WESTERN PLACER UNIFIED SCHOOL DISTRICT
810 J STREET, LINCOLN, CALIFORNIA 95648

MEMBERS OF THE GOVERNING BOARD

Dennis Sonnenburg, President
James McLeod, Vice President
Melanie Eustice, Clerk
Paul Long, Member
Earl Mentze, Member

ADMINISTRATIVE/MANAGEMENT PERSONNEL

Roger R. Yohe, District Superintendent
Jay M. Stewart, Assistant Superintendent, Business Services
Scott Leaman, Assistant Superintendent, Educational Services
Bob Noyes, Director, Human Services,
Ken Gammelgard, Director of Site Development
Kris Knutson, Principal, Sheridan School
John Bliss, Principal, Carlin C. Coppin Elementary School
Linda Pezanoski, Principal, Creekside Oaks Elementary School
Kelly Castillo, Principal, Foskett Ranch Elementary School
Ruben Ayala, Principal, First Street School
Jeremy Lyche, Twelve Bridges Elementary School
Mary Boyle, Principal, Glen Edwards Middle School
Mike Doherty, Assistant Principal, Glen Edwards Middle School
David Butler, Principal, Lincoln High School
Janice Smith, Assistant Principal, Lincoln High School
Stacy Brown, Assistant Principal, Lincoln High School/Glen Edwards Middle School
John Wyatt, Principal, Phoenix High School, Adult Education
Tracy Murphy, Director, Special Education
Frank Nichols, Director of Maintenance and Operations
Bob Nelson, Transportation Coordinator
Jeff Dardis, Food Service Director
Chuck Youtsey, Technology Coordinator

STUDENT ENROLLMENT

School	12/01/05	01/01/06
Sheridan School (K-8)	156	153
Sheridan School Independent Study (K-12)	24	18
First Street School (K-5)	447	449
Carlin C. Coppin Elementary (K-5)	449	452
Creekside Oaks Elementary (K-5)	555	556
Twelve Bridges Elementary (K-5)	621	622
Foskett Ranch Elementary (K-5)	368	366
Glen Edwards Middle (6-8)	1030	1041
Lincoln High School (9-12)	1221	1217
Phoenix High School (10-12)	61	60
PCOE Home School	8	8
TOTAL:	**4940**	**4942**

Phoenix Infant/Toddler	24	Prechool/Head Start	
SDC Preschool	5	First & J Streets	24
Adult Education	133	Sheridan	15
		Carlin Coppin	24

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
January 17, 2006 7:00 P.M.
LINCOLN HIGH SCHOOL – PHOENIX HIGH SCHOOL
870 "J" STREET, LINCOLN, CA

AGENDA

2005-2006 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.

6:00 P.M. OPEN SESSION - Administrative Conference Room – D.O.

1. Call to Order
2. Announce Closed Session Items
3. Adjourn to Closed Session

6:05 P.M. CLOSED SESSION - Administrative Conference Room – D.O.

1. STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 I

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 J

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Re-Entry Expulsion #04/05 K

2. INTER-DISTRICT TRANSFER APPEALS

a. Interdisictrict Transfer Appeal 05/06 17

3. CONFERENCE WITH LABOR NEGOTIATOR

a. Update on certificated negotiations

4. ADJOURN TO OPEN SESSION

7:00 P.M. OPEN SESSION – Phoenix High School – Room 4

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

2. DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

2.1 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

a. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Expulsion #05/06 I

b. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Stipulated Expulsion #05/06 J

c. Student Discipline/Expulsion Pursuant To E.C. 48918
Student Re-Entry Expulsion #04/05 K

2.2 INTER-DISTRICT TRANSFER APPEALS

b. Interdisictrict Transfer Appeal 05/06 17

2.3 CONFERENCE WITH LABOR NEGOTIATOR

a. Update on certificated negotiations

3. SPECIAL ORDER OF BUSINESS

3.1 SCHOOL FEATURED – Phoenix High School

- Growth – how large (maximum) will Phoenix be allowed to grow:
- Facility needs
- Counselor, clerical, and staffing needs
- Technology needs
- Curriculum

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 Ratification of Personnel Items

a. Classified:

Ratification of Classified Employment:
Darlene Wenger – School Office Clerk II – COE
Christina Johnson – Non Duty Campus/Cafeteria Supervisor – FRE

Ratification of Classified Resignation:
Christine Harrah-Ferguson – Instructional Aide - GEMS

b. Certificated:

Ratification of Certificated Resignation:
Dana Manna – 2nd Grade Teacher – CCC

4.2 Williams Uniform Quarterly Complaint Form

4.3 Approve the appointment of Delberta Steele, as the Western Placer Unified School District representative to the Special Education Parent Advisory committee for the Placer Special Education Local Plan Area.

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 – Garrett Snyder
6.2 Western Placer Teacher's Association – Mike Agrippino
6.3 Western Placer Classified Employee Association – Joe Ross
6.4 Superintendent – Roger Yohe
6.5 Assistant Superintendent(s)
- 6.5.1 Jay M. Stewart
  - a. Budget Update:
  - b. Facilities Update:
- 6.5.2 Scott Leaman
  - a. Program Focus Area: *Status of WPUSD Counseling Center and Lighthouse Family Resource and Counseling Center.*
- 6.5.3 Bob Noyes, Personnel Director

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 (D/A) APPROVE RESOLUTION NO. 05/06.15 CALLING AN ELECTION TO SUBMIT THE QUESTION OF LEVYING A SPECIAL TAX WITHIN THE AREA PROPOSED TO BE ANNEXED TO COMMUNITY FACILITIES DISTRICT NO. 1 TO THE QUALIFIED ELECTORS - Stewart *(05-06 G & O Component IV-I)*

•The attached resolution authorizes the District to hold a special landholder election to annex the Centex Home development located off of Moore Road into the Community Facilities District No. 1.

7.2 (D/A) APPROVE THE FY 2004-05 AUDIT REPORT – Stewart *(05-06 G & O Component IV-I)*

•The District's FY 2004-05 audit report will be presented to the Board of Trustees.

7.3 (I/D) **FIRST READING OF NEW CSBA POLICIES AND REGULATIONS AS REVIEWED BY THE DISTRICT POLICY COMMITTEE – Yohe** *(05-06 G & O Component I-V)*

•The Board of Trustees will review the new CSBA policies and regulations as reviewed by the District Policy Committee.

- AR 1340 Access To District Records
- BP 3517 Facilities Inspection
- BP 5030 Student Wellness
- AR 5141 Health Care Emergencies
- AR 5141.32 Parental Notifications
- BP 6300 Preschool/Early Childhood Education

7.4 (D/A) **APPROVAL OF REVISIONS OF POLICY AND REGULATIONS AS REVIEWED BY THE DISTRICT POLICY COMMITTEE – Yohe** *(05-06 G & O Component I-V)*

•The Board of Trustees will consider adoption of the CSBA revisions as reviewed by the District Policy Committee.

- BP/AR 0520 Intervention for Underperforming Schools
- BP/AR 0520.1 High Priority Schools Grant Program
- BP/AR 0530 Awards for School Performance –DELETED
- E1312.4 Williams Uniform Complaint Procedures
- BP 3430 Investing
- AR 3460 Financial Reports and Accountability
- BP 3515.5 Sex Offender Notification
- BP/AR 4154/4254/4354 Health and Welfare Benefits
- AR 4161.5/4261.5/4361.5 Military Leave
- AR 5020 Parent Rights and Responsibilities
- BP 5141 Health Care and Emergencies
- BP 5141.1 Accidents – DELETED
- BP/AR 5141.21 Administering Medication and Monitoring Health Conditions
- AR 5141.32 Health Screening for School Entry
- AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
- E/BP 5145.6 Parental Notifications
- BP/AR 5148 Child Care and Development
- BP/AR 6158 Independent Study
- AR 6159 Individualized Education Program
- AR 6159.1 Procedural Safeguards and Complaints for Special Education
- AR 6159.3 Appointment of Surrogate Parent for Special Education
- AR 6164.4 Identification of Individuals for Special Education

7.5 (I/D) **FACILITY NAMING – Yohe** *(05-06 G & O Component IV-V)*

•The attached letter was received on behalf of the naming of the following facilities:

- ➢ Sports facility between "Fifth" & "Sixth" and "J" & "L"
- ➢ Tennis Courts at the complex

➢ Baseball Field at Twelve Bridges High School

7.6 (I/D) DISTRICT MIDDLE SCHOOL BOUNDARIES – Stewart/Leaman *(05-06 G & O Component IV-V)*
•The Board will be presented with options currently being discussed for the middle school boundaries.

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
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway
- Budget Suspensions for the 2004/05 School Year

8.3 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

- The President will establish the following meeting(s):
  >February 7, 2006, 7:00 p.m., Lincoln High School Theater

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: 1/12/06
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DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: **Administrative Conference Room, 810 J Street, Lincoln**
DATE: **January 17, 2006**
TIME: **6:00 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

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___ Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals ___ Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Expulsion
Student 05/06 I

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the expulsion of Student #05-06 I

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.1.a.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___
	Complies with Site Plan (LIP)___
	Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals___
	Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart___
	Personnel Sign-Off by B. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman___
	SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Stipulated Expulsion
Student 05/06 J

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the stipulated expulsion of Student #05-06 J

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.1 b.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy___
	Complies with Site Plan (LIP)___
	Complies with Governance & Management Document ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals___
	Complies with District Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart___
	Personnel Sign-Off by B. Noyes___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman___
	SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Student Discipline/
Re-Entry Expulsion
Student 04/05 K

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the re-entry expulsion of Student #04-05 K

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above item.

2.1c.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
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.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	___ ___ ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	___ ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	___ ___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	___
5. Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement	___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Interdistrict Request

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

The interdistrict application process includes due process safeguards for students initially denied requests to attend another district. Included in these safeguards is a hearing before the Western Placer Unified School District Board, upon request. The Board of Trustees will approve or deny the interdistrict request for students #05/06-20. If approved, the students will secure a one-year interdistrict agreement. If denied, the students have the right to ask for a hearing before the County Board of Education for reasons other than parent employment.

ADMINISTRATION'S RECOMMENDATION:
The Board of Trustees will disclose action taken during closed session in regards to students 05/06-17

MISSION STATEMENT Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Update on Certificated Negotiations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Roger R. Yohe, Bob Noyes
Scott Leaman, Jay Stewart

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

Update will be given on certificated negotiations.

SUPERINTENDNET'S RE COMMENDATION:

Administration recommends the board of trustees be updated.

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SPECIAL ORDER OF BUSINESS

MISSION STATEMENT Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Phoenix High School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Board of Trustees

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

Introduction of staff by Mr. Wyatt, then here will be open discussion on the following items.

- Growth – how large (maximum) will Phoenix be allowed to grow:
- Facility needs
- Counselor, clerical, and staffing needs
- Technology needs
- Curriculum

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation from Phoenix High School

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Phoenix High School

Memo

To: Roger Yohe

From: John Wyatt

Date: 12/14/2005

Re: 2nd Meeting of the Month

For our scheduled January 17th, 2nd Meeting of the Month with the Board, the staff would like to have a discussion on the following:

- What are the districts future plans for Phoenix High School, with emphasis on the following:
    1. Growth – how large (maximum) will Phoenix be allowed to grow?
    2. Facility needs
    3. Counselor, clerical, and staffing needs.
    4. Technology needs.
    5. Curriculum

I think this discussion would need between 15 & 30 minutes.

3.1.1

CONSENT

AGENDA

ITEMS

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes BN Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Classified Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

The Board of Trustees will take action to ratify the employment of:

Darlene Wenger – School Office Clerk II (1.00 FTE) – COE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the employment of the individual listed above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL DEPARTMENT
810 J STREET, LINCOLN, CA 95648
(916) 645-5293

NOTIFICATION OF CLASSIFIED EMPLOYMENT

ATTENTION: Personnel Department DATE: December 2, 2005

You are hereby notified that: Darlene Wenger
(applicant's name)

has been offered employment. The offer of employment is based on the following criteria:

POSITION TITLE: Office Clerk II 5 days before & 5 after

EFFECTIVE DATE OF ASSIGNMENT: January 3, 2005
(To be determined by Personnel department)

ASSIGNMENT LOCATION: Creekside Oaks Elementary

RANGE: 20 STEP: A AMOUNT $ ~~13.27~~ 12.65 (As per WPCSEA contract)

NUMBER OF HOURS ASSIGNED PER DAY: 8 hours

NEWLY APPROVED POSITION: _____, OR REPLACEMENT: X

IF REPLACEMENT, NAME OF PRIOR EMPLOYEE: Shari Thorpe

FUNDING SOURCE: GENERAL FUND: X

CATEGORICAL: _____
(specify)

I have instructed the applicant to contact the Personnel Department regarding new employee orientation, health and welfare benefits, ***T.B. clearance***, fingerprints, and pre-employment physical if applicable.
*** If this position is for an instructional aide, applicant must have passed screening test.*

Darlene Wenger 1/6/06
Applicant's signature Date

2572 Honeysuckle dr Lincoln 434-1513
Address (City/Zip) Telephone #

Ms Ogorsh CA 95648 1-6-05
Administrator's signature Date

4.19.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes BN Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ratification of Classified Additional Position

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

The Board of Trustees will take action to ratify the additional position for:

Christina Johnson – 1 hr. Noon Duty Campus/Café Supervisor - FRE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of classified additional position for the individual listed above.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Personnel Department

To: Christina Johnson, FRE

From: Peggy Van Lengen, Personnel Acct. Tech.

Date: January 10, 2006

Subject: Additional Position

After the selection process was discussed and the seniority list taken into consideration, it was determined that you will be adding the 1 hr. noon duty Campus/Cafeteria position at FRE to your current ½ hr. Crossing Guard and ½ hr. Bus Duty positions at FRE effective January 17, 2006.

If you have any questions regarding this transfer, please call me at 645-5293.

Congratulations!

4.19.3

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Complies with Mission Statement ___ Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING

FACT SHEET

SUBJECT:

Ratification of
Classified Resignation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

The Board of Trustees will take action to ratify the resignation of:

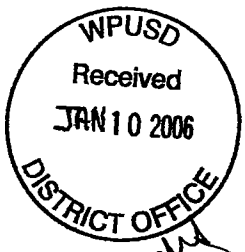
Christine Harrah-Ferguson – Instructional Aide - GEMS

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the resignation as listed.

4.19.4

Christine Ferguson
1811 6th Street
Lincoln, CA 95648
916-434-1181



Accepted
Pefh
1/11/06

January 9, 2006

Western Placer Unified School District
810 J Street
Lincoln, Ca 95648

Dear Ms. Morrison, Ms. Boyl and Western Placer Unified Personnel Department,

This letter is to inform you that I have accepted another position in Education in Placer County and will need to resign my position as Instructional Assistant at GEMS. I regret to have to do this so soon after starting employment there. I was hoping something else in the district would come available to fill in the hours I did not work, or to obtain another position within the district, but that didn't happen. I thank you for all that I have learned and I truly enjoyed my time working with both Debra Morrison and Mary Boyl. My last day will need to be Jan. 20, 2006.

Sincerely,

Christine Harrah-Ferguson

Christine Harrah-Ferguson

4.1a.5

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students	Personnel Sign-Off by B. Noyes Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Certificated Resignation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

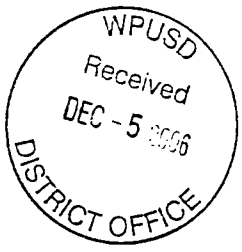
The Board of Trustees will take action to ratify the resignation of:

Dana Manna – 2nd Grade Teacher – CCC

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the resignation as listed above.

Dana Manna
5970 Kingwood Circle; Rocklin, California 95677
916-624-3368



January 4, 2006

Accepted 1/5/06

Mr. Roger Yohe
Western Placer Unified School District
810 J Street
Lincoln, California 95648

Dear Mr. Yohe:

I would like to take this time to thank you for the opportunity to work for such an outstanding school district. I couldn't have asked to work with better staff, administration, or families. I cannot fully express to you what a pleasure it has been. Unfortunately my husband has just found out of an immediate job transfer. We must relocate to St. Charles, St. Louis.

It is with great sadness that I must resign from my position as second grade teacher at Carlin C. Coppin Elementary. This resignation will need to be effective as of January 13, 2006 as my husband begins his job in Missouri on January 30th. I wish I were able to give more notice but I found out only a short time ago. Had it not been for this transfer I would love to have my future with such a wonderful school district.

I am sad to leave WPUSD because it has been a wonderful experience. If I can help in any way find my replacement or tie up loose ends please don't hesitate to give me a call. Again, please note that I am forever thankful for the opportunity to have worked for such an outstanding school district.

Respectfully,

Dana Manna

Dana Manna

4.1.b.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Williams Uniform
Quarterly Complaint Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues.

SUPERINTENDENT'S RECOMMEND ATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform complaints report.

rk\wpfiles\Board\format16

PLACER COUNTY OFFICE OF EDUCATION
360 Nevada Street
Auburn, CA 95603

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)]

District: Western Placer Unified School

Person completing this form: Rosemary Knutson

Title: Secretary

Quarterly Report Submission Date: *(Check one)*

- ☐ April 2005
- ☐ July 2005
- ☒ October 2005
- ☐ January 2006

Date for information to be reported publicly at governing board meeting: 1/17/06

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Roger R. Yohe
Print Name of District Superintendent

Signature of District Superintendent

10/31/05
Date

4.2.1

MISSION STATEMENT Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Special Education Parent Advisory Committee

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Roger R. Yohe
Superintendent

ENCLOSURES:

MEETING DATE:
January 17, 2006

BACKGROUND:

District special education staff would like to recommend to the Board, the appointment of Delberta Steele as the Western Placer Unified School District representative to the Special Education Parent Advisory Committee for the Placer Special Education Local Plan Area. She is a very positive and supportive advocate for parents and our programs. Mrs. Steele has been a foster parent and an adoptive parent for many students, and several of them have been in our special education programs.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the board of trustees approve the appointment.

REPORTS

AND

COMMUNICATION

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.			
	BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
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.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	— — —
2.	Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	— —
3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	— —
4.	Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	
5.	Promote student health and nutrition in order to enhance readiness for learning.	SBLT Involvement	—

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Program Focus Area

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

A report will be presented to the Board concerning the status of the WPUSD Counseling Center and the Lighthouse Family Resource and Counseling Center.

ADMINISTRATION'S RECOMMENDATION:
No action is required on this item.

INFORMATION

DISCUSSION

ACTION ITEMS

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.

AGENDA ITEM:

Approve Resolution No. 05/06.15 Calling an Election to Submit the Question of Levying a Special Tax Within the Area Proposed to be Annexed to Community Facilities District No. 1 to the Qualified Electors.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

January 17, 2006

BACKGROUND:

The attached resolution authorizes the District to hold a special landholder election to annex the Centex Home development located off of Moore Road into the Community Facilities District No. 1.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution No. 05/06.15 calling an election to submit the question of levying a special tax within the area proposed to be annexed to Community Facilities District No. 1 to the qualified electors.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 05/06.15

A RESOLUTION CALLING AN ELECTION TO SUBMIT THE QUESTION OF LEVYING A SPECIAL TAX WITHIN THE AREA PROPOSED TO BE ANNEXED TO COMMUNITY FACILITIES DISTRICT NO. 1 TO THE QUALIFIED ELECTORS

WHEREAS, the Board of Trustees (the "Board") of the Western Placer Unified School District (the "District") on December 9, 1991, approved Resolution No. 91/91.23 establishing Western Placer Unified School District Community Facilities District No. 1 ("CFD No. 1") pursuant to the Mello-Roos Community Facilities Act of 1982, as amended (the "Act"), being Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State of California, for the purpose of providing for the financing of the construction and acquisition of certain public school facilities (the "Facilities") described in Exhibit A thereto;

WHEREAS, at an election held on January 7, 1992, more than two-thirds of the votes cast were in favor of the levy of a special tax, the establishment of an appropriations limit, and the incurrence of bonded indebtedness, all as determined by the Board in Resolution No. 91/92.28, duly adopted on January 7, 1992;

WHEREAS, the Board on December 6, 2005, duly adopted Resolution No. 05/06.11 declaring its intention to annex certain territory to CFD No. 1 and to levy a special tax within that territory to pay for certain public facilities;

WHEREAS, the territory proposed to be annexed is identified in a map entitled "Annexation Map #2006-1 of Community Facilities District No. 1991-1," a copy of which was recorded in the office of the County Recorder of Placer County;

WHEREAS, the Board convened a public hearing on Tuesday, January 17, 2006, at 7:00 p.m., at the Lincoln High School Performing Arts Building, 790 J Street, Lincoln, California, at which hearing all persons interested, including all taxpayers, property owners and registered voters within CFD No. 1 and the territory proposed to be annexed, were given an opportunity to appear and be heard on the proposed annexation of territory to CFD No. 1 and the levy of special taxes within the territory proposed to be annexed;

WHEREAS, written protests have not been filed by fifty percent (50%) or more of the registered voters residing within CFD No. 1, or by fifty percent (50%) or more of the registered voters residing within the territory to be annexed, or by the owners of one-half (1/2) or more of the area within CFD No. 1, or by the owners of one-half (1/2) or more of the territory to be annexed;

WHEREAS, the Board has determined that there are fewer than twelve registered voters residing in the territory proposed to be annexed to CFD No. 1 and that the qualified electors in such territory are the landowners; and

WHEREAS, on the basis of all of the foregoing, the Board has determined to call an election to authorize the annexation of territory to CFD No. 1 and the levying of a special tax therein;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Western Placer Unified School District as follows:

Section 1. Recitals. All of the above recitals are true and correct, and the Board so finds and determines.

