Bk Back

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

MEMBERS OF THE GOVERNING BOARD

Paul Long, President
Dennis Sonnenburg, Vice President
Karen Roberts, Clerk
Marcia Harris, 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 Facility Development
Linda Pezanoski, Principal, Sheridan School
John Bliss, Principal, Carlin C. Coppin Elementary School
Judi Frost, Interim Principal, Creekside Oaks Elementary School
Jeremy Lyche, Vice Principal, Creekside Oaks Elementary School
Susan Taxara, Vice Principal, Creekside Oaks Elementary School
Ruben Ayala, Principal, First Street School/District Bilingual Coordinator
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, Vice Principal, Lincoln High School/Glen Edwards Middle School
John Wyatt, Principal, Phoenix High School, Adult Ed.
Tracy Murphy, Director, Special Education
Trudy Wilson, Director, Business Services
Frank Nichols, Director of Maintenance and Facilities
Bob Nelson, Transportation Coordinator
Jeff Dardis, Food Service Director
Chuck Youtsey, Technology Coordinator

STUDENT ENROLLMENT

School	12/5/03	01/04/04
Sheridan Charter School (K-8)	168	170
Sheridan School Independent Study (SSIS)	25	27
First Street School	578	580
Carlin C. Coppin Elementary (K-5)	561	569
Creekside Oaks Elementary (K-5)	692	695
Glen Edwards Middle (6-8)	903	910
Lincoln High School	1003	998
Phoenix High School	60	64
PCOE Home School	8	8
TOTAL:	3998	4021

Phoenix Infant/Toddler	25
Kindergarten Readiness	32
Adult Education	152

Prechool/Head Start	
First & J Streets	22
Sheridan	22
Carlin Coppin	22

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.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
JANUARY 20, 2004, 7:00 P.M.
FIRST STREET SCHOOL – CAFETERIA
1400 FIRST STREET, LINCOLN, CA

AGENDA

2003-2004 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.

5:30 P.M. OPEN SESSION - Administrative Conference Room, First Street School

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

5:31 P.M. CLOSED SESSION AGENDA

1. STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
   a. Student Discipline/Expulsion Pursuant To E.C. 48918
      Student #02/03 T – Re-entry
   b. Student Discipline/Expulsion Pursuant To E.C. 48918
      Student # 03/04 J

2. STUDENT NON-PUBLIC SCHOOL PLACEMENT

3. ADJOURNMENT OF CLOSED SESSION

6:15 P.M. TOUR OF FIRST STREET SCHOOL FACILITY

7:00 P.M. OPEN SESSION - First Street School Cafeteria

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 DISCLOSURE CONTINUED
   a. Student Discipline/Expulsion Pursuant To E.C. 48918
      Student #02/03 T – Re-entry
   b. Student Discipline/Expulsion Pursuant To E.C. 48918
      Student # 03/04 J

DISCLOSURE (CONTINUED)

2.2 STUDENT NON-PUBLIC SCHOOL PLACEMENT

3. SPECIAL ORDER OF BUSINESS

3.1 FIRST STREET SCHOOL FEATURED

•The First Street School will focus on its Title I reading intervention program. The presentation will also feature a performance by the school choir under the direction of Ms. Cindy Hagman, Music Teacher. Mr. Ayala will also introduce Nathan Paddeck, a fifth grade student who has excelled in recent regional and national cross-country running competitions. SBLT Chairman Glenn Vineyard will give a brief report on some of the committee's accomplishments.

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. Certificated Employment: None
- b. Classified Employment: Connie Alexander, Secretary 1, Sheridan
- c. Classified Retirement Resignation: Ida Foster, Campus/Cafeteria Supervisor, GEMS, Effective June 4, 2004.

4.2 Request for Minimum Day by Phoenix High School – Friday, April 23, 2004, to Attend the Annual Continuation School Conference

4.3 Approval of Recommended Appointees for the Lincoln Community Library
~Library Advisory Committee (LAC)
Scott Leaman, Karen Roberts, Shirley Russell, Jane Tahti, Irma Balonek
~Technology Advisory Committee (TAC)
Chuck Youtsey, Cheryl Harrison

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 Student Advisory – Karin Harrington
6.2 Western Placer Teacher's Association – Kris Knutson
6.3 Western Placer Classified Employee Association – Joe Ross
6.4 Superintendent –
6.5 Assistant Superintendent(s)
- 6.5.1 Jay M. Stewart
  - a. Facilities Focus:
- 6.5.2 Scott Leaman
  - a. Program Focus Area: Program Improvement
- 6.5.3 Bob Noyes, Personnel Director
  - a.

