gov/opsc

Regulation approved:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

7.5.127

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:
403(b) OMNI Services Agreement and Retirement Plan Adoption Agreement

AGENDA ITEM AREA:
Action

REQUESTED BY:
Bob Noyes
Assist. Superintendent, Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The IRS has adopted a number of changes to 403(b) plans, which will take effect on January 1, 2009. Existing regulations were finalized back in 1964, and the updated regs incorporate the various statutory changes and rulings that have occurred since then. An additional reason for the changes is that the IRS was concerned that in the past, there often was little oversight of workers who took loans from their plans or made hardship withdrawals, sometimes without consideration of limits or penalties. Also, the lack of a plan document minimized the responsibility on the part of the employer to make sure that the plan was clearly spelled out and enforced. The updated regulations will make 403(b) plans look a lot more like the 401(k) plans for workers in private industry.

RECOMMENDATION:

Administration recommends discussion of the above 403(b) updated regulations.

7.6

SERVICES AGREEMENT

This services agreement ("Agreement") effective as of July 1, 2008, ("Effective Date") by Western Placer Unified School District, an educational institution as defined by the Internal Revenue Code of 1986, as amended, with principal offices located at 600 Sixth Street 4th Floor Lincoln, CA 95648 ("Employer"), and The OMNI Financial Group, Inc., a New York State Corporation with its principal offices located at Watertower Office Park, 1099 Jay Street, Rochester, New York 14611, "OMNI".

RECITALS

WHEREAS, Employer desires to retain OMNI's services as a third party administrator of Employer's 403(b) Plan, and
WHEREAS, OMNI agrees to provide such services to Employer,
NOW, THEREFORE, in consideration of the mutual promises contained herein the parties agree as follows:

1. DEFINITIONS

(a) "403(b) Plan" means the 403(b) plan (within the meaning of Section 1.403(b)-3(b)(3) of the Treasury Regulations) maintained by the Employer.

(b) "403(b) Requirements" means the requirements and provisions of Section 403(b) of the Code (as defined in this Section 1 (e) of the Agreement) the final regulations promulgated thereunder, and any additional guidance issued by the Internal Revenue Service, each as amended from time to time.

(c) "Administrator" means the Employer, where a designated employee of Employer, (e.g. a school district's business official), or an entity internally a part of and/or associated with the Employer, (e.g. Board of Education) (not OMNI), which holds responsibility for the internal formulation and administration of the 403(b) Plan of Employer.

(d) "Annuity Contract" means a nontransferable contract as defined in Section 403(b)(1) of the Code (as defined in this Section 1 (e) of the Agreement) established for each Employee by the Employer, or by each Employee individually, issued by a Participating Service Provider (or its affiliate).

(e) "Code" means the Internal Revenue Code of 1986, as amended.

(f) "Contract Exchange" means an exchange of one 403(b) Annuity Contract and/or Custodial Account (as defined in this Section 1 (g) of the Agreement) for another, as described in Section 1.403(b)-10(b)(2) of the Treasury Regulations, that occurs on or after September 25, 2007.

(g) "Custodial Account" means the group or individual custodial account or accounts, as defined in Section 403(b)(7) of the Code, established for each Employee (as defined in this Section 1(h) of the Agreement), by the Employer, or by each Employee individually, to hold assets of the Plan.

(h) "Employee" means each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the employer. Further, a person occupying an elective or appointive public office is not an Employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a state or local government.

(i) "Information Sharing Agreement" means an agreement entered into by OMNI and a Service Provider (as described in Section 1(j) of the Agreement), in order to share information in accordance with Section 1.403(b)-10(b)(2) of the Treasury Regulations.

(j) "Participant" means an Employee who participates in an Employer's 403(b) program.

(k) "Participating Service Provider" means a Service Provider (as defined in this Section 1(k) of the Agreement), that has entered into an Information Sharing Agreement with OMNI.

(l) "Service Provider" means an issuer of annuity contracts under Section 403(b)(1) of the Code, or a custodian of custodial accounts under Section 403(b)(7) of the Code, or a related entity of the foregoing that provides recordkeeping or administrative services in connection with such contracts or custodial accounts.

2. OMNI'S SERVICES

OMNI agrees to:

(a) Provide all necessary Code compliant forms for salary reductions and Service Provider participation (OMNI Flex Forms®).

(b) Oversee the following aspects of the Employer's 403(b) Plan, subject to the terms of the Agreement:

(i) Monitor compliance with the contribution limits under Sections 402(g), 414(v) and 415 of the Code based upon contribution information provided by the Employer, advise the Employer, according to data collected by OMNI, (including data, if any, obtained from an Information Sharing Agreement, having made a reasonable, good faith effort in such collection, and accordingly determine, if corrective action may be required.

(ii) Where applicable, receive requests from Employees for distributions such as loans and hardship distributions, and communicate relevant information to Participating Service Providers regarding such distribution requests.

(c) Review Employee files and OMNI's online records to ensure that each participating Employee has an IRS compliant salary reduction agreement on file. OMNI then will review all employee salary reduction

agreements and sign the forms or confirm the online enrollments to verify compliance with the Code. Such review shall be conducted with minimal disruption to payroll and business office staff of Employer. OMNI shall receive copies of new and revised salary reduction agreements via facsimile or United States First Class or Priority mail. As an alternative to written salary reduction agreements, OMNI at its discretion, may provide for salary reduction agreements to be completed online. In that case, OMNI shall verify changes by e-mail to Employer's payroll department.

(d) To enter into Information Sharing Agreements with various Service Providers that the Employer makes available through a payroll slot under its 403(b) Plan. These Information Sharing Agreements shall be Code compliant.

(e) Provide the Employer with a list of Participating Service Providers, and notify the Employer of changes in such list.

(f) Provide and pay the full premiums for third party errors and omissions insurance coverage issued by a carrier licensed to provide such coverage in the State of New York, insuring the Employer against any claims made against the Employer with respect to, resulting or emanating from the services that OMNI is providing the Employer pursuant to this agreement and pursuant to the Employer's written request, naming the Employer as Loss Payee with a limit to $1,000,000.00 per claim, $5,000,000 in aggregate. OMNI shall also provide and pay the full premiums for third party fidelity bonds in the amount of $5,000,000.00 by a surety licensed to issue such bonds in the State of New York; and provide and pay the full premiums for employee fraud insurance insuring the Employer, from a company licensed in the State of New York to issue such policies, naming the Employer as Loss Payee.

(g) Serve as common remitter for the Employer's 403(b) Plan, and as paying agent on behalf of the Employer to promptly remit all funds to Service Providers, according to the timetable set forth in Section 3 of Schedule, attached hereto, and made a part hereof.

(h) Establish a disbursement account with a bank of its choosing, and transfer funds as necessary.

(i) Maintain and archive all Employee 403(b) files, and ensure confidentiality of all employee data, records, and files and shall adhere to the Confidentiality obligations set forth in Section 4 (b) of the Agreement.

(j) Any and all of OMNI's obligations under this Agreement, shall be subject to the Employer's, Service Provider's, and/or any other relevant parties' timely and reasonable cooperation including but not limited to information sharing, and voluntary information disclosure where appropriate and relevant, with OMNI, whether or not solicited by OMNI.

3. EMPLOYER'S OBLIGATIONS AND ACKNOWLEDGEMENTS

Obligations.

Employer agrees to:

(a) Certify to OMNI that it is eligible to sponsor a 403(b) program and accepts all liability with respect to, resulting or emanating from, arising out of, or in way connected with this determination.

(b) Permit all employees that are eligible under the 403(b) Requirements and the terms of its 403(b) Plan to participate in its 403(b) Plan.

(c) Make available to each employee a current list of Participating Service Providers.

(d) Allow each Participating Service Provider which Employer agrees to make available a payroll slot under its 403(b) Plan to have reasonable access to eligible employees.

(e) Be responsible to ensure that all money transfers for 403(b) contributions are made by wire or ACH (no checks will be accepted) to the distribution account established pursuant to Section 2(h). OMNI's remittances will be as set forth in Schedule attached hereto, and made a part hereof.

(f) Use only OMNI approved salary reduction agreement forms and ensure that reductions will not be initiated until such forms are approved by OMNI (or confirmed by OMNI, in the case of online enrollments).

(g) Ensure and then advise employees that a minimum of one pay period will transpire before a new salary reduction is included in payroll.

(h) Ensure that a Service Provider will be permitted to receive salary reduction contributions only if it executes an Information Sharing Agreement.

(i) Remit contributions to OMNI only, and further agrees to submit any refunds of Employee's monies by any Service Providers to OMNI, immediately.

(j) Provide OMNI with updated employee compensation data within 30 days after changes are made to compensation levels.

(k) Provide OMNI with timely and relevant information and data, including but not limited to types and amounts of contributions, in order for OMNI to fulfill its obligations under the Agreement properly and timely.

(l) The Employer, shall be solely responsible for determining, from among the list of Participating Service Providers, the entities to which it shall permit 403(b) Plan contributions to be made. The Employer hereby agrees not to permit 403(b) Plan contributions to be made to any entity that is not a Participating Service Provider.

(m) If the Employer elects to make Nonelective Employer Contributions of Accumulated Leave under its Plan, the Employer shall ensure, and shall be solely responsible for ensuring, that such contributions are nonelective in form and operation, and for any tax consequences of such contributions, and that it has consulted with its own legal counsel regarding such tax consequences.

(n) Fulfill its obligations as Administrator, timely and diligently.

Acknowledgments.

The Employer understands and acknowledges that:

(o) An entity's status as a Participating Service Provider is not nor shall be in any manner construed as a recommendation, certification, approval, or endorsement of any such entity by OMNI.

(p) OMNI shall not be responsible for: determining the propriety of contributions made after an employee's termination of employment with the Employer, implementing its recommendations resulting from its compliance review, and any act or omission by the Employer which adversely affects OMNI's ability to act as remitter for the Employer's 403(b), or otherwise fulfill its obligations under the Agreement.

(q) If the Employer fails to comply with any of its obligations, or breaches of the same as set forth in this Section 3, and Section 4, OMNI shall not be liable in any way whatsoever, for any ensuing 403(b) compliance failures and/or errors, omissions, negligent or otherwise, in contract or in tort, or any other matters arising out of, connected with, or related to such failures and/or errors.

(r) OMNI's services under this Agreement do not include legal or tax advice, and that no analysis and/or recommendation made by any employee, agent, officer, or director of OMNI, in fulfilling OMNI's obligations under this Agreement, shall be so construed. Further, EMPLOYER, understands and acknowledges that OMNI has advised the Employer to consult with EMPLOYER's legal counsel with respect to any questions or concerns that the Employer may have with respect to ANY 403(b) questions and concerns.

4. MUTUAL OBLIGATIONS

(a) Information Sharing

OMNI and EMPLOYER agree to share with each other such information as may be necessary for the 403(b) Plan to meet the 403(b) Requirements, including but not limited to, information:

(i) Concerning contribution limits imposed under the Code or the terms of the 403(b) Plan and information concerning the Employee's employment status (such information to include whether an Employee's employment with Employer is continuing, and notification to OMNI when a Employee has had a severance from employment);

(ii) Required to determine whether the hardship withdrawal rules under the 403(b) requirements have been satisfied;

(iii) Required to ensure compliance with the distribution rules applicable to the 403(b) Plan and annuity contracts or custodial accounts issued or maintained thereunder.

(iv) Regarding any loans to the Employee under the 403(b) Plan;

(v) Concerning any after-tax employee contributions (as necessary in order to determine the extent to which a distribution is includible in gross income);

(vi) Reasonably required for the 403(b) Plan to satisfy the 403(b) requirements; or Mutually agreed to by OMNI and the Employer.

(b) CONFIDENTIALITY

Each party acknowledges that, in the course of the performance of this Agreement, it will or may have access to confidential data e.g. Employee data, or proprietary information claimed to be unique, secret, and confidential, and which may constitute the exclusive property and trade secrets of the other party ("Proprietary Information"). Such information may be presented in documents, files (electronic or otherwise), or during oral discussions, at which time representatives of the disclosing party shall specify that the information is confidential or proprietary. Each party agrees to maintain the confidentiality of the Proprietary Information and to use the same degree of care as it uses with regard to its own confidential and proprietary information to prevent the disclosure, publication or unauthorized use of the Proprietary Information. Neither party may duplicate or copy Proprietary Information of the other party other than to fulfill its obligations under the Agreement, and to the extent necessary for legitimate business uses in connection with this Agreement. Information shall not be considered proprietary or confidential, if the Proprietary Information has been, or is subsequently, made public by the other party or is independently developed by such party or if the other party gives its express, prior written consent to the disclosure of the Proprietary Information, or compelled by judicial or governmental order or decree.

The duty of confidentiality by the parties shall survive and continue in case of termination or expiration of the Agreement as set forth in Section 7, whichever may be sooner.

The parties shall mutually agree to a reasonable time period for any such continued duty, and where relevant and appropriate, shall cease and desist immediately any further use of the Proprietary Information, except to fulfill remaining obligations under the Agreement, if any. In the event of termination or expiration of the Agreement, the parties further agree to the manner and method where Proprietary Information may be returned to its owner, or properly disposed of, and agree to share any such costs equally.

7.6.3

5. LIMITATION OF LIABILITY AND DISCLAIMERS

NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, OR PUNITIVE DAMAGES WHATSOEVER UNDER ANY CIRCUMSATNCES WHATSOEVER.

6. INDEMNIFICATIONS

Subject to the limitations set forth in other Sections of the Agreement, OMNI and Employer, each agrees to indemnify and hold harmless the other and their respective affiliates, directors, officers, employees, representative or agents from any claim, demand, lawsuit, judgment, cost or expense, losses, damages and liabilities to the extent arising out of or based upon a breach by such party of this Agreement.

Provided, however, that OMNI's obligations and liability, if any, under this Section shall not begin until after (a) OMNI has completed its compliance review of the Employer's 403(b) program, (b) the Employer has implemented all recommendations made by OMNI with respect to the Employer's 403(b) program, and (c) OMNI has established the disbursement account described in the Agreement and has commenced making disbursements therefrom.

OMNI shall have no obligations or liability under this Section with respect to the time period before it completes its review hereunder.

That Employer understands and acknowledges that if the Employer fails to comply with any of its obligations, or breaches of the same as set forth in this Section 3, and Section 4, OMNI shall not be liable in any way whatsoever, for any ensuing 403(b) compliance failures and/or errors, omissions, negligent or otherwise, in contract or in tort, or any other matters arising out of, connected with, or related to such failures and/or errors. Accordingly, Employer understands and acknowledges that indemnifications otherwise provided for in the Agreement, will not be applicable in the event that the aforementioned failures, errors, and/or omissions should occur.

7. TERM AND TERMINATION

(a) This Agreement shall commence on the Effective Date and, unless sooner terminated as provided in Section 7(b) of the Agreement, shall remain in full force and effect for a term of one ("1") year, (the "Initial Term"). Thereafter, this Agreement shall automatically renew for successive years, (each, a "Renewal Term"), provided, however, that either party may terminate this Agreement on the expiration of the Initial Term or any Renewal Term by delivering written notice of termination to the other not less than sixty (30) days before the expiration of such Initial or Renewal Term. 60 days

(b) Termination. This Agreement may be terminated at any time prior to the expiration of its term, as follows: Either Employer or OMNI may terminate this Agreement by giving the other no less than thirty (30) days advance written notice of termination, in which case this Agreement shall terminate on the effective date specified in such notice (which date shall not be less than thirty (30) days from the date of notice). Either party may cancel this Agreement immediately, in whole or in part, for material default, material breach, insolvency, bankruptcy, and inability to pay debts, or similar financial circumstances by the other. In the event of any such termination, OMNI shall invoice the Employer for any amounts due and payable for services rendered to Employer prior to the effective date of termination and Employer shall pay such invoice within ten (10) days of Employer's receipt thereof. Upon payment of such invoice, OMNI shall deliver to Employer all work completed up to the effective date of such termination and neither party shall have any further obligation or liability to the other.

8. GENERAL

(a) Entire Agreement and Amendment. This Agreement, together with any exhibits attached hereto, contains the complete and exclusive understanding and agreement of the parties with respect to its subject matter and supersedes, merges, and replaces all prior writings, discussions and understandings relating to such subject matter. This Agreement may only be amended by a written agreement and signed by authorized representatives of both parties.

(b) Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of the State of New York. The Parties hereby consent to the exclusive jurisdiction of any State or Federal court located in Monroe County, New York.

(c) Force Majeure. OMNI shall not be responsible for any loss, damage, compliance error or expense caused by its failure to perform any duty or obligation under this Agreement which is due to causes beyond its control, such as an act of God, fire, flood, explosion, war, insurrection, riot, vandalism, terrorism, strike, power failure, interruption or loss of telephone/telecommunication services, or governmental act of regulation; or errors resulting from: the Employee's election to make contributions to a tax-sheltered annuity or custodial account sponsored by or offered through an employer other than the Employer; the failure of the Employer to provide to OMNI complete and correct information and/or Employee records; or Employer's breach of its agreement in Section 6 not to permit 403(b) Plan contributions to be made to any entity that is not a Participating Service Provider.

(d) Severability. If any term or provision of this Agreement is found to be invalid or unenforceable for any reason, it shall be adjusted rather than avoided, if possible, so as best to accomplish the objective of the parties to the extent possible. In any event, the remaining terms and provisions shall be deemed valid and enforceable. It is expressly understood and agreed that each provision of this Agreement providing for a

limitation of liability disclaimer or limitation of warranties, or exclusion of damages is intended by the parties to be severable and independent of any other provisions and to be enforced as such.

(e) Assignment. This Agreement shall be binding on the parties and on their successors and assigns. Except as expressly provided herein, neither party shall transfer, assign or subcontract any right or obligation hereunder without the prior written consent of the other party, which consent shall not be unreasonably withheld; provided, however, that consent shall not be required in connection with any assignment to an entity that acquires all or substantially all of a party's assets, voting stock, or business (an "acquisition"); or to an affiliate of a party.

(f) Waiver. The failure of either party any time to require performance by the other party of any provision hereof shall not affect in any way the full right to require such performance at any time thereafter; nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself.

(g) Cooperation. Each party to this Agreement agrees to execute and deliver all documents and to perform all further acts and to take any and all further steps that may be reasonably necessary to carry out the provisions of this Agreement and the transactions contemplated hereby.

(h) Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, but which together shall constitute a single instrument.

(i) Notices. All notices relating to this Agreement shall be in writing, signed by the party giving or making such notice or communication, and shall be delivered by: (a) personal delivery; (b) telecopier facsimile transmission; or (c) by postage-prepaid certified or registered mail (airmail if available), return receipt requested. Notices shall be sent to the address of the other party set forth below, or such other address as either party may specify in writing in accordance with this Section 7(g), and shall be deemed given upon personal delivery, three (3) business days after deposit in the mail, or upon acknowledgment or receipt of facsimile transmission:

(j) This Agreement shall be incorporated by reference into and made a part of the governing document or documents of the 403(b) Plan.

IN WITNESS WHEREOF, the parties have signed this Agreement as of the date or dates written below.

EMPLOYER:	**THE OMNI FINANCIAL GROUP, INC.**
By: Western Placer Unfiied S.D.	By: _____
Print Name: Bob Noyes	Rodney H. Williams, President
Print Title: Asst. Supt. of Personnel	By: _____
	Nina M. Rovinski, Vice President
Date: 10/21/08	Date: _____

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:	**AGENDA ITEM AREA:**
Resolution 08/09.8 Adoption of Storm Water Management Plan	Action
REQUESTED BY:	**ENCLOSURES:**
Cathy Allen, Assistant Superintendent	Yes
DEPARTMENT:	**FINANCIAL INPUT/SOURCE:**
Facilities & Maintenance Services	N/A
MEETING DATE:	**ROLL CALL REQUIRED:**
October 21, 2008	Yes

BACKGROUND:

The District has contracted with the Placer County Office of Education for several years for assistance with both its Storm Water Pollution Prevention Program (SWPPP) and its Storm Water Management Program (SWMP). The SWPPP is a yearly program involving our bus/maintenance transportation facility. The SWMP is a document approximately four years in the making that encompasses storm water issues and Best Management Practices for the entire District. The SWPPP is incorporated into the SWMP. The District is also required to have a SWPPP permit on file with the Regional Board for any major construction activity.

The permit itself is currently undergoing regulatory changes. The adoption of the new permit is being held up by a lawsuit filed against the State Water Quality Control Board. Either way, by adopting the SWMP the District is in a good position to meet the forthcoming requirements of the State and Regional Boards.