Section 2. Confirmation of Findings in Resolution of Intention. The Board reconfirms all of its findings and determinations as set forth in the Resolution of Intention.

Section 3. Finding Regarding Protests. The Board finds and determines that written protests to the proposed annexation of territory to CFD No. 1 and the levy of the special tax within such territory are insufficient in number and in amount under the Act, and the Board hereby further orders and determines that all such protests are hereby overruled.

Section 4. Finding Regarding Prior Proceedings. The Board finds and determines that all prior proceedings had and taken by the Board with respect to the annexation of territory to CFD No. 1 are valid and in conformity with the requirements of the Act.

Section 5. Tax Lien. Upon recordation of an amended notice of special tax lien pursuant to Section 3114.5 of the Streets and Highways Code, a continuing lien to secure each levy of the special tax shall attach to all non-exempt real property in the territory proposed to be annexed and this lien shall continue in force and effect until the collection of the tax is terminated by the Board.

Section 6. Call and Order of Election. The Board hereby calls and orders a special election to be held on Monday, February 13, 2006 ("election day"), at which election the question of levying the special tax within the territory proposed to be annexed shall be submitted to the qualified electors of the territory proposed to be annexed. The terms of the measure are described in this Resolution. The abbreviated statement of the ballot measure is set forth in Exhibit A and is incorporated herein by reference.

Section 7. Vote Required. If the proposition on the question of levying the special tax within the territory proposed to be annexed receives the approval of more than two-thirds (2/3) of the votes cast on the proposition, then the territory proposed to be annexed will be added to and become part of CFD No. 1 with full legal effect and the Board will be authorized to levy the special tax within the annexed territory.

Section 8. Submission of Ballot Proposition. The Board hereby submits to the landowners within the territory proposed to be annexed to CFD No. 1 at the special election the ballot proposition set forth in Section 6 of this resolution. Pursuant to Government Code section 53327(b), the Board hereby authorizes the Superintendent to conduct the election.

Section 9. Conduct of Election. The special election shall be held and conducted, the returns canvassed, and the results ascertained and determined, as herein provided:

(a) All owners of land within the territory proposed to be annexed to CFD No. 1 upon the date of the special election shall be qualified to vote upon the measure submitted at the special election. Each landowner shall have one vote for each acre or portion thereof that she, he, or it owns within the territory proposed to be annexed to CFD No. 1, as provided in Government Code section 53326(b).

(b) Pursuant to Government Code Section 53327, the special election shall be conducted as a mailed ballot election, in accordance with the provisions of Sections 1340 et seq. and Section 23511.1 of the Elections Code. There shall be no polling places for the special election.

(c) The Superintendent is hereby directed to cause to be mailed to each landowner in the territory proposed to be annexed to CFD No. 1 a ballot in the form set forth in Exhibit A hereto, with return postage prepaid.

(d) Each voter desiring to vote for the measure to levy a special tax shall mark an "X" in the voting square opposite the word "YES." To vote against the measure, the voter shall mark an "X" in the voting square opposite the word "NO."

(e) The Superintendent shall accept the ballots of the landowners up to 4:00 p.m. on election day, whether the ballots be personally delivered or received by mail. Once all qualified electors have voted, the election shall be closed. The Superintendent shall have available ballots that may be marked at the Superintendent's office on election day by voters.

(f) The Superintendent shall commence the canvass of the returns of the special election at 4:00 p.m. on Monday, February 13, 2006, at the Superintendent's office, and at the conclusion thereof shall declare the results of the election.

(g) The Board shall declare the results of the special election at its next regular meeting after the certification of the election, and shall cause to be inserted into its minutes a statement of the results of the special election as ascertained by the canvass of returns.

Section 10. General Authorization with Respect to the Election. The members of the Board, the Superintendent, and the other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things and to execute, deliver, and perform any and all agreements and documents that they deem necessary or advisable in order to effectuate the purposes of this Resolution, including, without limitation, to prepare and submit for inclusion in the voter information pamphlet a tax rate statement and an argument in favor of passage of the ballot measure. All actions heretofore taken by the officers and agents of the District that are in conformity with the purposes and intent of this Resolution are hereby ratified, confirmed, and approved in all respects.

Section 11. Accountability Measures. Pursuant to Section 50075.1 of the California Government Code, the District has created create separate accounts into which the special tax proceeds shall be deposited; and the Assistant Superintendent of Business Services shall prepare a report, as required, pursuant to the requirements of Section 53343.1.

Section 12. Effective Date. This resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District on January 17, 2006, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

President of the Board of Trustees
Western Placer Unified School District

_____

Clerk, Board of Trustees,
Western Placer Unified School District

EXHIBIT A

FORM OF OFFICIAL BALLOT

SPECIAL TAX ELECTION (ANNEXATION)
WESTERN PLACER UNIFIED SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICT NO. 1

Monday, February 13, 2006

NUMBER OF VOTES ENTITLED TO CAST: _____

(1 VOTE FOR EACH ACRE OR A PORTION THEREOF)

INSTRUCTIONS TO VOTERS:

To vote on the measure, mark an (x) in the voting square after the word "YES" or after the word "NO". All marks otherwise made are forbidden. All distinguishing marks are forbidden and make the ballot void.

If you wrongly mark, tear or deface this ballot, return it to the Superintendent, Western Placer Unified School District, 810 J Street, Lincoln, California 95648, to obtain another.

BALLOT MEASURE: Shall the Western Placer Unified School District Community Facilities District No. 1 be authorized to levy a special tax for the purpose and at the rate and apportioned as described in Exhibit A and B to Resolution No. 05/06.11 adopted by the Board of Trustees of the Western Placer Unified School District on December 14, 2005, which resolution is incorporated herein by reference, within the territory identified on a map entitled "Annexation Map # 2006-1 of Community Facilities District No. 1991-1.	YES _____ NO_____

NOTE: THIS IS A SPECIAL LANDOWNER ELECTION. YOU MUST RETURN THIS BALLOT TO THE OFFICE OF THE SUPERINTENDENT, WESTERN PLACER UNIFIED SCHOOL DISTRICT, BY 4:00 P.M. ON MONDAY, FEBRUARY 13, 2006, EITHER BY MAIL OR IN PERSON. AN ENCLOSED POSTAGE-PAID ENVELOPE IS PROVIDED FOR YOUR CONVENIENCE. THE SUPERINTENDENT'S OFFICE IS LOCATED AT WESTERN PLACER UNIFIED SCHOOL DISTRICT, 810 J STREET, LINCOLN, CALIFORNIA 95648.

CERTIFICATION

I, Melanie Eustice, Clerk of the Board of Trustees of the Western Placer Unified School District, Placer County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly approved and adopted by the Board at a regular meeting thereof held on January 17, 2006, of which meeting all the members of the Board had due notice at which a majority thereof were present. At the meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

The agenda for the meeting was posted at least seventy-two (72) hours before the meeting at the offices of the District at 810 J Street, Lincoln, California, a location freely accessible to members of the public, and a brief description of the resolution appeared on the agenda.

I have carefully compared the foregoing copy of the resolution with the original minutes of the meeting on file and of record in my office, and the foregoing is a full, true, and correct copy of the original resolution adopted at the meeting and entered in the minutes.

_____

Clerk of the Board of Trustees
Western Placer Unified School District

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.

AGENDA ITEM:

Approve the FY 2004-05 Audit Report.

SUBJECT AREA:

Discussion/Action

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

January 17, 2006

BACKGROUND:

The District's FY 2004-05 audit report will be presented to the Board of Trustees.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the District's FY 2004-05 audit report.

MISSION STATEMENT Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
First Reading of New Policies As See by the District Policy Committee

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Policies & Regulations

MEETING DATE:
January 17, 2006

BACKGROUND:

The District Policy Committee and the Management Team have reviewed the following new policies/regulations/exhibits as per CSBA. This group of new policies are being reviewed on a first reading basis.

- AR 1340 Access To District Records
- BP 3517 Facilities Inspection
- BP 5030 Student Wellness
- AR 5141 Health Care Emergencies
- AR 5141.32 Parental Notifications
- BP 6300 Preschool/Early Childhood Education

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees review these new policies/regulations and exhibits as submitted by the Policy Committee.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMMUNITY RELATIONS

Access To District Records

Records Open to the Public

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used or retained by the district regardless of physical form or characteristics. (Government Code 6252)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

A member of the public includes any person, except a member, agent, officer, or employee of the district acting within the scope of his/her office or employment. Governing Board members shall have the ability to access public records permitted by law in the administration of their duties. Notwithstanding, members of the Board are entitled to access to district public records on the same basis as any other person. (Government Code 6252, 6252.5)

Records to which the public shall have access include but are not limited to:

1. The proposed and approved budgets (Government Code 6252; Education Code 42103)

(cf. 3100 - Budget)

2. Statistical compilations (Government Code 6252)

3. Reports and memoranda (Government Code 6252)

4. Notices and bulletins (Government Code 6252)

5. Minutes of public meetings (Government Code 6252)

(cf. 9324 - Minutes and Recordings)

COMMUNITY RELATIONS

Access To District Records

6. Meeting agendas (Government Code 6252, 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between governmental branches (Government Code 6252)

8. School-based program plans (Education Code 52850, 54722)

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

9. Information and data relevant to the evaluation and modification of school improvement plans (Education Code 52015.5)

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

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

11. Tort claims filed against the district and records pertaining to pending litigation which predate the filing of the litigation, unless protected by some other provision of law (Government Code 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

13. Contracts of employment and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)
(cf. 4117.5/4217.5/4317.5 - Termination Agreements)
(cf. 4141/4241 - Collective Bargaining Agreement)

COMMUNITY RELATIONS

Access To District Records

Confidential Records

Records to which the general public shall not have access include but are not limited to:

1. Preliminary drafts, notes, interdistrict or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which the district is a party or to claims made pursuant to the Tort Claims Act, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law (Government Code 6254; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The home addresses and home telephone numbers of employees may be disclosed only as follows: (Government Code 6254.3)

a. To an agent or a family member of the individual to whom the information pertains

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

COMMUNITY RELATIONS

Access To District Records

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

4. Test questions, scoring keys and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

5. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

6. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

7. Library circulation records kept for the purpose of identifying the borrower of items available in the library (Government Code 6254)

(cf. 6163.1 - Library Media Centers)

8. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

COMMUNITY RELATIONS

Access To District Records

9. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

10. Recall petitions or petitions for the reorganization of school districts (Government Code 6253.5)

11. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

12. Computer software developed by the district (Government Code 6254.9)

13. Written instructional textbooks or other materials for which providing a copy would infringe a copyright or would constitute an unreasonable burden on the operation of the district (65 Ops.Cal.Atty.Gen. 185 (1981))

(cf. 5020 - Parent Rights and Responsibilities)

14. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

Inspection of Records and Requests for Copies

Public records are open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by every person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Every person may request a copy of any district record open to the public and not exempt from disclosure. (Government Code 6253)

COMMUNITY RELATIONS

Access To District Records

Within 10 days of receiving any request for a copy of records, the Superintendent or designee shall determine whether the request seeks copies of disclosable public records in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request or among two or more components of the district having substantial subject matter interest therein

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

COMMUNITY RELATIONS

Access To District Records

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

If any person requests a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

COMMUNITY RELATIONS

Access To District Records

If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement will be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

Adopted:

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Western Placer Unified School District

BP 3517 (a)

Business and Noninstructional Operations
FACILITIES INSPECTION

The Governing Board recognizes that the condition of school facilities has an impact on student achievement and employee morale and desires to provide school facilities that are safe, clean and functional, as defined in Education Code 17002.

(cf. 0510 - School Accountability Report Card)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3111 - Deferred Maintenance Funds)

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that district schools are maintained in good repair in accordance with law. At a minimum, the inspection program shall determine conditions specified on the state's interim evaluation instrument, including any evidence of:

1. Gas leaks

2. Problems with heating, ventilation, or air conditioning systems, as applicable

3. Broken windows, doors, gates and fences that pose a security risk

4. Unsafe and unclean interior surfaces, such as walls, floors and ceilings

5. Hazardous materials that may pose an immediate threat to students or staff

6. Structural damage that has the potential to create hazardous or uninhabitable conditions

7. Nonfunctioning fire sprinklers and emergency equipment, such as alarms and fire extinguishers

8. Power failure, electrical hazards and inadequate lighting

9. Major pest or vermin infestation

10. Inaccessible and nonfunctioning drinking fountains

11. Inaccessible, unclean and nonfunctioning restrooms during school hours

Business and Noninstructional Operations
FACILITIES INSPECTION

12. Major sewer line stoppage

The Superintendent or designee shall provide the Board with regular reports regarding the status of district facilities as evidenced by the district's facility inspection program as well as updates as to the status of any visits by the County Superintendent of Schools to district schools.

Legal Reference:
EDUCATION CODE
1240 County superintendent of schools, duties
17002 Definitions
17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998
17565-17591 Property maintenance and control, especially:
17584 Deferred maintenance
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School Accountability Report Card
35186 Williams uniform complaint procedure

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Williams case: http://www.cde.ca.gov/eo/ce/wc/index.asp
State Allocation Board, Office of Public School Construction, Williams settlement:
http://www.opsc.dgs.ca.gov/Programs/William_Legislation_Default.htm

Adopted:

3000a\bp3517

7.3.10

STUDENTS

Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity in district students.

By the beginning of the 2006-07 school year, the Board shall adopt a wellness policy that, at a minimum, shall: (42 USC 1751 Note)

1. Include goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the district determines is appropriate

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 1325 - Advertising and Promotion)
(cf. 3312 - Contracts)
(cf. 5141.6 - Student Health and Social Services)
(cf. 6010 - Goals and Objectives)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)

2. Include nutrition guidelines selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)
(cf. 5148 - Child Care and Development)
(cf. 6300 - Preschool/Early Childhood Education)

3. Provide an assurance that the district's guidelines for reimbursable school meals will not be less restrictive than federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a) and 1779(a) and (b), as they apply to schools

(cf. 3553 - Free and Reduced Price Meals)

STUDENTS

Student Wellness

4. Establish a plan for measuring implementation of the policy, including the designation of one or more persons in the district or at each school charged with operational responsibility for ensuring that this policy is implemented

(cf. 0500 - Accountability)

The Board shall involve parents/guardians, students, school food service professionals, school administrators, Board representatives and members of the public in the process of developing the districtwide wellness policy. (42 USC 1751)

(cf. 9140 - Board Representatives)

The Board may utilize existing school health councils or other committees, or may establish an advisory committee or working groups including representatives of the above groups, to develop policy recommendations.

(cf. 1220 - Citizen Advisory Committees)

The council or committee shall examine related research and laws, assess student needs and the current school environment, review current Board policies and administrative regulations, and raise awareness about student health issues. The council or committee may survey parents/guardians and/or students, conduct community forums or focus groups, collaborate with appropriate community agencies and organizations, or engage in similar activities within the budget established for these purposes.

The council or committee shall provide periodic reports to the Superintendent or designee regarding the status of its' work.

By March 1, 2006, the council or committee shall present policy recommendations to the Board which include, but are not necessarily limited to, the following topics:

7.3.12

STUDENTS

Student Wellness

1. Goals and strategies for increasing student participation in the school breakfast and lunch programs

2. Nutritional standards for the school breakfast and lunch programs that meet or exceed state and federal standards

3. The amount of time allowed for students to eat and the adequacy of lunchroom facilities

4. Guidelines and standards for foods and beverages sold outside of the district's meal programs, such as through vending machines, school stores, school-sponsored events, school fundraisers and other venues on campus, as well as foods and beverages offered as rewards for academic performance or good behavior

5. Foods and beverages donated for class parties or other school events

6. School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields and/or other areas accessible to students, and activities such as coupon or incentive programs

7. Age-appropriate, skill-building nutrition education at each grade level that is focused on behavior change

8. Opportunities for all students to be physically active, including the amount of time devoted to physical education, the quality of the physical education program, and additional opportunities such as recess and before- and after-school programs

9. Outreach strategies to encourage families to reinforce and support healthy eating and physical activity

10. Cost estimates of implementing the recommended strategies and potential funding sources

11. Priorities for implementing the recommended strategies in the wellness policy

12. Processes for evaluating the Board's wellness policy, including evaluation methods, indicators that will be used to measure success, and frequency of reports

7.3.13

STUDENTS

Student Wellness

13, School based student growing or buying from the District Farm. Items to be part of the school menu, as possible.

As it deems appropriate, the council or committee may make policy recommendations related to other health issues that are necessary to promote student and staff health.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Anabolic Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

Legal Reference:
EDUCATION CODE
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49560 Meals for needy students
49570 National School Lunch Act
51222 Physical education
51223 Physical education, elementary schools
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations

7.3.14

STUDENTS

Student Wellness

15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769 National School Lunch Program, especially:
1751 Note Local wellness policy
1771-1791 Child Nutrition Act, including:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:
CSBA PUBLICATIONS
Healthy Food Policy Resource Guide, rev. 2005
CDE PUBLICATIONS
Health Framework for California Public School, Kindergarten Through Grade Twelve, 2003
CDC PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2004
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
USDA PUBLICATIONS
Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, Team Nutrition, Food and Nutrition Services, 2000
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
California Department of Health Services: http://www.mch.dhs.ca.gov
California Healthy Kids Resource Center: http://www.californiahealthykids.org
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org
Centers for Disease Control and Prevention (CDC): http://www.cdc.gov

STUDENTS

Student Wellness

National Alliance for Nutrition and Activity: http://www.cspinet.org/nutritionpolicy/nana.html
National Association of State Boards of Education: http://www.boards@nasbe.org
National School Boards Association: http://www.schoolhealth@nsba.org
School Nutrition Association: http://www.asfsa.org
Society for Nutrition Education: http://www.sne.org
U.S. Department of Agriculture:
http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

Adopted:

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7.3.16

STUDENTS
Health Care and Emergencies

Emergency Contact Information

In order to facilitate contact in case of an emergency or accident, parents/guardians shall furnish the principal or designee with the information specified below:

1. Home address and telephone number

2. Parent/guardian's business address and telephone number

3. Parent/guardian's cell phone number and e-mail address, if applicable

4. Name, address and telephone number of a relative or friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached

5. Local physician to call in case of emergency

(cf. 5021 - Noncustodial Parents)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5142 - Safety)

Consent by Caregiver

Any person 18 years of age and older who files with the district a completed caregiver's authorization affidavit for a minor district student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization shall be invalid if the district receives notices that the minor student is no longer living with the caregiver. (Family Code 6550)

(cf. 5111.1 - District Residency)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health or safety. (Family Code 6550)
Adopted:

5000(a)\ar5141

7.3.17

STUDENTS
Health Screening for School Entry

Parental Notifications

The Superintendent or designee shall inform parents/guardians of all kindergarten students of the requirement to obtain a health screening in accordance with Health and Safety Code 124085 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. Parents/guardians also shall be notified that if they do not obtain the health screening, they must sign a waiver as described below in the section "Certification/Waiver of Health Screening." (Health and Safety Code 124100)

(cf. 5145.6 - Parent Notifications)

The notice to parents/guardians shall include a form developed by the California Department of Health Services (DHS) to be completed by the student's health examiner and used to certify completion of the health screening.

The notice 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.

(cf. 5141.31 - Immunizations)

The notice shall also be provided to parents/guardians of any student who is enrolling in first grade without having attended kindergarten in the district.

Certification/Waiver of Health Screening

Within 90 days after a student's entrance into first grade, his/her parent/guardian shall provide the Superintendent or designee with the completed certification form documenting that the student has obtained the health screening within the prior 18 months. (Health and Safety Code 124085)

In lieu of the certificate, parents/guardians may submit a waiver indicating that they do not want or are 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)

(cf. 5111 - Admission)

STUDENTS
Health Screening for School Entry

(cf. 5141.3 - Health Examinations)

Upon request, the Superintendent or designee shall provide a parent/guardian with a waiver form developed by the DHS.

The certification form or waiver shall be maintained in the student's health file or cumulative record.

(cf. 5125 - Student Records)

During the first 90 days of school, the Superintendent or designee may contact any parents/guardians of first-grade students who have not provided either the certification form or the waiver. The Superintendent or designee may contact any such parents/guardians a second time to ensure that they understand the requirements and, if appropriate, their possible eligibility for the CHDP program.