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) APPROVAL OF NEW POLICIES FOLLOWING FIRST READING - Yohe *(03/04 G &O, Components 1- V)*

•The District Policy Committee and the Management Team have reviewed the following new policies/regulations/exhibits as per CSBA. This group of new policies was presented on a first reading basis on January 6th; they are now ready for adoption.

* BP/AR//E 0520.2 Title I Program Improvement Schools
* E 4112.2 Certification
* BP/AR 6142.7 Physical Education
* BP 6142.8 Comprehensive Health Education

8. COMMENTS - 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

8.2 BOARD MEMBER REPORTS

9. ESTABLISHMENT OF NEXT MEETING (S)

- The President will establish the following meeting(s):
  >February 3, 2004, 7:00 p.m. Lincoln High School Performing Arts Building

10. ADJOURNMENT OF REGULAR SESSION

BOARD BYLAW 9320: Individuals needing special accommodations i.e. sign language; accessible seating, etc. should contact the Superintendent or designee at least two days prior to meeting date. (American Disabilities Act)

Posted: 1/15/04
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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, First Street School**
DATE: **January 20, 2004**
TIME: **5:30 p.m.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. PERSONNEL
   - •PUBLIC EMPLOYEE APPOINTMENT
   - •PUBLIC EMPLOYEE EMPLOYMENT
   - •PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   - •PUBLIC EMPLOYEE DISCIPLINE/DISMASSAL/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*
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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Re-Entry
Student #02-03 T

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
January 20, 2004

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the re-expulsion of Student #02-03 T

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

J.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___
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 TRUSTEES
FACT SHEET

SUBJECT:
Student Discipline/Expulsion
Student #03-04 J

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
John Wyatt
District Hearing Officer

ENCLOSURES:

MEETING DATE:
January 20, 2004

BACKGROUND:
The Board of Trustees will disclose any action taken during closed session in Regards to the expulsion of Student #03-04 J

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

g.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, with a special emphasis on students.	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, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman SBLT Involvement

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Non-public School Placement

AGENDA ITEM AREA:
Closed Session Disclosure

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
January 20, 2004

BACKGROUND:

Placement of a Western Placer Unified Student at a non-public school will be considered pursuant to Board Policy 6159.2.

SUPERINTENDENT'S RECOMMENDATION:
Administration recommends the placement of the student at a non-public school pursuant to Board Policy 6159.2.

2.2

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 differencesare 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, localgovernment, 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:
First Street School
Featured

AGENDA ITEM AREA:
SPECIAL ORDER OF BUSINESS

REQUESTED BY:
Board of Trustees

ENCLOSURES:
Yes

MEETING DATE:
January 20, 2004

BACKGROUND:

•The First Street School will focus on its Title I reading intervention program. The presentation will also feature a performance by the school choir under the direction of Ms. Cindy Hagman, Music Teacher. Mr. Ayala will also introduce Nathan Paddeck, a fifth grade student who has excelled in recent regional and national cross-country running competitions. SBLT Chairman Glenn Vineyard will give a brief report on some of the committee's accomplishments.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the First Street School presentation.

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3.1

First Street School

Board Presentation – January 20, 2004

First Street School is delighted to have an opportunity to highlight some of its wonderful programs to the Western Placer Unified School District Board of Trustees. During our presentation we will focus on our Title I reading intervention program. The presentation will also feature a performance by our school choir under the direction of Ms. Cindy Hagman, our music teacher. The principal will also introduce the board to Nathan Paddeck, a fifth grade student who has excelled in recent regional and national cross-country running competitions. In addition, the Chairperson of our SBLT, Mr. Glen Vineyard will give a brief report on some of that committee's accomplishments.

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. 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.	Complies with Board Policy ____ Complies with Site Plan (LIP) ____ Complies with Governance & Management Document ____ Complies with District Goals ____ Complies with District Mission Statement ____ Funding Sign-Off by J. Stewart ____ 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:

Ratification of Classified Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 20, 2004

BACKGROUND:

The Board of Trustees will consider ratification of employment of :

Connie Alexander – Secretary I (1.00 FTE) – Sheridan School

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individuals listed above.

Boardfactsheet.doc

4.1 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 __x__ 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 __x__ 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, parents, local government, business, service organizations, etc. as partners in the education of the 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:

Ratification of Classified Retirement Resignation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
January 20, 2004

BACKGROUND:

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

Ida Foster, Campus/Cafeteria Supervisor – GEM/CCC

SUPERINTENDENT'S RECOMMENDATION:

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

4.1 C

DATE: DECEMBER 18, 2003

FROM: IDA FOSTER
CAMPUS SUPERVISOR/CAFTERIA SUPERVISOR

TO:: WPUSD PERSONELL DEPARTMENT

RE: RETIREMENT EFFECTIVE END OF SCHOOL YEAR 2003-04

I AM SUBMITTING MY LETTER TO ADVISE YOU OF MY RETIREMENT EFFECTIVE THE END OF THE SCHOOL YEAR 2003-04.