RECOMMENDATION:

Adopt Resolution No. 08/09.8

7.7

BEFORE THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT

In the Matter of: Resolution No. 08/09.8

A RESOLUTION OF THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT FOR ADOPTION, IMPLEMENTATION AND ENFORCEMENT OF A STORM WATER MANAGEMENT PLAN PURSUANT TO THE SMALL MUNICIPAL SEPARATE STORM SEWER SYSTEM PERMIT PROGRAM

WHEREAS, the Western Placer Unified School District ("District") is a school district duly created, established and authorized to exercise its powers under and pursuant to the laws of the State of California which includes the authority under California Education Code section 35160 et seq. of school district, county offices of education and unified school districts (collectively, "School Districts") to initiate and implement any program meeting unique and diverse needs and which is not consistent with or preempted by any law nor inconsistent with the purpose for which school districts are established; and

WHEREAS, under the Federal Water Pollution Control Act ("Clean Water Act"), the United States Environmental Protection Agency has promulgated regulations, known as Phase I and Phase II Regulations for permitting storm water discharges; and

WHEREAS, Phase II Regulations require all non-exempted Small MS4s to obtain a national pollutant discharge elimination system permit; and

WHEREAS, on April 30, 2003 the State Water Resources Control Board ("SWRCB") adopted a national pollutant discharge elimination system general permit for waste discharge requirements for storm water discharges from small municipal separate storm sewer systems in the State of California ("Small MS4 Permit") in order to be in compliance with the requirements of the Clean Water Act; and

WHEREAS, school districts have been identified on Attachment 3 of the Small MS4 Permit as nontraditional Small MS4s that have not yet been, but may be in the future, designated by the SWRCB or appropriate Regional Water Quality Control Board ("RWQB") as Permittees subject to the Small MS4 Permit; and

7.7.1

WHEREAS, the Placer County Office of Education ("PCOE") initiated a Consortium with participating school member districts, including the District, for implementation of a Small MS4 Permit Compliance Program ("Program"); and

WHEREAS, under the Consortium, the District did contractually vest PCOE the authority to prepare, on behalf of the District, a Storm Water Management Program ("SWMP") consistent with the terms and conditions of the Small MS4 Permit for adoption, implementation and enforcement by the District, and;

WHEREAS, the District has worked diligently to prepare the SWMP with regard to its own facilities and operational and programmatic activities; and

WHEREAS, all the findings and conclusions made by the Board, pursuant to this Resolution, are based upon all of the oral and written evidence presented to it and taken as a whole, and not based solely on the information provided in this Resolution.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

SECTION 1. Having reviewed and considered the proceeding recitals, the Board finds the above recitals to be true and correct.

SECTION 2. Although the District has not yet been designated as a Permittee under the Small MS4 Permit, the Board is familiar with the Small MS4 Permit incorporated herein by reference, and understands the importance of improving and preserving California's water quality and therefore finds that it is in the best interest of the District to implement and adopt a SWMP that would be consistent with the Small MS4 Permit as designation is likely and neighboring municipalities may look to school campuses to control storm water runoff from such campuses.

SECTION 3. Having been briefed by staff regarding the contents of the SWMP and based on the information provided in the Executive Summary attached hereto and incorporated herein by reference as Exhibit "A", the Board finds the SWMP meets the requirements of the Small MS4 Permit and therefore complies with the Clean Water Act.

SECTION 4. Based on the information in this Resolution, the SWMP, and Small MS4 Permit, the Board adopts the SWMP.

SECTION 5. The Board hereby authorizes and directs the Superintendent, on behalf of the Board and the District, to implement and enforce the SWMP as it may be amended from time to time, as well as any other

documents necessary to facilitate the implementation of the SWMP consistent with the Small MS4 Permit.

PASSED AND APPROVED by the Western Placer Unified District School Board, at a regular meeting held on October 21, 2008 by the following vote on roll call:

AYES:

NOES:

ABSENT:

Signed and approved by me after its passage.

_____
Paul Carras, Board President

Attest: _____
Scott Leaman, Secretary to Board

7.7.3

EXHIBIT "A"

EXECUTIVE SUMMARY

SECTION 1

EXECUTIVE SUMMARY

1.1 INTRODUCTION

Western Placer Unified School District (District) is located in Northern California. Urban runoff from District facilities is discharged to Markham Ravine and Auburn Ravine or Auburn Ravine tributaries (including Ingram Slough and Orchard Creek).

The United States Environmental Protection Agency (U. S. EPA) has established the following two-phased program to address storm water discharges from municipal separate storm sewer systems (MS4s), industrial and construction activities:

- The Phase I regulations require that storm water management programs be developed and implemented by Large MS4s (serving populations of 100,000 people or more), certain industrial activities and construction activities disturbing five acres or more.

- The Phase II regulations require that storm water management programs be developed and implemented by Small MS4s (serving populations of less than 100,000) and construction activities disturbing one acre or more.

In California, the federal storm water regulations for Small MS4s are being implemented through Water Quality Order No. 2003-0005-DWQ National Pollutant Discharge Elimination System (NPDES) General Permit No. CAS000004 Waste Discharge Requirements for Storm Water Discharges from Small Municipal Separate Storm Sewer Systems (General Small MS4 Permit), which was adopted on April 30, 2003 by the State Water Resources Control Board (SWRCB). A copy of the General Small MS4 Permit is provided in Appendix H. The state has specifically identified school districts as owners and operators of Small MS4s.

The objective of the General Small MS4 Permit is to protect water quality from urban runoff pollution. This is to be accomplished by addressing the various ways storm water quality can be impacted by school district activities. Compliance will require a coordinated effort by all staff (administration, facilities planning, teachers, and operation and maintenance).

In Placer County, a number of school districts have entered into an agreement with the Placer County Office of Education to coordinate the establishment, revision, direction and implementation of the storm water management measures needed to comply with the General Small MS4 Permit.

1.2 REQUIREMENTS

The General Small MS4 Permit requires that the District:

- Submit a Notice of Intent to comply with the terms of the General Small MS4 Permit to the RWQCB within 180 days after being designated.

7.7.4

- Develop a Storm Water Management Plan (SWMP) that includes Best Management Practices (BMPs) that address the six minimum program areas identified below. The selected BMPs must reduce pollutants in storm water runoff to a technology-based standard of Maximum Extent Practicable (MEP) to protect water quality. The SWMP must also include measurable goals and timetables for implementation. The six minimum control measures are:

  - ✓ Public Education and Outreach on Storm Water Impacts
  - ✓ Public Involvement/Participation
  - ✓ Illicit Discharge Detection and Elimination
  - ✓ Construction Site Storm Water Runoff Control
  - ✓ Post-Construction Storm Water Management in New Development and Redevelopment
  - ✓ Pollution Prevention/Good Housekeeping for Municipal Operations

- Conduct construction site inspections to verify that BMPs are in place and properly maintained.
- Conduct surveillance monitoring to confirm that illicit non-storm water discharges are detected and eliminated.
- Submit annual reports to the RWQCB describing progress in SWMP implementation.
- In addition, school districts that serve populations over 50,000 or are subject to growth of at least 25 percent over ten years must comply with supplemental receiving water limitations and adopt specific design standards for future improvements.

1.3 BMP SUMMARY

The BMPs are summarized below and are listed in Table 1.1. The BMPs applicable to each minimum control measure (e.g., Public Education and Outreach) are addressed in greater detail in Sections 3 through 8 along with responsibility assignments and schedules for implementation. In addition, as noted below, the BMPs that apply to specific school district staff (e.g. grounds maintenance) are presented in the appendices.

Public Education and Outreach

- **BMP PE-1. Develop Education/Training Program.** Develop a plan for educating students, staff consultants and contractors, and members of the public that use school district facilities.
- **BMP PE-2. Increase Student Awareness.** Inform students using educational materials, school newspaper/newsletter articles (or other educational materials) and District website.

7.7.5

- **BMP PE-3. Train Employees and Educate Other Facility Users.** Train District employees (including maintenance and operations, administration and teachers) and educate other facility users (e.g., clubs, organizations, etc.) using educational materials and meetings.

- **BMP PE-4. Inform Consultants and Contractors.** Inform consultants and contractors, (including architects and engineers) using educational materials.

Public Involvement/Participation

- **BMP PI-1. Public Notice.** Provide notice, as required, regarding the public meeting at which the District Board will consider adoption of a resolution authorizing the Superintendent to implement and enforce the SWMP.

- **BMP PI-2. Storm Drain Marking Program.** Enlist volunteers and implement a phased program to add labels at drainage inlets (e.g. *Discharges to Creek*) to indicate that the inlets drain to the creek, etc.

- **BMP PI-3. Local Watershed Input.** Identify organizations and individuals interested in the local watershed(s). Meet with representatives and conduct meetings at least annually to obtain input.

Illicit Discharge Detection and Elimination

- **BMP ID-1. Legal Authority.** Revise District policy, as needed, to prohibit illicit non-storm water discharges to the District MS4s.

- **BMP ID-2. Outfall Map Preparation.** Develop drainage system maps that show the location of all outfalls, and the waters of the United States or the permitted MS4s that receive discharges from those outfalls.

- **BMP ID-3. Illicit Discharge Elimination.** Develop and implement a program that will lead to the detection and elimination of illicit non-storm water discharges to the District storm drainage system.

Construction Site Storm Water Runoff Control

- **BMP CS-1. Legal Authority.** Revise District policy, as needed, to require construction site operators to install and maintain adequate erosion and sediment controls to reduce pollutants in storm water runoff.

- **BMP CS-2. Construction Plan Review.** Modify existing District procedures, as needed, to assure construction plans and specifications are adequately reviewed to verify that erosion, sedimentation, and construction material and waste controls are adequate to reduce pollutants in storm water runoff.

- **BMP CS-3. Construction Site Inspection.** Modify existing District procedures, as needed, to assure that site conditions are adequately inspected by District staff to assure erosion, sediment, and construction material and waste controls are adequately in place and maintained in order to reduce pollutants in storm water runoff.

7.7.6

- **BMP CS-4. Construction Site - Public Inquiries/Complaints.** Develop District procedures for receipt, tracking and response to inquiries or complaints regarding construction site runoff.

Post-Construction Storm Water Management in New Development and Redevelopment

- **BMP PC-1. Legal Authority.** Revise District policy, as needed, to require that post-construction BMPs be considered during the planning and design process for new and remodeled school district improvements that involve the disturbance of one-acre or more.
- **BMP PC-2. Design Standards.** Develop District post construction facility design standards that are suitable and effective for preventing post-construction storm runoff pollution from District facilities.
- **BMP PC-3. Post-Construction BMP Inspection.** Inspect structural or treatment control BMPs to verify proper maintenance and operation.

Pollution Prevention/Good Housekeeping

- **BMP PP-1. Source Control – General.** Evaluate existing housekeeping, material storage, waste disposal, and equipment cleaning procedures. Develop and implement modifications necessary to prevent pollution.
- **BMP PP-2. Spill Prevention/Response.** Evaluate existing procedures. Develop and implement modifications necessary to address spill response at all District facilities.
- **BMP PP-3. Bus Maintenance Facility**. Implement SWPPP for bus maintenance facilities.

1.4 BMPs APPLICABLE TO SPECIFIC DEPARTMENTS OR ACTIVITIES

In order to facilitate implementation, the BMPs that apply to specific school district staff (e.g., Facility Maintenance and Operations), or activities (special events) are also presented in the following appendices:

- **Appendix A: Facility Planning BMPs**
- **Appendix B: Maintenance and Operations BMPs**
- **Appendix C: Grounds Maintenance BMPs**
- **Appendix D: Teacher/Administration BMPs**
- **Appendix E: Special Event BMPs**
- **Appendix F: Agricultural/Confined Animal Facility BMPs**
- **Appendix G: Autoshop BMPs**

The intent of the appendices is to provide a convenient handout that describes the responsibilities of each group or activity.

7.7.7

Table 1.1. BMP Summary.

Minimum Control Measure	BMPs		SWMP Section
	No.	Description	
1. Public Education and Outreach on Storm Water Impacts	PE-1	Develop Education/Training Program	3
	PE-2	Increase Student Awareness	3
	PE-3	Train Employees and Educate Other Facility Users	3
	PE-4	Inform Consultants and Contractors	3
2. Public Involvement/ Participation	PI-1	Public Notice	4
	PI-2	Storm Drain Marking Program	4
	PI-3	Local Watershed Input	4
	PI-4	Community Activity	4
3. Illicit Discharge Detection and Elimination	ID-1	Legal Authority	5
	ID-2	Outfall Map Preparation	5
	ID-3	Illicit Discharge Elimination	5
4. Construction Site Storm Water Runoff Control	CS-1	Legal Authority	6
	CS-2	Construction Plan Review	6
	CS-3	Construction Site Inspection	6
	CS-4	Construction Site - Public Inquiries/Complaints	6
5. Post-Construction Storm Water Management in New Development and Redevelopment	PC-1	Legal Authority	7
	PC-2	Design Standards	7
	PC-3	Post-Construction BMP Inspection	7
6. Pollution Prevention/ Good Housekeeping	PP-1	Source Control – General	8
	PP-2	Spill Prevention/Response	8
	PP-3	Bus Maintenance Facility	8

7.7.8

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:
School Visitation – Pupils, Parents, Program

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

A discussion of the school visitation and pupils, parents, and program parameters is being requested of the board.

RECOMMENDATION:

Discussion of the program.

7.8

BOARD OF TRUSTEES SITE PRESENTATIONS

Site meetings will contain:
PUPILS (board recognition of excellence selected by site)
PARENTS (board report from SBLT and/or parents)
PROGRAM (Focus on one program at the site)

2008-2010 School Year Meetings

(Meeting Locations subject to change)

DATES	LOCATION	SCHOOL REPORTING
October 21, 2008	**Twelve Bridges Middle School** 770 Westview Drive, Lincoln	**Twelve Bridges Middle School**
November 18, 2008	**Foskett Ranch Elementary** 1561 Joiner Parkway, Lincoln	**Foskett Ranch Elementary**
January 20, 2009	**Glen Edwards Middle School** 204 L Street, Lincoln	**Glen Edwards Middle School**
March 17, 2009	**First Street School** 1400 First Street, Lincoln	**First Street Elementary**
May 19, 2009	**Sheridan School Elementary** 4730 H Street, Sheridan	**Sheridan School Elementary**
September 15, 2009	**Twelve Bridges Elementary** 2450 Eastridge Drive, Lincoln	**Twelve Bridges Elementary**
October 20, 2009	**Lincoln Crossing Elementary** 635 Groveland Lane, Lincoln	**Lincoln Crossing Elementary**
January 19, 2010	**Lincoln High School** 790 J Street, Lincoln	**Lincoln High School**
March 16, 2010	**Phoenix High School** (Meeting at LHS) 870 J Street, Lincoln	**Phoenix High School**
April 20, 2010	**Creekside Oaks Elementary School** 2030 First Street, Lincoln	**Creekside Oaks Elementary**
May 18, 2010	**Carlin C. Coppin School** 150 East 12th Street, Lincoln	**Carlin C. Coppin School**

Revised: 8/29/08

Western Placer USD

Board Policy

BP 1150

Community Relations

Commendations And Awards

The Board of Trustees believes that individuals and organizations deserve recognition when they provide contributions or long-standing service to the district. The Board believes that commending such service promotes increased community understanding and participation.

(cf. 1700 - Relations between Private Industry and the Schools)

The Superintendent or designee shall establish procedures by which Board members, employees or members of the community may suggest persons or organizations for Board recognition. At the Board's discretion, letters of recognition, Board resolutions, plaques or awards may be presented.

The Board encourages similar forms of recognition for achievement or services as part of school-level commendation programs.

(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)

(cf. 5126 - Awards for Achievement)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

44015 Awards to employees and students

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

7.8.2

Western Placer USD

Administrative Regulation

AR 1150

Community Relations

Commendations And Awards

Any Board of Trustees member, employee, parent/guardian, student or community member may submit the name of an individual or organization to the Superintendent or designee for Board recognition.

Persons proposing the recognition of an individual or organization shall also indicate a suggested type of recognition which may include, but is not limited to, the following:

1. Plaques or awards to be presented at a Board meeting, for providing the district or community with special, unusual or long-term assistance.

2. Board Resolution to be read at a Board meeting, for distinguished service to children and youth.

3. Letter of Recognition to be prepared by the Superintendent or designee on behalf of the Board, for significant achievement and/or service by groups such as the basketball team, choir, band, and parent/guardian/community organizations.

4. Receptions and other informal recognition activities.

Regulation WESTERN PLACER UNIFIED SCHOOL DISTRICT

approved: September 4, 2007 Lincoln, California

7.8.3

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
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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:
Flyer distribution at sites

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District office

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 21, 2008

ROLL CALL REQUIRED:
No

BACKGROUND:

The superintendent would like to hear feedback and offer recommendations based on Board Policy 1325.

RECOMMENDATION:

Discussion of the Board Policy.

The Board of Trustees desires to promote positive relationships between schools and the community in order to enhance community support and involvement in district schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including but not limited to billboard advertisements

4. Paid advertisements in school-sponsored publications, yearbooks, announcements and other school communications

(cf. 1113 - District and School Web Sites)

5. Products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name and/or logo of the donor.

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Prior to distribution or publication, the Superintendent, principal or designee shall review and approve all advertising copy and promotional materials to ensure compliance with Board policy.

The Superintendent, principal or designee may selectively approve or disapprove distribution of materials or publishing of copy based on the criteria listed below, but may not disapprove materials or copy in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that would otherwise be allowed.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

The use of promotional materials or advertisements does not imply district endorsement of any identified products or services. Schools are encouraged to include a disclaimer in school publications and yearbooks stating that the school does not endorse any advertised products or services.

Criteria for Approval

7.9.1

The Superintendent, principal or designee shall not accept for distribution any materials or advertisements that:

1. Are obscene, libelous or slanderous (Education Code 48907)

2. Incite students to commit unlawful acts, violate school rules or disrupt the orderly operation of the schools (Education Code 48907)

3. Promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 1330 - Use of School Facilities)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. Discriminate against, attack or denigrate any group on account of any unlawful consideration

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

5. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including but not limited to materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks. Such criteria may limit advertisements to those that contain congratulatory or commemorative messages, curriculum-related content, advertisements for products or services of interest to students, noncontroversial content, and/or other content deemed appropriate by the school publication staff and adviser in accordance with law and Board policy.

Legal Reference:

EDUCATION CODE

7.9.2

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

48907 Student exercise of free expression

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

7.9.3

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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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:

District Technology Plan

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

District Tech Plan
(Available on WPUSD Website)

DEPARTMENT:

Educational Services/Technology

FINANCIAL INPUT/SOURCE:

Goal of Five-Year Cycle of Upgrading of Technology & Providing Staff Development – General/Categorical Funds

MEETING DATE:

October 21, 2008

BACKGROUND:

WPUSD has an approved three-year Technology Plan which will expire in June of 2009. In order to continue to focus on the use of technology to support and enhance student learning and for teacher support, and in order to qualify for state and federal monies attached to technology, we must update our plan. The enclosed plan covers 2009 – 2012 and focuses on the upgrading and expanding of our technology hardware, the use of technology to enhance instruction, the teaching of technology skills to students, the use of technology to monitor student progress and to assist instruction, and the ethical and legal aspects of technology use.

RECOMMENDATION:

Approve District Technology Plan for 2009 – 2012.

7.10

Western Placer
Unified School District

WPUSD

"a district on the move"

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Technology Plan
July 1, 2009 – June 30, 2012

Placer County
Western Placer Unified School District
CDS Code: 31-66951
Contact Person: Mary Boyle
Assistant Superintendent of Educational Services
boylemar@wpusd.k12.ca.us
600 6th Street, Fourth Floor
Lincoln, CA 95648
916-645-6350
FAX 916-645-6356

7.10.1

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7.10.2

DISTRICT OVERVIEW

Western Placer Unified School District serves a diverse community. With 6100 students in 11 schools, the district has doubled in size over the last seven years, growing from a largely rural, small town district to one of suburban high growth. The recent downtrend in the housing market has affected our families, however, with Lincoln now high on the list of foreclosures. Our student population is 25% Hispanic/Latino, 63% Caucasian, 4% Asian, 3% Filipino; 31% of our students qualify for free/reduced lunch; over 20% of our families speak a language other than English in the home. As the district has grown, new buildings have been added – four schools in the last six years. The new schools have been equipped for modern technology needs; the older schools have had a variety of retrofits to attempt to bring them up to par with the newer schools' technology.

1. PLAN DURATION

July 1, 2009 – June 30, 2012

2. STAKEHOLDERS

The main authors of this plan were the Site Technology Trainers (SST), Director of Technology, and the Assistant Superintendent of Educational Services. The Site Technology Trainers brought forth input from each site's Site Based Leadership Team (SBLT - site council – parents, teachers, administration and community members.) Each SBLT sets technology-related goals that are appropriate to its site through the Single Plans for Student Achievement, and approves the spending of categorical monies to support technology improvements. The Assistant Superintendent of Educational Services serves as a district representative to the county Career Tech Ed committee, and brings business input through that venue. The Site Tech Trainers, Director of Technology and Assistant Superintendent of Educational Services meet monthly to set, implement and monitor technology progress goals throughout the district. Through this process, the school sites, district office, community members, business and technology leadership and technicians were represented. There should be ample opportunity for site administrators, teachers, students, parents, community non-profits and businesses to get involved with the future implementation of this plan. The stakeholders of this plan include the WPUSD board, its Administration, its employees, the parents, students and community members. The plan is designed to be dynamic so that as needs arise we will be flexible and able to incorporate any necessary changes.

Technology Planning Committee

Mary Boyle	Assistant Superintendent of Education
Chuck Youtsey	Director of Technology
Eli Turner	Network Administrator
Joe Ross	Data Specialist
Gordon West	Technology Support Technician
Ed Newberry	Site Technology Trainer, Glen Edwards Middle School
Bill Justice	Site Technology Trainer, First Street School
Anita Moya del Pino	Site Technology Trainer, First Street School
Jason Noonan	Site Technology Trainer, Lincoln High & Phoenix Continuation
David Swanson	Site Technology Trainer, Twelve Bridges Elementary School
Gregg Law	Site Technology Trainer, Foskett Ranch Elementary School
Kris Knutson	Site Technology Trainer, Sheridan School
David Lightfoot	Site Technology Trainer, Creekside Oaks Elementary School
Stephanie Cassidy	Site Technology Trainer, Creekside Oaks Elementary School
Will Middleton	Site Technology Trainer, Carlin C. Coppin Elementary School
Laura Sliepen	Site Technology Trainer, Lincoln Crossing Elementary School
Krystal Arnold	Site Technology Trainer, Twelve Bridges Middle School

7.10.3

Western Placer Unified School District Technology Plan Vision

In order to be successful in a changing world, students will use technology to explore, learn, create and evaluate. They will use all available technology-based resources to enhance learning activities in the curricular areas with provisions being made for multiple modes of learning and teaching styles supported by the use of technology. Classrooms, labs and libraries will be resources for learning, containing traditional resources along with various forms of media and technology whose purpose will be for students and staff to be able to acquire and share information and gain confidence in their abilities. Classrooms will be settings in which students are able to seek creative solutions and collaborate to achieve goals. Teachers and students will have access to on-going training in a variety of technologies and will be able to adapt to changing conditions as they present themselves. Through the use of telecommunications technology, the schools will implement processes and projects, which access and use educational, local, and world community resources. Goals will be established that support the district in meeting state guidelines (California K-12 Education Technology plan) and ISTE (International Society for Technology in Education) standards for administration, teachers, and students.