Exclusions from Attendance

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 shall be excluded from school for not more than five school days. 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 certification form or a waiver. (Health and Safety Code 124105)

(cf. 5112.2 - Exclusions from Attendance)

Legal Reference:
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

7.3.19

STUDENTS
Health Screening for School Entry

124100 Distribution of program information to parents/guardians of kindergarten children
124105 Exclusions and exemption; legislative intent of notification contents

Management Resources:
DEPARTMENT OF HEALTH SERVICES PUBLICATIONS
CHDP School Handbook: School Entry Health Examination Requirements, rev. August 2003
WEB SITES
California Department of Education: http://www.cde.ca.gov
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

Adopted:

5000(a)\ar5141.32

7.3.20

INSTRUCTION

Preschool/Early Childhood Education

The Governing Board recognizes that high-quality preschool experiences for children ages 3-5 help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

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

Collaboration with Community Programs

The Superintendent or designee shall collaborate with other agencies, organizations and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

Information about preschool options in the community shall be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

District Preschool Programs

When the Board determines that it is feasible, the district may provide preschool services at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

7.3.21

INSTRUCTION

Preschool/Early Childhood Education

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6171 - Title I Programs)

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

(cf. 5148 - Child Care and Development)
(cf. 5148.1 - Child Care Services for Parenting Students)

Inasmuch as parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled students regarding their child's progress.

(cf. 1240 - Volunteer Assistance)
(cf. 5124 - Communication with Parents/Guardians)

The Board shall adopt standards which identify the knowledge, skills, and experience that students will be expected to attain in the district's preschool program in order to be prepared for the early primary grades, including but not be limited to, development of language, cognitive, social, emotional, and physical skills.

7.3.22

INSTRUCTION

Preschool/Early Childhood Education

The district's preschool program shall provide culturally and linguistically appropriate services and support the needs of English learners. The program also shall provide appropriate services for students with disabilities, including but not limited to early screening to identify special needs among preschool students and intervention services to assist students identified with special needs in accordance with law.

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

To maximize the ability of children to succeed in the preschool program, program staff shall support students' health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

(cf. 3550 - Food Services/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health and Social Services)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate credential(s) or permit(s) issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4212.5 - Criminal Record Check)
(cf. 4222 - Teacher Aides/Paraprofessionals)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

He/she shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschool students for transition into the elementary education program.

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

7.3.23

INSTRUCTION

Preschool/Early Childhood Education

Legal Reference:
EDUCATION CODE
8200-8498 Child Care and Development Services Act, especially:
8200-8209 General provisions for child care and development services
8230-8226 Migrant Child Care and Development Program
8235-8237 State Preschool Programs
8240-8244 General child care programs
8250-8252 Programs for children with special needs
8263 Eligibility and priorities for subsidized child development services
8360-8370 Personnel qualification
8400-8409 Contracts
8493-8498 Facilities
54740-54749 Cal-SAFE program for pregnant/parenting students and their children
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements
CODE OF REGULATIONS, TITLE 5
18000-18122 General provisions, general child care programs
18130-18136 State Preschool Program
18180-18192 Federal and State Based Migrant Programs
18210-18213 Severely Handicapped Program
18270-18281 Program quality, accountability
18290-18292 Staffing ratios
18295 Waiver of qualifications for site supervisor
18300-18308 Appeals and dispute resolution
UNITED STATES CODE, TITLE 20
6311-6322 Title I, relative to preschool
6319 Qualifications for teachers and paraprofessionals
6371-6376 Early Reading First
6381-6381k Even Start family literacy programs
6391-6399 Education of migratory children
UNITED STATES CODE, TITLE 42
9831-9852 Head Start programs
9858-9858q Child Care and Development Block Grant

7.3.24

INSTRUCTION

Preschool/Early Childhood Education

CODE OF REGULATIONS, TITLE 22
101151-101239.2 General requirements, licensed child care centers, including:
101151-101163 Licensing and application procedures
101212-101231 Continuing requirements
101237-101239.2 Facilities and equipment
CODE OF FEDERAL REGULATIONS, TITLE 45
1301-1310 Head Start

Management Resources:
CSBA PUBLICATIONS
Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005
CDE PUBLICATIONS
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999
CDE MANAGEMENT BULLETINS
01-06 The Desired Results for Children and Families System, May 31, 2001
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Good Start, Grow Smart, April 2002
WEB SITES
CSBA: http://www.csba.org
California Association for the Education of Young Children: http://www.caeyc.org
California Children and Families Commission: http://www.ccfc.ca.gov
California Department of Education: http://www.cde.ca.gov
California Head Start Association: http://caheadstart.org
Child Development Policy Institute: http://www.cdpi.net
First 5 Association of California: http://www.f5ac.org
National Institute for Early Education Research: http://nieer.org
National School Boards Association: http://www.nsba.org
Preschool California: http://www.preschoolcalifornia.org
U.S. Department of Education: http://www.ed.gov

Adopted:

6000(b)\bp6300

7.3.25

MISSION STATEMENT Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ___ Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Adoption of Policy Revisions As Reviewed by the District Policy Committee

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Policies/Regulations

MEETING DATE:
October 4, 2005

BACKGROUND:

The District Policy committee and the management Team have reviewed the following revised policies/regulations/exhibits as per CSBA. These revisions are ready for adoption.

- BP/AR 0520 Intervention for Underperforming Schools
- BP/AR 0520.1 High Priority Schools Grant Program
- BP/AR 0530 Awards for School Performance –DELETED
- E1312.4 Williams Uniform Complaint Procedures
- BP 3430 Investing
- AR 3460 Financial Reports and Accountability
- BP 3515.5 Sex Offender Notification
- BP/AR 4154/4254/4354 Health and Welfare Benefits
- AR 4161.5/4261.5/4361.5 Military Leave
- AR 5020 Parent Rights and Responsibilities
- BP 5141 Health Care and Emergencies
- BP 5141.1 Accidents – DELETED
- BP/AR 5141.21 Administering Medication and Monitoring Health Conditions
- AR 5141.32 Health Screening for School Entry

- AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
- E/BP 5145.6 Parental Notifications
- BP/AR 5148 Child Care and Development
- BP/AR 6158 Independent Study
- AR 6159 Individualized Education Program
- AR 6159.1 Procedural Safeguards and Complaints for Special Education
- AR 6159.3 Appointment of Surrogate Parent for Special Education
- AR 6164.4 Identification of Individuals for Special Education

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the above policies and regulations as submitted by the Polciy Committee.

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PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Intervention for Underperforming Schools

The Governing Board recognizes its responsibility to protect the public's interest in schools and keep the district focused on learning and achievement for all students. Whenever any district school performs below the statewide average on indicators of student achievement and is participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP), the Board shall provide additional assistance to the school in order to improve student performance.

(cf. 0400 - Comprehensive Plans)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

The Board shall work with the Superintendent to develop governance strategies to support each participating school's implementation of its improvement plan. These strategies may be based on reviews of the alignment of district and school site goals for student achievement, budget priorities, staff qualifications and professional development, the alignment of curriculum and instructional materials to academic standards, accountability mechanisms, opportunities for parent/guardian and community involvement, and/or other district operations that may impact achievement at the school site.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3100 - Budget)
(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 6010 - Goals and Objectives)
(cf. 6011 - Academic Standards)
(cf. 6020 - Parent Involvement)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

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

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Intervention for Underperforming Schools

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)

The Board recognizes that any school participating in the program will be subject to state sanctions if student performance fails to improve in a timely manner. Whenever a participating school fails to achieve established growth targets on the state's Academic Performance Index (API), the Board shall cooperate with the Superintendent of Public Instruction in accordance with law.

Legal Reference:
EDUCATION CODE
33126 School accountability report card
33400-33407 CDE evaluation of district programs
51041 Evaluation of the educational program
52050-52059 Public Schools Accountability Act, especially:
52053-52055.55 Immediate Intervention for Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52070-52075 High School Pupil Success Act
60640-60649 Standardized Testing and Reporting (STAR) program
CODE OF REGULATIONS, TITLE 5
3932 School site and community team; augmentation of school site council
UNITED STATES CODE, TITLE 20
6311 State plan
6316 Academic assessment
6511-6518 Comprehensive School Reform program

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, II/USP: http://www.cde.ca.gov/ta/lp/iu

Adopted: 02/01/00
Revised: 6/18/01, 5/7/02, 9/17/02, 2/4/03

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PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Intervention for Under Performing Schools

Implementation and Monitoring of the Action Plan

Any district school participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP) shall implement the strategies established in its action plan developed pursuant to Education Code 52054, with the goal of achieving its growth targets established by the State Board of Education (SBE).

The Superintendent or designee shall monitor the participating school's implementation of its action plan and shall report to the Governing Board regarding the effectiveness of the school's efforts in improving student achievement for each "numerically significant" student subgroup, including ethnic subgroups, socioeconomically disadvantaged students, English language learners, and students with disabilities.

(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6174 - Education for English Language Learners)

A numerically significant subgroup is a subgroup that constitutes either of the following: (Education Code 52052)

1. At least 15 percent of a school's total population of students who have valid test scores, with a minimum of 50 students with valid test scores

2. At least 100 students with valid test scores, even if the subgroup does not constitute 15 percent of the total enrollment at a school

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.54 - Test Integrity/Test Preparation)

A socioeconomically disadvantaged student is a student neither of whose parents/guardians has received a high school diploma or a student who participates in the free or reduced price lunch program.

(cf. 3553 - Free and Reduced Price Meals)

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Intervention for Under Performing Schools

As necessary, the Superintendent or designee shall work with the school to refine the strategies in the action plan in order to achieve desired results for each subgroup. Any significant revisions in the action plan shall be submitted to the Board for approval.

Consequences After 24 Months of Implementation

After 24 months of receiving funding to implement its action plan, if a participating school has not met its growth targets each year but demonstrates significant growth as determined by the SBE, the school shall continue to participate in the program for an additional year. (Education Code 52055.5)

If a participating school has neither met its growth targets nor demonstrated significant growth each year, the Board shall, at a regularly scheduled meeting, inform parents/guardians that the school is a state-monitored school and is subject to the corrective actions specified in Education Code 52055.5, as determined by the Superintendent of Public Instruction (SPI) in consultation with the SBE. (Education Code 52055.5)

When the SPI and SBE so determine, the district shall, as an alternative to the corrective actions specified in Education Code 52055.5, 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. In such a case: (Education Code 52055.51)

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 corrective actions shall be completed by the SAIT not later than 60 days after the team is assigned to the school.

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

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Intervention for Under Performing Schools

3. Following the Board's adoption of the recommendations, the Board may appeal to the SPI for relief from one or more of the recommendations.

4. If the SAIT does not fulfill its legal obligations, the Board may seek permission from the SPI, with the approval of the SBE, to contract with a different team.

5. 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.

With respect to a state-monitored school, the Board shall: (Education Code 52055.5)

1. Make at least the same fiscal, human, and educational resources available to the school site as were available before the school's designation as a state-monitored school, excluding funding pursuant to Education Code 52054.5 and 52055.600, or if the total amount of resources available to the district differs from one year to another, then the same proportion of resources

(cf. 3100 - Budget)

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

3. Continue to provide the same insurance coverage as before the school's designation as a state-monitored school

(cf. 3530 - Risk Management/Insurance)

4. Name the SPI and the 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

(cf. 7210 - Facilities Financing)

6. Remain involved with the school throughout the sanction period

PHILOSOPHY-GOALS-OBJECTIVES
AND COMPREHENSIVE PLANS

Intervention for Under Performing Schools

7. If the SBE so approves, retain its legal rights, duties and responsibilities with respect to the school

Consequences After 36 or More Months of Implementation

If a school has not met its growth targets within 36 months of receiving implementation funding but has shown significant growth, it shall continue to be monitored by the SPI until it meets its annual growth target or the statewide performance target. (Education Code 52055.5)

If a school fails to make significant growth in any year between the third year of implementation funding and the first year the school meets its growth target, it shall be deemed a state-monitored school and shall be subject to the consequences described above for state-monitored schools. (Education Code 52055.5)

Consequences After 36 Months as a State-Monitored School

If, within 36 months after the school has been assigned a SAIT, management team or trustee, the school makes significant growth on the Academic Performance Index in two consecutive years, the school shall exit the program. (Education Code 52055.55)

If the school has not made significant growth within 36 months of becoming a state-monitored school, the school shall be subject to one or more of the consequences specified in Education Code 52055.55, as determined by the SPI.

Adopted: 02/01/00
Revised: 6/18/01, 9/17/02, 2/4/03

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Western Placer Unified School District

BP 0520.1(a)

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority School 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 district school to help ensure a quality education for all students.

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

The Board's decision to have a district school participate in the state's High Priority Schools Grant Program shall be voluntary. (Education Code 52055.600)

Whenever the Superintendent of Public Instruction invites any district school is invited to participate in the 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 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 such 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 also 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)

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority School Grant Program

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 also 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 district's Title I plan and/or other improvement plans, and the extent to which strategies are focused on areas of greatest need as identified through achievement data and other district reports.

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

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)

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

Legal Reference:
EDUCATION CODE
17014 Facilities maintenance
17032.5 Facilities maintenance
17070.75 Facilities maintenance

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority School Grant Program
17089 Facilities maintenance
33126 School accountability report card
33400-33407 CDE evaluation of district programs
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
52012 School site council
52050-52059 Public Schools Accountability Act, including:
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
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
99220-99227 California Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program
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:
CDE PUBLICATIONS
High Priority Schools Grant Program: Guidance for Developing Action Plans and Securing Implementation Funding
WEB SITES
CSBA: http://www.csba.org
California Department of Education, HPSG: http://www.cde.ca.gov/ta/lp/hp

Adopted: 12/3/02
Revised:
Q:1000b\bp0520.1

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

Required Participation in Other Programs

Each school participating in the High Priority Schools Grant (HPSG) Program shall also participate in the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52053-52055.51. (Education Code 52055.605)

(cf. 0520 - Intervention for Underperforming Schools)

In each participating school, eligible teachers and administrators shall participate in the Mathematics and Reading Professional Development Program established pursuant to Education Code 99230-99242 and the Principal Training Program established pursuant to Education Code 44510-44517 (Education Code 52055.647)

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

Development of Action Plan

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. If the school has already established a school action team for the Immediate Intervention/Underperforming Schools Program, that action team may be used to develop an action plan for this program. (Education Code 52055.620)

(cf. 0420 - School Plans/Site Councils)
(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 high-priority schools. (Education Code 52055.620)

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

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)

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)

If a decile 1 school completes an action plan as part of the federal Comprehensive School Reform application but there are insufficient funds to allow the school to participate in that program, the school shall be automatically approved for the HPSG program provided the action plan meets the requirements of Education Code 52054(d) and (e). (Education Code 52055.605)

The school may elect to submit only one plan for both this program and the Immediate Intervention/Underperforming Schools Program. (Education Code 52055.605)

The plan shall be approved by the Governing Board at a regularly scheduled meeting. (Education Code 52055.630)

(cf. 9322 - Agenda/Meeting Materials)

Content of Action Plan

The action plan shall meet the requirements specified in Education Code 52054 (d) and (e) for the Immediate Intervention/Underperforming Schools Program. (Education Code 52055.625)

The action plan shall: (Education Code 52055.620)

1. Be based on scientific research and effective practices and be data driven

2. Include ongoing data gathering in order to measure and verify progress and modify the plan as needed

3. Be based on findings from an initial needs assessment

4. Be based on input across the community, so they have some "buy in"

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

4. Describe how the school community will show a commitment to implement the plan

5. Make clear that all school personnel have heightened expectations that all students can learn and every school can succeed

6. Ensure that the school's environment is conducive to teaching and learning

7. Identify additional human, financial and other resources available to the school for implementation of the action plan

In addition, 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

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

b. By the end of the implementation period, increase achievement of each significant subgroup at the school on the Academic Performance Index

c. Increase performance of each English language learner 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)

7.4.13

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

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:

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

(cf. 4111 - Recruitment and Selection)
(cf. 4112.2 - Certification)

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. By the end of the implementation period, ensure successful completion by the school administrators of 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 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)

7.4.14

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

(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 kindergarten through 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. 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)
(cf. 6020 - Parent Involvement)

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 adopted pursuant to Education Code 60605 and English language development standards adopted pursuant to Education Code 60811. 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.

7.4.15

Philosophy, Goals, Objectives and Comprehensive Plans

High Priority Schools Grant Program

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

Progress Reports

Each year the Superintendent or designee shall submit a report to the Superintendent of Public Instruction for each participating school that meets all the requirements of Education Code 52055.640 and 52055.656. Before submitting the reports, the 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)

Consequences After 24 Months of Implementation

If a school has not met its growth targets on the state's Academic Performance Index (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)

7.4.16

Philosophy, Goals, Objectives and Comprehensive Plans
High Priority Schools Grant Program

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 demonstrates significant growth as determined by the SBE, it shall continue to participate in the program. (Education Code 52055.650)

If a participating school has neither met its growth targets each year nor demonstrated significant growth, it shall be subject to the actions specified in Education Code 52055.650, as determined by the SPI and approved by the SBE. (Education Code 52055.650)

In any case when the SPI and SBE determine 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 corrective actions shall be completed by the SAIT not later than 60 days after the school's API becomes public.

2. Not later than 90 days after the school's API becomes public, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. The adoption of recommendations shall not be placed on the consent agenda.

(cf. 9322 - Agenda/Meeting Materials)

High Priority Schools Grant Program

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.

Adopted: 12/3/02
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7.4.17

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 0530 (a)

PHILOSOPHY GOALS OBJECTIVES AND COMPREHENSIVE PLANS

Awards for School Performance

The Governing Board recognizes that monetary and nonmonetary incentives have a meaningful place in an accountability system designed to encourage student achievement. The Board believes that state rewards should recognize both outstanding performance and significant progress or growth toward performance goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 0520 - Intervention for Under Performing Schools)
(cf. 1150 - Commendations and Awards)
(cf. 4156.2 - Awards and Recognition)
(cf. 5126 - Awards for Achievement)
(cf. 6011 - Academic Standards)

District schools are encouraged to develop and implement plans to meet or exceed growth targets established for state school performance awards. To ensure eligibility for the state's awards programs, the Superintendent or designee shall encourage student participation in state assessment programs and promote ethical administration of such assessments by staff. The Superintendent or designee also shall develop methods to accurately report school enrollment data, student ethnicity and socioeconomic level, participation levels in state assessments, and numbers of students who are granted waivers based on parent request or the provisions of their Individualized Education Program.

(cf. 0400 - Comprehensive Plans)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 6159 - Individualized Education Program)
(cf. 6162.5 - Student Assessment)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6174 - Education for English Language Learners)
(cf. 0420 - School Plans/Site Councils)

The Superintendent or designee shall ensure that all award funds are distributed to eligible schools in accordance with law.

7.4.18

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Awards for School Performance

Legal Reference:
EDUCATION CODE
33126 School accountability report card
44015 Awards to employees and students
44650-44654 Certificated staff performance awards
52050-52058 Public Schools Accountability Act, especially:
52057 Governor's Performance Award Program
54761 Categorical programs
60640-60647 Standardized Testing and Reporting Program
64000 Categorical programs
CODE OF REGULATIONS, TITLE 5
1031-1039 State performance awards programs

Management Resources:
WEB SITES
CDE: http://www.cde.ca.gov
SBE: http://www.cde.ca.gov/board
CSBA: http://www.csba.org

Adopted: 8/7/01
Revised: 9/17/03

Q:1000B\BP0530

7.4.19

DELETE - DELETE DELETE

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 0530 (a)

PHILOSOPHY GOALS OBJECTIVES AND COMPREHENSIVE PLANS

Awards for School Performance

Governor's Performance Awards

Any district school may be eligible to receive the Governor's Performance Awards if the following conditions are met:

1. The school's Academic Performance Index (API) increased at least five percent of the difference between the prior year score and 800, or increased by five points, whichever is greater. (Education Code 52057; 5 CCR 1032)

2. Each numerically significant ethnic and socioeconomically disadvantaged subgroup demonstrated comparable improvement, defined as either 80 percent of the school's API growth target or, when the sum of the subgroup's growth target and subgroup's API is 800 or higher, the distance from the subgroup's API to 800. In all cases, the increase must be at least four points. (Education Code 52057; 5 CCR 1032)

A "numerically significant subgroup" is a subgroup that constitutes one of the following: (Education Code 52052, 52057)

a. At least 15 percent of a school's total student population and at least 30 students

b. At least 100 students, even if the subgroup does not constitute 15 percent of the total enrollment at a school

A "socioeconomically disadvantaged student" is a student neither of whose parents/guardians have not received a high school diploma, or a student who participates in the free or reduced price lunch program.