I HAVE ENJOYED WORKING IN THE SCHOOL DISTRICT AND HAVE MET MANY WONDERFUL PEOPLE WHO I WILL MISS.

I WOULD LIKE TO BE CONSIDERED TO SUB ON-A-AS-NEDED BASIS. THANK YOU VERY MUCH.

SINCERELY,

Ida Foster

IDA FOSTER

4.1 c.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

810 J Street
Lincoln, CA 95648

(916) 645-6350
(916) 645-6356 FAX

Superintendent

Roger R. Yohe

Board of Trustees

Marcia Harris
Paul Long
Earl Mentze
'en Roberts
Jnnis Sonnenburg

Asst. Superintendent, Business Services

Jay M. Stewart

Asst. Superintendent, Educational Services

Scott Learman

Director, Human Services

Robert Noyes

January 5, 2004

Ida Foster
155 I Street
Lincoln, CA 95648

Dear Ida:

On behalf of the Board of Trustees I am accepting your retirement resignation, effective June 4, 2004.

It is with regret the district sees your many years of service to the students of the Western Placer Unified School District come to an end.

I want to wish you the best of luck in the future and we are hoping for a wonderful retirement for you. Please work with the Personnel Department with any questions you might have.

Sincerely,

Roger R. Yohe, Superintendent
Western Placer Unified School District

RRY/em

cc: Personnel File
Bob Noyes, Director of Human Services
Board of Trustees

"PURSUIT OF EXCELLENCE"

4.1 C.2

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*
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 TRUSTEES
FACT SHEET

SUBJECT:
Request for minimum day

AGENDA ITEM AREA:
Consent

REQUESTED BY:
John Wyatt - Principal
Phoenix High School

ENCLOSURES:

MEETING DATE:
January 20, 2004

BACKGROUND:
Phoenix High School is requesting a minimum day for Friday, April 23, 2004, for the teachers to attend the annual Continuation School Conference.

SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees approve the above item.

4.2

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 (UP)___
2. Fosters a safe, caring environment where individual differencesare 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, localgovernment, 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:
Approval of Recommended Appointees for the Lincoln Community Library

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe
District Superintendent

ENCLOSURES:
No

MEETING DATE:
January 20, 2004

BACKGROUND:
The Board of Trustees is being requested to approve the following appointees to serve on the Lincoln Community Library Committees:

~Library Advisory Committee (LAC)
Scott Leaman, Assistant Superintendent of Educational Services
Karen Roberts, Board of Trustee Member
Shirley Russell, Retired Teacher and Member of Friends of the Library
Jane Tahti, Retired Teacher and Member of Friends of the Library
Irma Balonek, First Street School Librarian
~Technology Advisory Committee (TAC)
Chuck Youtsey, District Technology Coordinator
Cheryl Harrison, Glen Edwards Middle School Librarian

Upon approval these appointees will be given copies of their duties.

SUPERINTENDENT'S RECOMMENDATION:
Administration recommends the Board of Trustees approve the appointees as listed.

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4.3

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 SBLT Involvement	 ___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Program Focus Issue –
Program Improvement

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

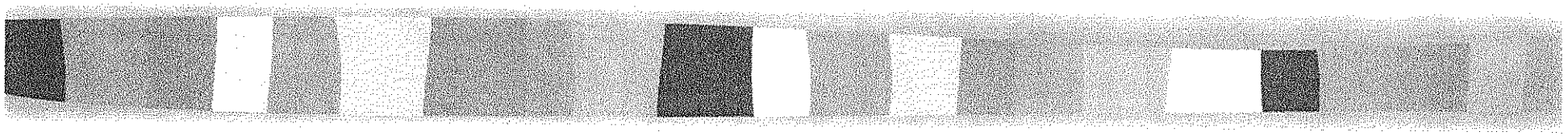
MEETING DATE:
January 20, 2004

BACKGROUND:

A presentation on the implications of program improvement under No Child Left Behind will be delivered.