Expected student outcomes in 3 years as a result of technology use:

Students will be able to:

- Apply technology skills to classroom projects and products in all areas of the curriculum.
- Demonstrate understanding of curriculum standards–related technology and information literacy skills as required by the state guidelines and ISTE standards.
- Demonstrate research skills, relevant to curriculum activities, in the area of electronic information and library print resources.
- Improve academic skills through use of core curriculum-specific, support software.
- Possess functional computer skills transferable to the work environment.
- Evaluate electronic information for accuracy, appropriateness and usefulness.
- Demonstrate and discuss legal, ethical, and safety behaviors relative to technology.

Expected staff outcomes in 3 years as a result of technology use:

- Teachers will utilize technology to support their academic framework and instructional skills requirements, classroom management, data analysis, and personal growth on a daily basis as required by state guidelines and ISTE teacher standards.
- Teachers and administrators will use technology to develop information retrieval, research, evaluation, critical thinking, and presentation skills (information literacy).
- Teachers and administrators will use technology to monitor student progress toward meeting achievement requirements in grade-level core curriculum standards.
- Teachers will use technology to inform parents of classroom and homework assignments and student progress.
- Administration will use technology to improve communications, data analysis, management, and leadership roles as required by ISTE administrator standards.
- Classified staff will use technology for communications, management, documentation, and data collection/analysis.

District documents used in creating this Plan included:
- District Pacing Guides for Language Arts and Mathematics
- CDE Content Standards
- District Scope and Sequence of Technology Skills
- District Goals and Priorities
- District Internet Acceptable Use Policy

Other resources used in creating this Plan included:
- California curriculum standards for non-core areas
- California curriculum standards for core areas
- Education Technology Planning, A Guide to School Districts (CDE publication)
- CTAP2 Teacher Technology Proficiency Survey for Site Tech Trainers
- District Technology Proficiency Survey
- Teacher Technology Proficiencies (CDE)
- California K-12 Education Technology plan (online) (referred to in this document as the state's guideline)
- ISTE standards for students, teachers, and administrators (online)

3. CURRICULUM COMPONENT

3A. Teacher and Student Access to Technology Tools

District-wide

Every District classroom has at least one computer for continuous teacher access and at least one computer for continuous student access. Those computers are connected to the Internet. Elementary sites and middle school sites have after-school programs in which all students – including special education, GATE, and English Language Learners – have access to computers. Elementary and middle school students have access to the computers which are dedicated to the library functions of catalog, circulation, and research during the school day and at the middle school level after school, as well. All the high school sites provide computer access, to all interested students, between classes and after school, in classrooms and labs.

All administrators and teachers have District-provided email accounts. The District website provides teachers with twenty-four hour resources, such as: events, web links, professional development listings, curriculum standards, forms, and general site information. Much of the site based technology training and support for teachers is done by Site Technology Trainers and the District Office using classroom or computer labs before school, during preparation periods, and after school. Additional training, open to all district personnel, is conducted after school in a variety of locations including site computer labs by various specialists and teachers, IT personnel, and outside vendors. Information about this training is available to all personnel on the District's website under Staff Development.

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Elementary Schools

Most elementary school classrooms have one or two computers that are 3 years or less in age and have internet access, with grades four and five striving to attain a 10:1 student to computer ratio. Elementary student use of computers is the most limited in the district, due to higher student to computer ratios. Six out of seven of our elementary sites have an up-to-date computer lab. The other site incorporates "mini-labs" of five student computers in each classroom. Elementary students use technology for at least one of the following:

- Keyboard skills
- Accelerated Reader
- STAR Reader
- Word processed or computer-drawing products
- Multimedia presentations
- English Language Development Reinforcement
- Skill reinforcement programs
- NetTrekker
- Accelerated Math
- STAR Math
- One Place Portal
- Research
- Simulations

Middle Schools

Our middle school classrooms average 2 or 3 computers per classroom, with core curriculum classrooms striving to attain a 5:1 student to computer ratio. Each of the two middle school sites has two computer labs, which are connected to the Internet, as well as, library-system computers in the libraries. On each campus, one computer lab is a dedicated instructional classroom, while the other lab is a drop-in lab, scheduled for use by core content area classroom teachers. Middle school students use technology for at least one of the following:

- Computer applications (word processing, database, spreadsheet)
- Keyboard skills
- Multimedia presentations
- Accelerated Math
- STAR Math
- Applied Technology Elective Applications
- Research
- One Place Portal
- Net Trekker
- Skill Reinforcement
- Accelerated Reader
- STAR Reader
- English Language Development

High Schools

Our comprehensive high school has several instructional technology labs, one of which is provided by the ROP program. There is one part-time drop-in computer lab for core teacher and student use; an additional drop-in computer lab is needed. Intervention classrooms and special education classrooms have student computers for use to support and practice academic skills. Some of the computers are provided with general funds, some are categorically funded. Elective classrooms in the areas of automotive and manufacturing have elaborate technology that has been grant-funded. The library has limited student computers available for use. Most standard core classrooms do not have student computers. At the continuation high school, every classroom has several student computers which are used to access core curriculum, practice skills, take tests, provide CAHSEE interventions, conduct research and generally support student learning. The high schools are striving to achieve a 5:1 student to computer ratio.

3B. Current District Use of Hardware and Software to Support Learning

Based on results of the District Technology Survey (which had a 55% return rate), 75 - 85% of reporting teachers use computers at least weekly for lesson preparation and data collection/analysis. 88% of reporting teachers use email on at least a daily basis. 43% of reporting teachers use curriculum-specific software for student review and practice at least weekly; 79% report using an electronic gradebook to track student progress. Only 30% of

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reporting teachers indicated using multimedia presentations in their classes on at least a weekly basis; 19% of teachers indicated having students use the internet and/or computer applications for projects on a weekly basis, though the number did grow to 44% on a monthly basis. Teachers and administrators use technology to do at least one of the following: (Additionally, student use is indicated in parentheses).

- Prepare materials with word processing software (students)
- Prepare materials with publishing software (students)
- Develop powerpoint presentations for instruction (students)
- Develop multimedia presentations for instruction (students)
- Find/evaluate/use internet resources (students)
- Implement student projects requiring use of internet and/or computer applications (students)
- Implement collaborative student email or web-based projects (students)
- Use curriculum-specific software for student review and practice (students)
- Test student skills (students)
- Collect/analyze data on student achievement
- Exchange email district wide with other teachers/administrators (students)
- Teach computer skills to students (students)
- Utilize email to communicate with students (students)
- Utilize websites to list/communicate assignments to parents/students
- Utilize websites with confidential security to communicate grades to parents

3C. Summary of District's Curricular Goals and Academic Content Standards in Various District and Site Comprehensive Planning Documents

Student expectations are included in Board adopted content standards written for each of the five core subject areas by grade level. Based on local and statewide assessments, instructional needs are adjusted on an ongoing basis. The high school WASC report and each school's Single Plan for Student Achievement outline specific curriculum goals to enhance student achievement. The district LEAP plan includes technology enhancements. Each school is also included in the Categorical Progress Monitoring (CPM) process every four years (completed in 07 – 08) in the district. The district technology plan supports goals that have been self-identified by the individual school sites. Some general areas of strengths and weaknesses are identified and summarized below.

Document/Assessments	Student Focus	Sub-Area Strength	Area Focus
California High School Exit Exam (CAHSEE)	Grades 10-12	Language Arts/Math	Language Arts for EL, Hispanic, Sp Ed
Single Plans for Student Achievement	Grades K-12	Many; Reading/Math	Language Arts for EL, SED, Hispanic, Sp Ed
WASC – Lincoln High School	Grades 9-12	Many	Facilities Computer Labs
WASC – Phoenix High	Grades 10-12	Many	N/A
Categorical Progress Monitoring (CPM)	Grades K-12	Compliant Program	ELD Compliance; Positive Action Prog.
Physical Fitness Test	Grades 5/7/9	7th and 9th grade	5th Aerobic Capacity
STAR Assessments	Grades 2-11	District Growth	Sp Ed, EL, Hisp, SED in ELA
API	Grades 2-11	District Growth	Sp Ed, EL, Hisp, SED in ELA
CELDT	Grades K-12	Beg/Early Intermed	Intermediate

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The adoptions of new materials are key to maintaining standards-based instruction and alignment with Board adopted expectations. The following outlines the schedule for changes and adoptions in curriculum in grades K-12, all of which have/will include technology components for staff/students:
2006-07 - History/Social Science
2007-08 - Science
2008-09 – Math
2009-10 – English/Language Arts

3D. Goals, Objectives, Benchmarks and Action Plan for Using Technology to Improve Teaching and Learning by Supporting Curriculum Goals and Content Standards

The District will advance curriculum integration objectives by supporting the teaching and learning of the technology skills embedded in the California Curriculum Standards for Language Arts, Social Science, Science and Math. We will revise our present grade-by-grade **Scope and Sequence of Technology Skills** as needed by incorporating those specific technology skills identified within the Language Arts, Social Science, Science, and Math standards and will train K-12 grade teachers in those technology skills with an emphasis on information literacy. The list of information literacy skills tied to standards in the CDE Education Technology Planning Guide will be a reference for these activities.

Curriculum Integration - Lesson Components
Goal 3D: Teachers will integrate technology into the curriculum as integral components of lessons to increase student achievement. Technology and information literacy skills found in the Language Arts standards will be the primary focus, with secondary focus in the areas of Math, Social Science, and Science. Those skills will be identified in the revised District Scope and Sequence of Technology Skills, as well as in the middle and high school technology course descriptions.

Objective 3D.1 By June of 2012, 85% of K-12th grade classroom teachers will regularly (at least weekly) integrate technology into the curriculum as integral components of lessons, measured by annual District surveys and principals' observations, in at least one of the following ways:

- Making and using teacher-prepared materials from word processing or desktop publishing software
- Developing multimedia presentations for instruction
- Finding, evaluating and using Internet resources
- Implementing student projects requiring use of Internet and/or computer applications
- Implementing collaborative student email or web-based projects

Benchmarks for curriculum integration
3D.1a By June of 2010, 75% of K-12th grade classroom teachers will integrate technology into the curriculum as integral components of lessons.
3D.1b By June of 2011, 80% of K-12th grade classroom teachers will integrate technology into the curriculum as integral components of lessons.
3D.1c By June of 2012, 85% of K-12th grade classroom teachers will integrate technology into the curriculum as integral components of lessons

Objective 3D.2 By June of 2012, through teachers using technology for regular student progress monitoring and adjusting instruction to meet individual student needs, at least 55% of English Language Learners (ELL), Students with Disabilities (SWD) and Hispanic students in

grades 2 – 11 will meet their AYP (adequate yearly progress) proficiency requirements in the area of English Language Arts (ELA) through either traditional measures or Safe Harbor.

Benchmarks for achievement

3D.2a By June of 2010, at least 35% of ELL, SWD and Hispanic students will meet their ELA proficiency requirements.

3D.2b By June of 2011, at least 45% of ELL, SWD and Hispanic students will meet their ELA proficiency requirements.

3D.2c By June of 2012, at least 55% of ELL, SWD and Hispanic students will meet their ELA proficiency requirements.

Objective 3D.3 By June of 2012, the District Scope and Sequence of Technology Skills will be revised to reflect technology skills from the K-12th grade Language Arts, Math, Social Science, and Science standards, with a major focus on information literacy skills at every grade level as monitored and confirmed by the Assistant Superintendent of Educational Services.

Benchmarks for curriculum integration

3D.3a By June of 2010, the Scope and Sequence of Technology Skills will be revised to reflect technology and information literacy skills from the K-12 Language Arts standards.

3D.3b By June of 2011, the Scope and Sequence of Technology Skills will be revised to reflect technology and information literacy skills from the K-12 Math standards.

3D.3c By June of 2012, the Scope and Sequence of Technology Skills will be revised to reflect technology and information literacy skills from the K-12 Social Science and Science standards.

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Objective	Curriculum Integration Implementation Plan Activities	Responsible Party/Dept or Position	Timeline	Budget Source	Monitoring and Evaluation Tools/Activities
3D1 3D2 3D3	Provide professional development for teachers in Tech Applications, Info. Literacy, Tech Integration and Progress Monitoring through Tech. (See Professional Development Component for details.)	Assistant Supt of Education (ASE) & Site Tech Trainers	On-going, all year	General Fund, Categorical Title II, Staff Dev, Pupil Ret Block Grnt	Sign-in sheets and Participant evaluations; monthly STT meetings
3D1 3D2 3D3	Teachers will implement technology info, literacy skills, and progress monitoring based on standards as outlined in the District Scope & Sequence of Technology Skills, see below.	Teachers, Principals	On-going, all year	NA	Principal evaluations, CTAP, and District surveys
3D1 3D2	Use a District Technology Use Survey that will pinpoint teachers' technology integration instruction and practices, among other items.	Information Technology (IT)	Spring 09	NA	District Technology Use Survey, approved by the IT & ASE
3D1 3D2	The District Technology Use Survey will be distributed and data collected annually to monitor progress.	IT, ASE, all Teachers and Principals	Spring 09, 10, 11, 12	NA	IT will collect and interpret data for the Technology Plan Sub-Committee's annual evaluation.
3D3	Review and revise the Scope & Sequence of Technology Skills. Review and revise the middle and high school technology course descriptions	STT & ASE	Summer Early Fall each year, starting 2009	Staff Developmt Categorical	Sign-in sheets and participant evaluations. The revised Scope & Sequence of Technology Skills and course descriptions, approved by the STT and ASE.
3D1 3D2 3D3	Teachers use skills as identified in the Scope and Sequence in each subject area	Teachers	Each subject area based on timeline	Projectors for classroom use (Title IID, Basic Aid)	Teacher survey of implementation level, needs.

All curriculum integration activities are accompanied by student support activities and supervised by certificated personnel to meet the expectations of each goal. Each site maintains a portion of the district website, some of it student authored. Each site maintains data to ensure each of the projects leads to student achievement.

 7.10.10

3E. Goals, Objectives, Benchmarks and Implementation Plan for Student Acquisition of Technological and Information Literacy Skills for Academic and Workplace Success

The International Society for Technology in Education (ISTE) NETSS (National Educational Technology Standards for Students) have been utilized as a guide by our district for appropriate targets for student technological competence. It is our intention that our students would master appropriate grade-level technology standards and information literacy skills as they progress through our school system, and that they would use these skills to support and expand their learning in a safe and appropriate manner. At the elementary level, that begins with general orientation, use and mastery of such common technologies as keyboards, input and output devices, technology tools (multimedia, web tools, digital camera, scanners), use of online resources, and technology resources (calculators, educational software). It also involves teaching, discussions, determinations and evaluation of the accuracy, relevance, appropriateness, safety of the use of these tools. In the middle schools, students will advance their technology skills in their computer applications and elective computer classes as well as in core classes, making use of software and on-line resources for investigations, research, skills support and presentation preparations. At this level, students will use site computer labs regularly for project investigation and preparation, and will discuss and determine the ethical and legal behaviors relative to use and misuse of technology. At the high school level, students should be "technologically literate", utilizing technology in a competent manner as a natural part of their academic and vocational routines. They should be able to make informed choices among technology systems and evaluate technology-based options for learning. They should be able to use online information regularly, evaluating its accuracy and appropriateness.

The District Scope and Sequence of Technology Skills and the core curriculum standards are the guidelines for K-12 technology instruction. By incorporating curriculum standards and information literacy skills into a revision of the Scope and Sequence of Technology Skills, teachers will have a single document to help guide their technology instruction.

Technology and Information Literacy Skills

Goal 3E: Students will learn technology and information literacy skills based on curriculum standards.

Objective 3E.1: By June of 2012, 75% of grade K-12 students will master at least half of their grade level technology and information literacy skills, with an initial emphasis on keyboarding skills, from the revised District Scope and Sequence of Technology Skills as shown by student products and teacher observation.

Benchmarks for technology and information literacy skills

3E.1a By June of 2010, 55% of grade K-12 students will master at least a half of their grade level technology and information literacy skills (including keyboarding) from the revised District Scope and Sequence of Technology Skills.

3E.1b By June of 2011, 65% of grade K-12 students will master at least a half of their grade level technology and information literacy skills (including keyboarding) from the revised District Scope and Sequence of Technology Skills.

3E.1c By June of 2012, 75% of grade K-12 students will master at least a half of their grade level technology and information literacy skills (including keyboarding) from the revised District Scope and Sequence of Technology Skills.

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Objective	Curriculum Integration Implementation Plan Activities	Responsible Dept. or Position	Timeline	Budget Resources	Monitoring and Evaluation Activities
3E.1	Provide professional development for teachers in applications, information Literacy, and technology Integration after school.	Site Tech Trainers; Asst Superintendent of Educational Services,Tech Dept.	On-going, all year	NA	Sign-in sheets and Participant evaluations.
3E.1	Teachers will implement student instruction of standards based technology and information literacy skills as outlined in the District Scope & Sequence of Technology Skills.	Teachers, Principals	On-going, all year	NA	Teacher observation CTAP/District surveys, student products Student Tech Use Survey.

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3F. Goals and Implementation Plan for Addressing Ethical Use of Information Technology

Goal 3F: Students and staff will understand and abide by ethical uses of information technology.

Objective 3F.1: By June of 2012, 100% of WPUSD licensing requirements will be current and employees and students will receive and sign for annual information and/or instruction regarding laws relative to use of copyrighted works, lawful downloading and file sharing, and plagiarism.

Benchmarks for ethical use of information technology
3F.1a By June of 2010, 100% of district-purchased software will continue to meet licensing requirements.
3F.1b By June of 2011, all employees and students (grades 2 – 12) will receive and sign for annual information and/or instruction regarding abiding by laws relative to use of copyrighted works, lawful downloading and file sharing, and plagiarism.
3F.1c By June of 2012, ethical uses of information technology will be included as a part of the regular core curriculum in grades 4 – 12.

Objective	Curriculum Integration Plan Activities	Responsible Person	Timeline	Budget	Monitoring/ Evaluation
3F.1	Inventory software; bring all licensing current	Dir of Tech	2008/09; then upon purchase & annually	N/A	Inventory; P.O.'s
3F.1	Provide information on copyright laws, downloading, etc. in "first day packets" to all students & employees	Site Principals; Director of Tech; Asst Supt Ed Serv	Each fall	Copying costs - general fund	Annual review
3F.1	Include ethical uses of info tech in Tech Scope & Sequence; present info through core, tech application & library lessons/classes	Director of Tech; Site Tech Trainers	2009 - 2010	N/A - Site Tech Trainers Monthly Mtgs	Annual Review

3G. Goals and Implementation Plan for Addressing Internet Safety

Goal 3G: Students will understand and demonstrate personal safety behaviors relative to internet safety.

Objective 3G.1: By June, 2012, all elementary and secondary schools will have implemented an annual plan for educating students re internet safety, including protecting their online privacy and avoiding online predators.

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Benchmarks for addressing internet safety.

3G.1a By June of 2010, 100% of elementary, middle schools and high schools will have a plan for educating students internet safety, including protecting their online privacy and avoiding online predators, through library curriculum and/or core content classes, parent evenings and other methods; students exhibiting appropriate knowledge of internet safety will increase by 5% over baseline measure, based on Student Technology Survey.

3G.1b By June of 2011, all schools will continue to implement their plans re internet safety; students exhibiting appropriate knowledge of internet safety will increase by 5% over 2010 measure, based on Student Technology Survey.

3G.1c By June of 2012, all schools will continue to implement their plans re internet safety; students exhibiting appropriate knowledge of internet safety will increase by 5% over 2010 measure, based on Student Technology Survey.

	Curriculum Integration Plan Activities	Responsible Person	Timeline	Budget	Monitoring/ Evaluation
3G.1	Sites develop plan for including internet safety in curriculum; consider parent information evenings	Dir of Tech; Site Tech Trainers	2009 - 2010	N / A	Review of Scope & Sequence
3G.1	Provide information on internet safety in "first day packets" to all students & employees	Site Principals; Director of Tech; Asst Supt Ed Serv	Each fall	Copy costs - general fund	Annual review
3G.1	Include ethical uses of info tech in Library curriculum annually	Director of Tech; Asst Supt Ed Serv; Library Techs	Annually	N/A	Annual Review
3G.1	Include questions re internet safety and protection from predators in Student Tech Use Survey	Director of Tech	Fall 2009; Each spring thereafte	N/A	Annual Survey Results

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3H. Policy, Practices and Goals Ensuring Equitable Technology Access for All Students.
We have successfully added technology components to our new school building sites; we have successfully updated many of our older sites. All but one elementary site have up-to-date computer labs for whole class instruction, the final site being in the process of updating its computer lab; one elementary school has mini-labs within each classroom. In the middle schools, students have access to computer labs for application classes, and access to classroom computers and drop-in labs for curriculum-related projects. The regular high school students have access to computer labs for technology application classes. Both the regular high school and the continuation high school students have limited access to computers or computer labs for curriculum-related projects or for core teachers to use with their classes on a drop-in basis. In order to better meet technology and learning goals and objectives, we are prioritizing the lowering of student to computer ratios, the updating of one elementary computer lab, and the development of mobile laptop labs for our regular and continuation high school. We have developed a five-year replacement plan for all technology; we are prioritizing general funds, categorical funds and potential basic aid funding to support these improvement.