(cf. 3553 - Free and Reduced Price Meals)

3. At least 95 percent of students in an elementary or middle school, or 90 percent of students in a high school, participated in the state's Standardized Testing and Reporting program, excluding students who were exempted from taking the test by their Individualized Education Program or parent waiver. (5 CCR 1032)

(cf. 6159 - Individualized Education Program)
(cf. 6162.5 - Student Assessment)

7.4.20

(cf. 6174 - Education for English Language Learners)

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Awards for School Performance

The Superintendent or designee may elect to have a community day school, continuation high school, independent study school or other alternative school be part of the API accountability system for purposes of state awards programs. If this election is made, the school shall remain in the API system for at least the three subsequent years. (5 CCR 1032)

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Any Governor's Performance Awards received on behalf of a district school shall be used at the school site for discretionary purposes. (Education Code 52057)

At each school receiving a Governor's Performance Award the school site council or other council comprised of teachers and parents/guardians shall determine how the discretionary funds will be spent and shall seek ratification from the Governing Board. The Board may accept or reject the proposal but shall not make modifications to it. If the Board rejects the proposal, the council may submit another proposal to the Board.

(cf. 0420 - School Plans/Site Councils)

Certificated Staff Performance Awards

A school may be eligible for state Certificated Staff Performance Incentives under the following conditions: *(E.C. 44651; 5 CCR 1034)*

1. The school was ranked in the lower half of the statewide API rankings (deciles 1-5) in the prior year. (Education Code 44651)

2. The school improved a minimum of two times its annual growth target on its API between the base year and the current growth year.

3. The school was eligible for API awards in the year preceding the current API growth year.

7.4.21

~~PHILOSOPHY GOALS OBJECTIVES AND COMPREHENSIVE PLANS~~

~~Awards for School Performance~~

4. ~~All numerically significant ethnic or socioeconomically disadvantaged subgroups, as defined above, improved by a minimum of two times their annual growth targets. However, when the sum of a subgroup's growth target and the subgroup's API is 800 or higher, the subgroup's API must have increased two times the distance from the subgroup's API to 800. In all cases, the increase must be at least eight points.~~

5. ~~At least 95 percent of students in an elementary or middle school, or 90 percent of students in a high school, participated in the state's Standardized Testing and Reporting program, excluding students who were exempted from taking the test by their Individualized Education Program or parent waiver. (5 CCR 1034)~~

~~Districts with Negotiated Agreements~~

~~Any award received under this program shall be distributed to certificated staff at the school in accordance with negotiated agreements with the employee organization. (Education Code 44653)~~

~~*(cf. 4140/4240 - Bargaining Units)*~~

~~For purposes of this program, all full-time and part-time staff holding a valid certificate, including but not limited *to* fully credentialed teachers, emergency permit teachers, intern teachers, principals, counselors, librarians and nurses, shall be eligible to receive bonuses.~~

~~These awards shall not be considered compensation for purposes of calculating retirement or other benefits. (Education Code 44654)~~

~~Ineligibility for Award Programs~~

~~A school shall be ineligible for state awards programs if it has fewer than 11 valid scores on the state Standardized Testing and Reporting assessments.~~

~~A school shall be ineligible for state awards programs if its API is invalidated for any of the following reasons: (5 CCR 1032)~~

1. ~~The Superintendent or designee certifies that there were testing irregularities at the school committed by adults.~~

7.4.22

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Awards for School Performance

(cf. 6162.54 - Test Integrity/Test Preparation)

2. The Superintendent or designee certifies that the API is not representative of the student population at the school.

3. The Superintendent or designee certifies that the school has experienced a significant demographic change in the student population between the base year and the growth year and the API across the years is not comparable.

4. The proportion of parental waivers for the Standardized Testing and Reporting program is equal to or greater than 10 percent of the school's enrollment in the grades tested. However, if a school's proportion of parental waivers is between 10 and 20 percent, the school shall be deemed ineligible only if statistical tests conducted by the California Department of Education determine that the students tested at the school are not representative of the school's students by grade level.

5. The school's proportion of test-takers in any content area tested by the Standardized Testing and Reporting program and included in the API is less than 85 percent of the total number of test-takers in the school.

6. Information is made available to or obtained by the California Department of Education that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred.

Adopted: 8/7/01
Revised: 9/17/02

Q:1000b\ar0530

7.4.23

WESTERN PLACER UNIFIED SCHOOL DISTRICT

E 1312.4 (a)

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS/GUARDIANS: COMPLAINT RIGHTS

Parents/Guardians:

Education Code 35186 requires that the following notice be posted in your child's classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.

2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.

3. To file a complaint regarding the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school district's or California Department of Education's website.

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.
Response requested? _____ Yes _____ No

Contact Information:

Name:_____
Address:_____
Phone Number: Day:_____ Evening: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: Please check all that apply:

1. Textbooks and instructional materials:
   ____ A student lacks textbooks or instructional materials to use in class.

7.4.24

Community Relations
WILLIAMS UNIFORM COMPLAINT PROCEDURES

____ A student does not have access to instructional materials to use at home or after school to complete homework assignments.

____ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment:
   ____ A semester begins and a certificated teacher is not assigned to teach the class.
   ____ A teacher lacks credentials or training to teach English learners or is assigned to teach a class with more than 20% English learners in the class.
   ____ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions:
   ____ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff as defined in AR 1312.4.

Please describe the issue of your complaint in detail, . You may attach additional pages if necessary to fully describe the situation: _____

_____

_____

_____

Please file this complaint with the person specified below at the following location:

Robert Noyes, Director of Human Services; Western Placer Unified School District; 810 J Street Lincoln, CA 95648

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

_____ _____
(signature) (date)

Adopted: 10/4/05
Revised:
1000b\E1312.4

7.4.25

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 3430 (a)

BUSINESS

Business and Non-Instructional Operations

Investing

All or part of the special reserve fund of the district, or any surplus monies not required for the immediate necessities of the district, may be invested as allowed by law for public funds. (Education Code 41015; Government Code 16430, 53601-53609, 53635)

The Governing Board authorizes the district's chief fiscal officer to invest and reinvest such funds on behalf of the district. He/she shall make monthly reports of those transactions to the Board. The Board retains the right to revoke this authority at any time.

The Board recognizes that the district's chief fiscal officer has fiduciary responsibility for any funds invested outside the county treasury and is subject to prudent investor standards for investment decisions. As such, he/she shall act with care, skill, prudence and diligence under the prevailing circumstances, including but not limited to the general economic conditions and the anticipated needs of the district. The investment objectives shall be to first safeguard the principal of the funds, then to meet the district's liquidity needs and, third, to achieve a return on the funds. (Government Code 53600.3, 53600.5)

(cf. 9270 - Conflict of Interest)

In order to enhance investment return, the district's goal shall be to generate an investment yield that attains or exceeds a market-average rate of return through economic cycles.

The Board recognizes the importance of overseeing investments made with district funds, including investments by the county treasurer. The Superintendent or designee shall maintain ongoing communication with any county committee established for the purpose of overseeing county investments. and shall keep the Board well informed about the policies that guide the investment of these funds.

The Board may establish an investment oversight committee to monitor the district's investments and make recommendations to the chief fiscal officer and the Board regarding investment policies.

(cf. 1220 - Citizen Advisory Committees)

7.4.26

Annual Statement of Investment Policy

The district's chief fiscal officer shall annually provide to the Board and any district investment oversight committee a statement of the district's investment policy or, if all district surplus funds are invested with the county treasurer, the county's investment policy.

The annual investment report shall be submitted no later than the end of the first quarter of the year to which it applies.

At a public meeting, the Board shall review this policy and discuss any changes to be made. (Government Code 53646)

Quarterly Investment Reports
The chief fiscal officer of the district shall provide the Board, Superintendent and internal auditor with quarterly reports of district investments in individual accounts that are $25,000 or more.

(cf. 3460 - Financial Reports and Accountability)

Legal Reference:
EDUCATION CODE
41001 Deposit of money in county treasury
41002 General fund deposits and exceptions
41002.5 Deposit of certain funds in insured institutions
41003 Funds received from rental of real property
41015 Authorization of and limitation investment of district funds
41017 Deposit of miscellaneous receipts
41018 Disposition of money received
42840-42843 Special reserve fund
GOVERNMENT CODE
16430 Eligible securities for investment of surplus money
17581.5 Mandates contingent upon state funding
27000.3 Fiduciary for deposits in county treasury
27130-27137 County treasury oversight committees
53600-53609 Investment of surplus
53630-53686 Deposit of funds, especially:
53635 Local agency funds; deposit or investment
53646 Treasurer reports and statements of investment policy
53852.5 Investment term for funds designated for repayment of notes
53859.02 Borrowing by local agency

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Governance: Fiscal Accountability, 2005
School Finance CD-ROM, 2005
CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS
Local Agency Investment Guidelines, 2002, rev. 2004
WEB SITES
California State Treasurer's Office, California Debt and Investment Advisory Commission: http://www.treasurer.ca.gov/cdiac

Adopted: 4/3/95
Revised: 8/96
New - 1994/1995 School Year (Total District Policy Book Review)
3000\bp3430

7.4.28

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3460(a)

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Financial Accountability and Reports

Interim Reports

The Superintendent or designee shall annually submit two interim fiscal reports to the Governing Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall also be made available by the district for public review. *(Education Code , 42130)*

(cf. 1340 - Access to District Records)

Within 45 days after the close of the period reported, the Board shall assess these reports of the district's financial condition on the basis of criteria adopted by the State Board of Education pursuant to Education Code 33127 and on current information regarding the adopted state budget, district property tax revenues if any, and ending balances for the preceding year. The Board shall approve the fiscal reports and send the County Superintendent of Schools these reports and its certification of the district's financial status based on current projections, in accordance with the following: *(Education Code* 42130, 42131; 5 CCR 15453-15463)

1. A "positive certification" will indicate that the district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

2. A "qualified certification" will indicate that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

3. A "negative certification" will indicate that the district, will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year.

If the Board files a qualified or negative certification for the second report of the fiscal year, or if its second report is classified as qualified or negative by the County Superintendent of Schools, the Superintendent or designee shall provide to the County

Superintendent of Schools, the Controller, and the Superintendent of Public Instruction, no later than June 1, a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. *(Education Code 42131)*

Whenever the district has a qualified or negative certification, 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 with all information relevant to provide an understanding of the financial impact of any final collective bargaining agreement. (Government Code 3540.2)

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Annual Statement of Receipts and Expenditures

On a form prescribed by the Superintendent of Public Instruction, the Superintendent or designee shall prepare a statement of all receipts and expenditures of the district for the preceding fiscal year. On or before September 15, the Board shall approve this statement and file it with the County Superintendent of Schools. *(Education Code 42100)*

The Board shall adopt a resolution by September 30 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year. Documentation used to identify these limits shall be made available to the public on the day of the meeting. *(Education Code 42132)*

(cf. 1340 - Access to District Records)

Non-Voter-Approved Debt Report

Whenever the Board approves the issuance of certificates of participation bonds, revenue bonds or any agreement for financing school construction,, the Superintendent or designee shall notify the County Superintendent of Schools and the County auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent of Schools and the public with related repayment schedules and evidence of the district's ability to repay the obligation. Within 15 days, the County Superintendent and county auditor may comment publicly to the Board regarding the district's capability to repay the debt. *(Education Code 17150)*

Audit Report

By April 1 of each year, the Board shall either provide for an audit of the district's books and accounts, or make arrangements with the County Superintendent of Schools to provide for that auditing. (Education Code 41020)

The audit shall include all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

(cf. 3430 – Investing)
(cf. 3451 - Petty Cash Funds)
(cf. 3452 - Student Activity Funds)
(cf. 3551 - Food Service Operations/Cafeteria Fund)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

To conduct the audit, the Board shall select a certified public accountant, or public accountant licensed by the State Board of Accountancy, from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

The Board shall not select any public accounting firm to provide audit services if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a firm is performing the audit of the district, it shall not provide any nonauditing, management or other consulting services except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The district's audited financial reports shall include:

1. Management's discussion and analysis, which shall introduce the basic financial statements and provide an analytical overview of the district's financial activities, including:

a. An objective and easily readable analysis of the district's financial activities based on currently known facts, decisions, and conditions

b. Comparisons of the current year to the prior year

c. An analysis of the district's overall financial position, enabling a determination as to whether that position has improved or deteriorated as a result of the year's activities

d. An analysis of significant changes that occur in funds and significant budget variances

e. A description of capital asset and long-term debt activity during the year

f. A description of currently known facts, decisions, and conditions that are expected to have a significant effect on the district's financial position

2. Basic financial statements, including:

a. Districtwide financial statements, consisting of a statement of net assets and a statement of activities which report all of the assets, liabilities, revenues, expenses, and gains and losses of the district

b. Fund financial statements, consisting of a series of statements that focus on information about the district's major governmental and enterprise funds, including its blended component units

c. Notes to the financial statements that are essential to a user's understanding of the basic financial statements

3. Supplementary information required by the Governmental Standards Accounting Board, including but not limited to budgetary comparison schedules

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent of Schools, the California Department of Education, and the State Controller. (Education Code 41020)

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

(cf. 9322 - Agenda/Meeting Materials)

Accrued Benefits and Claims Report

The Superintendent or designee shall plan for the implementation of the Governmental Accounting Standards Board Statement 45, including the procurement of a qualified

actuary to perform the required actuarial study. In addition, the Superintendent or designee shall recommend actions to the Board that mitigate the financial impact to the district as a result of this change in the method of accounting for post-employment health and welfare benefits.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

The Superintendent or designee shall annually provide the Board, at a public meeting information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The Board shall disclose, as a separate agenda item, whether or not it will reserve in the budget sufficient amounts to fund the present value of these claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. . The Board shall annually certify to the County Superintendent of Schools the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. *(Education Code 42140)*

Adopted: 4/3/95
Revised: 8/96, 1/6/98, 10/20/98, 5/18/99, 4/20/04, 9/20/05
New - 1994/1995 School Year (Total District Policy Book Review)
Q:3000(a)\AR3460

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 3515.5 (a)

BUSINESS & NON-INSTRUCTIONAL OPERATIONS

Sex Offender Information

In order to protect students while they are traveling to and from school, attending school or at a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency contacts the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

To protect the district and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

The Superintendent or designee shall annually notify parents/guardians of the availability of the information regarding registered sex offenders on the Department of Justice's Internet website.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3515 - Campus Security)
(cf. 5142 - Safety)

Legal Reference:
EDUCATION CODE
32211 Threatened disruption or interference with classes; offense
35160 Authority of boards
35160.1 Board authority of school districts
PENAL CODE
290 Registration of sex offenders
290.4 Sex offender registration; compilation of information; 900 number
626.8 Disruptive entry or entry of sex offender upon school grounds

BUSINESS & NON-INSTRUCTIONAL OPERATIONS

Sex Offender Information

UNITED STATES CODE, TITLE 42
14071 Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act
Management Resources:
WEB SITES
California Department of Justice: http://www.caag.state.ca.us

Adopted: 5/5/98
Revised: 10/5/99, 8/2/04
q:3000(a)\BP3515.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 4154 (a)
BP 4254
BP 4354

PERSONNEL

All Personnel

Health & Welfare Benefits

The district shall provide health and welfare benefits for certificated and classified employees in bargaining units. Benefits will be provided in accordance in accordance with state and federal law and subject to negotiated employee agreements.

(cf. 4140/4240 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)

Benefits for employees who are not in bargaining units shall be the same unless otherwise specified in Board policy or individual contract.

To the extent that benefits are granted to spouses of employees, domestic partners registered in accordance with Family Code 297 shall have the same benefits. (Family Code 297.5)

The Superintendent or designee shall advise all employees of their rights and responsibilities related to continuing their health insurance benefits when their eligibility changes.

The Superintendent or designee shall maintain the confidentiality of employee health records in accordance with law.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Retired Employees

The district health insurance program (including dental care benefits) shall be available to those retired former certificated/classified employees and their spouses and to the spouses of certificated employees who died while employed by the district. (Education Code 7000)

The insurance shall provide full benefits for retired employees up to the age at which they become eligible for Medicare/ Medicaid, and afterwards shall cover only those eligible expenses not covered by Medicare, Medicaid or other health insurance programs.

The Superintendent shall maintain procedures for the designation of enrollment periods and insurance coverage rates for those individuals eligible under this policy.

7.4.36

PERSONNEL

All Personnel

Coverage under this program will continue only as long as the retiree reimburses the district monthly for the premium paid the insurance carrier. Retirees who fail to make this payment will no longer be eligible for the program.

Legal Reference:
EDUCATION CODE
1252 Power to contract for group workers' compensation insurance (county superintendent)
7000-7005 Health and welfare benefits, retired certificated employees
7008 Employees disabled by violent act in scope of employment
35208 Liability insurance
35213 Reimbursement for loss, destruction or damage of personal property
35214 Liability insurance (self-insurance)
44041 Deductions in salary payment as requested by employee
44042 Payroll deduction for collection of insurance premium
44986 Leave of absence for disability allowance applicant
45136 Benefits for classified
GOVERNMENT CODE
22009.03 Public agency includes school districts
22156 Medicare coverage for school district employees
22754 Definitions
Health & Welfare Benefits

22858 Application of education code provisions relating to mandatory inclusion of certain retirees in local health and welfare benefit plans
22859 Participation in Medicare reimbursement program
53200-53210 Group insurance, especially
53200 Definitions: group insurance, local agency; health and welfare benefits, employees
UNEMPLOYMENT INSURANCE CODE
2613 Education program; notice of rights and benefits
CONSOLIDATED OMNIBUS RECONCILIATION ACT
Public Law 99-272Legal Reference:

Adopted: 1/13/69
Revised: 9/26/83; 5/2/95, 5/2/00, 3/15/05
1994/1995 School Year (Total District Policy Book Review)
q:4000\bp4154

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 4154 (a)
AR 4254
AR 4354

PERSONNEL

All Personnel

Health and Welfare Benefits

COBRA

If they so choose, district employees may retain health insurance coverage when they retire, reduce their working hours, or are released from employment. Continued coverage through the district shall also be made available to an employee's spouse and dependents upon the employee's death, separation or divorce, eligibility for Medicare or upon termination of a child's dependent status under the district health insurance program. Employees who are fired for gross misconduct may not retain health insurance coverage.

Persons who choose to retain health insurance coverage shall be charged the full costs of coverage within legal limits. Those who have reduced their working hours or who have been released from their employment may retain the coverage for no more than 18 months at their expense. All other qualifying persons may retain the coverage for no more than 36 months. Coverage will end if the employee or beneficiary 1) fails to pay the insurance premium; 2) secures health insurance coverage through subsequent employment or remarriage; or 3) becomes eligible for Medicare benefits.

Retirement/Reduced Work Hours

Persons retiring from the Western Placer Unified School District or reducing their work hours may participate in district benefits as outlined in the Collective Bargaining Agreements.

Disability Applicants

Notice of state disability insurance rights and benefits shall be given to each new employee and to each employee leaving work due to pregnancy or nonoccupational sickness or injury. (Unemployment Insurance Code 2613)

7.4.38

PERSONNEL

All Personnel

Health and Welfare Benefits

COBRA

Qualified district employees, their spouses/domestic partners and/or their dependent children shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B; 26 CFR 54.4980B-4)

1. The death of a covered employee

2. The termination other than by reason of the employee's gross misconduct, or reduction in hours of the covered employee's employment

(cf. 4117.4 - Dismissal)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Health and Welfare Benefits

3. The divorce or legal separation of a covered employee

4. A covered employee's becoming entitled to Medicare benefits

5. A dependent child ceasing to be a dependent child of a covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

When disabled by an injury resulting from a violent act sustained while performing their job duties, certificated and classified employees may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative cots. (Education Code 7008)

Adopted: 8/6/79
Revised: 9/26/83; 5/2/95, 5/2/00
:4000\\ar4154

Western Placer Unified School District

AR 4161,5 (a)
AR 4261.5 (a)
AR 4361.5 (a)

PERSONNEL

Military Leave

Military leave shall be granted in accordance with law to employees performing military duties on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty, examination to determine fitness for duty, and performance of funeral honors duty. (Education Code 44800; Military and Veterans Code 395, 395.01, 395.02, 395.05, 395.1, 395.2, 395.9; 38 USC 4301, 4303, 4316)

(cf. 4161/4261 - Leaves)
(cf. 4361 - Leaves)

An employee who needs to be absent from the district to fulfill military service shall provide advance written or verbal notice to the Superintendent or designee, unless the giving of such notice is precluded by military necessity or is otherwise impossible or unreasonable. (38 USC 4312)

An employee's cumulative length of absence and length of all previous military leave shall not exceed five years, excluding those training and service obligations specified in 38 USC 4312(c). (38 USC 4312)

Compensation

An employee shall receive his/her salary or compensation for the first 30 days of an absence for military leave if he/she:

1. Is granted a temporary military leave of absence to engage in ordered military duty for purposes of active military training, encampment, naval cruises, special exercises or like activity as a member of the reserve corps or force of the United States Armed Forces, National Guard or Naval Militia, provided that: (Military and Veterans Code 389, 395, 395.01)

a. The ordered duty does not exceed 180 days, including time involved in going to and returning from such duty.