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

6.5.2



No Child Left Behind:
Identification of Program Improvement (PI) Schools and Districts

January 2004

Western Placer Unified School District

No Child Left Behind:
Identification of Program Improvement (PI) Schools and Districts
Western Placer Unified School District

January 2004

1

No Child Left Behind

- New definition of AYP and PI
- Identification of PI schools and districts
- PI appeal process
- PI sequential requirements under NCLB
- PI implementation timelines

2

AYP for Title I Schools and Districts

- Applies to all schools and districts that receive Title I funds
- Title I schools and districts must meet all four components of AYP
  - Percent of students proficient or above on statewide assessments
  - Student participation rate in the statewide assessments
  - API
  - Graduation rate (high schools)

3

2003-04

Title I Schools Identified for PI

- Did not meet the annual measurable objectives (AMOs) in the same content area (English-language arts or math) in both 2001-02 and 2002-03

  or
- Did not meet any one of the other components of the AYP.

4

Title I Districts Identified for PI

- Did not meet the annual measurable objectives (AMOs) in the same content area for two consecutive years for any significant subgroup or district-wide

  or
- The district did not meet any one of the other components of AYP.

5

Appeal Process for PI Schools and Districts

- A district may appeal on its own behalf or for a school.
- Appeal must be based on substantive or statistical error (to be defined).
- 30-days to file appeal and to receive final determination.
- Appeal is one-time, for August, October, or December 2003 AYP report only.

6

6.5.2 b

NCLB PI School Requirements
Year 1 Program Improvement

- Revise school plan.
- Use 10% funds for staff development.
- Provide school choice with paid transportation.
- District provides technical assistance (TA).

7

NCLB PI School Requirements
Year 2 Program Improvement

- *Continue*
  - –Staff development
  - –Choice
  - –District TA
- *Add*
  - –Supplemental services/tutoring

8

NCLB PI School Requirements
Year 3 Corrective Action

- Continue
  - –District TA
  - –Choice
  - –Supplemental services
- Add
  - –District corrective action

9

NCLB PI School Requirements
Year 4 Corrective Action

- Continue
  - –District TA
  - –Choice
  - –Supplemental services
- Add
  - –Development of plan for alternative governance

10

NCLB PI School Requirements
Year 5 Restructuring

- Implement alternative governance plan
  - –Reopen as charter.
  - –Replace staff.
  - –Contract with external entity.
  - –Takeover by state.

11

PI District Requirements
Year 1 Program Improvement

- Revise LEA Plan.
- Use 10% funds for staff development.
- Target students not making AYP.
- Provide extended learning opportunities.
- Involve parents.
- Receive TA from state.

12

PI District Requirements

Year 2 Implement Plan
Year 3 State Corrective Action

- State takes one corrective action:
  - –Reduce funds;
  - –Institute new curriculum and staff development;
  - –Replace personnel;
  - –Appoint trustee;
  - –Restructure LEA;
- And authorize choice.

13

After December 2003 AYP Report

- Schools that made AYP for August and October reports, but did not make AYP for Final December Report, must immediately move to implement the requirements of NCLB.

14

INFORMATION

DISCUSSION

ACTION 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 differencesare 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, localgovernment, 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:
Approval of New Policies
Following First Reading

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
Roger R. Yohe
District Superintendent

ENCLOSURES:
Policies & Regs

MEETING DATE:
January 20, 2004

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 was presented on a first reading basis on January 6th; they are now ready for adoption.

* BP/AR//E 0520.2 Title I Program Improvement Schools
* E 4112.1 Certification
* BP/AR 6142.7 Physical Education
* BP 6142.8 Comprehensive Health Education

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the new policies/regulations and exhibits as presented.

Eva\h:\wpfiles\Board\format3

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

The Governing Board desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress (AYP) toward the state's proficient level of achievement on state assessments.

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall coordinate program improvement efforts with federal, state and local school improvement programs as appropriate.

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)

The Superintendent or designee shall ensure that students in program improvement schools receive supplemental educational services and opportunities for student transfers in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall provide the Board with regular reports on the implementation of the improvement plan and the effectiveness of the program improvement efforts in raising student achievement.

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

Legal Reference:
EDUCATION CODE
60642.5 California Standards Tests
60850-60856 High School Exit Examination

7.1.1

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

PUBLIC LAW 107-110
1001 Title I program purpose
1111 Adequate yearly progress
1112 Local educational agency plan
1113 Eligibility of schools and school attendance areas; funding allocation
1116 School improvement
9532 Persistently dangerous schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.39-200.43 Requirements for program improvement, corrective action and restructuring
200.44 School choice option
200.45-200.47 Supplemental services
200.48 Funding for transportation and supplemental services
200.49-200.51 State responsibilities
200.52-200.53 District improvement
Management Resources:
CSBA ADVISORIES
No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003
Supplemental Educational Services for NCLB: School Districts and County Offices as Providers, November 2002
The "No Child Left Behind" Act of 2001: Policy Implications for School Districts, July 2002
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Public School Choice, December 4, 2002
Supplemental Educational Services, December 12, 2002
WEB SITES
CSBA: http://www.csba.org
CDE: http://www.cde.ca.gov/iasa/titleone
U.S. Department of Education: http://www.ed.gov
No Child Left Behind: http://www.nclb.gov

Adopted:
Q;1000b\bp0520.2

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

Definitions

Program improvement school is a school receiving federal Title I funds that has failed to make adequate yearly progress for two or more consecutive school years.