Appropriate Access for Students
Goal 3H: Students – including ELL, GATE, and those with special needs – will have increased access to technology in elementary and middle school classrooms, libraries, and/or labs. Examine and implement alternate technology resources, such as mobile laptop labs, additional computer labs, Neo-2's and assistive technology tools in order to provide more K-12 student access to technology and the curriculum.

Objective 3H.1: By June of 2012, the student to computer ratio in elementary and middle schools will improve to the state average of 5:1 at elementary and 4:1 at middle schools as measured by CBEDS, SARC and School Technology Survey data. (All computers must be five years old or less and under warranty.)

Benchmarks for appropriate student access
3H.1a By June of 2010, the student to computer ratio in elementary and middle schools will improve to 6:1 at elementary and 5:1 at middle schools, as measured by CBEDS, SARC and School Technology Survey data.
3H.1b By June of 2011, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CBEDS, SARC and School Technology Survey data.
3H.1c By June of 2012, the student to computer ratio in elementary and middle schools will improve to 5:1 at elementary and 4:1 at middle schools, as measured by CBEDS, SARC and School Technology Survey data, all computers being five years old or less and under warranty.

Objective 3H.2: By June of 2012, K-12 student use of alternative technology resources, such as mobile laptop labs, computer labs, Neo-2's or IEP-identified assistive technology tools, will increase by 15% over the 2009 base-year data as measured by a District Student Technology Use survey.

Benchmarks for appropriate student access
3H.2a By June of 2010, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, Neo-2's or IEP-identified assistive technology tools, will increase by 5%.

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3H.2b By June of 2010, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, Neo-2's or IEP-identified assistive technology tools, will increase by 10%.
3H.2c By June of 2010, K-12 student use of alternative technology resources such as mobile laptop labs, computer labs, Neo-2's or IEP-identified assistive technology tools, will increase by 15%.

Objective	Curriculum Integration Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Budget Source(s)	Monitoring and Evaluation Activities
3H1/ 3H2	Schools and district will make annual purchases of computers. See also, Infrastructure Component.	Principals, Director of Technology, Asst Supt Ed Serv	Annually	Gen fund;categorical funds; grants; basic aid	Purchase orders. CBED and CA School Technology Survey reports' annual inventory
3H1/ 3H2	The Director of IT will seek, evaluate, and recommend alternative technology resources (laptop labs, etc.) for District and site purchase.	Director of Technology	On-going	NA	Purchase orders; annual inventory.

3I. Goals, Objectives, Benchmarks and Implementation Plan for Utilization of Technology to Make Student Record Keeping and Assessment More Efficient and Supportive of Teachers' Efforts to Meet Each Student's Academic Needs

Currently, many but not all teachers make use of grade book and classroom management software for maintaining student records and for planning instruction. A sophisticated student data management system (AERIES) is used for general student information, attendance, and other District record-keeping functions. The OARS (Online Assessment Reporting System) service was purchased in spring of 2008 to assist elementary and then middle school teachers with monitoring student progress on state standards using multiple measures.

Record Keeping and Assessment

Goal 3I: Teachers will use technology to keep student records and to monitor individual student progress on standards in order to differentiate instruction to better meet student needs.

Objective 3I.1: By June of 2012, 95% of Grade 1-5 classroom teachers will make use of electronic spreadsheets and OARS to monitor student progress and analyze achievement data in order to differentiate instruction to better meet student academic needs, as measured by principal monitoring and observation.
Objective 3I.2: By June of 2012, 90% of K-12 classroom teachers will use an electronic grade book to track student performance.

Benchmarks for record keeping and assessment

3I.1a By June of 2010, 85% of Grade 1-5 classroom teachers will make use of electronic spreadsheets and *OARS* to monitor student progress and analyze student achievement data.
3I.1b June of 2010, 90% of Grade 1-5 classroom teachers will make use of electronic spreadsheets and *OARS* to monitor student progress and analyze student achievement data.

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3I.1c June of 2010, 95% of Grade 1-5 classroom teachers will make use of electronic spreadsheets and *OARS* to monitor student progress and analyze student achievement data.

3I.2a By June of 2010, 80% of K – 12 teachers will make use of electronic grade books to track student performance.
3I.2b By June of 2011, 85% of teachers will make use of electronic grade books to track student performance.
3I.2c By June of 2012, 90% of teachers will make use of electronic grade books to track student performance.

Objective	Curriculum Integration Implementation Plan/Activities	Responsible Dept or Position	Timeline	Budget Source	Monitoring and Evaluation Activities
3I.1	District Inservice Day/After-School training for teachers in OARS and gradebook programs will be conducted throughout the year	Asst Supt of Educational Services	Multiple training sessions annually	Staff Dev	Agendas, sign-in sheets and training evaluations
3I.2	Principals will monitor teacher use and analysis of data and will monitor through OARS. Use Early Release Mondays & PLC's to analyze and discuss results; plan interventions.	Principals, Director of Technology, Asst Supt Ed Serv, Teachers	Continuous	NA	Principal monitoring, surveys, agendas, PLC feedback

3J. Goal, Objectives, Benchmarks, and Implementation Plan for Improved Two-Way Communication Between Parents and Teachers/Administrators

Currently, the district has implemented a voice-mailing system to keep families abreast of activities and district/school news. District and School web pages provide general, one-way information about events, staff, and demographics but are not always updated regularly and in some cases the formats are not useful. The district web-page needs updating, with the ability for two-way communication through iConnect or a similar service for pushing out messages. Most school web sites are current; however, in a few cases, they need to be more user-friendly and more regularly maintained. Most secondary teachers post Internet links or homework assignments for the benefit of parents and students; few elementary teachers do so. Email communication and providing web page content is optional for teachers. It is anticipated that, with on-going training, more teachers will begin to make use of these resources.

Accessible to Parents
Goal 3J: Teachers and administrators will be more accessible to parents through the use of web pages and email.

Objective 3J.1 By June of 2012, the number of teachers who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 70% of classroom teachers in grades K – 12 as measured by a count of teacher-produced web pages which reside on the District server which are reported to the Information Technology Department (IT).

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Objective 3J.2 By June of 2012, the number of teachers who regularly post electronic gradebooks online in a secure manner for parent and student reference will increase to 70% of classroom teachers in grades 6 – 12, as measured by monitoring by site principals.

Benchmarks for communicating via technology

3J.1a By June of 2010, the number of classroom teachers K – 12 who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 60%.
3J.1b By June of 2011, the number of classroom teachers K – 12 who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 65%.
3J.1c By June of 2012, the number of classroom teachers K – 12 who regularly post class web page content to communicate homework assignments, classroom events, and/or, classroom projects will increase to 70%.

3J.2a By June of 2010, the number of classroom teachers 6 – 12 who regularly post electronic gradebooks online in a secure manner for parent and student reference will increase to 60%.
3J.2b By June of 2011, the number of classroom teachers 6 – 12 who regularly post electronic gradebooks online in a secure manner for parent and student reference will increase to 65%.
3J.2c By June of 2012, the number of classroom teachers 6 – 12 who regularly post electronic gradebooks online in a secure manner for parent and student reference will increase to 70%.

Objective	Accessibility to Parents Implementation Plan Activities	Responsible Dept or Position	Timeline	Budget Source	Monitoring and Evaluation activities
3J.1 /3J.2	Professional Development will be provided for teachers on using email, creating web pages, and posting electronic grades.	Tech Dept & Site Technology Trainer (STT)	On-going	N/A	Sign-in sheets and STT notes
3J.1	The District Internet Acceptable Use Policy will be revised to include teacher web page content guidelines	Technology Dept	On-going	NA	The revised AUP will reflect stipulated content.
3J.1/3J.2	The District Internet Acceptable Use Police will be revised to include teacher guidelines on parent-teacher communication, including postings.	Technology Dept	On-going	N/A	The revised AUP will reflect stipulated content.
3J.1/ 3J.2	Questions on web page development and posting grades online will be included in the District Technology Use Survey. The survey will be conducted annually.	Technology Dept	On-going	N/A	The survey will reflect stipulated content. It will be distributed in May and evaluated by IT.

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3K. Monitoring Strategies and Methodologies **(Embedded Above & See Section 7 – Monitoring)**

4. PROFESSIONAL DEVELOPMENT COMPONENT

4A. Current Teacher/Administrator Current Technology Skills & Needs

A district survey indicated that teachers in approximately 70% of elementary classrooms and 75% of middle school/high school classrooms regularly employ computer-based technology. Those teachers use technology for at least one of the following:

- Computer-assisted data collection and analysis
- Making teacher-prepared materials with word processing or desktop publishing software
- Developing multimedia presentations for instruction
- Finding, evaluating and using Internet resources
- Implementing student, collaborative, email or web-based projects
- Curriculum-specific software for student review and practice
- Implementing student projects requiring use of Internet and/or computer applications
- Exchanging email with other teachers and with administrators, district-wide.
- Teaching computer skills to their students

Teachers indicated needs in the following specific areas: use of spreadsheets; using data to monitor student progress; data analysis; multimedia presentations; curriculum-specific software; desktop publishing; teaching computer skills to students. Administrators indicated needs in: use of spreadsheets; using data to monitor student progress; data analysis; multimedia presentations.

The Western Placer Unified School District offers various means of support for teachers to integrate technology into the curriculum. After-school, hands-on, in-services are regularly provided for interested teachers to learn software that promotes technology integration including: Word, PowerPoint, Inspiration, email, and others. Staff Development pay or units of credit are offered as an incentive for teachers who attend this training. In addition, the Assistant Superintendent of Education, the Director of Technology, the Network Administrator and the Data Specialist are on call to assist teachers with curriculum integration planning and implementation. Our teachers also take advantage of regional technology training. Many WPUSD teachers have participated in regional, CTAP-funded technology integration Training. Participating teachers have returned to their sites better prepared to support and instruct their students and colleagues in the use of technology.

Needs that will guide technology professional development

District Goals and Priorities are strongly tied to standards-based instruction that will improve student achievement. As new curriculum adoptions have increasingly offered and/or required technological components, it is necessary to ensure that all teachers are adequately prepared to utilize these portions of the adoption.

Specific technology skills are identified within the Language Arts, Math, Social Science, and Science Standards and will be included in the revised Scope and Sequence of Technology

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Skills. We will train teachers in those technology and information literacy skills which they will implement in their standards-based instruction. Site Technology Trainers (STT), the Assistant Superintendent of Educational Services and the Technology Director will revise The Scope and Sequence of Technology Skills by adding in the standards-based technology and information literacy skills for each grade level, K-12. Professional Development conducted by the STTs for their constituent teachers will focus on those skills.

The result will be to establish technology integration as a crucial link between curriculum standards and technology skills.

Long-term Professional Development Goals

Teachers will be trained in technology skills that will improve student achievement, communication, standards-based instruction, assist with data-driven decision-making, and motivate teachers to seek and effectively use technology resources to meet student needs. The National Educational Technology Standards for Teachers (NETST), published by ISTE, will be analyzed for use within the District. The NETST will serve as a resource for establishing our own technology standards for teachers and the subsequent professional development to support those standards. Specific workshops will be offered in the areas of greatest teacher-expressed needs, as mentioned above.

Administrators will be trained in technology skills that will enhance their leadership capabilities, improve efficiency and communication, as well as assist data-driven decision-making, evaluation and planning. The National Technology Standards for School Administrators (TSSA), published by ISTE, will be analyzed for use within the District. The TSSA will serve as a resource for establishing our own technology standards for administrators and the subsequent professional development to support those standards.

Classified personnel will be trained in technology skills that will enhance efficiency, assist with data-driven decision-making, help them make better use of District systems, and aid in communication, evaluation and planning.

Evaluation of Technology Proficiency Skills and Levels

Teacher teams will utilize the district-developed District Technology Proficiencies Survey for self-evaluation of their technology skills. Based on their results, they will discuss their strengths and needs and confer with one another through their site-level Professional Learning Communities (PLC'S – grade level/departmental/teaching teams) and with their Site Tech Trainer to develop a plan for improving their technological skills. The district, through implementation of this Technology Plan, will survey staff annually to assess technology proficiency improvements and progress toward meeting the plan's goals and objectives.

Communication

The District posts its professional development opportunities on the District website and via email and fliers. Postings for the Staff Development website are sent to the Assistant Superintendent of Educational Services for approval, then are sent to the Network Administrator

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for posting. Postings include WPUSD workshops, PCOE workshops and other approved or endorsed workshops. The resulting online Professional Development Calendar lists events for teachers, administrators, and classified personnel.

People

Technology professional development will be organized and coordinated by the District Assistant Superintendent of Educational Services (ASE) The ASE will establish annual training priorities (based on needs); coordinate requests for training; schedule training opportunities; establish and provide the means of training and the resources required (including trainers); maintain the technology professional development budget; promote the training opportunities through various means of communications; and help evaluate the training.

Site Technology Trainers (STT) will provide the core, standards-related training for their site colleagues. The ASE and Technology Department personnel, will conduct district-wide professional development opportunities, open to all staff.

When necessary, outside trainers will be brought in. These trainers will be contracted either upon the purchase of new systems or curriculum, or for specialized, on-going training that cannot be provided by the District's trainers. A budget will be allocated for reimbursement of these outside trainers.

Incentives will be provided for technology professional development participants, such as the Site Technology Trainers. These incentives may include release time, conference attendance, new software, hardware upgrades, and/or professional pay.

Motivation to attend technology skills training is crucial. Administrators, management, teacher leaders, and other key people will encourage their constituents to advance their technology proficiency levels.

Means of Training

The District is anticipating the implementation of multiple means of training, beyond the fundamental, hands-on use of computers. In addition, we are considering multimedia tutorials online, distance learning opportunities; the use of videos/DVD's; and satellite, webinars and video conferencing. These multi-faceted trainings will be further developed, not just in training for technology, but for other professional development offered across the District.

Resources to be used

A variety of technology resources will be needed to support technology professional development. In addition to miscellaneous software, the following resources are being considered for training:

- Additional laptops
- Scanners
- Digital Cameras
- Printers
- Projector and instructor's computer – housed/mounted permanently (for district training room)
- Video equipment

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- Television and VCR
- Mobile Laptop Lab
- Smart Board
- Speakers
- Smart Cart

4B. Clear Goals/Implementation Plan for Professional Development

Our goal is to get 75% of our teachers and site administrators to complete the District Technology Proficiencies Survey by June, 2012. The site survey results will be analyzed for use by the Site Technology Trainers (STT) and will be major factors in planning and implementing site training.

Professional Development Based on Needs Assessment
Goal 4B: Teachers and site administrators will annually complete the District Technology Proficiencies Survey to help the Site Technology Trainers plan technology professional development in the identified core, standards-based technology and information literacy skills.

Objective 4B.1: By June of 2012, 75% of teachers and site administrators will make use of the annual District Technology Proficiencies Survey as collected and monitored by the Site Technology Trainers (STT).

Benchmarks for needs-based professional development
4B.1a By June of 2010, 55% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills.
4B.1b By June of 2011, 65% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan for technology skills.
4B.1c By June of 2012, 75% of teachers and site administrators will make use of the District Technology Proficiencies Survey to help them create a plan or technology skills.

Objective	Training Based on Needs / Implementation Plan Activities	Responsible / Person Position	Timeline	Funding Source	Monitoring and Evaluation activities
4B.1	The District Technology Proficiencies Survey will be conducted annually. STT will provide training for the survey, when necessary. Teachers will work with their PLC's to develop their technology skills based on the survey results.	STT, Teachers	On-going	NA	District and School Technology Proficiencies Survey results; Teacher PLC feedback reflecting progress toward improvement.

Professional Development Based on Curriculum
Goal 4B.2: Site Technology Trainers will plan and implement site training in technology integration skills taken from curriculum standards with an emphasis on standards-based technology and information literacy skills in the areas of teacher-identified needs.

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Objective 4B2.1:-By June 2012, Site Technology Trainers will each have conducted 12 hours of formal training and support to their colleagues (4 hours each year), will have provided 45 hours of informal training and support to their colleagues (15 hours each year), and will have met together to plan/share technology needs and expertise for 45 hours (15 hours each year – monthly meetings).

Benchmarks for curriculum-based professional development

4B2.1a By June of 2010, Site Technology Trainers will each have conducted 4 hours of formal training and 15 hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets and anecdotal records.

4B2.1b By June of 2011, Site Technology Trainers will each have conducted 4 additional hours of formal training and 15 additional hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets, and anecdotal records.

4B2.1c By June of 2012, Site Technology Trainers will each have conducted 4 additional hours of formal training and 15 additional hours of informal training and support for K-12 teachers in standards-based, technology skills as evidenced by hourly time sheets, teacher sign-in sheets, and anecdotal records.

Objective	Curriculum-Based Training Implementation Plan Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities
4B2.1	Site Technology Trainers (STT) will be selected: 1 per school	Principals, ASE	Annually in spring for coming yr	NA	ASE will advertise & collect names from each District School
4B2.1	Representative Site Technology Trainers will revise the District Scope and Sequence of Technology Skills.	ASE; SST's	2009/10 revision; annual review	NA	Sign-in sheets. The revised Scope and Sequence of Technology Skill reflecting the desired outcome.
4B2.1	The K-12 Site Technology Trainers will plan and conduct professional development at their schools, based on the identified skills and their colleagues expressed needs.	K-12 STT, ASE	Ongoing - 1:1 tech support	NA	Sign-in sheets, evaluations timesheets (for STT reimbursement for training and preparation)
4B2.1	The Site Technology Trainers will offer one workshop each fall and one each spring, open to all teachers at all sites, making a minimum of 22 available workshops for teacher/admin enrollment annually.	STT, ASE	11 wkshps each fall; 11 each spring - annually	NA	Sign-in sheets, evaluations timesheets (for STT reimbursement for training and preparation)

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4B3. Goal statement(s) for classroom management tools, i.e. grade books, attendance and assessment.

Professional Development for Assessment, etc.
Goal 4B3: Teachers and Administrators will be trained in the use of student data systems and data analysis to better meet each student's academic needs.

Objective 4B3.1 By June 2012, 95% of Grade 1-8 classroom teachers will be trained in the use of Reading Lions Assessments, Online Assessment Reporting System (OARS) resources and data analysis as measured by sign-in sheets and training evaluations; 75% of K-12 teachers will be trained in the use of an electronic grade book.

Benchmarks for teacher training in data and assessment tools:
4B3.1a By June 2010, 85% of 1-8 classroom teachers will be trained in the use of Reading Lions Assessments, Online Assessment Reporting System (OARS) resources, and data analysis as measured by sign-in sheets and training evaluations; 65% of K-12 teachers will be trained in the use of an electronic grade book.
4B3.1b By June 2011, 90% of 1-8 classroom teachers will be trained in the use of Reading Lions Assessments, Online Assessment Reporting System (OARS) resources, and data analysis as measured by sign-in sheets and training evaluations; 70% of K-12 teachers will be trained in the use of an electronic grade book.
4B3.1c By June 2012, 95% of 1-8 classroom teachers will be trained in the use of Reading Lions Assessments and Online Assessment Reporting System (OARS) resources and data analysis as measured by sign-in sheets and training evaluations; 75% of K-12 teachers will be trained in the use of an electronic grade book.

4B3.1	Reading Lions training will be conducted for K-12 teachers.	STT, ASE	Annually fall/spring	Title 2 & Staff Dev't	STT, ASE will collect sign-in sheets
4B3.1	Spreadsheet Inservice	SST	Annually fall/spring	Title 2 & Staff Dev't	SST, ASE will collect sign-in sheets
4B3.1	Setting SMART Goals; Monitoring Student Achievement	ASE, PCOE Presenters	Annually	Staff Dev't	ASE will monitor registration/ attendance

4C. Process for Professional Development - Benchmarks/Timelines for Implementation (Embedded above)

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT & SOFTWARE

5A/B. Hardware/Networking/Resource –Exisiting & Needs

Existing

All school computers currently must meet technical requirements necessary for networking and multimedia applications. Hardware needs to meet the professional development, educational and or management needs. Hardware is purchased from approved vendors with minimum hardware specifications. District computers are able to access all District recommended multimedia software. In addition computers need to be able to access the District Internet and Intranet via Ethernet. The District will predominately support the Windows PC platform. For example, in most careers, Windows-based machines and software are the standard. All classrooms have one teacher computer; many classrooms have one to two student computers. The teacher and generally one student computer are connected to the internet. All classrooms have a networked printer; a few classrooms have an LCD projector; all classrooms are equipped with overhead projectors.

Each middle school and high school has one or more Library computer available to all students. Teachers bring their students during the day to access a variety of technologies and technology resources. Teachers may use those labs for the goal of providing students an opportunity to use unique learning resources from a technology integrated core curriculum. Using an electronic calendaring system, schools are able to manage the days and times in the computer lab. In addition, students may use the designated library computers after school to access technology resources.

Although there is a five-year replacement plan for hardware, this has not always been accomplished, depending on site prioritization of technology needs.

Sites and District personnel purchase hardware through a specific process. The site's technology committee/Site Based Leadership Team reviews hardware purchases to evaluate educational need and technical requirements. District IT department fields additional questions. Schools requisition hardware based on District standards, appropriate hardware vendors and specifications. Hardware specifications and authorized vendors can be accessed via District's email system or the District's technology purchasing agent. Once hardware is delivered a process for installation by the IT department is initiated. The District's User Support staff upgrades and installs all hardware. School and District personnel request these installs through a work order process that is initiated electronically at the site, processed by District IT department, installed by District IT department and evaluated by IT supervisors and by site requestors (the user).