PERSONNEL

Military Leave

b. He/she has been employed by the district for at least one year immediately prior to the day the military leave begins.

2. Has served with the district for at least one year and is ordered, on other than a temporary basis, into active military duty as a member of the reserve corps of the United States Armed Forces, National Guard or Naval Militia or otherwise is inducted, enlisted, entered, ordered or called into active duty as a member of the Armed Forces (Military and Veterans Code 389, 395.02)

3. Is a member of the National Guard, however long employed by the district, who is engaged in military or naval duty during a state of extreme emergency as declared by the Governor, or during such time as the National Guard may be on active duty in situations described in Military and Veterans Code 146, including travel time to and from such duty (Military and Veterans Code 395.05)

4. Is a member of the reserve corps or force of the United States Armed Forces, National Guard or Naval Militia who is engaged in temporary inactive duty training, provided that he/she has been employed by the district for at least one year immediately prior to the day the military leave begins

In determining length of district employment when necessary to determine eligibility for compensation for military leave, all recognized military service performed during and prior to district employment shall be counted.

For classified employees, 30 days' compensation shall be one month's salary. For certificated employees, 30 days' compensation shall be one-tenth of the employee's annual salary. (Education Code 45059)

Certificated employees shall not be entitled to compensation during non-teaching, non-paying months of the year.

The 30-day pay entitlement is the maximum allowance which shall be paid for any one military leave or during any one fiscal year, unless otherwise authorized by the Governing Board pursuant to Military and Veterans Code 395.03 or Education Code 44018.

PERSONNEL

Military Leave

During the period of military leave, an employee may, but is not required to, use any vacation or similar paid leave accrued before the commencement of the military leave. (38 USC 4316)

Benefits

An employee may elect to continue his/her health coverage during the leave. For employees making this election after December 10, 2004, the maximum period of coverage for the employee and his/her dependents shall be either 24 months from the beginning of the leave or until the day after the employee fails to apply for or return to employment, whichever is less. (38 USC 4317)

An employee on military leave may be required to pay the employee cost, if any, of any funded benefit to the extent that other employees on leave are so required. (38 USC 4316)

An employee absent for 30 days or fewer shall not be required to pay more than the employee share for such coverage. An employee absent for 31 days or more may be required to pay not more than 102 percent of the full premium under the plan. (38 USC 4317)

Upon approval by the Board, any employee called into active military duty as a member of the California National Guard or a United States Military Reserve organization may receive, for up to 180 days, all benefits that the employee would have received if he/she had not been called to active military duty, unless the benefits are prohibited or limited by vendor contracts. (Education Code 44018)

Vacation and Sick Leave Accrual

An employee on temporary military leave for the purposes described in item #1 in the section entitled "Compensation" above shall continue to accrue the same vacation, sick leave or holiday privileges for up to a maximum period of 180 days, provided he/she has been employed by the district for at least one year immediately prior to beginning the leave. (Military and Veterans Code 395)

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Military Leave

An employee on military leave who is serving in active duty in time of war, national emergency or United Nations military or police operation shall not accrue sick leave or vacation leave during the period of such leave. (Military and Veterans Code 395.1)

However, an employee who is a National Guard member on active duty for the purposes described in item #3 in the section entitled "Compensation" above shall not suffer any loss or diminution of vacation or holiday privileges because of his/her leave of absence. (Military and Veterans Code 395.05)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

Employment Status

Absence for military leave shall not affect the classification of any certificated employee. In the case of a certificated probationary employee, the period of such absence shall not count as part of the service required to obtain permanent status, but shall not be construed as a break in the continuity of service for any purpose. (Education Code 44800)

(cf. 4116 - Probationary/Permanent Status)

Pension Plan Service Credit

Pension plan service credit and vesting shall continue during an employee's military leave as though no break in service had occurred. Payment of employer and employee contributions shall be made in accordance with law for members of the State Teachers' Retirement System or Public Employees' Retirement System. (Education Code 22850-22856; Government Code 20990-21013)

Reinstatement Rights

At the conclusion of the military duty, an employee shall be entitled to be promptly reinstated in the position held at the beginning of the military leave, at the salary to which he/she would otherwise have been entitled, provided that the employee was not separated from military service

PERSONNEL

Military Leave

with a disqualifying discharge or under other than honorable conditions. (Education Code 44800; Military and Veterans Code 395, 395.2; 38 USC 4304, 4313)

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

An employee who performs active military duty in time of war, national emergency or United Nations military or police operation has a right to return to his/her position within six months of an honorable discharge or placement in inactive duty. Reemployment rights shall not be extended to any such employee who fails to return within 12 months after the first date upon which he/she could terminate or could cause to be terminated his/her active service. (Education Code 44800; Military and Veterans Code 395.1)

When an employee has been on military leave for reasons other than war or national emergency, the time frame for reinstatement shall depend on the length of military service as follows: (38 USC 4312)

1. For a leave of 30 days or fewer, the employee shall report for duty no later than the beginning of the first full work day following the completion of military service.

2. For a leave of 31 to 180 days, the employee shall complete an application for reemployment not later than 14 days after the completion of military service.

3. For a leave of more than 180 days, the employee shall submit an application for reemployment within 90 days after the completion of military service.

When an employee has been on military leave for reasons other than war or national emergency, the time frame for reinstatement shall depend on the length of military service as follows: (38 USC 4312)

1. For a leave of 30 days or fewer, the employee shall report for duty no later than the beginning of the first full work day following the completion of military service.

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PERSONNEL

Military Leave

2. For a leave of 31 to 180 days, the employee shall complete an application for reemployment not later than 14 days after the completion of military service.

3. For a leave of more than 180 days, the employee shall submit an application for reemployment within 90 days after the completion of military service.

An employee who is hospitalized for, or convalescing from, an illness or injury incurred in or aggravated during the performance of military service shall report for duty or submit an application for reemployment at the end of the period that is necessary to recover from such illness or injury but no more than two years after the completion of military service. (38 USC 4312)

(cf. 4032 - Reasonable Accommodation)

In cases where reporting within the periods specified in items #1 and 2 above is impossible or unreasonable through no fault of the employee, he/she shall report as soon as possible after the expiration of the period. (38 USC 4312)

An employee failing to apply for reemployment within the appropriate period does not automatically forfeit his/her rights, but shall be subject to the Board's rules governing unexcused absences. (38 USC 4312)

If the employee's previous position has been abolished, he/she shall be reinstated in a position of like seniority, status, and pay, if such position exists, or to a comparable vacant position for which he/she is qualified. (Military and Veterans Code 395, 395.1)

An employee may not be reemployed if the district's circumstances have so changed as to make such reemployment impossible or unreasonable; if the accommodation, training or effort described in 38 USC 4313(a)(3), (a)(4) or (b)(2)(B) would impose an undue hardship on the district; or if the employee's position was for a brief, nonrecurrent period and there was no reasonable expectation that such employment will continue indefinitely or for a significant period. (38 USC 4312)

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PERSONNEL

Military Leave

Notices

The Superintendent or designee shall provide employees a notice of the rights, benefits and obligations of employees granted military leave and of the district under the Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 USC 4301-4334. This requirement may be met by posting the notice where the district customarily places notices for employees. (38 USC 4334)

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

Legal Reference:
EDUCATION CODE
22850-22856 Pension benefits, STRS members on military leave
44018 Compensation for employees on active military duty
44800 Effect of active military service on status of employees
45059 Employee ordered to military/naval duty - computation of salary
GOVERNMENT CODE
18540 Definition of armed forces
18540.3 Recognized military service
20990-21013 Pension benefits, PERS members on military leave
MILITARY AND VETERANS CODE
146 Events justifying calling of militia into active service
389 Definitions; temporary military leave
395-395.9 Military leave
UNITED STATES CODE, TITLE 38
4301-4334 Uniformed Services Employment and Reemployment Rights Act of 1994
COURT DECISIONS
Wright v. City of Santa Clara (1989) 213 Cal. App.3d 1503
Bowers v. San Buenaventura (1977) 75 Cal. App.3d 65

PERSONNEL

Military Leave
ATTORNEY GENERAL OPINIONS
77 Ops.Cal.Atty.Gen. 209 (1994)
69 Ops.Cal.Atty.Gen. 185 (1986)
63 Ops.Cal.Atty.Gen. 924 (1978)
19 Ops.Cal.Atty.Gen. 132 (1952)
18 Ops.Cal.Atty.Gen. 178 (1951)

Management Resources:
U.S. DEPARTMENT OF LABOR PUBLICATIONS
A Non-Technical Resource Guide to the Uniformed Services Employment and Reemployment Rights Act (USERRA), rev. July 2004
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
The Uniformed Services Employment and Reemployment Rights Act (USERRA), NSBA Federal File: Guidance on Federal School Law, 2003
WEB SITES
National Committee for Employer Support of the Guard and Reserve: http://www.esgr.org
National School Boards Association: http://www.nsba.org
U.S. Department of Labor, USERRA: http://www.dol.gov/vets/programs/userra/main.htm

Adopted: 8/04
Revised:

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7.4.47

STUDENTS

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by parents/guardians, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 6116 - Classroom Interruptions)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal of the school in which their child is enrolled (Education Code 51101)

3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)

(cf. 5113 - Absences and Excuses)

5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

Parent/Guardian Rights

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 6162.51 -Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6174 - Education for English Language Learners)

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 6162.5 - Student Assessment)

6. To request a particular school for their child and to receive a response from the school (Education Code 51101)

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
(cf. 5142 - Safety)

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

Parent/Guardian Rights

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.1 - Family Life/Sex Education)
(cf. 6142.2 - AIDS Prevention Instruction)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5124 - Communication with Parents/Guardians)

10. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)

12. To have access to the school records of their child (Education Code 51101)

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

Parent/Guardian Rights

13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)

(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6146.5 - Elementary School Graduation Requirements/Standards of Proficiency)

14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school 9Education Code 51101)

(cf. 1250 – Visitors/Outsiders)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf.5145.6 – Parental Notifications)

15. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision. (Education Code 51101)

16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)

(cf. 5145.1 - Privacy)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any nonacademic home-based counseling program; parent training; or any prescribed family education service plan and to inspect any survey collecting personal information.. (Education Code 49091.18; 20 USC 1232h)

Parent/Guardian Rights

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulation. (Education Code 51101.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.5 - School-Based Decision Making)
(cf. 0420.2 - School Improvement Program)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6171 - Title I Programs)
(cf. 6175 - Migrant Education Program)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)

(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall obtain informed written parental consent before testing any student for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in, a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

All students shall have the right to obtain confidential medical care or confidential counseling related to the diagnosis or treatment of a drug- or alcohol-related problem, or mental health treatment or counseling, without the consent of his/her parent/guardian. (Education Code 49091.12)

Parent/Guardian Rights

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.3 - Health Examinations)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

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

In addition, the Superintendent or designee shall provide interested parents/guardians with opportunities to participate in professional development programs offered at the school in which their child is enrolled. (Education Code 44670.5)

(cf. 4131.6/4231.6/4331.6 - Professional Development Program)

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

(cf. 5145.6 - Parental Notifications)

School officials or law enforcement officials have the authority to investigate or intervene in cases of suspected child abuse, (Education Code 49091.12)

(cf. 5141.4 - Child Abuse Reporting Procedures)

Parent Responsibilities

Parents/guardians may support the learning environment of their children by: (Education Code 51101)

1. Monitoring attendance of their children

2. Ensuring that homework is completed and turned in on time

(cf. 6154 - Homework/Makeup Work)

Parent/Guardian Rights

3. Encouraging their children to participate in extracurricular and cocurricular activities

(cf. 6145 - Extracurricular and Cocurricular Activities)

4. Monitoring and regulating the television viewed by their children

5. Working with their children at home in learning activities that extend the classroom learning

6. Volunteering in their children's classroom(s) or for other school activities

(cf. 1240 - Volunteer Assistance)

7. Participating in decisions related to the education of their own children or the total school program as appropriate

Adopted: 10/19/99
Revised: 8/05/03

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7.4.54

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5141(a)

STUDENTS

Health Care and Emergencies

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5142 - Safety)

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when student accidents and injuries occur and that parents/guardians are notified of accidents as appropriate.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders unless they have been informed by the Superintendent or designee that the request to accept such an order has been submitted to the Superintendent or designee, signed by the parent/guardian, and supported by a written statement from the student's physician and an order from an appropriate court.

The Superintendent or designee shall ensure that all parents/guardians are informed of this policy.

7.4.55

Resuscitation Orders

Automated External Defibrillators

The Board authorizes the placement of automated external defibrillators (AEDs) at designated school sites for use by designated personnel who have volunteered to receive training in the use of AEDs.

The Superintendent or designee shall develop guidelines for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling. The guidelines shall also specify the placement, security, and maintenance as well as recommended use of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee or obligation to use the AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or able to use an AED in an emergency or any expectation that the AED will operate properly.

Legal Reference:
EDUCATION CODE
32040-32044 First aid equipment
49300-49307 School safety patrols
49407 Liability for treatment
49408 Emergency information
49409 Athletic events; physicians and surgeons; emergency medical care; immunity
49470 Medical and hospital services for athletic program
49471 Medical and hospital services not provided or available
49472 Medical and hospital services for pupils
49474 Ambulance services
51202 Instruction in personal and public health and safety
CIVIL CODE
1714.21 Defibrillators; CPR; immunity from civil liability
FAMILY CODE
6550-6552 Caregivers
HEALTH AND SAFETY CODE
1797.196 Automatic external defibrillators, immunity from civil liability
CODE OF REGULATIONS, TITLE 8
5193 California Bloodborne Pathogens Standard

Management Resources:
WEB SITES
American Heart Association: http://www.americanheart.org
American Red Cross: http://www.redcross.org
California Department of Health Services: http://www.dhs.ca.gov

Adopted: 2/8/88
Revised: 5/19/95, 5/20/97
1994/1995 School Year (Total District Policy Book Review)
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7.4.57

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5141.1

STUDENTS DELETE DELETE

Accidents

Although the district makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.

Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident.

Mouthpieces, resuscitation bags or other ventilation devices shall be available at each school and during athletic competitions in the event that resuscitation is necessary.

(cf. 6145.2 - Interscholastic Competition)

District staff shall appropriately report and document student accidents.
(cf. 3530 - Insurance Management)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 5142 - Safety)
(cf. 5143 - Insurance)
(see E 4157 - Accident/Incident Report)

Legal Reference:
EDUCATION CODE
32040-32044 First aid equipment
49300-49307 School safety patrols
49408 Emergency information
49409 Athletic events; physicians and surgeons; emergency medical care; immunity
49470 Medical and hospital services for athletic program
49471 Medical and hospital services not provided or available
49472 Medical and hospital services for pupils
49474 Ambulance services
51202 Instruction in personal and public health and safety
CODE OF REGULATIONS, TITLE 8
5193 California Bloodborne Pathogens Standard

Adopted: 7/9/84
Revised: 5/19/95
1994/1995 School Year (Total District Policy Book Review)
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7.4.58

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5141.21(a)

STUDENTS

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board recognizes that some students may need to take medication prescribed by a health care provider during the school day in order to be able to attend school. The Superintendent or designee shall develop processes for the administration of medication to such students by school personnel.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Plan)

When the Superintendent or designee has received written statements from a student's authorized health care provider and parent/guardian, prescribed medication may be administered by the school nurse or other designated school personnel. (Education Code 49423; 5 CCR 600)

(cf. 3530 - Risk Management/Insurance)

School staff who administer medication to students, including epinephrine auto injections, shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.

Staff authorized to administer the medication shall do so in accordance with administrative regulations and shall be afforded appropriate liability protection.

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

Self-Administration and Monitoring

Upon written request by the parent/guardian and with the approval of the student's health care provider, a student with a medical condition that requires frequent monitoring, testing or treatment may be allowed to self-administer, self-monitor, or self-test. The student shall observe universal precautions in the handling of blood and bodily fluids.

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.23 - Infectious Disease Prevention)

7.4.59

STUDENTS

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Legal Reference:
EDUCATION CODE
48980 Notification at beginning of term
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49414.5 Providing school personnel with voluntary emergency training
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication
49423.5 Specialized health care services
49426 School nurses
49480 Continuing medication regimen; notice
BUSINESS AND PROFESSIONS CODE
2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
Management Resources:
NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS
Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December, 2004
WEB SITES
American Diabetes Association: http://www.diabetes.org
California Department of Education, Health Services and School Nursing: http://www.cde.ca.gov/ls/he/hn
Department of Health and Human Services, National Institutes of Health, National Heart, Lung and Blood Institute, asthma information: http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma

Adopted: 7/9/84
Revised: 5/19/95, 11/2/04
1994/1995 School Year (Total District Policy Book Review)
Q:5000\bp5141.21

7.4.60

STUDENTS

Administering Medication and Monitoring Health Conditions

Definitions

Authorized health care provider means an individual who is licensed by the State of California to provide medication. (5 CCR 601)

Other designated school personnel may include any individual employed by the district who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR 601)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel or allowed to self-administer certain medication as long as the district receives written statements from the student's physician and parent/guardian in accordance with law, Board policy and administrative regulation. (Education Code 48980, 49423)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.

2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as

Administering Medication and Monitoring Health Conditions

2. Grant permission for the authorized district representative to communicate directly with the student's authorized health care provider, as may be necessary, regarding the health care provider's written statement or any other question about the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication

4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication

5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also: (Education Code 49423, 49423.1)

1. Consent to the self-administration

2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication

Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by the parent/guardian, unless the Superintendent or designee authorizes another method of delivery.

Administering Medication and Monitoring Health Conditions

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.

Parents/guardians may request in writing that their child be allowed to self-administer, monitor or treat his/her existing medical condition. The parent/guardian shall also provide a written statement from the student's authorized health care provider, as specified above. The statement shall acknowledge that the student is capable of self-administering the medication and that the student's health care provider has trained the student in self-administration.

A parent/guardian may designate an individual who is not an employee of the district to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

Designated Employee/District Responsibilities

The school nurse or designated employee shall:

1. Administer or assist in administering the medication in accordance with the authorized health care provider's written statement

2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt

3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication

4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; authorized health care provider's name and contact information; and a space for daily recording of medication administration

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

7.4.64

Administering Medication and Monitoring Health Conditions

5. Maintain a medication record including the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained

(cf. 5125 - Student Records)

7. Coordinate the administration of medication during field trips and after-school activities

8. Report any refusal of a student to take his/her medication to the parent/guardian

9. Keep all medication to be administered by the district in a locked drawer or cabinet

10. Communicate with the authorized health care provider regarding the medication and its effects

11. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

12. Ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances by the end of the school year

At the beginning of each school year, the Superintendent or designee shall notify parent/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel as long as the district receives a written statement from the student's physician and parent/guardian in accordance with law, Board policy and administrative regulation: (Education Code 48980, 49423)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall inform all parents/guardians of the following requirements: (Education Code 49480)

7.4.65

Administering Medication and Monitoring Health Conditions

1. The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.

2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the drug on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Adopted: 5/19/95
Revised: 11/2/04
New - 1994/1995 School Year (Total District Policy Book Review)
Q:5000\ar5141.21

7.4.66

STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

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

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has violated the district's code of student conduct may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5))

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.527)

1. The parent/guardian has expressed concern to supervisory or administrative district personnel in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.530-300.536.

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

3. The teacher of the student, or other district personnel, has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the

STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

disability, the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k)(5))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903; 34 CFR 300.520)

The principal or designee shall monitor the number of days, including portions of days, that students with valid individualized education programs (IEP) have been suspended during the school year.