Adequate yearly progress (AYP) is the minimum percentage of students at each school who must perform at or above the "proficient" level each year in reading-language arts and mathematics. The minimum percentage rises each year, so that by 2014 all students in all schools must achieve at the proficient level or higher in both content areas. The minimum percentage also applies to each numerically significant subgroup of students, unless the percentage of students in the group who did not meet or exceed the target decreased by at least 10 percent from the preceding year and the group progressed on one or more academic indicators.

At or above the "proficient" level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the State Board of Education.

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

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.

Requirements for Program Improvement Schools

When any district school is identified for program improvement: (P.L. 107-110, Section 1116)

(cf. 0420 - School Plans/Site Councils)
(cf. 6171 - Title I Programs)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for program improvement, as described below under "Student Transfers."

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 0420.4 - Charter Schools)
(cf. 5118 - Transfers)

2. The school shall develop or revise a two-year improvement plan in accordance with P.L. 107-110, Section 1116, for approval by the Governing Board.

Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (P.L. 107-110, Section 1116)

The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (P.L. 107-110, Section 1116)

As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education, an institution of higher education, a private organization, an educational service agency or another entity with experience in helping schools improve academic achievement, including assistance in: (P.L. 107-110, Section 1116)

1. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan

2. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement

3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status

For any school that fails to make AYP by the end of the first full school year after being identified for program improvement, the Superintendent or designee shall: (P.L. 107-110, Section 1116)

7.1.4

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

1. Continue to provide all students enrolled in the school with the option to transfer to another district school or charter school that has not been identified for program improvement

2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"

3. Continue to provide for technical assistance

Any school that continues to fail to make AYP in subsequent years shall be subject to items #1-3 above as well as additional consequences ranging from corrective actions to restructuring of school governance pursuant to P.L. 107-110, Section 1116.

Whenever a school is identified for program improvement, corrective action or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (P.L. 107-110, Section 1116)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state

2. An explanation of complicated state formulas that may have factored into the outcome of scores leading to the failure to make AYP.

3. The reasons for the identification

4. An explanation of what the school is doing to address the problem of low achievement

5. An explanation of what the district or state is doing to help the school address the achievement problem

6. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement

7. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

7.1.5

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies. (P.L. 107-110, Section 1116)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (P.L. 107-110, Section 1116)

All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (P.L. 107-110, Section 1116)

When a school identified for program improvement, corrective action or restructuring makes AYP for two consecutive school years, it shall no longer be subject to the requirements described above. (P.L. 107-110, Section 1116)

Student Transfers

All students enrolled in a Title I school that is identified for program improvement, corrective action or restructuring shall be provided an option to transfer to another district school or charter school that: (P.L. 107-110, Section 1116; 34 CFR 200.44)

1. Has not been identified for program improvement, corrective action or restructuring

2. Has not been identified by the California Department of Education as a "persistently dangerous" school pursuant to P.L. 107-110, Section 9532

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5116.1 - Intradistrict Open Enrollment)

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (P.L. 107-110, Section 1116)

7.1.6

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered not later than the first day of the school year following administration of the assessments that resulted in the identification of the school for program improvement, corrective action or restructuring. (34 CFR 200.44)

An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. (P.L. 107-110, Section 1116)

The notice shall:

1. Inform parents/guardians that their child is eligible to attend another public school or public charter school due to the less-than-adequate performance of their child's current school

2. Identify each public school or public charter school that the parent/guardian can select

3. Explain why the choices made available to them may have been limited

4. Describe the performance and quality of the schools to which the student may transfer

5. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)

6. Explain the provision of transportation to the new school (34 CFR 200.37)

11.1.11

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (P.L. 107-110, Section 1116)

(cf. 3540 - Transportation)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within that zone shall be fully provided, while transportation outside that zone may be partially provided or funded.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvement, corrective action or restructuring. (P.L. 107-110, Section 1116)

If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (P.L. 107-110, Section 1116)

1.1.8

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 5117 - Interdistrict Attendance)
(cf. 5117.1 - Interdistrict Attendance Agreements)
(cf. 5117.2 - Alternative Interdistrict Attendance Program)

Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase eligible students' achievement on state academic assessments and to assist them in attaining state academic standards. (P.L. 107-110, Section 1116)

(cf. 6011 - Academic Standards)

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of:

1. The availability of supplemental educational services (P.L. 107-110, Section 1116)

2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies (P.L. 107-110, Section 1116)

3. The identity of approved providers that are accessible through technology, such as distance learning

4. The services, qualifications and demonstrated effectiveness of each provider (P.L. 107-110, Section 1116)

5. The procedures and timelines that parents/guardians must follow to select a provider

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the State Board of Education. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (P.L. 107-110, Section 1116)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

7.1.9

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6174 - Education for English Language Learners)

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (P.L. 107-110, Section 1116)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (P.L. 107-110, Section 1116)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's individualized education program.

2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.

3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

4. Contain provisions with respect to the district making payments to the provider.

5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

Adopted:
Q:1000b\ar0520.2

7.1.10

Western Placer Unified School District

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

PARENTAL NOTIFICATION:
OPTION TO TRANSFER OUT OF PROGRAM IMPROVEMENT SCHOOL

Dear Parent/Guardian:

The _____ School is a Title I school receiving funds through the federal No Child Left Behind (NCLB) Act of 2001. The NCLB requires schools to be assessed each year to determine if they are making adequate yearly progress toward meeting the state's student academic achievement standards. For the past [number] years, the _____ School has not met the criteria adopted by the State Board of Education and so has been identified as needing [program improvement/corrective action/restructuring].

Federal law requires that all parents/guardians of students in this school be offered an opportunity to transfer their children to another district school or charter school. Such transfers would take effect on [date].

The following schools are available to accept transfers:

_____
_____
_____
_____
_____
_____
_____

Information about the performance and quality of each available school is enclosed, including information on academic achievement.

Other district schools may not appear on this list because either (1) the school is ineligible to accept transfers in accordance with Section 1116 of P.L. 107-110 and 34 CFR 200.44, or (2) the Superintendent has determined that all transfer requests can be accomplished among the above schools.

7.1.11

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

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

If you choose to transfer your child, the district will [provide transportation for your child to the new school] [reimburse your costs of transporting your child by private or public transportation] during the time your child's current school is designated as needing [program improvement/corrective action/restructuring].

If you decide to leave your child in his/her current school, please be assured that the school will be developing an improvement plan and undergoing a number of steps to improve the school's performance.

7.1.12

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

Exhibit 2

PARENT/GUARDIAN TRANSFER REQUEST BASED ON
SCHOOL'S PROGRAM IMPROVEMENT STATUS

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

Child's Name: _____
Parent/Guardian's Name: _____Signature: _____
School Child Currently Attends: _____

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

If you have any questions, please contact the [district office or principal] at [phone number].

7.1.13

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

Exhibit 3

PARENTAL NOTIFICATION:
SUPPLEMENTAL EDUCATIONAL SERVICES

Dear Parent/Guardian:

The _____ School is subject to the accountability requirements of the federal No Child Left Behind Act of 2001 for schools receiving Title I funds that fail to make "adequate yearly progress," as defined by the State Board of Education, toward meeting the state's student academic achievement standards. In accordance with those requirements, eligible students in the _____ School may receive supplemental educational services (such as tutoring and other supplemental academic enrichment services outside the regular school day) by a provider with a demonstrated record of effectiveness. The district has determined that your child is eligible based on family income.

You are entitled to select supplementary educational services for your child from a list of service providers approved by the State Board of Education. Approved providers that are within the district, are reasonably available in neighboring local educational agencies or are available through technology are listed below. A brief description of the services, qualifications and demonstrated effectiveness of each such provider is enclosed.

_____
_____
_____
_____
_____
_____

Please submit your top [number] choices of service providers on the enclosed form by [date] to [the district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available. If funding is insufficient to serve all eligible students, or if a particular service provider is unable to serve all students who select that provider, priority will be given to the lowest achieving eligible students in the district.

If you wish assistance in choosing a provider or have any questions about this program, contact [name] at [phone number].

7.1.14

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

Exhibit 4

PARENT/GUARDIAN SELECTION OF
SUPPLEMENTAL EDUCATIONAL SERVICES

Instructions: To select supplemental educational services for your child, please complete the following form and mail, fax or deliver it to the principal of your child's school or to the district office by [date].