Needs:

The comprehensive high school and the continuation high school each need more computer hardware. The comprehensive high school needs an additional one to two drop-in labs, or mobile laptop labs for student use to support core subject area learning, with the goal of one lab (stationary or mobile) per each 500 students. The continuation high school will have at least one computer lab or mobile laptop lab for use as either a drop-in lab or an instructional elective classroom. The goal is for each high school to have1 computer per 5 students and for each classroom to have 2 computers to allow for exploratory, production and presentation needs.

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Each computer will be capable of printing to the networked printer. In addition each core classroom will have a presentation system that will include either an LCD projector or mounted 27-inch monitor to display electronic media from the computer. Through a yearly analysis of each school's hardware database, by the District's IT department, a recommendation of hardware purchases will be given to the school. Installation and setup of these computers will be done by the District's IT department.

Elementary and middle schools have 1 computer per 10 students; the goal is 1:10 at elementary and 1:5 at middle schools. Schools need to have 2 student computers per classroom that will include hardware to allow for exploratory and presentation centers for curriculum and technology integration. Elementary schools may add to the configuration by adding additional computers in the upper grades (4 per upper grade). Each elementary school and middle school will have a drop-in computer lab or mobile laptop lab per each 500 students (currently one drop-in lab per 800 students).

Each classroom needs a presentation system that will include either a LCD projector or mounted 27-inch monitor to display electronic media from the computer. Through a combination of resources from site funds, District funds and grants, and potential basic aid funding, schools will maintain this ratio. Through a yearly analysis of the school's hardware database, by the District's IT department, a recommendation of hardware purchases will be given to the school. Installation, inventory and setup of these computers will be done the District's IT department.

Elementary libraries will be expanded to include one library computer center at each elementary school. Each computer center will be developed around technology hubs or centers. The library media center will have an exploratory, collaborative, research, presentation and publishing hub.

At all levels, computers need to be divided into fifths and then replaced. Sites will be responsible for upgrading student computers. The district will be responsible for upgrading staff computers . Hardware will be repaired by the District's IT department. When computer hardware is no longer able to access District resources and run necessary software, the site will replace computer hardware, with the site responsible for student computer costs and the district responsible for staff costs.

5.C. Goal statements for hardware

Goal 5C1: The schools will have the hardware necessary to implement the educational programs and to teach the grade level standards.

5C1.1 Objective

By June 30, 2012, 100% of sites will have the designated hardware configuration per classroom. (10:1 student to computer ration, 2 computers, presentation unit, and networked printer for elementary schools. A 5:1 student to computer ratio, 3 computers, presentation unit and networked printer for middle and high schools).

Benchmark statements for hardware:

5C1.1.a By June 30, 2010, 35% of sites will have the designated hardware configuration per classroom. (A 10:1 student to computer ratio, 2 computers, presentation unit, and networked printer for elementary school classrooms. A 5:1 student to computer ratio, 3 computers, presentation unit and networked printer for middle and high school classrooms)

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5C1.1.b By June 30, 2011, 70% of sites will have the designated hardware configuration per classroom (10:1 student to computer ration, 2 computers, presentation unit, and networked printer for elementary schools. A 5:1 student to computer ratio, 3 computers, presentation unit and networked printer for middle and high schools)
5C1.1.c By June 30, 2012, 100% of sites will have the designated hardware configuration per classroom. (10:1 student to computer ration, 2 computers, presentation unit, and networked printer for elementary schools. A 5:1 student to computer ratio, 3 computers, presentation unit and networked printer for middle and high schools)

Objective	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities
5C.1	Secure funds for hardware; inventory annually; retire old hardware as needed; share five-year replacement calendar and budget needs with sites	District IT	On-going; annually	General Fund; Categorical possible basic aid	Analysis of funding sources applied for and secured.
5C.1	Purchase Hardware/Computers	District IT	On-going; annually	Same	Analyze reports from Database of inventory
5C.1	Provide each classroom with the hardware necessary to allow for the equitable access to multimedia technology resources, applications, printing	District IT	Annually	Site funds; potential grant sources & basic aid	Analyze reports from Database of inventory

Benefits from hardware:

The hardware will provide equal access to educational opportunities and resources through technology. The classroom configuration will allow teachers and students to communicate with others, access resources, and share information in an effective way.

5A/B. Software Needs/Existing

The District has implemented a complete process for inventorying, selecting, purchasing, installing and monitoring software that meets the educational, legal and technical standards. The District maintains standardized software systems in business, student, database, spreadsheet, word processing, email, grade book, language arts assessment software, and browser. The District standards include the following: Microsoft Office Professional Suite, Symantec Anti virus, and Aeries. When changes are necessary, the District's technology planning committee provides recommendations to Cabinet. Cabinet authorizes new District standards. For software needs beyond the District standards, site committees will provide additional recommendations based on the District's scope and sequence as well as technical requirements.

On all new computers, a software package of District-needed software is ordered and installed upon delivery. The price of the software is automatically included at the purchase of the

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computer. There is an office, teacher, and student package and the appropriate package will be ordered for each new computer (See appendix for Packages). The cost for the software is added to each computer and is funded by the department or school that purchases the computer. Any software that requires an annual maintenance/renewal fee will be paid by the school site. In addition to adding new software resources, presently, schools have access to a variety of software learning resources already at their campus. At the middle and high school level, students may access specific math courseware *(Accelerated Math)* that provides Computer Assisted Instruction.

When new software is desired, and/or is part of a curriculum implementation package, the Site Tech Trainers and District Technology Department will review the software for technological compatibility and support; the Asst Supt of Educational Services and/or the site principal will review the software for appropriateness to content standards and District Technology Scope and Sequence. Once purchased, the licensing information is recorded into a database and supporting licensing documentation is entered into the District's document imaging system by the Technology and Business Departments. The software is installed by District's IT department and/or the site's Software Trainer. The physical media is stored at the IT department and copies are distributed as necessary. All software licenses are inventoried at the District level. Through a database, software licenses are tracked by the District's IT department. When software needs to be reinstalled or moved to another location, the IT dept tech will remove the program from the hard drive (if necessary). If software needs to be changed to a different computer, the IT tech is informed and the software is reissued. The IT tech reinstalls the software and insures that it is functioning correctly.

5C2. Goal Statements for Software:

Goal 5C2: Schools will use a process for selecting, installing and using software that aids students in the achievement of grade level standards and increases District efficiency.

Objective 5C2.1 By June 30, 2012, 100% of sites will have the Districts standardized computer software installed on their computer.

Benchmark statements for software:
5C2.1.a By June 2010, 100% of sites will have the Districts standardized computer software installed on their computer.

Objective 5C2.2 By June 30, 2012, 100% of sites will be using the District's formal process for selecting and purchasing new software.

Benchmarks
5C2.2.a By June 30, 2010, 100% of sites will be using the District's formal process for selecting, purchasing and implementing new software.

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Objective	Implementation Plan/Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities
5C2.2	Secure funds for software	District IT	On-going	General Fund	Analysis of funding sources applied for and secured.
5C2.2	Purchase and inventory Software; Inventory and record licenses	District IT	On-going; annual inventory	General Fund	Analyze reports from Database of inventory.
5C2.2	Fine tune the process for aquiring, installing, inventorying, and moitoring software that meets the educational, legal, and technical needs of the District	District IT, Dir of curriculum	On-going	General Fund	IT meeting and site surveys
5C2.2	Install software onto computers	District IT	On-going	District IT dept Budget	Assessment of inventory which shows all Software have been installed and is functioning

Benefits from Software:

There are benefits from acquiring new standardized software and implementing a new Software Program. By supplying staff members and educational leaders with greater standardized software tools, productivity can be increased through leveraging resources such as training and minimizing total cost of ownership. The educational needs can be met by aligning software choices with specific educational goals and standards. The new process will ensure that alignment between educational needs and software selection. In addition, legal and ethical guidelines will be followed so that the school District can maintain its integrity and legal duty by following its licensing obligation.

5A/B. Infrastructure – Needs & Existing

Through the District's network, documents, resources, email, and printers can be shared. The District has 11 school sites that have a fully functional Local Area Network that is connected to the rest of the District through the District's wide area network. This wide area network has access to the Internet through its Internet Service Provider, Starstream Communications. All school offices and all classrooms have multiple computers that are able to access the Internet.

The goal is to provide users access to a variety of network services and network resource for educational and management purposes. This purpose is accomplished through the site's LAN, WAN, Internet Connection and servers. Through services such as the District's Intranet, users can access lesson plans, District forms, learning resources, community resources and student and business databases from the network.

The District educational community can access their email and other educational resources from any computer that has Internet access. The network is monitored on a regular basis by the District's IT department. When maintenance or fixes are necessary the District's IT department has a Network Administrator that provides this function. The Network Administrator uses

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monthly benchmarks of the networks speed and reliability to determine if the goal is being met. Bandwidth usage on the LAN, WAN and Internet connection has been greatly expanded and is monitored and assessed weekly through reports from a variety of technology tools. These functions and services are maintained and monitored by the District's IT department and its budget.

The goal of providing students and the educational community appropriate Learning Resources is accomplished through the District's educational portal (website). The portal provides a guide to educational content and materials that are relevant to students and teachers. As a part of this portal, WPUSD has contracted to receive special informational services through United Streaming. This service gives the WPUSD community access to multimedia streams. Students and teachers can explore other educational resources on the Internet with the protection of a filtering system. Within the District's network, users are protected from violent, pornographic and other inappropriate Internet material through the District's Internet content filter. Although the filter affords protection it does not guarantee that all inappropriate sites will be blocked. This website is maintained by the District's IT department and specifically through the department's Network Administrator. Necessary upgrades are funded through the IT Department's annual budget. On a monthly basis, content is updated by automated downloads of revised filters. Dynamic content will be updated by IT as necessary.

To further the goal of providing relevant learning resources and information to the community, the district website will be reconfigured or possibly maintained by a third party; school websites will be better developed to make them more current and accessible. The content of each website will be updated regularly by each Site Tech Trainer with the support of the Network Administrator, Site Administrator and Director of Technology; programming will be done by the District IT Web programmer.

Current: The District is connected through the county office of education to the internet. The LAN at each site is an Ethernet Network running at either 10mbs or 100mbs. The high schools and one middle school operate at 100mbs speed to the desktop. Currently our schools are connected to each other via 100Meg fiber link provided by our local cable company and two T1 lines connecting two schools outside of the cable company's service area.

Needs: The current available band width to the internet needs to be increased to keep up with the additional school sites being added to the district. Our current 100MB link between our school sites needs to be increased to 1GB to allow for future centralized student information system and the use of teleconferencing and other high bandwidth technologies.

The District maintains the network connectivity, network services and network security. To ensure the goal of network security, both physical and electronic security are addressed and implemented by the IT department. Through a tiered approach, security is maintained. Passwords, IP Filtering, Firewall, Network Address Translation and Network Authentication are combined to build the network's security. Physical security is addressed by maintaining cabinets and rooms that are locked and alarmed. The District IT department will ensure that as additional switches and servers get installed, those network devices are stored in cabinets that are locked. Data is physically secured by keeping backups of the data in a fireproof safe. Daily backups of all critical data from each site will continue to be stored at the District Office. The District's IT department will maintain, coordinate and fund the backup's security.

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5C Goal Statements for Infrastructure:

Goal 5C3: Schools will have the infrastructure necessary to access educational resources, to increase the quality of instruction, and to promote student achievement through a reliable and speedy network.

Objective 5C3. 1

By June 30, 2010, 100% of sites will have upgrades to their LAN, WAN, and Internet connection to increase the bandwidth and speed to utilize multimedia client/server programs and data management applications measured by analysis of data systems reports.

***(LAN Speed to be increased to 100mbs to desktop)**

***(WAN Speed to be increased to 20MB)**

Benchmark statements for infrastructure:

5C3.1a By June 30, 2010, 100% of sites will have upgrades to their LAN to increase the bandwidth and speed to utilize multimedia client/server programs and data management applications.

Objective	Implementation Plan Activities	Responsible Dept. or Person	Timeline	Budget Source	Monitoring and Evaluation Activities
5C3.1	Secure funds for infrastructure	District IT	Annually	General Fund	Analysis of funding sources applied for and secured.
5C3.1	Prioritize sites for completion plan	District IT	Annually		Analyze reports from Database of inventory.
5C3.1	Purchase Hardware at sites to accommodate increased LAN and WAN speeds.	District IT		General Fund	Inventory and analysis of items purchased vs. items needed using network maps/documentation
5C3.1	Setup, install, test and configure all hardware	District IT	Annually	District IT dept Budget	Assessment which shows all sites have beencompleted and are fully functional.
5C3.1	Upgrade the network to accommodate the reliable, delivery of multimedia instructional technology as well as data management applications over the LAN, WAN, and Internet connection by expanding the capacity of the District's network to increase speed and bandwidth to and within sites.	District IT	On-going	General Fund, IT budget, Erate	Annual analysis by IT department

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Benefits from Infrastructure Upgrade:

There are three main benefits to the upgrades in the network. Students, staff and management will be able to access multimedia learning resources and large databases for increases in achievement, productivity and efficiency. In addition through increases in network performance resources can be shared and leveraged. Finally, communication can be more effective through the asynchronous and multimedia communication made possible by high-speed networks.

6. FUNDING AND BUDGET COMPONENT CRITERIA

6A – Potential Funding and Budget

The District has used the following sources of the past 5 years to fund technology projects:

- General Fund
- E-Rate
- Various State and Federal Categorical Funds and Grants

The District will seek funding from the following sources to fund technology projects:

- Possible Basic Aid Fund
- District General Fund
- Business and Government Grants
- District Categorical Funds
- Site Based Categorical Funds

WPUSD recognizes that one of the greatest challenges is to continually reinvest in upgrading the District's technology assets. WPUSD will continue to aggressively seek additional funding sources to expand its support of technology in schools.

6B – Estimation of Replacement Costs for the Term of the Plan

Technology Vision
Funding Model For
Year 2009 thru 2012
ESTIMATED BUDGET

Action Item	Type	Year	Cost	Notes/Funding Source
YEAR 1 (2009/2010)				
Establish 3.0 FTE At large positions to be used where needed for schools;	Ongoing	one	$ 175,000.00	Growth; general fund
Teacher, Admin, and Lab computer refreshes (purchased and installed);	Ongoing	One	$ 100,000.00	Genfund/categoricals/grants/basic aid
Existing network, phone maintenance and upgrades;	Ongoing	One	$ 10,000.00	General fund
Server upgrades and refreshes;	Ongoing	One	$ 10,000.00	General fund/grants/categoricals
Infrastructure Maintenance;	Ongoing	One	$ 10,000.00	Growth/wiring of network-gen fund
Staff Dev/Curriculum	Ongoing	One	$ 20,000.00	Staff Development; Title I/Categoricals
Total Year 1			**$ 325,000.00**	

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YEAR 2 (2010/2011) – Represents 2% increase from Year 1				
Support 3.0 FTE At large positions to be used where needed for schools	Ongoing	Two	$ 178,500.00	To cover new schools, email admin, growth
Teacher, Admin, and Lab computer refreshes (purchased and installed)	Ongoing	Two	$ 102,000.00	
server upgrades and refreshes	Ongoing	Two	$ 10,200.00	
Infrastructure Maintenance	Ongoing	Two	$ 10,200.00	growth/wiring of network
New staff support costs (equipment/SW)	Ongoing	Two	$ 10,200.00	Training and equip. for 4 net new staff
Staff Dev/Curric			$ 20,100.00	
Total Year 2			**$ 331,200.00**	

YEAR 3 (2011/2012) – Represents 2% increase from Year 2				
Support 3.0 FTE At large positions to be used where needed for schools	Ongoing	Three	$ 182,070.00	To cover new schools, email admin, growth
Teacher, Admin, and Lab computer refreshes (purchased and installed)	Ongoing	Three	$ 104,040.00	
server upgrades and refreshes	Ongoing	Three	$ 10,404.00	
Infrastructure Maintenance	Ongoing	Three	$ 10,404.00	growth/wiring of network
New staff support costs (equipment/SW)	Ongoing	Three	$ 10,404.00	Training and equip. for 4 net new staff
Staff Dev/Curric			$ 20,202.00	
Total Year 3			**$ 337,524.00**	

Total District Funds Needed 2009-2012	**$ 993,724.00**

7.10.33

See each component's individual Tables, which follow Benchmarks for additional information.

Description of ongoing Technical Support
See page 25 - 31 for details on the level of on-going District technical support.

Goal 6B: The Technology budget will reflect appropriate allocations and expenditures to effectively implement goals, objectives, and benchmarks.

The Assistant Superintendent of Education, The Director of Business Services and the Director of Technology will allocate budget funding for Technology. The Technology budget allocations and expenditures will be monitored and evaluated bi-annually by those responsible parties.

Objective 6B.1 By June 2012, the above administrators will have met to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years.

Benchmarks for budget monitoring and evaluation
6B.1a By June 2010, the above administrators will have met to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years.
6B.1b By June 2011, the above administrators will have met to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years.
6B.1c By June 2012, the above administrators will have met to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years.

Objective	Monitoring & Evaluation Implementation Plan Activities	Responsible Dept. or Position	Timeline	Budget Source	Monitoring and Evaluation activities
6B.1	The ASE will convene meetings of the Site Technology Trainers (STT) to evaluate and further Tech Plan implementation.	ASE, STT	On-going	NA	ASE will collect sign-in sheets, agendas, and meeting minutes.
6B.1	The Information Technology Dept.(IT) will meet to evaluate tech plan implementation.	TC, IT personnel	Twice yearly	NA	TC will collect sign-in sheets.
6B.1	District Leadership meetings will address technology expenditures and budget.	ASE,TC, ASB	On-going	NA	The ASE will collect agendas and meeting minutes.

6C. Description of Obsolete Policy
The District has a five year cycle replacement policy for obsolete hardware. All district hardware carries a five-year warranty. The Tech Department maintains an inventory for all electronic hardware and software which it updates continuously as new purchases are made and as older equipment or software is retired. Annually, the equipment is evaluated by the Tech Department and any hardware for which the warranty has expired is evaluated for usefulness. If the equipment is still useful, (for example, computers for students to practice keyboarding), the Tech Department indicates to the user that it is beyond warranty and will not receive district support for repair. The Tech Department communicates to the site administrator the replacement needs

for the current and the coming year. During the annual inventory, any obsolete or non-functioning machines are identified and removed, cleaned and appropriately disposed of. Each site is involved in this process through continuous communication with the site administrator and the Site Tech Trainer. Through this process, which was initiated in 2007 – 2008, many pieces of obsolete equipment were identified and replacement plans were made. This process is allowing site and district administrators to be proactive in their technology plans and budgets.

Process for Monitoring and Communicating Ed Tech Funding

Goal 6D: The Technology budget will reflect appropriate allocations and expenditures to effectively implement goals, objectives, and benchmarks, based on expressed/surveyed user needs.

The Assistant Superintendent of Education, the Director of Business Services, the Director of Technology, Site Administrators and the Site Tech Trainers will work together to obtain and allocate budget funding for Technology. The Technology budget allocations and expenditures will be monitored and evaluated bi-annually by those responsible parties.

Objective 6D1 By June 2012, the above administrators will have met twice a year to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years.

Benchmarks for budget monitoring and evaluation

6D.1a By June 2010, the above administrators will have met twice a year to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years. The Asst Supt of Ed Services, the Site Tech Trainers and the Director of Technology will meet monthly, addressing budgetary needs as a part of their regular agenda.

6D.1b By June 2011, the above administrators will have met twice a year to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years. The Asst Supt of Ed Services, the Site Tech Trainers and the Director of Technology will meet monthly, addressing budgetary needs as a part of their regular agenda.

6D.1c By June 2012, the above administrators will have met twice a year to evaluate allocations and expenditures on Technology to determine adjustments for subsequent years. The Asst Supt of Ed Services, the Site Tech Trainers and the Director of Technology will meet monthly, addressing budgetary needs as a part of their regular agenda.

Objective	Monitoring & Evaluation Implementation Plan/Activities	Responsible Dept or Position	Timeline	Budget Source	Monitoring and Evaluation Activities
6D.1	Meetings of Site Technology Trainers (STT) and Tech Dept to evaluate and further Tech Plan implementation.	ASE,STT, Director of Technology	Fall & Spring Annually	General Fund	ASE will collect sign-in sheets, agendas, and/or meeting minutes.
6D.1	The Information Technology (IT) dept. will meet monthly to evaluate and further Tech Plan implementation.	Director of Technology	Each Month	NA	ASE will collect sign-in sheets, agendas, and/or meeting minutes.
6D.1	The Director of Tech, Asst Supt of Ed Services, & Site Tech Trainers will meet each year to evaluate/update the plan. Subsequent Technology Plan revisions will be distributed to all stakeholders.	Tech Plan committee/ Tech Dept & Site Tech Trainers	Spring, annually	NA	The committee chair will collect sign-in sheets, agendas,meeting minutes and Tech Plan revisions.
6D.1	District leadership meetings will address technology expenditures and budget.	ASB, ASE, TC	On-going	NA	The ASE will collect agendas and meeting minutes.

6E. Technical Support (Although not required in the plan, the stakeholders felt this was important to include.)

Current: The District's Technology Support Systems (TSS) Department provides support and maintenance for computer-related equipment used by teachers and staff. A web based Tech Center is provided for assistance with computer-related problems and questions and will be monitored by TSS personnel. Any certificated or classified employee can place a repair request for assistance. User Support Analysts in the TSS Department provide technical assistance for hardware, software, and network issues. The District has two user support personnel who provide technical help in the area of LAN networks, computer hardware, software and application support. The User Support staff provides dedicated support in the area of applications and training to users. In addition to the two User Support personnel, there are site technicians to assist with localized problems and issues.

Needs: The current ratio of User Support to computers is one support person for every 600 computers. As the number of computers in the District grows, WPUSD will reduce that ratio to 350 to 1. The service that is provided is evaluated through service ratings based on surveys. TSS will survey service once a month through phone calls and /or email using the Service Survey. The feedback is reviewed monthly and adjustments are made accordingly.