(cf. 6159 - Individualized Education Program)

Services During Suspension

Any student suspended for more than 10 school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Educational Placement Due to Dangerous Behavior

STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.520)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G))

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated due to a violation of the district's code of conduct:

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made. (20 USC 1415(k)(1)(H))

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E))

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STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

At the manifestation determination review, the relevant members of the IEP team, the district and parent/guardian shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E))

a. Caused by, or had a direct and substantial relationship to, the student's disability

b. A direct result of the district's failure to implement the student's IEP

If the manifestation review team determines that the conduct was caused by either #a or #b above, the conduct shall be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(F))

3. If the manifestation determination review team has determined that the conduct was a result of the student's disability, the IEP team shall conduct a functional behavioral assessment as specified below. The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F))

4. If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. The student shall continue to receive services to the extent necessary to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. (20 USC 1415(k)(1)(D))

Behavioral Assessment and Intervention Plan

The IEP team shall conduct a functional behavioral assessment and implementation plan for a student who has been removed because of dangerous behavior, or whose behavior was determined to be a manifestation of his/her disability, or whose behavior was determined not to be a manifestation of his/her disability. If the student already has an existing functional behavioral assessment, the team shall modify the assessment, as appropriate, to address the behavioral violation so that it does not recur. (20 USC 1415(k)(1)(C),(D), (F))

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STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

Due Process Appeals

If the parent/guardian disagrees with the determination that the student's behavior was not a manifestation of his/her disability or with any decision regarding placement, the parent/guardian has a right to appeal the decision to a hearing officer. (20 USC 1415(k)(3); 34 CFR 300.525)

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational placement or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting) while the due process proceedings are pending, the Superintendent or designee may request an expedited due process hearing. (20 USC 1415(k)(4); 34 CFR 300.526)

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum, although in another setting, and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

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STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

Suspension of Expulsion

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

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

(cf. 5131.7 - Weapons and Dangerous Instruments)

Legal Reference:
EDUCATION CODE
35146 Closed sessions (re suspensions)
35291 Rules (of governing board)
48900-48925 Suspension and expulsion
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individual education program teams
56505 State hearing

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STUDENTS

Suspension and Expulsion/Due Process
(Students With Disabilities)

PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors or stun guns
UNITED STATES CODE, TITLE 18
930 Weapons
1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812(c) Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.756 Assistance to states for the education of students with disabilities
COURT DECISIONS
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305
Doe v. Maher, (1986) 793 F.2d 1470
Management Resources:
FEDERAL REGISTER
34 CFR 300.a Appendix A to Part 300 - Questions and Answers
34 CFR 300a1 Attachment 1: Analysis of Comments and Changes
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office of Special Education and Rehabilitative Services: http://www.ed.gov/about/offices/list/osers/index.html
Adopted: 5/19/95
Revised: 3/5/96, 8/4/98, 8/5/03
New - 1994/1995 School Year (Total District Policy Book Review)

Q:5000a\\bp5144.2

7.4.73

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5145.6 (a)

STUDENTS

Notifications Required by Law

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. 5124 - Communication with Parents/Guardians)
(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)
37616 Consultation

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 Pupils: school buildings
17612 Notification of pesticide use
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

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STUDENTS

Notifications Required by Law

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 Pupils with temporary disabilities; individual instruction; definitions
48207 Pupils 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 pupils
48637.1 Notice of intended assignment
48904 Liability of parent/guardian for willful pupil misconduct
48904.3 Withholding grades, diplomas, or transcripts
48906 Notification of release of pupil 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
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 pupil's achievement

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STUDENTS

Notifications Required by Law

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
49302 Parental consent
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 pupil
49451 Physical examinations: parent's refusal to consent
49452.5 Screening for scoliosis
49456 Report to parent
49472 Medical and hospital services for pupils
49480 Continuing medication regimen for nonepisodic conditions
49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
51513 Personal beliefs
51870.5 Internet access policy
51938 Right of parent/guardian 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 pupil
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 Individualized education program team
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
HEALTH AND SAFETY CODE
1596.857 Right to enter child care facility
120365 Immunizations
120370 Immunizations

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STUDENTS

Notifications Required by Law

120375 Immunizations
120440 Sharing immunization information
124085 Certificate of receipt; health screening and evaluation services; waiver by parent/guardian
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 (HS)
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
300.345 Parent participation
300.502 Independent educational evaluation
300.503 Prior written notice
300.505 Parental consent

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STUDENTS

Notifications Required by Law

BP 5145.6 (e)

300.507 Parent notice due process hearing
300.523 Manifestation determination review
CODE OF FEDERAL REGULATIONS, TITLE 40
763.93 Management plans

Adopted: 5/19/95
Revised: 8/4/98, 1/18/00, 5/7/02, 2/4/03, 1/6/04, 11/2/04
1994/1995 School Year (Total District Policy Book Review)

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STUDENTS

Parental Notifications

I. ANNUALLY

When to Notify: Beginning of each school year
Education Code 17612,48980.3
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information

When to Notify: Beginning of each school year
Education or Other Legal Code: 32255-32255.6, 48980
Board Policy/Administrative Regulation #: BP 5145.8, AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Annually
Education or Other Legal Code: 35256
Board Policy/Administrative Regulation #: BP 0510, AR 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: 35291, 35291.5, 48980
Board Policy/Administrative Regulation #: , BP 5144, , AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year if high school open campus
Education or Other Legal Code: 44808.5, 48980
Board Policy/Administrative Regulation #: BP 5112.5
Subject: Open campus

When to Notify: Beginning of each school year if Board has adopted resolution allowing such absence
Education or Other Legal Code: 46014, 48980
Board Policy/Administrative Regulation #: BP 5113, AR 5113
Subject: Absence for religious purposes

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When to Notify: Beginning of each school year
Education or Other Legal Code: 48205, 48980
Board Policy/Administrative Regulation #: BP 5113, AR 5113
Subject: Absence for justifiable personal reasons

When to Notify: Beginning of each school year
Education or Other Legal Code: 48206.3, 48207, 48208, 48980
Board Policy/Administrative Regulation #: AR 6183
Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year
Education or Other Legal Code: 48216, 48980
Board Policy/Administrative Regulation #: BP 5141.31, AR 5141.31
Subject: Immunizations

When to Notify: Beginning of each school year
Education or Other Legal Code: 48980
Board Policy/Administrative Regulation #: AR 5116.1
Subject: All statutory attendance options and available local attendance options, available local attendance option, options for meeting residency

When to Notify: Beginning of each school year
Education or Other Legal Code: 48205, 48980
Board Policy/Administrative Regulation #: AR 6145
Subject: Grade/credit cannot be reduced due to excused absence if work or test has been completed

When to Notify: Beginning of each school year
Education or Other Legal Code: 48980, 231.5
Board Policy/Administrative Regulation #: AR 5145.7
Subject: Sexual harassment policy as related to students

When to Notify: Beginning of each school year
Education or Other Legal Code: 48980, 52244
Board Policy/Administrative Regulation #: AR 6141.5
Subject: Availability of state funds to cover costs of advanced placement exam fees

When to Notify: Beginning of each school year
Education or Other Legal Code: 48980
Board Policy/Administrative Regulation #: BP 6111
Subject: Schedule of minimum days

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When to Notify: Beginning of each school year
Education or Other Legal Code: 48980, 51870.5
Board Policy/Administrative Regulation #: BP 6163.4
Subject: Policy on student access to the Internet

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49068, 49069, and 20 USC 1232g, 34 CFR 99.7
Board Policy/Administrative Regulation #: BP 5125, AR 5125
Subject: Student Records: Inspect and review, access to, types of records, where kept, persons responsible, location of log, criteria and type of access for persons with access, cost of copies, how to request amendments, criteria for determining who is a school official and what is a legitimate educational interest

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49070
Board Policy/Administrative Regulation #: AR 5125, AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49073
Board Policy/Administrative Regulation #: , AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49091.14
Board Policy/Administrative Regulation #: AR 5020, AR 5125
Subject: Availability of course prospectus

When to Notify: Beginning of each school year
Education or Other Legal Code: 49423, 49480, 48980
Board Policy/Administrative Regulation #: AR 5141.21,
Subject: Administration of prescribed medication

When to Notify: Beginning of each school year
Education or Other Legal Code: 49451, 48980
Board Policy/Administrative Regulation #: BP 5141.3
Subject: Refusal to consent to physical examination

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When to Notify: Beginning of each school year
Education or Other Legal Code: 49472, 48980
Board Policy/Administrative Regulation #: BP 5143
Subject: Availability of insurance plan

When to Notify: Beginning of each school year
Education or Other Legal Code: 49510-49520, 48980
Board Policy/Administrative Regulation #: BP 3553
Subject: Free and reduced price meals

When to Notify: Annually
Education or Other Legal Code: 56301
Board Policy/Administrative Regulation #: BP 6164.4
Subject: Rights of all parents related to special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year
Education or Other Legal Code: 58501
Board Policy/Administrative Regulation #: BP 6181
Subject: Alternative schools

When to Notify: Beginning of each school year
Education or Other Legal Code: 20 USC 1681-1688; 42 USC 2000d-2000d-7, 34 CFR 106.9
Board Policy/Administrative Regulation #: BP 0410,
Subject: Nondiscrimination on basis of sex, disability, ethnicity or lack of English skills

When to Notify: Annually
Education or Other Legal Code: 5 CCR, 4622
Board Policy/Administrative Regulation #: AR 1312.3
Subject: Uniform complaint procedures and available appeals and civil law remedies; identity of coordinators

When to Notify: Annually to parent, teacher and employee organizations; in absence of organizations, to individuals
Education or Other Legal Code: 40 CFR 763.93
Board Policy/Administrative Regulation #: AR 3514
Subject: Availability of complete, updated management plan for asbestos-containing material in school buildings

7.4.82

When to Notify: Beginning of each school year
Section 20 USC 1232h
Board Policy/Administrative Regulation #: BP 5141.3*, AR 5141.3*, BP 5145.1*, BP 6162.8*, AR 6162.8*
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing

When to Notify: For districts receiving Title I funds, beginning of each school year
Section 20 USC 6311
Board Policy/Administrative Regulation #: AR 4112*, AR 4112.2*, AR 4222
Subject: Right to request information re: professional qualification of their child's teacher and paraprofessional

II. AT SPECIFIC TIMES DURING THE STUDENT'S ACADEMIC CAREER

When to Notify: At least once before counseling in grades 7 through 12
Education or Other Legal Code: 221.5, 48980
Board Policy/Administrative Regulation #: BP 6164.2
Subject: Course selection and career counseling

When to Notify: At beginning of school year if student had been placed in structured English immersion program
Education or Other Legal Code: 310; 5 CCR 11303
Board Policy/Administrative Regulation #: AR 6174
Subject: Placement of child in program and opportunity to apply for parental exception waiver

When to Notify: Before high school student attends specialized secondary program on a university campus
Education or Other Legal Code: 17288
Board Policy/Administrative Regulation #: None
Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: Before presenting a course using live or dead animals or animal parts
Education or Other Legal Code: 32255-32255.6
Board Policy/Administrative Regulation #: BP 5145.8
Subject: Right to refrain from harmful or destructive use of animals

7.4.83

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or Other Legal Code: 32390, 48980
Board Policy/Administrative Regulation #: BP 5142.1
Subject: Fingerprinting program

When to Notify: Upon registration, if K-6 students have not previously been transported in a school bus
Education or Other Legal Code: 39831.5
Board Policy/Administrative Regulation #: AR 3543
Subject: School bus safety rules and information, list of stops rules of conduct, red light danger zones, walking to and from stops

When to Notify: Beginning of each school year in grades 7-12
Education or Other Legal Code: 46010.1
Board Policy/Administrative Regulation #: BP 5113
Subject: Absence for confidential medical services

When to Notify: Upon admission to school
Education or Other Legal Code: Education Code 48216, 49403; Health and Safety Code 120365, 120370 and 120375
Board Policy/Administrative Regulation #: AR 5141.31
Subject: Immunizations

When to Notify: Before early entry to kindergarten, if offered
Education or Other Legal Code: 48000
Board Policy/Administrative Regulation #: AR 5111
Subject: Effects, advantages and disadvantages of early entry

When to Notify: Before assigning student to opportunity school/class/program
Education or Other Legal Code: 48637.1
Board Policy/Administrative Regulation #: BP 6182, AR 6182
Subject: Assignment to an opportunity school/class/program

When to Notify: Beginning each school year in grades 9-12 and when high school students transfers into the district
Education or Other Legal Code: 48980, 60850
Board Policy/Administrative Regulation #: AR 6146.1 6162,52
Subject: 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

7.4.84

When to Notify: Beginning of each school year for students in grades 7-12
Education or Other Legal Code: 51938, 48980
Board Policy/Administrative Regulation #: AR 6142.1,
Subject: Explanation of sex and HIV/AIDS instruction, right to view A/V materials, who teaching, request specific Education Code sections, right to excuse

When to Notify: Upon assessment and reassessment of English proficiency and enrollment in program of education for English language learners
Education or Other Legal Code: 52164.1, 52164.3, 52173; 5 CCR 4306
Board Policy/Administrative Regulation #: BP 6174, AR 6174
Subject: Program of education for English language learners

When to Notify: Within 20 working days of receiving results of standardized achievement tests
Education or Other Legal Code: 60641, 5 CCR 863
Board Policy/Administrative Regulation #: AR 6162.5
Subject: Results of tests; test purpose, individual score and intended use

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124085 and 124100
Board Policy/Administrative Regulation #: BP 5141.32
Subject: Health screening examination

When to Notify: Prior student participation in program
Education or Other Legal Code: 5 CCR 3831
Board Policy/Administrative Regulation #: AR 6172
Subject: Gifted and talented student program

When to Notify: Within 30 calendar days of receipt of results
5 CCR 11511.5
Board Policy/Administrative Regulation #: See AR 6174
Subject: CELDT test results
When to Notify: To students in grades 11 and 12, early enough to enable registration for current fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

7.4.85

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners
Section 20 USC 6312
Board Policy/Administrative Regulation #: AR 6174*
Subject: 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

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: 262.3
Board Policy/Administrative Regulation #: AR 1312.3
Subject: Civil law remedies available to complaints

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education Code 17612
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Intended use of pesticide product

When to Notify: If school has lost its WASC accreditation status
Education Code 35178.4
Board Policy/Administrative Regulation #: BP 6190
Subject: Loss of status, potential consequences

When to Notify: At least six months before implementing a schoolwide uniform policy
Education or Other Legal Code: 35183
Board Policy/Administrative Regulation #: AR 5132
Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a continuous school program
Education or Other Legal Code: 37616
Board Policy/Administrative Regulation #: BP 6117
Subject: Continuous school program

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days
Education or Other Legal Code: 46601
Board Policy/Administrative Regulation #: BP 5117
Subject: Appeal process

When to Notify: When student identified as being at risk of retention
Education or Other Legal Code: 48070.5
Board Policy/Administrative Regulation #: AR 5123
Subject: Student at risk of retention

When to Notify: When a student is classified a truant
Education or Other Legal Code: 48260.5
Board Policy/Administrative Regulation #: AR 5113
Subject: Parental obligation

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: 48263
Board Policy/Administrative Regulation #: AR 5113
Subject: Name and address of SARB or probation department and reason for referral

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: 48432.5
Board Policy/Administrative Regulation #: AR 6184
Subject: Right to require a meeting prior to involuntary transfer to continuation school

When to Notify: When teacher requires parental attendance
Education or Other Legal Code: 48900.1
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Parent/guardian attendance pursuant to law

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: 48904
Board Policy/Administrative Regulation #: AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: 48904.3
Board Policy/Administrative Regulation #: AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: 48906
Board Policy/Administrative Regulation #: BP 5145.11
Subject: Release of student to peace officer

When to Notify: At time of suspension
Education or Other Legal Code: 48911
Board Policy/Administrative Regulation #: BP 5144.1, AR 5144.1
Subject: Notice of suspension

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When to Notify: When original period of suspension is extended
Education or Other Legal Code: 48911
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Extension of suspension

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: 48912
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to Notify: When student expelled from another district for certain acts seeks admission
Education or Other Legal Code: 48915.1, 48918
Board Policy/Administrative Regulation #: AR 5119
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied
Education or Other Legal Code: 48916
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs
Education or Other Legal Code: 48916
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Description of readmission procedures

When to Notify: 10 calendar days before expulsion hearing
Education or Other Legal Code: 48918
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: 48918
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: 48980
Board Policy/Administrative Regulation #: BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

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When to Notify: When parents request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: 48987
Board Policy/Administrative Regulation #: BP 1312.1
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student is in danger of failing a course
Education or Other Legal Code: 49067
Board Policy/Administrative Regulation #: AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school
Education or Other Legal Code: 49068
Board Policy/Administrative Regulation #: AR 5125
Subject: Right to receive copy of student's record and to challenge its content

When to Notify: Within 24 hours of release of information to a judge or probation officer
Education or Other Legal Code: 49076
Board Policy/Administrative Regulation #: AR 5125
Subject: 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

When to Notify: Before release of information pursuant to court order or subpoena
Education or Other Legal Code: 49077
Board Policy/Administrative Regulation #: AR 5125
Subject: Release of information pursuant to court order or subpoena

When to Notify: Before students serves on safety patrol
Education or Other Legal Code: 49302
Board Policy/Administrative Regulation #: AR 5142.2
Subject: Parental consent

When to Notify: When injurious object is taken from student
Education or Other Legal Code: 49332
Board Policy/Administrative Regulation #: AR 5131.7
Subject: Weapons and dangerous objects

When to Notify: When screening results in suspicion that student has scoliosis
Education or Other Legal Code: 49452.5
Board Policy/Administrative Regulation #: BP 5141.3
Subject: Scoliosis screening

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When to Notify: When test results in discovery of visual or hearing defects
Education or Other Legal Code: 49456
Board Policy/Administrative Regulation #: BP 5141.3
Subject: Vision or hearing test

When to Notify: When a district with junior/high schools does not provide medical/hospital services for injured athletic students
Education or Other Legal Code: 49471
Board Policy/Administrative Regulation #: AR 5143
Subject: Unavailability of services

When to Notify: Before any test questioning personal beliefs
Education or Other Legal Code: 51513
Board Policy/Administrative Regulation #: AR 5022
Subject: Permission for test questioning personal beliefs

When to Notify: Within 14 days of instruction if arrangement made for guest speaker after beginning of school year
Education Code 51938
Board Policy/Administrative Regulation #: BP 6142.1
Subject: Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant

When to Notify: When migrant education program is established
Education or Other Legal Code: 54444.2
Board Policy/Administrative Regulation #: BP 6175, AR 6175
Subject: Parent advisory council membership composition

When to Notify: When child participates in licensed child care and development program
Health and Safety Code 1596.857
Board Policy/Administrative Regulation #: AR 5148
Subject: Parent right to enter facility

When to Notify: When sharing student immunization information with an immunization system
Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: AR 5125
Subject: The name and address of the agency; acceptable use of the information; right to examine; right to refuse to share

When to Notify: When hearing is requested by person asked to leave school premises
Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: AR 3515.2
Subject: Notice of hearing

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When to Notify: When providing written decision in response to a complaint re: discrimination, special education, or noncompliance with laws regulating educational program
Education or Other Legal Code: 5 CCR 4631
Board Policy/Administrative Regulation #: AR 1312.3
Subject: Appeal rights and procedures

When to Notify: When child participates in licensed child care and development program
5 CCR 18066
Board Policy/Administrative Regulation #: AR 5148
Subject: Policies re: unexcused absences

When to Notify: When student transfers out-of-state and records are disclosed without consent pursuant to 34 CFR 99.30
Education or Other Legal Code: 34 CFR 99.34
Board Policy/Administrative Regulation #: AR 5125
Subject: Right to review records

When to Notify: For districts receiving Title I funds, when a child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"
Section 20 USC 6311
Board Policy/Administrative Regulation #: AR 4112.2
Subject: Timely notice to parent of child's assignment

When to Notify: When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress
Section 20 USC 6312
Board Policy/Administrative Regulation #: AR 0520.2
Subject: Notice of failure to parents of ELL students

When to Notify: When school identified for program improvement or corrective action
Section 20 USC 6316
Board Policy/Administrative Regulation #: AR 0520.2, AR 5116.1
Subject Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services

When to Notify: For districts with schools that have been identified for program improvement or corrective action, annually
Section 20 USC 6316
Board Policy/Administrative Regulation #: AR 0520.2

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Subject: Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers

When to Notify: When district identified for program improvement
20 USC 6316
Board Policy/Administrative Regulation #: See AR 0520.3
Subject: Explanation of status, reasons for identification, how parents can participate in upgrading district

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy
Section 20 USC 6318
Board Policy/Administrative Regulation #: AR 6171*
Subject: Notice of policy

When to Notify: For districts with secondary students receiving Title I funds
Section 20 USC 7908
Board Policy/Administrative Regulation #: AR 5125.1
Subject: Notice that parents may request that district not release name, address, phone number of student to military recruiters without prior consent

IV. SPECIAL EDUCATION NOTICES

When to Notify: Within 15 days of referral for assessment for special education programs
Education or Other Legal Code: 56321
Board Policy/Administrative Regulation #: , AR 6164.4
Subject: Proposed assessment plan and related parental rights

When to Notify: Upon completion of administration of assessment
Education or Other Legal Code: 56329, 34 CFR 300.502
Board Policy/Administrative Regulation #: AR 6164.4
Subject: IEP meeting scheduled and determination at meeting

When to Notify: If parent disagrees with assessment
Education or Other Legal Code: 56329, 34 CFR 300.502
Board Policy/Administrative Regulation #: AR 6164.4
Subject: Right to obtain independent educational assessment

When to Notify: 24 hours before IEP meeting, when intending to tape record
Education or Other Legal Code: 56341
Board Policy/Administrative Regulation #: AR 6159
Subject: Intention to tape record IEP meeting

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When to Notify: When parent orally requests review of IEP
Education or Other Legal Code: 56343.5
Board Policy/Administrative Regulation #: AR 6159
Subject: Need for written request

When to Notify: Prior participation in special education
Education or Other Legal Code: 56346,
Board Policy/Administrative Regulation #: AR 6159
Subject: Notice of IEP meetings, why participation necessary

When to Notify: Before functional behavioral assessment begins
Education or Other Legal Code: 5 CCR 3052
Board Policy/Administrative Regulation #: AR 6159.4
Subject: Notification and consent

When to Notify: Before modification of behavioral intervention plan
Education or Other Legal Code: 5 CCR 3052
Board Policy/Administrative Regulation #: AR 6159.4
Subject: Need for modification, right to question modification

When to Notify: Within one school day of emergency intervention or serious property damage
Education or Other Legal Code: 5 CCR 3052
Board Policy/Administrative Regulation #: AR 6159.4
Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation or placement
Education or Other Legal Code: 20 USC 1415(c), 34 CFR 300.503
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Prior written notice

When to Notify: Initial referral for evaluation
Education or Other Legal Code: 20 USC 1415(d)
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Procedural safeguards notice

When to Notify: Notification of IEP meeting
Education or Other Legal Code: 20 USC 1415(d)
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Procedural safeguards notice

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When to Notify: Reevaluation of student
Education or Other Legal Code: 20 USC 1415(d)
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Procedural safeguards notice

When to Notify: Registration of complaint
Education or Other Legal Code: 20 USC 1415(d)
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Procedural safeguards notice

When to Notify: Suspension for more than 10 days or disciplinary action taken for dangerous behavior
Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.523
Board Policy/Administrative Regulation #: AR 5144.2
Subject: Decision

When to Notify: Change of placement for more than 10 days
Education or Other Legal Code: 20 USC 1415(k), 34 CFR 300.523
Board Policy/Administrative Regulation #: AR 5144.2
Subject: Decision

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting
Education or Other Legal Code: 34 CFR 300.345
Board Policy/Administrative Regulation #: AR 6159
Subject: Time, purpose, location, who in attendance, participation of other with special knowledge, transition statements if appropriate

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 34 CFR 300.507
Board Policy/Administrative Regulation #: AR 6159.1
Subject: Child's name, address, school, description of problem, proposed resolution

V. Classroom Notices

When to Notify: In each classroom in each school
Education Code 35186
Board Policy/Administrative Regulation #: See AR 1312.4, See E 1312.4
Subject: Complaint rights re: sufficiency of instructional materials and maintenance of facilities

Adopted: 5/19/95
NOTE: Format change 3/99
Revised: 5/18/99, 10/5/99, 1/18/00, 6/18/01, 5/7/02, 2/4/03, 1/6/04, 11/2/04
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WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5148(a)

STUDENTS

Child Care and Development

The Governing Board desires to provide child care and development services which meet the developmental needs of children, provide an opportunity for parenting students to receive assistance while continuing their education, and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148.1 - Child Care Services for Parenting Students)
(cf. 6300 - Preschool/Early Childhood Education)

The district's child care and development program shall support the regular education program and provide access to necessary support services.