Student's Name: _____ School: _____
Parent/Guardian's Name: _____ Signature: _____

Please write numbers in the boxes below to indicate your top [number] choices of service providers:

[ ] _____[name of service provider]_____
[ ] _____[name of service provider]_____
[ ] _____[name of service provider]_____
[ ] _____[name of service provider]_____
[ ] _____[name of service provider]_____

Once a service provider has been determined for your child, the district will enter into a formal contract with the provider in accordance with law.

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

Adopted:
Q:1000\E0520.2

7.1.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT

E 4112.2 (a)

Personnel
CERTIFICATION

ATTESTATION REGARDING TITLE I TEACHERS

The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to P.L. 107-110, Section 1114 (schoolwide programs) and Section 1115 (targeted assistance schools).

School: _____ Principal: _____

I certify that this school has met all the requirements of P.L. 107-110, Section 1119, including the requirement that all teachers hired after the first day of the 2002-03 school year meet the following qualifications:

1. Hold at least a bachelor's degree

2. Have obtained full certification as a teacher or passed the state teacher licensing examination, and hold a license to teach in California

OR

Have fulfilled the certification and licensure requirements applicable to the years of experience the teacher possesses, or are participating in an alternative route to certification under the conditions described in Section 1119

3. Have not currently had certification or licensure requirements waived on an emergency, temporary or provisional basis

4. At the elementary school level, if new to the profession, have demonstrated subject knowledge and teaching skills in reading/language arts, writing, mathematics and other areas of the basic elementary school curriculum

5. At the middle or high school level, if new to the profession, have demonstrated competency in each of the academic subjects in which the teacher teaches, by either passing a rigorous state academic subject test in each subject or successfully completing

7.1.16

an undergraduate major, graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing in each subject

6. At any grade level, if not new to the profession, demonstrate subject matter competency either by fulfilling the applicable criteria listed above for new teachers or meeting a high, objective, uniform state standard of evaluation

_____

Signature of Principal

7.1.17

Exhibit 2

PARENTAL NOTIFICATION: TEACHER QUALIFICATIONS

To Parents/Guardians:

The _____ School is a Title I school receiving funds through the federal No Child Left Behind (NCLB) Act of 2001. The NCLB Act grants you the right to know that your child's teacher [include teacher's name when child is instructed by more than one teacher] is authorized to teach in the State of California and satisfies state licensure requirements, but meets one of the following conditions and therefore may not yet satisfy NCLB requirements:

1. Holds a pre-internship certificate

2. Holds an emergency credential

3. Does not have a major or equivalent coursework in the subject matter being taught

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

Adopted:

Q:4000(a)\E4112.2

7.1.18

Western Placer Unified School District

BP 6142.7 (a)

INSTRUCTION

Physical Education

The Governing Board recognizes the positive benefits of physical activity for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the district.

The Board desires to provide a physical education program which builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6145.2 - Athletic Competition)
(cf. 6146.1 - High School Graduation Requirements)

The Board shall approve the components of the physical education program.

(cf. 6143 - Courses of Study)

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. An appropriate alternative activity shall be provided for these students.

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

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Exemptions

With the consent of the student, the Superintendent or designee may grant temporary exemption from physical education under either of the following conditions: (Education Code 51241)

11.19

INSTRUCTION

Physical Education

1. A student is enrolled for one-half time or less.

2. A student is ill or injured and a modified program to meet his/her needs cannot be provided.

The Superintendent or designee may grant permanent exemptions from physical education for a student who is either: (Education Code 51241)

1. Age 16 years or older and has been in grade 10 for one or more academic years

2. Enrolled as a postgraduate student

3. Enrolled in a juvenile home, ranch, camp or forestry camp school with recreation and exercise scheduled

The Superintendent or designee may exempt students, with their consent, from any two years of physical education courses during grades 10 through 12 pursuant to Education Code 51241, provided the student has passed the physical performance test administered in grade 9 pursuant to Education Code 60800. (Education Code 51241)

The Superintendent or designee may excuse any student in grades 10 through 12 who attends a regional occupational center or program from attending physical education courses if such attendance results in hardship because of the travel time involved. (Education Code 52316)

The Superintendent or designee may exempt a high school student from physical education if he/she is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference:
EDUCATION CODE
49066 Grades; physical education class

7.1.20

INSTRUCTION

Physical Education

51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test
CODE OF REGULATIONS, TITLE 5
3051.5 Adapted physical education for individuals with exceptional needs
10060 Criteria for physical education program
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 230 (1970)