The TSS Support process for providing assistance to users is as follows:

- When the user encounters a problem and/or has a question they submit a repair order online or call the district tech support office.
- If the user's problem can't be resolved over the phone then a technician is dispatched to investigate the problem.

- TSS will review submitted repair orders to determine severity and priority.
- Once User Support personnel receive repair orders for a site, TSS will interface with the site's designated technology representative to determine site priorities.
- TSS will visit each school once a week to address any current normal priority repair orders for that site and resolve open repair orders.
- TSS will determine if repairs are to be done by staff, contracted out, or handled through warranties. After a computer problem is resolved, a receipt of service (copy of repair request) will be left with the user's computer.

Project Development

TSS will assign project status to any request that requires more than one full work day by a technician and is a new or improvement request. For any requests that are assigned a project status TSS will:

- Assign Project leads and develop a Project plan that will include projected start and end dates.
- Determine priority of the project in alignment with priorities established by Cabinet (CBO, Assistant Superintendents and Superintendent).
- Coordinate all tasks that need to be completed by TSS and other District departments.
- Help to determine if outside resources/contractors will be needed to complete the project.
- Provide follow-up service after the project has been completed.

6.E Goal statements for technical support:

Schools will receive professional and reliable technical support in order to maintain and support the educational programs in the schools.

Objective 6E.1 By June 30, 2012 all hardware and software problems will be resolved in a one-week period through Help line and onsite assistance by the District's user support team and measured through site surveys.

Benchmark statements for technical support:

6E.1 By June 30, 2010, 100% of site technical problems will be resolved within a week by either fixing the problem or providing a loaner.

Objective	Implemental or Benchmarks	Responsible Party or Position	Timeline	Budget Source	Monitoring and Evaluation activities
"6E1	Secure funds for additional User Support Person and loaner equipment.	District IT	Annually	General Fund	Analysis of funding sources applied for and secured
"6E1	Post and hire additional User Support and purchase loaner equipment	Personnel	On-going		Signed paper work at completion
"6E1	Develop rotational schedule so that sites get weekly support.	District IT	On-going		Site surveys

Benefits from technical support:

Through technical support, students will be able to have greater access to learning resources because computer hardware will be functioning for longer periods. In addition productivity of support staff will be increased because technologies that assist them in their work will be functioning. In addition, with application support, staff will be more efficient in their work.

7. MONITORING AND EVALUATION COMPONENT

Monitoring and evaluation details are included for each benchmark in the Tables immediately following each Goal section, above.

See Component pages for:

Curriculum monitoring and evaluation details
Professional Development monitoring and evaluation details
Infrastructure monitoring and evaluation details
Budget monitoring and evaluation details

Goal statements for monitoring and evaluation of the Technology Plan:

Implementation will be supported through Site Technology Trainer (STT) meetings in which the revised Technology Plan will be distributed and discussed. Technology benchmarks that involve schools, teachers, and students will be stressed. The STT will collaborate and outline strategies for the support and training they will provide in the coming school year to support the goals and objectives of the Plan. The STT, the Instructional Technology Specialist, and the ASE will meet to evaluate and assess the success of implementing the educational benchmarks of the Technology Plan. The focus of each meeting will be for the STT to develop strategies for support of their site faculty in implementing the benchmarks.

The District Information Technology (IT) Department will regularly convene to evaluate and assess the progress of implementing infrastructure benchmarks. The Technology Plan committee will meet annually to assess the status of the District in implementing the Technology Plan and will make recommendations for improvements or changes to the Plan, budget, and/or the implementation process as needed.

7A/B. Process for Monitoring & Evaluation of Plan Progress and Impact on Teaching and Learning and Schedule for Evaluating Effectiveness

The overall monitoring and evaluation of the plan progress will primarily rest with the Assistant Superintendent of Educational Services and the Director of Technology, pairing curriculum, instruction and student expertise with technological expertise. Progress on the plan will be monitored monthly through Site Tech Trainer meetings, which the Director of Technology

attends and the Assistant Superintendent of Educational Services chairs. The Assistant Superintendent of Educational Services will monitor student progress on core standards every six weeks, through the OARS system. A formal year-end evaluation of the plan's progress will take place each spring. The Assistant Superintendent of Educational Services will report to and hear from site principals through monthly Curriculum and Instruction meetings on the progress of the plan.

Goal 7A/B: On-going evaluations of the implementation of Technology Plan benchmarks will ensure that through the use of technology, the goals of the plan will be achieved: increase in student knowledge and use of technology and increase in student achievement.

Objective 7A/B.1 By June 2012, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks as measured by sign-in sheets, agendas, and meeting minutes.

Benchmarks for monitoring and evaluation of plan implementation
7A/B.1a By June 2010, Site Technology Trainers will have participated in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.
7A/B.1b By June 2011, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.
7A/B.1c By June 2012, Site Technology Trainers will continue to participate in monthly meetings to evaluate progress and develop strategies to support their school faculty in meeting the Technology Plan benchmarks.

Objective 7A/B.2 By June 2012, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks as measured by agendas and sign-in sheets.

Benchmarks for monitoring and evaluation of plan implementation
7A/B.2a By June 2010, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.
7A/B.2b By June 2011, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.
7A/B.2c By June 2012, Information Technology (IT) Department meetings will have been convened to evaluate the effectiveness of meeting infrastructure benchmarks.

7C. Process and Frequency of Communicating Evaluation Results to Stakeholders
The Assistant Superintendent of Educational Services will report to the local School Board annually on the progress of the District Technology Plan. The District Website will host the School Accountability Report Cards (SARC) which list student to computer ratios and student achievement scores. The SARC's are updated annually.

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EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS COMPONENT

8.A ADULT LITERACY:

Western Placer Unified School District's Adult School is small. The Adult School offers parenting classes and ESL classes. The ESL classes generally have 8-15 learners each. Both of these classes are housed adjacent to Phoenix High School. A new program, the Parent Education Preschool, has added another 40 adults to the Adult School. The Parent Education Preschool program emphasizes parental literacy, parenting skills and early education for children.

Our district currently provides an adult English language class to parents in our district. The class is held at the adult school building adjacent to Phoenix High School. Childcare is provided while parents are in class.

In addition to the WPUSD Adult School, our local community college also provides community education. These courses are open to anyone in the community. Classes are conducted both in a classroom setting and now a large number are now being offered online. Test prep for the GED, SAT and ACT are provided through this community service.

Lincoln High School also houses three Regional Occupational Programs on its campus. ROP is a strong partner with the district concerning education of adults.

EFFECTIVE RESEARCH BASED METHODS AND STRATEGIES COMPONENT

9.A AND B RESEARCH AND STRATEGIES OVERVIEW.

The Educational Services department, which includes all components of curriculum and staff development, is committed to providing our teachers and students the very best possible instruction. Our instructional methods are based on proven methodologies. This technology plan has goals and benchmarks that will require ongoing efforts by both the technology and educational services department. With the assistance of our local CTAP region we have learned of models and strategies that are the most accessible and reliable research-based and proven information for hardware specifications, standards aligned software, implementation models and instructional strategies.

We are utilizing technology heavily to monitor student achievement and to adjust instruction to meet the needs of students. We are just beginning to couple this with the use of Professional Learning Communities (PLC's) to further support student learning. Both of these strategies follow Marzano (best practices), the DuFour's (PLC's), and Carol Ann Tomlinson's (differentiation) work regarding how to raise student achievement. Additionally, we are using technology to teach, reinforce and raise student learning to higher levels. The chart below gives further examples of research support for our strategies:

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, What Works in Schools, 2003.	"The defiing characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions."
Information Literacy Skills History/Social	*Critical Issue: Using technology to improve*	"Using technology within the curriculum framework can enhance important skills that will be valued in the

Studies	*student's achievement*, 1999 NCREL web site.	workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core Content, including Math and Science	Sivin-Kachala and Bialo, *2000 research report on the effectiveness of technology in schools*, 2000.	"Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas."
Reading	Results! California Professional Development Institute. Research includes: Moats, *Educational Leadership*, March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, *Educational Leadership*, February 1994.	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Research	Glasgow & Hicks, What Successful Teachers Do, 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, Whatever It Takes, 2004.	"Eight Step Improvement Process.....Step 1- Disaggregate Data, Including Test Results...."
Staff Development: Adult Learning Models	Schacter, *The impact of education technology on student achievement: What the most current research has to say.* Milken Family Foundation web site, 1999	"The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning."

9.C. DELIVERY OF SPECIALIZED COURSES.

CTAP has been and will continue to be Western Placer Unified School District's most important source of information about quantity and quality of instructional technology. Western Placer Unified School District staff and administration will annually review our curriculum in relation to identified student needs for additional academic curricula and/or distance learning needs. Taking into account the total needs of all students, including social interaction and mentoring, staff and administration will continue to research the most effective learning models and strategies to meet student needs. Currently, there has not been the need to offer distance learning opportunities, due to our comprehensive offerings and the availability of community college and ROP courses. However, we will continue to investigate these possibilities as well as continue to develop the use of technology by students for projects and course work.

GOAL: INCREASE ABILITY TO OFFER SPECIALIZED OR RIGOROUS ACADEMIC COURSES THROUGH THE USE OF TECHNOLOGY, INCLUDING DISTANCE LEARNING.

OBJECTIVE: By June 2012, students will be engaged in a variety of projects and course work through the Internet and other distance learning technologies.

Benchmarks:

June '10	Students in grades 6 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '11	Students in grades 4 through 12 complete multi-media projects and/or simulations in core academic areas.
June, '12	Students in grades 6 through 12 participate in such activities as Digital Curriculum, Web Quest, Camp Internet and other online resources.
June, '12	Students in grades 9 through 12 participate in classroom web based and/or distance learning.

Implementation Plan/Activities	Responsible Position	Timeline	Monitoring And Evaluation Activities
Staff development in multi-media technology	District Office, STT	Fall annually	On site training, Technology Camp, District Inservice Day
Staff research Internet resources (simulations, Digital Curriculum, Web Quest, Camp Internet, lessons, courses, etc.)	Computer Aide, Teachers	Annually	Lesson plans
Students in grades 6-12 complete multi-media projects and/or simulations	Teachers	January – June 2010	Completed assignments
Students in grades 4-12 complete multi-media projects and/or simulations	Teachers	January – June 2011	Completed assignments
Students in grades 9-12 participate in classroom web based and/or distance learning.	Teachers	January – June 2012	Completed assignments
Identify current offerings and review student needs for additional courses	Asst.Supt and Site Tech Trainers	2009 - 2012	Annually review learning opportunities for student use, success and appropriateness in light of student data and demographics at site and district levels.
Collaborate with appropriate institutions to develop/expand/narrow current offerings.	Asst.Supt and Site Tech Trainers	2009 - 2012	

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Appendix A

Hardware
Desktop Computer Standards

This standard computer configuration was designed for use as a minimum classroom workstation or in a computer laboratory as a basic client workstation. This configuration assumes:

1) This system will be used as a basic teacher/student workstation. This system is not intended for advanced applications support such as 3D rendering, AutoCAD or multimedia development.

This system is capable of running any of the standard applications currently in use, or projected to be in use, for the next 5 years, in both classrooms and computer labs campus wide. This configuration is a cost effective solution.

The standard hardware in this configuration should be sufficient to allow software technology to advance without requiring hardware upgrades for at least 5 years into the future.

Equipment	Minimum for new purchases	Minimum to accept as a donation
Processor	2.0 Ghz Pentium Dual Core	2.8 GhzPentium P4
Memory	2 Gig	1 Gig
Hard drive	80 Gig SATA	80 Gig
Removable Media	16x DVD +/- RW	32x CDRW
Operating System	Windows XP Pro SP3	Windows XP Pro SP3
Network Card	Ethernet 10/100	Ethernet 10/100
Monitor	17" LCD	15" LCD
Keyboard/Mouse	USB/Optical Scroll Mouse	USB

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Software Standards

The following chart shows the standard software that will be installed on new computers purchased for the district.
There are additional programs that will be installed at the school sites depending on where the computer is to be used. i.e.: Admin, teacher, student. The site technology committee at each site will determine these programs.

Standard Software	Administration	Teacher	Student
Microsoft Office Suite	MS Office Pro SP3	MS Office Pro SP3	MS Office Pro SP3
Symantec Anti Virus	Endpoint Protection	Endpoint Protection	Endpoint Protection
Operating System (OS)	XP Pro SP3	XP Pro SP3	XP Pro SP3
Student Information System	Aeries SIS		

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Appendix B

Technology Scope and Sequence

I = Introduce R = Reinforce IU = Independent User

1.) **Use and understand basic computer related terms.**
2.) **Identify basic computer hardware components and peripheral devices.**
3.) **Demonstrate care and appropriate use of hardware.**
4.) **Use word processing program(s).**
5.) **Use spreadsheet program(s).**
6.) **Use database software.**
7.) **Use telecommunications/networking software.**
8.) **Use multimedia software.**
9.) **Use basic computer management skills.**
10.) **Demonstrate appropriate legal/ethical conduct.**
11.) **Use basic information management skills.**
12.) **Develop keyboarding skills.**

1. Use and understand basic computer related terms

	1	2	3	4	5	6	7	8	9	10	11	12
a. Logon	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
b. Curser	I	I	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
c. Edit		I	R	R	IU	IU	IU	IU	IU	IU	IU	IU
d. Word processor	I	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU
e. Hardware	I	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU
f. Software	I	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU
g. Network	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
h. Electronic mail (E-mail)				I	R	R	IU	IU	IU	IU	IU	IU
I. Menu	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
j. Copyright			I	R	R	IU	IU	IU	IU	IU	IU	IU
k. Software piracy			I	R	R	R	IU	IU	IU	IU	IU	IU
l. Database				I	R	R	R	IU	IU	IU	IU	IU
m. Internet		I	R	R	R	R	IU	IU	IU	IU	IU	IU
n. Boolean search					I	R	R	IU	IU	IU	IU	IU
o. Text			I	R	R	IU	IU	IU	IU	IU	IU	IU
p. Graphic				I	R	R	R	IU	IU	IU	IU	IU
q. File			I	R	R	R	IU	IU	IU	IU	IU	IU
r. Spread sheet					I	R	R	R	IU	IU	IU	IU
s. Web page	I	R	R	R	R	IU	IU	IU	IU	IU	IU	IU

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t. URL / web address	I	R	R	R	R	R	IU	IU	IU	IU	IU
u. Scroll / Drag / Click	I	I	R	R	R	R	R	IU	IU	IU	IU	IU
v. Special keyboard keys: ESC, Shift, arrows, spacebar, backspace, Delete, Enter, Ctrl, etc...				I	R	R	IU	IU	IU	IU	IU	IU
w. Multimedia				I	R	R	R	IU	IU	IU	IU	IU
x. Desktop publishing				I	R	R	R	R	R	IU	IU	IU

2. Identify basic computer hardware components and peripheral devices:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Keyboard and mouse	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
b. Monitor	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
c. Printer	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
d. Hard drive		I	R	R	R	IU	IU	IU	IU	IU	IU	IU
e. Floppy drive			I	R	R	IU	IU	IU	IU	IU	IU	IU
f. Disk		I	R	R	R	IU	IU	IU	IU	IU	IU	IU
g. CD ROM	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
h. Memory									I	IU	IU	IU
I. File server								I	R	R	IU	IU

3. Demonstrate care and appropriate use of hardware	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Demonstrate appropriate care and use of keyboard and mouse	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
b. Demonstrate appropriate care and use of computer disk	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
c. Demonstrate appropriate care and use of CD ROM	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
d. Demonstrate ability to properly turn computer on/off independently	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
e. Demonstrate appropriate care and use of printer	I	R	R	R	R	R	R	R	R	IU	IU	IU
f. Demonstrate use of special keys: ESC, Shift, arrow keys, spacebar, Delete, Enter, etc...	I	R	IU	IU	IU	IU	IU	IU	IU	IU	IU	IU

4. Use word processing program(s)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
I. Create and save a new document												
a. Identify intended use			I	R	R	IU	IU	IU	IU	IU	IU	IU
b. Use Save and Save As			I	R	R	IU	IU	IU	IU	IU	IU	IU
II. Open, view and print documents												
a. Use Print Preview			I	R	R	IU	IU	IU	IU	IU	IU	IU
b. Print entire file or selected parts			I	R	R	IU	IU	IU	IU	IU	IU	IU
III. Format documents												
a. Justify text			I	R	R	IU	IU	IU	IU	IU	IU	IU
b. Select font style and size			I	R	R	IU	IU	IU	IU	IU	IU	IU
c. Line spacing				I	R	IU	IU	IU	IU	IU	IU	IU
d. Select page orientation						I	R	R	IU	IU	IU	IU
e. Adjust Margins							I	R	IU	IU	IU	IU
f. Set tabs							I	R	R	IU	IU	IU
g. Indent			I	R	R	IU	IU	IU	IU	IU	IU	IU

h. Use headers, footers, pagination						I	R	R	R	IU	IU
IV. Edit text											
a. Change font style and size			I	R	R	R	IU	IU	IU	IU	IU
b. Cut, copy, paste, and delete text			I	R	R	R	IU	IU	IU	IU	IU
c. Using spell check			I	R	R	IU	IU	IU	IU	IU	IU
d. Use thesaurus						I	R	IU	IU	IU	IU
e. Use find and replace feature						I	R	R	IU	IU	IU
V. Use desktop publishing techniques											
a. Columns					I	R	R	IU	IU	IU	IU
b. Tables						I	R	R	R	R	R
c. Insert graphics			I	R	IU	IU	IU	IU	IU	IU	IU	IU
VI. Use a word processor in a real world context to:											
a. Write stories or poems	I	R	R	R	R	R	R	IU	IU	IU	IU
b. Type reports		I	R	R	R	R	R	IU	IU	IU	IU
c. Generate letters		I	I	I	R	R	R	IU	IU	IU	IU
d. Add entries to a bibliography		I	R	R	R	R	R	R	R	R	IU
e. Create a resume							I	R	R	R	R

5. Use spreadsheet program(s)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
I. Create and save spreadsheets												
a. Identify intended use					I	I	R	R	R	IU	IU	IU
b. Specify data organization					I	I	R	R	R	IU	IU	IU
c. Determine columns and rows					I	I	R	R	R	IU	IU	IU
d. Set cell attributes					I	I	R	R	R	IU	IU	IU
e. Create simple calculation formulas					I	I	R	R	R	IU	IU	IU
f. Enter and edit data					I	I	R	R	R	IU	IU	IU
II. Retrieve data												
a. Sort data					I	I	R	R	R	IU	IU	IU
b. Create chart(s)					I	I	R	R	R	IU	IU	IU
c. Print spreadsheets					I	I	R	R	R	IU	IU	IU
III. Edit data												
a. Insert column or row					I	I	R	R	R	IU	IU	IU
b. Delete column or row					I	I	R	R	R	IU	IU	IU
c. Use fill down / across					I	I	R	R	R	IU	IU	IU
d. Save updated spreadsheet					I	I	R	R	R	IU	IU	IU
IV. Generate graphs from spreadsheets												
a. Determine and create appropriate type of graph					I	I	R	R	R	IU	IU	IU
b. Incorporate graphs in word processing					I	I	R	R	R	IU	IU	IU

6. Use database program(s)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
I. Create and save databases												
a. Identify intended use								I	R	R	R	IU
b. Specify data organization								I	R	R	R	IU
c. Name fields								I	R	R	R	IU
d. Set field attributes								I	R	R	R	IU
e. Enter data in consistent form								I	R	R	R	IU
f. Edit data as needed								I	R	R	R	IU
II. Retrieve data												
a. Sort								I	R	R	R	IU

b. Search for specific data by field							I	R	R	R	IU
c. Create and print reports							I	R	R	R	IU
III. Edit data												
a. Add records to a file							I	R	R	R	IU
b. Add fields to a record							I	R	R	R	IU
c. Delete records from a database file							I	R	R	R	IU
d. Delete a field from a record							I	R	R	R	IU
e. Save updated records							I	R	R	R	IU
f. Determine appearance of page							I	R	R	R	IU
g. Insert headers / footers							I	R	R	R	IU
h. Print report							I	R	R	R	IU

7. Use telecommunications / networking program(s)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Logon using numbers/names							I	I	R	R	R	R
b. Save files to appropriate location			I	R	R	R	R	IU	IU	IU	IU	IU
c. Use multiple storage drives (A:\; C:\; \\server\share)				I	R	R	R	IU	IU	IU	IU	IU
d. Locate files in a directory				I	R	R	R	R	IU	IU	IU	IU
e. Use web browser				I	R	IU	IU	IU	IU	IU	IU	IU
1. Copy and enter a URL/web address				I	R	IU	IU	IU	IU	IU	IU	IU
2. Use hyperlinks				I	R	IU	IU	IU	IU	IU	IU	IU
3. Use navigational tools: back, forward, etc...	I	I	R	R	R	IU	IU	IU	IU	IU	IU	IU
4. Use pull down menus			I	I	R	IU	IU	IU	IU	IU	IU	IU
5. Transfer information/graphics from internet to local computer				R	R	IU	IU	IU	IU	IU	IU	IU

8. Use multimedia software	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Use graphic tools: pencil, eraser, etc...	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
b. Change colors and patterns of tools	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
c. Edit graphics				I	I	R	IU	IU	IU	IU	IU	IU
d. Incorporate audio and video into project				I	I	R	IU	IU	IU	IU	IU	IU
e. Create links between slides				I	I	R	IU	IU	IU	IU	IU	IU
f. Move slides				I	R	R	IU	IU	IU	IU	IU	IU
g. Incorporate text from outside sources into project					I	R	R	R	IU	IU	IU	IU
h. Incorporate clip art, digital pictures, and graphics from outside source into project					I	R	R	R	IU	IU	IU	IU
I. Create PowerPoint presentations				I	I	R	R	R	R	R	R	IU

9. Demonstrate basic computer management skills	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Demonstrate ability to access and exit software	I	R	R	IU	IU	IU	IU	IU	IU	IU	IU	IU
b. Demonstrate ability to use disk utilities (format, copy, delete, save, etc...)							I	I	R	R	IU	IU
c. Demonstrate ability to manage files (save, retrieve)			I	R	R	IU	IU	IU	IU	IU	IU	IU
d. Demonstrate ability to organize files							I	R	IU	IU	IU	IU

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10. Demonstrate appropriate legal/ethical conduct	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Demonstrate responsible use of computers	I	R	R	R	R	R	R	R	R	R	R	R
b. Demonstrate appropriate computer etiquette	I	R	R	R	R	R	R	R	R	R	R	R
c. Respect the privacy of all users through use of security rules outline in WPUSD AUP.			I	R	R	R	R	R	R	R	R	R
d. Obey copyright laws				I	R	R	R	R	R	R	R	R
e. Cite electronic sources appropriately				I	R	IU	IU	IU	IU	IU	IU	IU

11. Demonstrate basic information management skills	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
I. Search												
a. Conduct keyword search					I	R	R	IU	IU	IU	IU	IU
b. Conduct simple Boolean search						I	R	R	IU	IU	IU	IU
c. Conduct complex Boolean search						I	R	R	IU	IU	IU	IU
d. Conduct categorical search			I	I	R	R	R	IU	IU	IU	IU	IU
e. Search online reference resources			I	I	I	I	I	R	R	IU	IU	IU
II. Library catalog												
a. Access catalog from search station using Mandarin software			I	R	R	IU	IU	IU	IU	IU	IU	IU
b. Access Library Catalog							I	I	R	R	IU	IU
c. Access catalog via title/subject/author/keyword			I	I	R	R	R	IU	IU	IU	IU	IU
III. Evaluation/Assessment												
a. Select information appropriate to problem/user			I	I	R	R	R	IU	IU	IU	IU	IU
b. Assess validity of website				I	I	R	R	IU	IU	IU	IU	IU

12. Keyboarding	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
a. Touch type (30wpm)			I	R	R	R	R	IU	IU	IU	IU	IU

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Appendix B

Scope and Sequence
Grade Level Breakdown

For details pertaining to this document please refer to the WPUSD Technology Scope and Sequence (TSS)

GRADE 1 WPUSD TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

The following Technology Skills are **introduced** in first grade with an emphasis on introducing basic computer operation and responsible use.