The Superintendent or designee shall work cooperatively with the local Child Care and Development Planning Council, public and private agencies, parents/guardians and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality and inform parents/guardians about child care options.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

To the extent possible, child care and development services may be made available during the regular school day, before and after normal school hours, during school vacations and intersessions, and on weekends to meet community needs for extended service.

These services shall be available to infants and children up to 13.

The Superintendent or designee shall ensure that subsidized childcare is provided to eligible families to the extent that state and/or federal funding is available, and shall establish admissions priorities in accordance with Education Code 8263 and 5 CCR 18106. In addition to priorities for subsidized care, priority for admission shall be given to district students and children of district employees.

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(cf. 5111.1 - District Residency)

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

(cf. 1240 - Volunteer Assistance)
(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4312.5 - Criminal Record Check)

The Superintendent or designee shall develop and implement an annual plan for self-evaluation of the district's child care services which conforms to state requirements.

Legal Reference:
EDUCATION CODE
8200-8499.10 Child Care and Development Services Act, including:
8200-8209 General provisions for child care and development services
8210-8216 Resource and referral program
8220-8226 Alternative payment program
8228 Child care voucher for parents deployed to Iraq
8230-8233 Migrant child care and development program
8235-8237 State preschool program
8240-8244 General child care programs
8250-8252 Programs for children with special needs
8263 Eligibility and priorities for subsidized child development services
8340-8346 Individualized county child care subsidy plan, San Mateo County
8350-8359.1 Programs for Cal WORKs recipients
8360-8370 Personnel qualifications
8400-8409 Contracts
8460-8480 School-age community child care services
8482-8484.6 After-school education and safety program
8484.7-8484.8 21st Century community learning centers
8485-8488 Child supervision programs
8488.5-8489.9 Six By Six before- and after-school program
8493-8498 Facilities
8499-8499.7 Local planning councils
8499.10 Head Start
17264 New construction; accommodation of before- and after-school programs
49540-49546 Child care food program
49570 National School Lunch program
54740-54749.5 Cal-SAFE program for pregnant/parenting students and their children

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56244 Staff development funding
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements
CODE OF REGULATIONS, TITLE 5
18000-18122 General provisions, general child care programs
18130-18136 State preschool programs
18180-18192 Federal and state migrant programs
18200-18207 School-age community child care services program
18210-18213 Severely handicapped program
18220-18231 Alternative payment program
18240-18248 Resource and referral program
18270-18281 Program quality, accountability
18290-18292 Staffing ratios
18295 Waiver of qualifications for site supervisor
18300-18308 Appeals and dispute resolution
18400-18405 CalWORKS child care services
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General requirements, licensed child care centers, including:
101151-101163 Licensing and application procedures
101212-101231 Continuing requirements
101237-101239.2 Facilities and equipment
UNITED STATES CODE, TITLE 42
1751-1769 School lunch programs
9831-9852 Head Start programs
9858-9858q Child care and development block grant
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch program
CODE OF FEDERAL REGULATIONS, TITLE 45
98.2-98.93 Child care and development fund
COURT DECISIONS
CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

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Management Resources:
CSBA PUBLICATIONS
Preschool for All: Resource and Policy Guide, 2005
CDE PUBLICATIONS
Program Quality Standards and Standards Based on Exemplary Practice for Center-Based Programs and Family Child Care Home Networks, October 2004
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999
CDE MANAGEMENT BULLETINS
01-06 The Desired Results for Children and Families System, May 31, 2001
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families, September 2000
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Good Start, Grow Smart, April 2002
WEB SITES
CSBA: http://www.csba.org
California Association for the Education of Young Children: http://www.caeyc.org
California Department of Education, Child Development: http://www.cde.ca.gov/sp/cd
California Department of Social Services: http://www.dss.cahswnet.gov
Commission on Teacher Credentialing:
http://www.ctc.ca.gov/credentialinfo/topics/child_dev.html
National AfterSchool Association: http://www.nsaca.org
National Association for the Education of Young Children: http://www.naeyc.org
National School Boards Association: http://www.nsba.org
U.S. Department of Education: http://www.ed.gov

Adopted: 5/19/95
Revised: 10/20/98, 10/5/99, 11/7/00, 12/4/01, 8/5/03
q:5000\\bp5148

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STUDENTS

Child Care and Development

Licensing

All district child care and development services licensed by the California Department of Social Services shall operate in the district, unless exempted pursuant to Health and Safety Code 1596.792.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21 and 22 CCR 101151-101239.2.

Program Components

The district's childcare and development program shall include but not be limited to:

1. An educational program which: (5 CCR 18273)
    a. Is developmentally, linguistically and culturally appropriate
    b. Is inclusive of children with special needs
    c. Encourages respect for others
    d. Supports children's physical, cognitive, language, social and emotional development
    e. Promotes and maintains practices that are healthy and safe

(cf. 6300 - Preschool/Early Childhood Education)

2. A staff development program which: (5 CCR 18274)
    a. Identifies training needs
    b. Provides written job descriptions
    c. Provides an orientation plan for new employees

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d. Provides staff development opportunities related to the functions in each employee's job description and identified training needs

e. Provides for annual written performance evaluations, unless a different frequency is specified in a collective bargaining agreement

f. Provides each staff member with information necessary to perform his/her duties

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

3. Parent/guardian involvement and education, including: (5 CCR 18275)

a. An orientation for parents/guardians

b. At least two individual conferences per year

c. Parent/guardian meetings with program staff

d. An open-door policy that encourages parents/guardians to participate in the daily activities whenever possible

e. A parent/guardian advisory committee to advise the district on issues related to services to families and children

f. Sharing of information regarding children's progress

4. A health and social services component which: (5 CCR 18276)

a. Identifies the needs of the child and the family for health or social services

b. Refers a child and/or family to appropriate agencies in the community as needed

c. Conducts follow-up procedures with the parent/guardian to ensure that the needs have been met

(cf. 5141.6 - Student Health and Social Services)

5. A community involvement component which includes soliciting community support and providing information to the community regarding available services (5 CCR 18277)

6. A nutrition component which ensures that children in the program have nutritious meals and snacks that meet federal guidelines for child care programs or the National School Lunch program (5 CCR 18278)

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

Staffing Ratios

The child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in 5 CCR 18290-18292.

Admissions

Admissions policies shall include criteria designating those children whose needs can be met by the center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions and a medical assessment requirement. *(Code of Regulations, 18105, Title 22, Section 101218)*

Child care and development services shall accord equal treatment and access to services in accordance with law.

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

(cf. 5111 - Admission)
(cf. 5111.1 - District Residency)

A physical examination and evaluation, including age-appropriate immunization, shall be required prior to or within six weeks of enrollment, unless the parent/guardian submits a letter stating that such examination is contrary to his/her religious beliefs. (Education Code 8263)

(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)

Fees

Fees may be charged to families according to the fee schedule established by the Superintendent of Public Instruction, the actual cost of services or the maximum daily/hourly rate specified in the contract, whichever is least. (Education Code 8263; 5 CCR 18108, 18109)

Fees shall be collected prior to providing services and shall be considered delinquent after seven calendar days. In the event that fees are delinquent, parents/guardians shall be notified. If a reasonable plan for payment of delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. *(Code of Regulations, Title 5, Section 18114, 18115)*

No fees shall be assessed for families whose income level in relation to family size is less than the first entry in the fee schedule or whose children are enrolled because of a need for child protective services. Fees also shall not be assessed for children enrolled in a Cal-SAFE program state preschool program, federally based migrant program or program for severely disabled children. Eligibility for subsidized childcare and development services shall be determined in accordance with Education Code 8263. (Education Code 8250 8263, 54745; Code of Regulations, Title 5, Section 18110)

The Superintendent or designee shall establish a process which includes parents/guardians in determining whether or not and how much to charge parents/guardians for field trip expenses. This process also shall be used to determine whether to require parents/guardians to provide diapers.

Attendance

Sign in/sign out sheets shall be used daily for all children for attendance accounting purposes. *(Code of Regulations, Title 5, Section 18065)*

Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence and signature of parent/guardian or district representative. *(Code of Regulations, Title 5, Section 18066)*

Absences shall be excused for the following reasons: ***(Education Code 8208)***

1. **Illness or quarantine of the child or of the parent/guardian**

2. **Family emergency**

3. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Education Code 8208)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident or is required to appear in court.

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. *(Code of Regulations, Title 5, Section 18066)*

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians.

Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for childcare. *(Code of Regulations, Title 5, Section 18066)*

Rights of Parents/Guardians

At the time a child is accepted into care in a licensed child care and development center, the child's parents/guardians or authorized representative shall be notified of his/her rights as specified in 22 CCR 101218.1, including but not limited to the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (22 CCR 101218.1)

The Superintendent or designee shall inform parents/guardians of their right to enter the child care facility without advanced notice during normal operating hours or any time their child is receiving services in the facilities.

Records

The Superintendent or designee shall establish and maintain a basic data file for each family receiving childcare and development services, which shall contain the data specified in 5 CCR 18081.

(cf. 3580 - District Records)

A developmental profile measuring the child's physical, cognitive, social and emotional development shall be completed in accordance with 5 CCR 18272. (Education Code 8203.5; 5 CCR 18272)

Adopted: 10/20/98
Revised: 11/3/98, 11/7/00, 12/04/01, 85/03

Q:5000(a)\AR5148

INSTRUCTION

Independent Study

The Governing Board authorizes independent study as an optional alternative instructional strategy for students, including adult education students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6200 - Adult Education)

(cf. 5147 - Dropout Prevention)
The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. *(Education Code 51747)*

The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved.

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

The minimum period of time for any independent study option shall be five school days.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows: before an independent study assignment is due:

1. Special assignments extending the content of regular courses of instruction:

Students in grades K-3: two weeks.
Students in grades 4-8: four weeks.
Students in grades 9-12: six weeks.

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum:

   Students in grades K-3: two weeks.
   Students in grades 4-8: four weeks.
   Students in grades 9-12: six weeks.

3. Individualized alternative education designated to teach the knowledge and skills of the core curriculum:

   Students in grades K-3: one week.
   Students in grades 4-8: two weeks.
   Students in grades 9-12: three weeks.

4. Continuing and special study during travel:

   Students in grades K-3: three weeks.
   Students in grades 4-8: six weeks.
   Students in grades 9-12: 10 weeks.

5. Volunteer community service activities that support and strengthen student achievement:

   All students: two weeks.

When circumstances justify a longer time, the Superintendent or designee may honor the request of an individual student his/her parent/guardian to extend the maximum length of an assignment as follows:

Students in grades K-3: four weeks.
Students in grades 4-8: eight weeks.
Students in grades 9-12: twelve weeks.

When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.

Students in independent study have access to the same services and resources of the school in which they are enrolled as is available to other students in the school.

The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to enroll their children in independent study. Such enrollment allows continued contact and cooperation between the school system and hose-based student.

Legal Reference:
EDUCATION CODE
17289 Exemption for facilities
42238 Revenue limits
44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46300-46300.6 Methods of computing ADA
47612.5 Independent study in charter schools
48204 Residency based on parent employment
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
51225.3 Requirements for high school graduation
51745-51749.3 Independent study programs
56026 Individuals with exceptional needs
FAMILY CODE
6550 Authorization affidavits
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
COURT DECISIONS
Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:
CDE PUBLICATIONS
Independent Study Operations Manual, 2000 edition
WEB SITES
California Consortium for Independent Study: http://www.ccis.org
California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is

Adopted: 2/2/99
Revised:
1994/1995 School Year (Total District Policy Book Review)
6000(a)BP6158

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INSTRUCTION

Independent Study

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum

3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum

4. Continuing and special study during travel

5. Volunteer community service activities that support and strengthen student achievement

(cf. 6142.4 - Learning Through Community Service)

In addition, when requested by the parent/guardian due to emergencies, vacation or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

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Independent Study

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school. (5 CCR 11701.5)

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

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Parents/guardians of students who are interested in independent study should contact the principal or designee. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program

2. Availability of experienced certificated staff with adequate time to effectively supervise the student

A student's participation in independent study shall be voluntary. (Education Code 51747)

Students participating in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 51747.3)

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(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be in independent study at any given time. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or by the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

Written Agreements

A written agreement shall be developed for each student participating in independent study for five or more school days. (Education Code 46300, 51747)

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

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Independent Study

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress

2. The objectives and methods of study for the student's work, and the methods used to evaluate that work

3. The specific resources, including materials and personnel, that will be made available to the student

4. The Board's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one semester, or one-half year if the school is on a year-round calendar

6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement that independent study is an optional educational alternative in which no student may be required to participate

8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

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Independent Study

(cf. 6143 - Courses of Study)

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confirms his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian

2. A meeting between the student and the teacher and/or counselor

3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in Board policy and the written independent study agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement and the student's return to a regular classroom or alternative instructional program.

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Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the independent study administrator shall be to:

1. Ensure that the district's independent study option is operated in accordance with law, Board policy and administrative regulation

2. Approve the participation of students requesting independent study

3. Facilitate the completion of written independent study agreements

4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record

5. Authorize the selection of staff to be assigned to supervise independent study

6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator

7. Complete or coordinate the preparation of all necessary records and reports

8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation

9. Monitor student participation in independent study so that the district stays within prescribed limits and income to the district is maximized

10. Develop and manage the budget for independent study

11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the district's educational programs

12. Assure a smooth transition into and out of the independent study mode of instruction

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Independent Study

13. Prepare and submit reports as required by the Board or Superintendent

Supervising Teachers

The principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

The ratio of students to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district.

The teacher supervising independent study shall:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate

2. Supervise and approve coursework

3. Design all lesson plans and assignments

4. Assess all student work and determine and assign grades or other approved measures of achievement

5. Personally judge the time value of assigned work or work products completed and submitted by the student

6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, and signed or initialed and dated in accordance with item #3 in the section on "Records" below

7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated

8. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below

9. Maintain any other required records and files on a current basis

INSTRUCTION

Independent Study

Records

For audit purposes, the Superintendent or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements

3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher

4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

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A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

(cf. 5125 - Student Records)

Adopted: 2/2/99
Revised: 10/5/99, 6/6/00
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INSTRUCTION

Individualized Education Program

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. (34 CFR 300.342)

Members of the IEP Team

The IEP team for any student with a disability shall include at least the following members: (20 USC 1414(d) *34 CFR 300.344; Education Code 56341*)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian

2. If the student is or may be participating in the regular education program, at least one regular education teacher.

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

3. At least one special education teacher, or where appropriate, at least one special education provider of such student.

4. A representative of the district, Special Education Local Plan Area (SELPA) or county office of education who is:

    a. Qualified to provide, or supervise, the provision of specially designed instruction to meet the unique needs of students with disabilities

    b. Knowledgeable of the general curriculum

    c. Knowledgeable about the availability of district and/or SELPA (Special Education Local Plan Area) resources

    d.

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who conducted an assessment of the student or who is knowledgeable about the assessment procedures used and who is:

    a. Familiar with the assessment results or recommendations

    b. Qualified to interpret the instructional implication of assessment results

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Individualized Education Program

This individual may already be a member of the team as described above or in item #6 below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate

   The party who invites the individual to be a member of the IEP team shall make the determination of whether the individual has special expertise regarding the student. (Education Code 56341)

7. Whenever appropriate, the student with a disability

8. For transition service participants pursuant to 34 CFR 300.347:

   a. The student, of any age, with the disability if the purpose of the meeting is the consideration of the student's transition service needs under Education Code 56345.1 (a) or (b).

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

   b. A representative of any other agency that is likely to be responsible for providing or paying for transition services

If a representative does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services.

9. For students suspected of having a specific learning disability, at least one person of the team shall be qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist or remedial reading teacher. At least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If the child is younger than five years or not enrolled in school, a team member shall observe the child in an appropriate environment.

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Individualized Education Program

If a student with disabilities is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Part C of the Individuals with Disabilities Education Act (20 USC 1431-1444 Infants and Toddlers with Disabilities), the district shall invite the Part C service coordinator or other representative of the system to the IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D))

In addition, any of the following may participate, as appropriate:

1. The program specialist, school psychologist, school nurse, school social worker, counselor, or other student services worker who has conducted an assessment of the student, when the assessment is significant to the development of the IEP

2. Any other person whose competence is needed because of the nature and extent of the student's disability

3. A public agency representative fluent in the student's primary language

IEP Meetings

The IEP team shall meet: (20 USC 1414(d); Education Code 56343)

1. Whenever a student has received an initial formal assessment. The team may meet when a student receives any subsequent formal assessment.

2. Whenever the student demonstrates a lack of anticipated progress.

3. Whenever the parent/guardian or teacher requests a meeting to develop, review or revise the IEP.

4. At least annually to:

    a. Review the student's progress and to determine whether the student's annual goals are being achieved
    b. Review the IEP and the appropriateness of placement
    c. Make any necessary revisions to the IEP

The IEP team shall conduct this review. Others may participate if they have essential expertise or knowledge.