Management Resources:
CSBA PUBLICATIONS
Healthy Food Policy Resource Guide, 2003
CDE PROGRAM ADVISORIES
0418.89 Physical Education, April 18, 1989
CDC PUBLICATIONS
School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000
CDHS PUBLICATIONS
Jump Start Teens, 1997
Playing the Policy Game, 1999
School Idea and Resource Mini Kit, 2000
NASBE PUBLICATIONS
Fit, Healthy and Ready to Learn, 2000
WEB SITES
CSBA: http://www.csba.org
CDE, Nutrition Services Division/SHAPE California: http://www.cde.ca.gov/nsd
CDHS, School Health Connections: http://www.mch.dhs.ca.gov/programs/ shc/shc.htm
California Project LEAN (Leaders Encouraging Activity and Nutrition): http://www.californiaprojectlean.org

11.1.21

INSTRUCTION

Physical Education

California Healthy Kids Resource Center: http://www.californiahealthykids.org
National School Boards Association: http://www.schoolhealth@nsba.org
National Association of State Boards of Education (NASBE): http://www.boards@nasbe.org
Centers for Disease Control and Prevention (CDC):http://www.cdc.gov

Adopted:

Q:6000(b)bp6142.7

7.1.22

INSTRUCTION

Physical Education

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1 through 6 and not less than 400 minutes each 10 school days for students in grades 7 through 12. (Education Code 51210, 51222)

During the month of February, March, April or May, students in grades 5, 7 and 9 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

Adopted:

Q:6000(b)\ar6142.7

7.1.23

INSTRUCTION

Comprehensive Health Education

The Governing Board intends for health education to be part of a comprehensive district program to promote the health and well-being of students and staff. As part of this program, the Board is committed to providing for physical education, health services, nutrition services, psychological and counseling services, a safe and healthy school environment, and involvement of parents/guardians and community members.

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5142 - Safety)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6142.1 - Family Life/Sex Education)
(cf. 6142.2 - AIDS Prevention Instruction)
(cf. 6142.7 - Physical Education)
(cf. 6164.2 - Guidance/Counseling Services)

The Board believes that health education should foster the knowledge, skills and behaviors that students will need in order to lead healthy, productive lives. Besides understanding the process of growth and development, students should know how to obtain and use health-related information, products and services. They should learn to accept personal responsibility for their own lifelong health and to respect and promote the health of others.

The district shall provide age-appropriate health education including, but not limited to, instruction related to:

1. Family living

2. Individual growth and development

7.1.24

INSTRUCTION

Comprehensive Health Education

3. Nutrition, including but not limited to lessons that address the negative effects that obesity has on an individual's long-term health and well-being and ways to promote lifelong healthy eating

4. Communicable and chronic diseases

5. Personal health, including but not limited to lessons that address the hazardous effects of excessive noise and overexposure to sun

6. Mental and emotional health

7. Injury prevention and safety

8. Alcohol, tobacco and other drugs

9. Environmental health

10. Consumer and community health

(cf. 6143 - Courses of Study)

The above content areas shall be addressed in a planned, sequential curriculum for students in kindergarten through 12th grade.

Upon written request by a student's parent/guardian, he/she shall be excused from any part of the health instruction that conflicts with the parent/guardian's religious training, beliefs or personal moral convictions. Parents/guardians shall receive notification at the beginning of each school year regarding their right to excuse students from health instruction on these grounds. (Education Code 48980, 51240)

(cf. 5145.6 - Parental Notifications)

Legal Reference:
EDUCATION CODE
233.5 Duty concerning instruction of students

7.1.25

INSTRUCTION

Comprehensive Health Education

8850.5 Family relationships and parenting education
35183.5 Sun protection
38085 Sale of specified food items
49413 First aid training
49490-49493 Child nutrition needs
49500 Meals for students
51201.5 Instruction on AIDS and AIDS prevention
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and dangerous drugs
51210 Areas of study
51220.5 Parenting skills; areas of instruction
51240 Excuse from instruction due to religious beliefs
51260-51269 Drug education
51265 Gang violence and drug and alcohol abuse prevention inservice
51513 Personal beliefs
51550 Sex education courses
51553 Sex education classes; course criteria
51820 Venereal disease instruction; notifications; inspection of materials
51890-51891 Comprehensive health education programs
51940 Prevention of brain and spinal cord injuries
Management Resources:
CSBA PUBLICATIONS
Healthy Food Policy Resource Guide, 2003
CDE PUBLICATIONS
Health Framework for California Public Schools, 1994
CDHS PUBLICATIONS
Jump Start Teens, 1997
Playing the Policy Game, 1999
School Idea and Resource Mini Kit, 2000
WEB SITES
CSBA: http://www.csba.org
CDE: http: //www.cde.ca.gov
CDHS, School Health Connections: http://www.mch.dhs.ca.gov/programs/ shc/shc.htm

Adopted:

Q:6000(b)bp6142.8

7.1.26