Terminology: (TSS - 1)

- Logon Menu Hardware
- Cursor Web Page Drag
- Word Processor Scroll Network
- Software Click

Hardware and Peripheral Devices: (TSS - 2/3)

- Care and appropriate use of:
  - Keyboard Mouse Computer On/Off
  - Monitor Printer Special Keyboard Keys
  - CD ROM Computer Disks

Telecommunications/Networking: (TSS - 7)

Navigational Tools: Back, Forward, Home, Bookmarks, etc.

Multimedia: (TSS - 8) (Such as MS Paint)

Graphic Tools: Pencil, eraser, paint can, line/shape tools, etc.

Change colors and patterns of tools

Management Skills: (TSS - 9)

- Access and Exit Software Applications

Ethics: (TSS - 10)

- Responsible use of computers
- Appropriate computer etiquette

GRADE 2 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

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The following Technology Skills are **introduced** in second grade with an emphasis on beginning word processing.
Terminology: (TSS - 1)

Edit

Internet

URL/Web Address

Hardware and Peripheral Devices: (TSS - 2)

Hard Drive

Disk

Word Processing: (TSS - 6)

- Write Stories or Poems

GRADE 3 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

The following Technology Skills are **introduced** in third grade with an emphasis on successful use of word processing software, online library catalog, and beginning keyboarding.
Terminology: (TSS - 1)

- Copyright, Graphic, Text, Software Piracy, File

Hardware and Peripheral Devices: (TSS - 2/3)

Floppy Drive

Special Keyboard Keys: ESC, Shift, Arrow, etc.

Word Processing: (TSS - 4)

Create and Save a New Document: Identify intended use, Use Save and Save As

Open, View and Print Documents: Use print preview, Print entire file or selected parts

Format Documents: Justify text, Select font, style and size

Edit Text: Change font, style and size, Cut, copy, paste, and delete, Use spellchecker

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Use Desktop Publishing Techniques: Insert graphics

Use a Word Processor: Type Report and add entries to a bibliography, Generate letters

Telecommunications/Networking: (TSS - 7)

- Save files to appropriate location
- Use pull-down menus from the web browse

Computer Management: (TSS - 9)

- Saving and retrieving

Ethics: (TSS - 10)

- Respect privacy of users as spelled out in WPUSD AUP Policy online

Information Management: (TSS - 11)

- Search: Conduct categorical search and Search online reference resources
- Library Catalog: Access catalog from search station using Mandarin software and Access catalog via title, subject, author, keyword
- Evaluation/Assessment: Select information appropriate to problem/user

Keyboarding: (TSS - 12)

- Touch Type (30wpm)

Independent User:
Upon completion of 3rd grade, students will be independent Users of the following:

- Special Keyboard Keys

GRADE 4 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

At the fourth grade level, students are focusing most of their attention in three areas: Telecommunications, Multimedia, and Information Management. In the area of Telecommunications, students are introduced to the many features of a web browser such as Internet Explorer. Fourth grade is the first year in which students explore multimedia software such as PowerPoint. In the area of Information Management, students build on the skills they were introduced to in third grade, with an emphasis on evaluating web sites. In the area of Word Processing, students are practicing skills they have been introduced to in earlier grades.

The following Technology Skills are **introduced** in fourth grade:
Terminology (TSS - 1):

- E-mail
- Database
- Special keyboard keys: ESC, Shift, arrows, spacebar, backspace, delete, enter, alt, ctrl, etc.
- Multimedia
- Desktop publishing

Word Processing (i.e. MS word) (4):

- Formatting: line spacing
- Generate a letter in a real context

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Telecommunications/Networking (TSS - 7):

- Use multiple storage devices (a:\, c:\ and e:\, Zip Drives, etc)
- Locate files in a directory
- Use a web browser (Internet Explorer):
- Copy and enter a URL, Use hyperlinks, Use browser tools (back, forward, reload, etc.), Use pull-down menus, Save internet information to desktop or disk

Multimedia (i.e. PowerPoint) (TSS - 8):

- Edit graphics
- Incorporate video/audio
- Create links between slides
- Move slides
- Create slide shows

Ethics (TSS - 10):

- Respect privacy of users as spelled out in WPUSD AUP

Information Management (TSS - 11):

- Perform a categorical search
- Access school's library catalog using title/subject/author/keyword searching (Mandarin)
- Select information appropriate to the problem/user
- Assess validity of web site

By the end of Fourth Grade, students should be **Independent Users** of most of the skills of identification of computer components (TSS Skills Area 2), and skills of proper care/use of computer hardware (TSS Skills Area 3) and the use of graphics tools in multimedia software (ie: Paint & PowerPoint) (TSS Skills Area 8).

GRADE 5 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

A major skill introduced in Fifth Grade is the use of spreadsheet programs. In addition, students are beginning more advanced techniques of searching on the World Wide Web (Information Management), and are using more sophisticated skills in developing multimedia projects.
The following Technology Skills are **introduced** in fifth grade
Terminology (TSS - 1):

- Boolean Search and Spreadsheet

Word Processing (i.e. MS Word) (TSS - 4):

- Generate letters in real context

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Spreadsheet (i.e. MS Excel) (TSS - 5):

- Identify use
- Specify data organization
- Determine columns and rows and set cell attributes
- Create simple calculation formulas (+, -, X, /)
- Enter and edit and sort data
- Create charts
- Print spreadsheet
- Insert/delete column or row
- Use fill down/across
- Save updated spreadsheet
- Determine and create appropriate graph and incorporate graphs into word processing

Telecommunications/Networking (TSS - 7):

- Transfer information from internet to desktop or disk

Multimedia (i.e. PowerPoint) (TSS - 8):

- Edit graphics
- Incorporate audio & video into project
- Create links between slides
- Incorporate text from outside sources
- Incorporate clip art, digital pictures, and graphics from outside sources
- Create slide show

Information Management (TSS - 11):

- Perform keyword search (Web search, etc.)
- Search online reference resources (World Book Online, etc.)
- Access library catalog via title/subject/author/keyword (Mandarin)
- Assess validity of websites

By the end of Fifth Grade, students are expected to be **independent users of** most of the skills in the first three areas spelled out in the Scope & Sequence: Terminology, Identification of Computer Components, and Proper Use and Care of Computer Hardware. In addition, students are expected to be independent users of most of the skills involved in using a web browser such as Internet Explorer.

GRADE 6 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

Sixth Grade is a time for students to reinforce computer skills introduced in earlier grades. Still, there are three areas in which students are introduced to new skills: students begin to use more sophisticated tools while working in Spreadsheets; students are completing more complex searches on the internet in the area of Information Management; and students are beginning to organize their own files in the area of Computer Management.

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The following Technology Skills are to be **introduced** in sixth grade:
Word processing (TSS - 4):

- Select page orientation
- Create columns

Spreadsheets (TSS - 5):

- Identify use
- Specify data organization
- Determine columns and rows
- Set cell attributes
- Create simple calculation formulas
- Enter and edit data
- Sort data
- Create charts
- Print spreadsheet
- Insert column or row
- Delete column or row
- Use fill down/across
- Save updated spreadsheet
- Determine and create appropriate graph
- Incorporate graphs into word processing

Multimedia (PowerPoint) (TSS - 8):

a. Create Slide Show presentation

Computer management (TSS - 9):

- Demonstrate ability to organize files

Information management (TSS - 11):

a. Conduct simple Boolean search (on Mandarin or with search engine)
b. Conduct complex Boolean search (on Mandarin or with search engine)
c. Search online reference sources (World Book Online, etc.)

In Sixth Grade, students are expected to be independent users of most of the skills in the following areas: Terminology, Identification of Computer Components, Proper Use of Computers, Word Processing, and use of a web browser such as Internet Explorer (Telecommunications).

GRADES 7 & 8 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

Incoming:

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Students should be independent users of the following skills prior to entering the seventh grade.

- Use and understand basic computer related terms except database, Boolean search, spreadsheet, URL, scroll, drag, click, multimedia, and desktop publishing. (TSS - 1)
- Identify basic computer hardware components and peripheral devices. (TSS - 2)
- Demonstrate care and appropriate use of hardware except a printer. (TSS - 3)
- Use a word processing program except for certain aspects of formatting and editing. (TSS - 4)
- Use a web browser. (TSS - 7)
- Use multimedia software except incorporating text and graphics from outside sources and creating animation and slide shows. (TSS - 8)

Reinforcing:
The following skills **have been introduced** in elementary school and need to be reinforced but not independent users.

- Use and understand the following basic computer terms: spreadsheet and desktop publishing. (TSS - 1)
- Demonstrate care and appropriate use of a printer. (TSS - 3)
- Using a spreadsheet program. (TSS - 7)
- Demonstrate appropriate legal/ethical conduct. (TSS - 10)

Introducing:
The following skills **need to be introduced**.

- Creating margins, setting tabs, and using headers, footers, and pagination. (TSS - 4)
- Use a thesaurus and the find and replace feature. (TSS - 4)
- Use database programs. (TSS - 6)
- Create advanced slide show presentations. (TSS - 8)
- Demonstrate ability to use disk utilities. (TSS - 9)
- Search online reference resources. (TSS - 11)
- Access union catalog/public library. (TSS - 11)

Outgoing:
Your students should be considered independent users with the following skills when they arrive at high school.

- Use and understand the following computer related terms: database, Boolean search, spreadsheet, URL, scroll/drag/click, and multimedia. (TSS - 1)
- Use the following word processing skills: select page orientation, create margins, using thesaurus, creating columns, and using a word processor in a real world context to write stories or poems, type reports, and generate letters. (TSS - 4)
- Use the following networking skills: save files to appropriate location, use multiple storage drives, and locate files in a directory. (TSS - 7)

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- Use the following multimedia skills: incorporate text from outside sources into a project and incorporate a variety of graphics from outside sources into a project. (TSS - 8)
- Demonstrate the ability to organize files. (TSS - 9)
- Demonstrate the following basic information management skills: conduct a key word, a Boolean search, or a categorical search. (TSS - 11)
- Touch type at 30 wpm. (TSS - 12)

GRADES 9 - 12 SCCS TECHNOLOGY SCOPE AND SEQUENCE BREAKDOWN

Incoming:
Prior to ninth grade students should be independent users of the following skills. For further explanation refer to appropriate section of attached WPUSD Technology Scope and Sequence (TSS).

- Use and understand basic computer related terms. (TSS - 1)
- Identify basic computer hardware components and peripheral devices except file server and RAM. (TSS - 2)
- Demonstrate care and appropriate use of hardware except a printer. (TSS - 3)
- Use the following word processing skills: create and save a new document, open/view/print documents, select page orientation, create margins, use thesaurus, create columns, and use a word processor in a real world context to write stories or poems, type reports, and generate letters. (TSS - 4)
- Use a web browser. (TSS - 5)
- Use the following networking skills: save files to appropriate location, use multiple storage drives, and locate files in a directory. (TSS - 7)
- Use the following multimedia skills: incorporate text from outside sources into a project and incorporate a variety of graphics from outside sources into a project. (TSS - 8)
- Demonstrate the ability to organize files. (TSS - 9)
- Demonstrate the following basic information management skills: conduct a key word, a Boolean search, or a categorical search. (TSS - 11)
- Touch type at 30 wpm. (TSS - 12)

Reinforcing:
The following skills **have been introduced** prior to ninth grade and **need to be reinforced** and students need to be **independent users** prior to graduation.

- Use and understand the following basic computer terms: spreadsheet and desktop publishing. (TSS - 1)
- Identify these computer components: file server and RAM. (TSS - 2)
- Demonstrate care and appropriate use of a printer. (TSS - 3)
- Use word processing skills to format documents: set tabs, use headers/footers/pagination, use find & replace feature, create tables, add entries to a bibliography, create a resume. (TSS - 4)
- Use a spreadsheet program(s). (TSS - 5)

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- Use database program(s). (TSS - 6)
- Use multimedia software to create animation and slide show. (TSS - 8)
- Demonstrate ability to use disk utilities to format, copy, delete, create backup, and save files. (TSS - 9)
- Demonstrate appropriate legal/ethical conduct. (TSS - 10)
- Search online reference resources. (TSS - 11)
- Access union catalog/public library. (TSS - 11)

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Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3, 4 - 5	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5 - 6	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	6 - 7	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	7 - 8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	8 - 10	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	11 - 12 & Appen-dix C	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

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f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)	**13**	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)	**14**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**15-16**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record	**16-17**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

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keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		efforts.	
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	17-18	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	10-12-13-14-16-17-18-38-39	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

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4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.**	6-7 19-21	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.**	20 22 - 24	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	22-24	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	25 – 26 27 – 28 29 – 30	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.**	25 – 26 27 – 28 29 – 30	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.**	26 – 27 28 – 31	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

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d. **Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.**	27, 29, 31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **List established and potential funding sources.**	32	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. **Estimate annual implementation costs for the term of the plan.**	32 - 33	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. **Describe the district's replacement policy for obsolete equipment.**	34	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**	35 - 37	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	38	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	38 – 39 & throughout plan	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	39	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	40	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. **Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**	40 - 41	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. **Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**	42	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

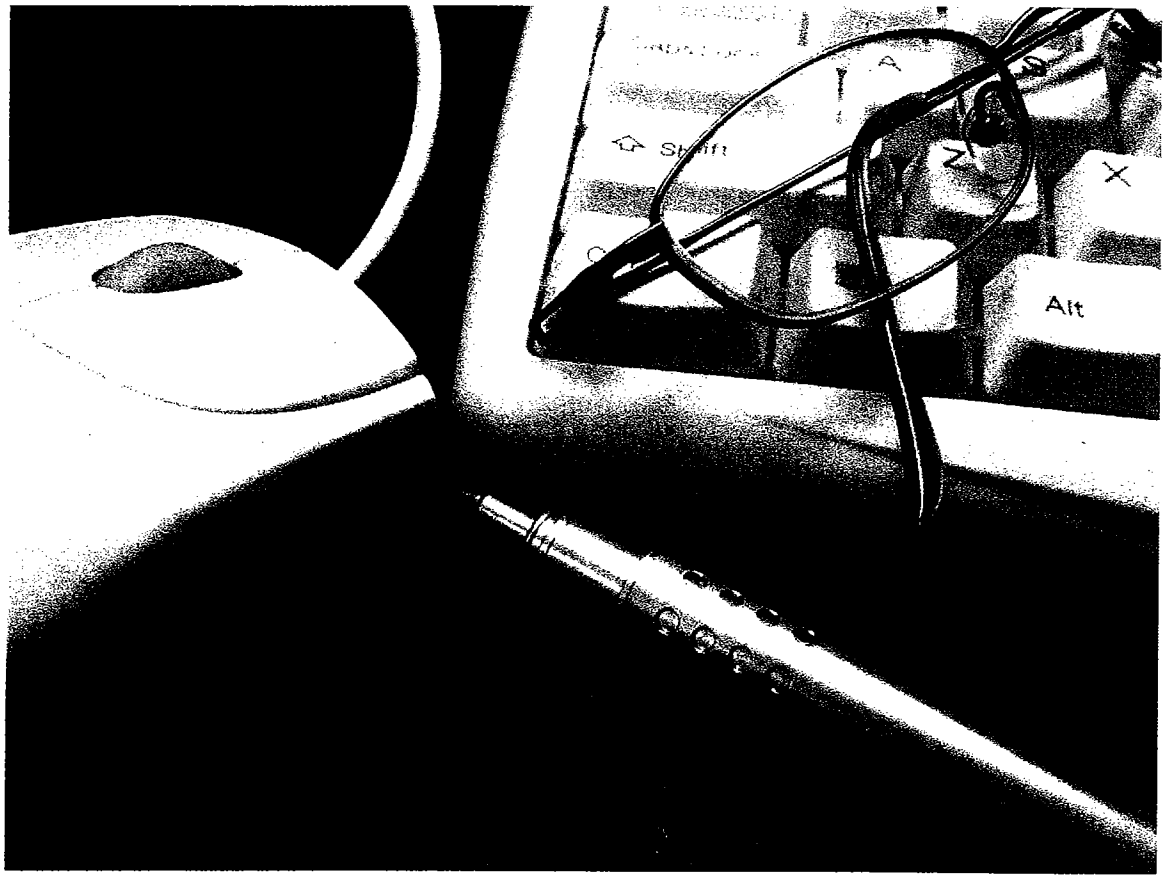
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Appendix D

Glossary

alternative input device	Input devices include the keyboard, mouse, scanner, and other devices for specific disabilites.
CD-ROM (R, RW)	An Acronym for Compact Disc-Read Only Memory. R-recordable media, RW-recordable and rewriteable media.
database	Electronic list of information that can be quickly sorted and searched.
DVD	An Acronym for Digital Video Device
Frame Relay	Frame Relay is a telecommunications service designed for cost-efficient data transmission between LAN's (Local Area Networks) and end-points in a WAN (Wide Area Network), as well as for high speed Internet access.
ISP	Internet Service Provider. A local, regional, or nation-wide company from which you purchase access to the Internet.
LAN	A Local Area Network is comprised of two or more computers, which share resources, such as printers and software.
multimedia	More than one form of media. Graphics, text, sound, and motion integrated together.
Optical Fiber	Optical fiber (or "fiber optic") is a transmission medium associated with the transmission of information as light pulses along a glass or plastic wire or fiber. Optical fiber carries a lot more information than copper wire and is usually not subject to electromagnetic interference and the need to retransmit signals.
PDA	Personal Digital Assistant devices such as Palm, Handspring, Ipaq.
PowerPoint	An example of a multimedia authoring program.
scanner	A device to convert documents and pictures into electronic media.
server	A computer that is accessed by other computers (clients) to share resources. The server is usually the most powerful computer in a LAN.
T1	High speed connection with a transmission rate of 1.54 Megabytes per second.
telecomuications	Communicating with other computers over LAN's and WAN's
WAN	Wide Area Network. A network that interconnects geographically-distributed computers or LANs via dedicated data circuits using Frame Relay or other data communications technologies.

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Information Literacy Competency Standards for Higher Education



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Approved by the Board of Directors of the
Association of College and Research Libraries on January 18, 2000

Endorsed by the American Association for Higher Education (October 1999)
and the Council of Independent Colleges (February 2004)

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The *Information Literacy Competency Standards for Higher Education* are available for downloading at: http://www.ala.org/acrl/ilcomstan.html.

Five print copies of this publication are available per library without charge. Additional copies may be purchased from the Association of College and Research Libraries for $25.00 for a package of 25. Orders (along with check or money order made payable to Association of College and Research Libraries) should be sent to:

Association of College and Research Libraries
Attn: Info Lit Standards Fulfillment
50 East Huron Street
Chicago, IL 60611

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Information Literacy Competency Standards for Higher Education

The Association of College and Research Libraries
A division of the American Library Association

Chicago, Illinois

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Information Literacy Competency Standards for Higher Education

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Information Literacy Defined

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[1] Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices—in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently

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- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Information Literacy and Information Technology

Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills.

Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support, information literacy. A 1999 report from the National Research Council promotes the concept of "fluency" with information technology and delineates several distinctions useful in understanding relationships among information literacy, computer literacy, and broader technological competence. The report notes that "computer literacy" is concerned with rote learning of specific hardware and software applications, while "fluency with technology" focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology. The report also discusses differences between information technology fluency and information literacy as it is understood in K-12 and higher education. Among these are information literacy's focus on content, communication, analysis, information searching, and evaluation; whereas information technology "fluency" focuses on a deep understanding of technology and graduated, increasingly skilled use of it.[2]

"Fluency" with information technology may require more intellectual abilities than the rote learning of software and hardware associated with "computer literacy", but the focus is still on the technology itself. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information—activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them.