If a participating agency, other than the district, fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to

Individualized Education Program

meet the transition service needs for the student set out in the IEP. (Education Code 56345.1)

A meeting to develop an initial IEP shall be conducted within 30 days of a determination that a student needs special education and related services pursuant to 34 CFR 300.343. (Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 50 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 receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for each student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of student school vacations, the 50-day time limit shall recommence on the date that student school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days

between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filling a written request. (Education Code 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days in July and August or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction and/or related services, the Superintendent or designee shall convene an IEP meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days in July or August or days when school is off track, unless the student's parent/guardian consents to an extension of time.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.346; Education Code 56341)

1. Appropriate positive behavioral interventions and strategies for the student

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

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Individualized Education Program

2. Supplementary aids and services, program modifications or supports for school personnel that will be provided for the student, consistent with 34 CFR 300.347(a)(3)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents in writing and the district agrees that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C))

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A))

IEP Team Meetings: Parent/Guardian Notice and Attendance

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting (as specified below) and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.345) Education Code 56341.5)

The Superintendent or designee shall send parents/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.345; Education Code 56341.5)

1. Indicate the purpose, time and location of the meeting

2. Indicate who will be in attendance at the meeting

3. Inform the parents/guardians of the provisions of 34 CFR 300.345(b)(l)(ii) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student

4. Identify any other local agency that is likely to be responsible for providing or paying for transition services in accordance with 34 CFR 300.344

5. For students age 14, or younger if appropriate: (or younger than 14 if deemed appropriate by the IEP team):

Individualized Education Program

a. Indicate that a purpose of the meeting will be the development of a statement of the transition service needs of the student pursuant to 34 CFR 300.347(b)(1)

b. Indicate that the district will invite the student to the IEP meeting

6. For students age 16, or younger if appropriate:

a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student as required by 34 CFR 300.347(b)(2)

b. Indicate that the district will invite the student to the IEP meeting

c. Identify any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If no parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conference individual or conference telephone calls. (34 CFR 300.345; Education Code 56341.5)

An IEP meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.345) Education Code 56341.5

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 response received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the district shall have the right to audiotape the proceedings of IEP meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audiotape a meeting, and if the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341)

7.4.122

1. Inspect and review the audiotapes

2. Request that the audiotapes be amended if the parent/guardian believes they contain information that is inaccurate, misleading or in violation of the student's privacy rights or other rights

3. Challenge, in a hearing, information that the parent/guardian believes is inaccurate, misleading, or in violation of the student's privacy rights or other rights

(cf. 5020 - Parent Rights and Responsibilities)

Contents of the IEP

The district shall have an IEP in effect for each student with disabilities within its jurisdiction at the beginning of each school year. (Education Code 56344)

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include but not be limited to all of the following: *(20 USC 1414(d)) 34 CFR 300.347; Education Code 56345, 56345.1)*

1. A statement of the present levels of the student's educational performance, including how the student's disability affects his/her involvement and progress in the general curriculum i.e. the same curriculum as for nondisabled students.

   a. For a school age child how the student's disability affects the student's involvement and progress in the general curriculum, or (i.e., the same curriculum as for nondisabled students)

   b. For preschool children, as appropriate, how the disability affects the student's participation in appropriate activities

2. A statement of measurable annual goals, including benchmark or short-term objectives related to:

   a. For a school age child meeting the student's needs that result from the student's disability in order to enable the student to be involved in and progress in the general curriculum, and

      For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities

   b. Meeting each of the student's other educational needs that result from the student's disability

A statement of the specific special education instruction and related services and supplementary aids and services based on peer-reviewed research if practicable,to be

7.4.123

provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to:

a. Advance appropriately toward attaining the annual goals

b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities

(cf. 6145 - Extracurricular and Cocurricular Activities)

c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Education Code 56345.

(cf. 3541.2 - Transportation for Students with Disabilities or Handicaps)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the extracurricular and other nonacademic activities described in item #3 above and other activities pursuant to Education Code 56345.

5. A statement of appropriate accommodation or any individual modifications in the administration of state or districtwide assessments of student achievement that are needed in order for the student to participate in such assessment and

   a. If the IEP team determines that the student will not participate in the administration of the state or districtwide assessment of student achievement (or part of such an assessment) a statement of:

      i. Why that assessment is not appropriate for the student

      ii. How the student will be assessed

(cf. 6162.5 - Student Assessment)

6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.

7. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved

8. A statement of:

   a. How the student's progress toward the annual goals described in item #2 above will be measured

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b. How the student's parents/guardians will be regularly informed (by such means as periodic report cards), at least as often as parents/guardians of nondisabled students, of:

(1) Their child's progress towards the annual goals described in item #2 above

(2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year

9. A statement of transition service needs as defined in Education Code 56345.1 follows:

a. Beginning at age 14, (or younger if determined appropriate by the IEP team), and updated annually, a statement of transition service needs of the student under the applicable components of the IEP that focus on the student's courses of study (such as participation in advanced-placement courses or vocational education program)

b. Beginning at age 16 (or younger if determined appropriate by the IEP team), and annually thereafter, a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages

10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to 34 CFR 300 517 and Education Code 56041.5 that will transfer to the student upon reaching age 18.

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include: *(Education Code 56345)*

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.

2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.

3. Extended school year services when needed, as determined by the IEP team.

4. Provision for transition into the regular class program if the student is to be transferred from a special education or center, or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day.

   The IEP shall include descriptions of activities intended to:

   a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.

   b. Support the transition of the student from the special education program into the regular education program.

   (cf. 6176 - Weekend/Saturday Classes)

   (cf. 6178 - Vocational Education)
   (cf. 6181 - Alternative Schools)

5. Specialized services, materials and equipment for students with low incidence disabilities, consistent with the guidelines of Education Code 56136.

Development, Review and Revision of the IEP

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); Education Code 56345)

1. The strengths of the student and the concerns of the parents/guardians for enhancing the education of their child

2. The results of the initial evaluation or most recent evaluation of the student

3. The academic, developmental, and functional needs of the student

4. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.

5. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

6. 7.In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate

reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student

7. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

   The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

   a. The student's primary language mode and language, which may include the use of spoken language with or without visual cues, and/or the use of sign language
   b. The availability of a sufficient number of age, cognitive and language peers of similar abilities
   c. Appropriate, direct and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language
   d. Services necessary to ensure communication-accessible academic instructions, school services and extracurricular activities

8. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1- 9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation or other program modification, in order to receive a free and appropriate public education, the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.346; Education Code 56341.1,

All IEPs shall be reviewed on an annual basis for student progress, appropriateness of placement, and to include any necessary revisions. (Education Code 56380)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d); Education Code 56343, 56345.1)

1. Any lack of expected progress toward the annual goals and in the general curriculum

2. The results of any re-assessment conducted pursuant to Education Code 56381

   A re-assessment of the student shall be conducted at least once every three years, or more frequently if conditions warrant a reassessment, or if the students parent/guardian or teacher requests a reassessment and a new IEP to be developed. (Education Code 56381)

3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B)

4. The student's anticipated needs

5. Factors used to develop the IEP as described in Education Code 56341.1(a).

6. Other matters

The student shall be allowed to provide confidential input to any representative of his/her IEP team.

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6173.1 - Education for Foster Youth)

If a student with a disability transfers to this district during the school year, the district shall provide the student with a free, appropriate public education, including services comparable to those described in the previous district's IEP. For students who transfer from a district within California, these services shall be provided in consultation with the parents/guardians until such time as the district adopts the previously held IEP or develops, adopts and implements a new IEP. For students who transfer to this district from another state, these services shall be provided until such time as the district conducts an evaluation, if the district determines such an evaluation is necessary, and develops a new IEP if appropriate. (20 USC 1414(d)(2)(C))

Adopted: 8/1/95
Revised: 3/5/96, 2/2/99, 10/5/99, 12/7/99, 11/7/00 (Page "g" only), 11/19/02, 1/6/04, 8/3/04

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INSTRUCTION

Procedural Safeguards and Complaints for Special Education

Informal Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the Superintendent or designee and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of the student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. Based on the mediation conference, the Superintendent or designee may resolve the issue(s) in a manner that is consistent with state and federal law and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

If either of these processes fails to resolve the issue(s), either party may file for a state-level due process hearing as described below.

Due Process Complaint Notice and Hearing Procedures

A parent/guardian, the district, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever: *(Education Code 56501)*

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student. *(Education Code 56501)*

2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student. *(Education Code 56501)*

3. The parent/guardian refuses to consent to an assessment of his/her child. *(Education Code 56501)*

4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.403(b).

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint notice, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.507)

1. The child's name

2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

3. The name of the school the child attends

4. A description of the nature of the child's problem relating to the proposed or refused initiation or change, including facts relating to the problem

5. A proposed resolution to the problem to the extent known and available to the parents/guardians at the time

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint notice, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: (20 USC 1415(c)(1)):

1. An explanation of why the district proposed or refused to take the action raised in the complaint

2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected

(cf. 6159 - Individualized Education Program)

3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action

4. A description of the factors that are relevant to the district's proposal or refusal

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Education Code 56502)

Prior Written Notice

The Superintendent or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: (Education Code 56500.4, 56500.5; 20 USC 1415(c); 34 CFR 300.503)

1. The district initially refers the student for assessment

2. The district proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education

3. The district refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education

4. The student graduates from high school with a regular diploma

This notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district

2. An explanation as to why the district proposes or refuses to take the action

3. A description of any other options that the IEP team considered and why those options were rejected

4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action

5. A description of any other factors relevant to the district's proposal or refusal

6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained

7. Sources for parents/guardians to obtain assistance in understanding these provisions

(cf. 5145.6 - Parental Notifications)

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34 CFR 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication

2. The parent/guardian understands the contents of the notice

3. There is written evidence that items #1 and #2 have been satisfied

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability once a year and upon: (Education Code 56301; 20 USC 1415(d)(1))

1. Initial referral for evaluation

2. Each notification of an IEP meeting

3. Reevaluation of the student

4. Registration of a complaint

5. Filing for a prehearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Education Code 56321, 56321.5)

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure. (20 USC 1415(d)(2); 34 CFR 300.504)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.4 - Identification of Individuals for Special Education)

Adopted: 8/1/95
Revised: 2/2/99, 10/5/99, 12/7/99, 1/6/04

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INSTRUCTION

Appointment of Surrogate Parent for Special Education Students

Conditions Necessitating a Surrogate

The Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities under one or more of the following circumstances: (Government Code 7579.5; 20 USC 1415(b)(2); 34 CFR 300.515)

1. No parent/guardian for the student can be identified.

2. The district, after reasonable efforts, cannot discover the location of a parent or legal guardian of the student.

3. The student is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code 300, 601 or 602 and all of the following conditions are satisfied:

   a. The court has referred the student for special education and related services or the student has a valid individualized education program (IEP)

   b. The court has specifically limited the right of the parent/guardian to make educational decisions for his/her child

   c. The student has no responsible adult to represent him or her pursuant to Welfare and Institutions Code 361 or 726 or Education Code 56055

(cf. 6159 - Individualized Education Program)

4. The student is an unaccompanied homeless youth not in the custody of a parent/guardian, as defined in 42 USC 11434a

(cf. 6173 - Education for Homeless Children)

INSTRUCTION

Appointment of Surrogate Parent for Special Education Students

5. The student has reached the age of majority but has been declared incompetent by a court of law

Appointment of Surrogate Parents

Upon a determination that a student needs a surrogate parent, the Superintendent or designee shall make reasonable efforts to ensure that the surrogate is appointed within 30 days. (20 USC 1412(b)(2)(B))

When appointing a surrogate parent, the Superintendent or designee shall give first preference to a relative caretaker, foster parent or court-appointed special advocate, provided any of these individuals exists and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the Superintendent or designee shall select the surrogate parent of his/her choice. If the student is moved from the home of the relative caretaker or foster parent who was appointed as the student's surrogate parent, the Superintendent or designee shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the student. (Government Code 7579.5)

(cf. 6173.1 - Education for Foster Youth)

The Superintendent or designee shall ensure that individuals to be appointed as surrogate parents have passed a criminal background check and have demonstrated interest and skill in working with students with disabilities.

Surrogate parents shall have no interests that conflict with the student's educational interests and shall have knowledge and skills that ensure adequate representation of the student. If a conflict of interest arises after the appointment of a surrogate parent, the Superintendent or designee shall terminate the appointment and appoint another surrogate parent. (34 CFR 300.515; Government Code 7579.5)

Duties of Surrogate Parent

The surrogate parent shall have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 USC 1414-1482 and 34 CFR 300.1-300.756. The surrogate parent may represent the student in all matters relating to identification, assessment, instructional planning and development,

INSTRUCTION

Appointment of Surrogate Parent for Special Education Students

educational placement, review and revision of the IEP, and in other matters relating to the provision of a free and appropriate public education. (Education Code 56050; Government Code 7579.5)

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

In addition, the representation of the surrogate parent shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to Government Code 7570-7588. (Education Code 56050)

(cf. 5141 - Health Care and Emergencies)

Surrogate parents shall volunteer their services to the district and serve without compensation. The district may reimburse them for mileage and other incidental expenses directly associated with their duties as surrogate parents.

(cf. 3350 - Travel Expenses)

Surrogate parents shall have access to the student's school records as necessary to fulfill their responsibilities as surrogate parents and in accordance with Board policy and administrative regulation.

(cf. 5125 - Student Records)

Termination of Appointment

The Superintendent or designee shall terminate the appointment of a surrogate parent under the following conditions:

1. When the student is no longer in need of special education (Government Code 7579.5)

2. When the student reaches 18 years of age, unless he/she chooses not to make education decisions for himself/herself or is deemed by a court to be incompetent (Government Code 7579.5)

INSTRUCTION

Appointment of Surrogate Parent for Special Education Students

3. Another responsible adult is appointed to make educational decisions for the student (Government Code 7579.5)

4. The right of the parent/guardian to make educational decisions for the student is fully restored (Government Code 7579.5)

5. When the surrogate parent no longer satisfies the requirements for appointment as a surrogate parent, as specified above

Adopted: 1/4/00
Revised:
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WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 6164.4 (a)

INSTRUCTION

Identification of Individuals with Exceptional Needs

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 special education and related services from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

Within 15 days of a referral for assessment, unless the parent/guardian agrees in writing to an extension, the students parent/guardian shall receive a notice of parental rights and a written proposed assessment plan. The 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.
(Education Code 56321)

The proposed assessment 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 primary 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 assessment to be conducted

4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

(cf. 6159 - Individualized Education Program)

INSTRUCTION

Identification of Individuals with Exceptional Needs

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is Received by the district. The district shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

Informed parental consent means that the parent/guardian: (34 CFR 300.500)

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 assessment.

3. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If the student is a ward of the state and is not residing with his/her parents/guardians, the district shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC 1414(a)(1))

The district shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if either of the following situations exists: (20 USC 1414(a)(1))

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

INSTRUCTION

Identification of Individuals with Exceptional Needs

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)

As part of the assessment plan, the parent/guardian shall receive written notice that: (Education Code 56329; 34 CFR 300.502))

1. Upon completion of the administration of tests and other assessment 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 assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

2. If the parent/guardian disagrees with an assessment obtained by the district, a parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, as defined by district regulations in accordance with 34 CFR 300.502.

   If the district observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. 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 assessment is initiated before or after the filing of a due process hearing proceeding.

3. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian still has the right for an independent educational assessment but not at public expense.

INSTRUCTION
Identification of Individuals with Exceptional Needs

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the district with respect to the provision of free, appropriate public education 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 assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. 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 assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

An individualized education program (IEP) required as a result of an assessment shall be developed within a total time not to exceed 50 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 assessment, unless the parent/guardian agrees in writing to an extension. (Education Code 56043)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed 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 individuals. . (Education Code 56445)

Adopted: 8/1/95
Revised: 12/7/99, 1/6/04, 8/3/04
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MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	*COMPLIANCE CHECK LIST*
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ___ Complies with Site Plan (LIP) ___
2. Fosters a safe, caring environment where individual differences are valued and respected.	Complies with Governance & Management Document ___ Complies with Mission Statement ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart ___ Personnel Sign-Off by B. Noyes ___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	Program Sign Off by S. Leaman ___ SBLT Involvement ___
5. Promote student health and nutrition in order to enhance readiness for learning.	Complies with Board Policy ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Facility Naming

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Roger R. Yohe,
District Superintendent

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

Attached is a letter received from local long time community members asking the board to review the suggested naming of facilities.

SUPERINTENDENT'S RECOMMEND ATION:

Administration recommends the Board review the information presented.

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September 2005

Dear WPUSD Board:

This letter is in regard to the naming of the sports facility between "Fifth" & "Sixth" and "J" and "L" streets, better known to many as the "Old High School".

We would like to submit the name of Orrin Hoffman (deceased) to cover the entire complex.

- Orrin Hoffman was principal at Lincoln High School from 1957 to 1968 and WPUSD Superintendent from 1968 to 1978. During his term as an administrator in the district, Orrin was very helpful and supportive of Lincoln High School athletics.
- Orrin was also the key person who worked with Assemblyman Gene Chappie to acquire the property, which is now the Lincoln High School Farm, from the U.S. Government.
- Orrin was inducted into the Chico State Athletic Hall of fame in 1994. - Attached is additional information.

In addition, we would like to submit two names for the tennis courts at the complex. They are Ralph Williams (deceased) and Arlan Welch who were both long time teachers and tennis coaches at Lincoln High School.

Lastly, we would also like to submit the name of Rod Hamilton (deceased) for one baseball field at the new high school on Twelve Bridges Drive. Rod was a long-time teacher and baseball coach at Lincoln High School.

Thank you for your consideration.

Sincerely,

Patrick J. McCartney
LHS Teacher 1969-2003
LHS Graduate 1963

Mark Fowler
LHS Teacher 1973 – Present
LHS Graduate 1968

Karen Roberts
WPUSD Board Member 1991-2004

Virginia Bess
Past WPUSD Board Member

Manual Gouvea
Asst. Plant Mgr. GMcB & Co.
LHS Graduate 1941

Erma Gouvea
LHS Gradutate 1944

Dale Pence
LHS Teacher 1962-1980
LHS Principal 1980-1995

Kelsey Spoor
WPUSD Board Member 1966-1976
LHS Graduate 1952

Dorothy Noyes
WPUSD Superintendent Secretary 1969-1986
LHS Secretary 1963-1967
Mary Beerman Secretary 1960-1963

Kevin Besana
LHS Graduate 1966
Three Sport Athlete

7.5.1

CHICO STATE
ATHLETIC HALL OF FAME
INDUCTEES

ORRIN HOFFMAN, Chico

FOOTBALL: 1936, 1937, 1938, 1939
TRACK: 1937, 1938, 1939, 1940
VARSITY TENNIS COACH: 1940

Orrin was very active in college sports and continued his involvement as a coach at Westwood High School (1941 to 1953). He received his BA in 1940 and an MA from Stanford in 1953 and has numerous credentials. He was president of Chi Tau (1940) and belonged to Block C from 1936 to 1940. He served as principal of Mt. Shasta High School (1953 to 1957) and as District Superintendent of Western Placer Unified School District (1957 to 1978). Hoffman's community and professional participation has been extensive. He was president of both Lions and Rotary, a twenty-year fire department volunteer, secretary to California Association of Secondary School Administrators, a member of the Placer County Association of College and School Administrators, president and member of Placer County Juvenile Justice Commission (1968 to 1978), and a ten-year member of the Western Association of Schools and Colleges.

7.5.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 7511

NEW CONSTRUCTION

Naming of Facility

Naming of Schools

The Governing Board believes new schools should be named as soon as acquisition of a new school site has been determined. This will ensure distinction between schools in the planning and development stages.

The following criteria shall be used in the naming of high schools:

1. New high schools shall be named in recognition of geographical or historical areas in which the school is located, with strong consideration given to names that distinguish a school's location.

The following criteria shall be used in naming of elementary and middle schools:

2. New elementary and middle schools may be named in recognition of geographical or historical areas in which the school is located or with regard to technical or inspirational titles.

Schools shall not be named after an individual, however based on the Superintendent's recommendation, buildings within the school may be named in honor of an individual who has made outstanding contributions to the school district or the community.

The Superintendent shall appoint an Ad Hoc Committee to review all name suggestions submitting a final name for the Board's consideration. Composition of the committee shall include district staff, parents, students and the public representing the school community. This committee should be activated immediately upon acquisition of the school site.

When naming schools the Ad Hoc Committee shall avoid names that create confusion with other schools in existence in the district or in the region.

Legal Reference
EDUCATION CODE
35160 Authority of governing boards

Adopted: 8/1/95
Revised: 2/17/04
New - 1994/1995 School Year (Total District Policy Book Review)

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	*COMPLIANCE CHECK LIST*	
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.	Complies with Board Polic Complies with Site Plan (LIP) Complies with Governance & Management Document	___ ___ ___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals Complies with District Mission Statement	___ ___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart Personnel Sign-Off by B. Noyes	___ ___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	
5. Promote student health and nutrition in order to enhance readiness for learning. SBLT Involvement		___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
District Middle School Boundries

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Jay Stewart
Scott Leaman

ENCLOSURES:
Yes

MEETING DATE:
January 17, 2006

BACKGROUND:

The Board will be presented with options currently being discussed for middle school boundries.

ADMINISTRATION'S RECOMMENDATION:
Administration will discuss presented options for middle school boundries.

Administering Medication and Monitoring Health Conditions

possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Parent/Guardian Responsibilities

Before a designated employee administers or assists in the administration of any prescribed medication to any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the district shall have a written statement from the student's authorized health care provider and a written statement from the student's parent/guardian initiating such a request. (Education Code 49423; 5 CCR 600)

The authorized health care provider's written statement shall clearly:

1. Identify the student

2. Identify the medication

3. Specify the method, amount and time schedules by which the medication is to be taken

4. Contain the name, address, telephone number and signature of the authorized health care provider

5. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm that the student is able to self-administer the medication

The parent/guardian shall annually provide the Superintendent or designee a new written statement from the designated health care provider. In addition, the parent/guardian shall provide a new statement whenever there is a change in the student's health care provider or change in medication or dosage, method, date or time which the medication is required to be taken, or any other change in the student's circumstances.

The parent/guardian's written statement shall:

1. Identify the student