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Information Literacy and Higher Education

Developing lifelong learners is central to the mission of higher education institutions. By ensuring that individuals have the intellectual abilities of reasoning and critical thinking, and by helping them construct a framework for learning how to learn, colleges and universities provide the foundation for continued growth throughout their careers, as well as in their roles as informed citizens and members of communities. Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life. Because information literacy augments students' competency with evaluating, managing, and using information, it is now considered by several regional and discipline-based accreditation associations as a key outcome for college students.[3]

For students not on traditional campuses, information resources are often available through networks and other channels, and distributed learning technologies permit teaching and learning to occur when the teacher and the student are not in the same place at the same time. The challenge for those promoting information literacy in distance education courses is to develop a comparable range of experiences in learning about information resources as are offered on traditional campuses. Information literacy competencies for distance learning students should be comparable to those for "on campus" students.

Incorporating information literacy across curricula, in all programs and services, and throughout the administrative life of the university, requires the collaborative efforts of faculty, librarians, and administrators. Through lectures and by leading discussions, faculty establish the context for learning. Faculty also inspire students to explore the unknown, offer guidance on how best to fulfill information needs, and monitor students' progress. Academic librarians coordinate the evaluation and selection of intellectual resources for programs and services; organize, and maintain collections and many points of access to information; and provide instruction to students and faculty who seek information. Administrators create opportunities for collaboration and staff development among faculty, librarians, and other professionals who initiate information literacy programs, lead in planning and budgeting for those programs, and provide ongoing resources to sustain them.

Information Literacy and Pedagogy

The Boyer Commission Report, *Reinventing Undergraduate Education*, recommends strategies that require the student to engage actively in "framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey

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the results..."[4] Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process. Such learning environments require information literacy competencies.

Gaining skills in information literacy multiplies the opportunities for students' self-directed learning, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking for still further self-directed learning. Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum's content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning. Guided by faculty and others in problem-based approaches, students reason about course content at a deeper level than is possible through the exclusive use of lectures and textbooks. To take fullest advantage of problem-based learning, students must often use thinking skills requiring them to become skilled users of information sources in many locations and formats, thereby increasing their responsibility for their own learning.

To obtain the information they seek for their investigations, individuals have many options. One is to utilize an information retrieval system, such as may be found in a library or in databases accessible by computer from any location. Another option is to select an appropriate investigative method for observing phenomena directly. For example, physicians, archaeologists, and astronomers frequently depend upon physical examination to detect the presence of particular phenomena. In addition, mathematicians, chemists, and physicists often utilize technologies such as statistical software or simulators to create artificial conditions in which to observe and analyze the interaction of phenomena. As students progress through their undergraduate years and graduate programs, they need to have repeated opportunities for seeking, evaluating, and managing information gathered from multiple sources and discipline-specific research methods.

Use of the Standards

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual. It also extends the work of the American Association of School Librarians Task Force on Information Literacy Standards, thereby providing higher education an opportunity to articulate its information literacy competencies with those of K-12 so that a continuum of expectations develops for students at all levels. The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.

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Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment. It will help to sensitize them to the need to develop a metacognitive approach to learning, making them conscious of the explicit actions required for gathering, analyzing, and using information. All students are expected to demonstrate all of the competencies described in this document, but not everyone will demonstrate them to the same level of proficiency or at the same speed.

Furthermore, some disciplines may place greater emphasis on the mastery of competencies at certain points in the process, and therefore certain competencies would receive greater weight than others in any rubric for measurement. Many of the competencies are likely to be performed recursively, in that the reflective and evaluative aspects included within each standard will require the student to return to an earlier point in the process, revise the information-seeking approach, and repeat the same steps.

To implement the standards fully, an institution should first review its mission and educational goals to determine how information literacy would improve learning and enhance the institution's effectiveness. To facilitate acceptance of the concept, faculty and staff development is also crucial.

Information Literacy and Assessment

In the following competencies, there are five standards and twenty-two performance indicators. The standards focus upon the needs of students in higher education at all levels. The standards also list a range of outcomes for assessing student progress toward information literacy. These outcomes serve as guidelines for faculty, librarians, and others in developing local methods for measuring student learning in the context of an institution's unique mission. In addition to assessing all students' basic information literacy skills, faculty and librarians should also work together to develop assessment instruments and strategies in the context of particular disciplines, as information literacy manifests itself in the specific understanding of the knowledge creation, scholarly activity, and publication processes found in those disciplines.

In implementing these standards, institutions need to recognize that different levels of thinking skills are associated with various learning outcomes—and therefore different instruments or methods are essential to assess those outcomes. For example, both "higher order" and "lower order" thinking skills, based on Bloom's Taxonomy of Educational Objectives, are evident throughout the outcomes detailed in this document. It is strongly suggested that assessment methods appropriate to the thinking skills associated with each outcome be identified as an integral part of the institution's implementation plan.

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For example, the following outcomes illustrate "higher order" and "lower order" thinking skills:

"Lower Order" thinking skill:
Outcome 2.2.a. Identifies keywords, synonyms, and related terms for the information needed.
"Higher Order" thinking skill:
Outcome 3.3.b. Extends initial synthesis, when possible, to a higher level of abstraction to construct new hypotheses that may required additional information.

Faculty, librarians, and others will find that discussing assessment methods collaboratively is a very productive exercise in planning a systematic, comprehensive information literacy program. This assessment program should reach all students, pinpoint areas for further program development, and consolidate learning goals already achieved. It also should make explicit to the institution's constituencies how information literacy contributes to producing educated students and citizens.

Notes

1. American Library Association. *Presidential Committee on Information Literacy. Final Report.* (Chicago: American Library Association, 1989.) http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm

2. National Research Council. Commission on Physical Sciences, Mathematics, and Applications. Committee on Information Technology Literacy, Computer Science and Telecommunications Board. *Being Fluent with Information Technology*. Publication. (Washington, D.C.: National Academy Press, 1999) http://www.nap.edu/books/030906399X/html/

3. Several key accrediting agencies concerned with information literacy are: The Middle States Commission on Higher Education (MSCHE), the Western Association of Schools and College (WASC), and the Southern Association of Colleges and Schools (SACS).

4. Boyer Commission on Educating Undergraduates in the Research University. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities.* http://naples.cc.sunysb.edu/Pres/boyer.nsf/

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Standards, Performance Indicators, and Outcomes

Standard One

The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

Outcomes Include:

a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
b. Develops a thesis statement and formulates questions based on the information need
c. Explores general information sources to increase familiarity with the topic
d. Defines or modifies the information need to achieve a manageable focus
e. Identifies key concepts and terms that describe the information need
f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

Outcomes Include:

a. Knows how information is formally and informally produced, organized, and disseminated
b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
f. Realizes that information may need to be constructed with raw data from primary sources

3. The information literate student considers the costs and benefits of acquiring the needed information.

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Outcomes Include:

a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)
b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context
c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

a. Reviews the initial information need to clarify, revise, or refine the question
b. Describes criteria used to make information decisions and choices

Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

Outcomes Include:

a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
b. Investigates benefits and applicability of various investigative methods
c. Investigates the scope, content, and organization of information retrieval systems
d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

Outcomes Include:

a. Develops a research plan appropriate to the investigative method
b. Identifies keywords, synonyms and related terms for the information needed
c. Selects controlled vocabulary specific to the discipline or information retrieval source

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d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

Outcomes Include:

a. Uses various search systems to retrieve information in a variety of formats
b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
b. Creates a system for organizing the information
c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources

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d. Records all pertinent citation information for future reference
e. Uses various technologies to manage the information selected and organized

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes Include:

a. Reads the text and selects main ideas
b. Restates textual concepts in his/her own words and selects data accurately
c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes Include:

a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
b. Analyzes the structure and logic of supporting arguments or methods
c. Recognizes prejudice, deception, or manipulation
d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

Outcomes Include:

a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena

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4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

Outcomes Include:

a. Determines whether information satisfies the research or other information need
b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
c. Draws conclusions based upon information gathered
d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
f. Integrates new information with previous information or knowledge
g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

Outcomes Include:

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

Outcomes Include:

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., e-mail, bulletin boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, e-mail, listservs)

7. The information literate student determines whether the initial query should be revised.

Outcomes Include:

a. Determines if original information need has been satisfied or if additional information is needed
b. Reviews search strategy and incorporates additional concepts as necessary

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c. Reviews information retrieval sources used and expands to include others as needed

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes Include:

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

Outcomes Include:

a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

Outcomes Include:

a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
b. Uses a range of information technology applications in creating the product or performance
c. Incorporates principles of design and communication
d. Communicates clearly and with a style that supports the purposes of the intended audience

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Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

Outcomes Include:

a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
b. Identifies and discusses issues related to free vs. fee-based access to information
c. Identifies and discusses issues related to censorship and freedom of speech
d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes Include:

a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
b. Uses approved passwords and other forms of ID for access to information resources
c. Complies with institutional policies on access to information resources
d. Preserves the integrity of information resources, equipment, systems and facilities
e. Legally obtains, stores, and disseminates text, data, images, or sounds
f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes Include:

a. Selects an appropriate documentation style and uses it consistently to cite sources
b. Posts permission granted notices, as needed, for copyrighted material

7.10.85

Appendix I: Selected Information Literacy Initiatives

- In 1989 the American Library Association (ALA) Presidential Committee on Information Literacy issued a *Final Report* which defined four components of information literacy: the ability to recognize when information is needed and to locate, evaluate and use effectively the needed information. http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm.

- In 1990, the National Forum on Information Literacy (NFIL) was founded as a response to the recommendations of the ALA Presidential Committee *Final Report*. NFIL is a "coalition of over 75 education, business, and governmental organizations working to promote international and national awareness of the need for information literacy and encouraging activities leading to its acquisition." Forum members promote information literacy nationally, internationally, and within their own programs. http://www.infolit.org/index.html

- In March 1998 NFIL issued, *A Progress Report on Information Literacy: An Update on the American Library Association Presidential Committee on Information Literacy: Final Report*. http://www.infolit.org/documents/progress.html

- In 1998 the American Association of School Libraries (AASL) and the Association of Educational Communications and Technology (AECT) published *Information Literacy Standards for Student Learning*. The AASL/AECT standards detail competencies for students in K-12.

- Since 1989, in the absence of national standards, many states, school districts, state university systems, and local institutions have developed information literacy competency standards. http://www.fiu.edu/~library/ili/iliweb.html

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Developers of the Information Literacy Competency Standards

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Citing the standards

American Psychological Association (APA Style)

Information literacy competency standards for higher education. (2000). [Brochure]. Chicago: Association of College & Research Libraries.

Online citation

Information literacy competency standards for higher education. (2000). Retrieved [insert month-day-year accessed] from http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Chicago Manual of Style

Information literacy competency standards for higher education. 2000. Chicago: Association of College & Research Libraries.

Online citation

Information Literacy Competency Standards for Higher Education. Association of College & Research Libraries, 2000; http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm.

Modern Language Association (MLA Style)

Information Literacy Competency Standards for Higher Education. Chicago: Association of College & Research Libraries, 2000

Online citation

"Information Literacy Competency Standards for Higher Education." 2000. Association of College & Research Libraries. [Day-month-year accessed] <http://www.ala.org/ala/acrl/acrlstandards/informationliteracy-competency.htm>

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Association of College &
Research Libraries
50 East Huron Street
Chicago, IL 60611
T (800) 545-2433, ext. 2523
F (312) 280-2570
http://www.ala.org/acrl

7.10.89

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS

(Developed by the TSSA Collaborative and adopted by ISTE NETS)

I. **LEADERSHIP AND VISION**—Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.

B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.

C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

D. use data in making leadership decisions.

E. advocate for research-based effective practices in use of technology.

F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. **LEARNING AND TEACHING**—Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.

B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

III. **PRODUCTIVITY AND PROFESSIONAL PRACTICE**—Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement.

IV. **SUPPORT, MANAGEMENT, AND OPERATIONS**—Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

B. implement and use integrated technology-based management and operations systems.

C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

V. **ASSESSMENT AND EVALUATION**—Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. **SOCIAL, LEGAL, AND ETHICAL ISSUES**—Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

The materials contained on this panel and on the reverse side of this poster were originally produced as a project of the Technology Standards for School Administrators Collaborative.

ISTE WEB SITE: WWW.ISTE.ORG

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1-800-336-5191

The ISTE National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- **a.** promote, support, and model creative and innovative thinking and inventiveness
- **b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- **c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- **a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- **b.** develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- **c.** customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- **d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- **b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- **c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- **a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- **b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- **d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- **a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- **b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- **c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- **d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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7.10.91

WPUSD
Technology Use Survey

Please indicate how you use computer-based technology for the following instructional purposes.

Computer assisted data collection and analysis

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Developing multimedia presentations for instruction

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Creating teacher-prepared materials with word processing or desktop publishing

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Finding, evaluating and using Internet resources

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Implementing student, collaborative, Email or web-based projects

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Curriculum-specific software for student review and practice

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Implementing student projects requiring use of Internet and/or computer applications

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Exchanging Email with other teachers and with administrators, district wide

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Teaching computer skills to your students

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Use computer based grade book for tracking students progress

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Utilize websites to list/communicate assignments to paents/students

○ Daily ○ Weekly ○ Monthly ○ Once Per Trimester ○ Do Not Use

Utilize websites with confidential security systems to communicate grades to parents

○ Daily ○ Weekly ○ Monthly ○ Once per Trimester ○ Do Not Use

Position _____ School Site _____ Grade _____

Submit by Email | Reset Form | Print Form

7.10.92

Western Placer Unified School District
STAFF SURVEY RESULTS
Fall, 2008
(50% Return)

	Daily	Weekly	Monthly	Once per Trimester	Do Not Use
Question 1	38.40%	29.60%	16.80%	7.20%	8.00%
Question 2	8.06%	22.58%	11.29%	16.94%	41.13%
Question 3	57.72%	35.77%	4.07%	0.81%	1.63%
Question 4	44.00%	39.20%	12.80%	1.60%	2.40%
Question 5	9.92%	14.05%	14.88%	10.74%	50.41%
Question 6	13.60%	29.60%	21.60%	5.60%	29.60%
Question 7	7.26%	12.10%	25.00%	18.55%	37.10%
Question 8	88.52%	8.20%	3.28%	0.00%	0.00%
Question 9	4.03%	40.32%	15.32%	13.71%	26.61%
Question 10	63.20%	16.80%	2.40%	1.60%	16.00%
Question 11	40.00%	24.00%	7.20%	2.40%	26.40%
Question 12	31.20%	16.80%	2.40%	4.80%	44.80%

7.10.93

Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2008

IDENTIFYING INFORMATION:

CDS # 31-66951

Applicant Name: Western Placer Unified School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

This goal was closer met than the prior. The Site Technology Trainers were a functioning committee and support for the sites. We referenced the plan often and professional development was offered on an individual site and district level. The introduction of programs like *Moving Beyond the Basics* and *Web 2.0* offered opportunities for practical hands-on training for teachers and administrators. CTAP was of great assistance both through assessment and course offerings (mail). Hundreds of hours were spent on CTAP assessment and specific course offerings based on the CTAP needs identified through the CTAP assessment. The district bought a block of CTAP courses each year and paid teachers to take courses online when their project was approved through our local mentor. This as-needed time plan was very successful in the past but as the CTAP courses have mainly been exhausted as our teachers' technological skills have grown, we are now cultivating much of our own internal technology training. An example is the

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extensive use of our Site Tech Trainers for extensive site-level technology training, support of the new CARS program, maintenance of site websites and advisory capacities to administration.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Mary Boyle

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent of Educational Services

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE

For CDE Use Only

Date Audited:

Selected for Random Review:

Comments:

7.10.95

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:	**AGENDA ITEM AREA:**
DISTRICT VOTING REPRESENTATIVE	DISCUSSION/ACTION
REQUESTED BY:	**ENCLOSURES:**
SCOTT LEAMAN SUPERINTENDENT	YES
DEPARTMENT:	**FINANCIAL INPUT/SOURCE:**
ADMINISTRATION	N/A
MEETING DATE:	**ROLL CALL REQUIRED:**
OCTOBER 21, 2008	NO

BACKGROUND:

Each year the County Superintendent acting as Secretary to the County Committee must conduct an election to fill one or more seats on the eleven member committee. This is required by state and must be completed by December 1st. The Board of Trustees will select a Board member from our district to be the voting representative.

RECOMMENDATION:

Board of Trustees select a district voting representative.

wp/rk/factform

7.11

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: September 30, 2008

To: District Superintendents

From: Gayle Garbolino-Mojica

RE: Selection of District Voting Representative for County Committee on School District Organization, and Nominations to the Committee

---

The Placer County Committee on School District Organization ("County Committee") is involved in school and community college district organization matters including the organization of new districts, territory transfers, district mergers, and the creation, revision or abolition of trustee area boundaries.

The County Committee is composed of two members who are registered voters residing in each of Placer County's five supervisorial districts and one member elected "at-large" from Placer County. The governing boards of each school and community college district in Placer County vote to elect the members of the County Committee. This is done by each governing board selecting one member of their board to cast the district's votes for nominees running for each open seat. Each district's representative may cast a vote for each open seat regardless of what county supervisorial district(s) the district is located in. A nominee is elected by receiving a majority vote of those district representatives voting.

Each year the County Superintendent acting as Secretary to the County Committee must conduct an election to fill one or more seats on the eleven member committee. State law requires that I call for this election and that it must be completed by December 1. To participate in the election, if you have not done so already, please select at your October or November board meeting a representative to cast your governing board's vote in this year's election.

I have enclosed for your review a roster of the individuals currently serving on the County Committee and the year in which their four-year term expires. This year there are a total of three seats up for election. The seats are located in Supervisorial Districts 1, 2, and 5. Maps depicting the three supervisorial districts where the nominees must reside are enclosed.

Please use the enclosed form to notify me of the representative selected by your governing board to vote in this year's County Committee election. Please also include on this form your district's nominees for any of the three seats that are open this year. To reiterate, even if your district is not located in any of the three supervisorial districts where the terms have expired, any member of your governing board and/or its selected representative may nominate individuals for each open seat.

Nominations must be received by my office no later than Friday, November 7, 2008. A brief meeting of the voting representatives will take place at 5:30 p.m. on Monday, November 17, 2008, in the Pinnacle

7.11.1

Room at Whitney Oaks Golf Club in Rocklin immediately prior to the Placer County School Boards Association's Annual Banquet. Voting representatives in attendance will cast their vote. Voting representatives are strongly encouraged to attend the meeting and cast their vote however, absentee ballots will be sent to voting representatives who request a ballot if they are not able to attend this meeting of board representatives on November 17. I will announce the results of the County Committee election on November 18, 2008.

The County Committee has a primary role in the organization of Placer County school districts. Please insure that your governing board participates in this process by electing members to this important committee.

Thank you and please contact me if you have any questions.

GGM/ng

Attachments:
- County Committee Member Roster
- District Voting Representative and Nomination Form
- Supervisorial District Maps

c: County Committee Members
District Secretaries

7.11.2

PCOE
GOLD IN EDUCATION

Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 ♦ Fax (530) 886-5841 ♦ www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

I. DISTRICT VOTING REPRESENTATIVE

Please use this section to designate the name of the voting representative from your district's board who has been selected to elect individuals to the Placer County Committee on School District Organization.

(Please Print)

_____ _____
District Name of Board Member Voting Representative

_____ _____
Submitted By Date

II. COUNTY COMMITTEE NOMINATIONS

Please use this section to list nominees for each of the three seats indicated. Nominations can be submitted by any district board member and/or board representative, regardless of the supervisorial district(s) the school district is located in. Nominees must be registered voters and must reside in the supervisorial district in which the vacant seat that they are nominated to represent is located. Employees of the office of the county superintendent of schools, school districts, and community college districts are not eligible to serve on the County Committee. Nominations must include the nominee's full name and residential address.

(Please Print)

I wish to nominate _____ for Supervisorial District 1.
Residential Address _____
Contact Number _____

I wish to nominate _____ for Supervisorial District 2.
Residential Address _____
Contact Number _____

I wish to nominate _____ for Supervisorial District 5.
Residential Address _____
Contact Number _____

Please return this form to the Placer County Superintendent of Schools on or before Friday, November 7, 2008. Facsimile receipt permitted or email as a PDF file to ngrover@placercoe.k12.ca.us. Nominations received after November 7, 2008 will not be accepted.

7.11.3

PLACER COUNTY OFFICE OF EDUCATION

360 Nevada Street, Auburn, CA 95603
530-889-5913, 530-886-5841 Fax

PLACER COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION MEMBER ROSTER

	Member	*Term Expires*
BOARD OF SUPERVISORS DISTRICT 1	Mel Hamel	2010
	Tracy Pittman	2008
BOARD OF SUPERVISORS DISTRICT 2	Glenn Vineyard	2008
	Earl Mentze	2011
BOARD OF SUPERVISORS DISTRICT 3	Maureen Ward	2009
	Greg Daley	2011
BOARD OF SUPERVISORS DISTRICT 4	Lorene Euerle	2009
	Paige Stauss	2011
BOARD OF SUPERVISORS DISTRICT 5	Norma Taylor	2008
	David Rosenquist	2009
REPRESENTATIVE AT-LARGE	James Chambers	2011
PLACER COUNTY SUPERINTENDENT OF SCHOOLS, SECRETARY TO COUNTY COMMITTEE	Gayle Garbolino-Mojica 360 Nevada Street Auburn, CA 95603 530-889-8020	

7.11.4