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

MEMBERS OF THE GOVERNING BOARD

Karen Roberts, President
Paul Long, Vice President
Marcia Harris, Clerk
Earl Mentze, Member
Nels V. Tahti, 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,
Linda Pezanoski, Principal, Sheridan Charter School
John Bliss, Principal, Carlin C. Coppin Elementary School
Ken Gammelgard , Principal, Creekside Oaks Charter Elementary School
Susan Taxara, Vice Principal, Creekside Oaks Charter 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, Principal, LHSN
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	
Sheridan Charter School (K-8)	
Sheridan School Independent Study (SSIS)	
First Street School	
Carlin C. Coppin Elementary (K-5)	
Creekside Oaks Elementary (K-5)	
Glen Edwards Middle (6-8)	
Lincoln High School/Lincoln North	
Phoenix High School	
PCOE Home School	
TOTAL:	
Phoenix Infant/Toddler Center	Kindergarten Readiness:
Preschool/Head Start	
First & J Streets	
Sheridan Program	
Carlin Coppin Program	
Adult School	
Citizenship/ESL	
Evening Classes	
Adult Ed. Child Care	

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
AUGUST 19, 2003
LINCOLN HIGH SCHOOL – Performing Arts Building
790 "J" STREET, LINCOLN, CA

AGENDA

2003-2004 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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 # 02/03 (G) RE-ENTRY
b. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (K) RE-ENTRY
c. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (MM) RE-ENTRY
d. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (X) RE-ENTRY

2. ADJOURN TO OPEN SESSION

REGULAR MEETING AGENDA

7:00 P.M. OPEN SESSION - Performing Arts Building - LHS

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 # 02/03 (G) RE-ENTRY
b. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (K) RE-ENTRY
c. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (MM) RE-ENTRY
d. Student Discipline/Expulsion Pursuant To E.C. 48918 Student # 02/03 (X) RE-ENTRY

3. SPECIAL ORDER OF BUSINESS

3.1 NEW EMPLOYEE INTRODUCTIONS BY PRINCIPALS



3.2 NEW EMPLOYEE RECEPTION IN FOYER

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:
A.1 Certificated Employment: Carrie Kandris, 1st Grade Teacher (.50), COES
A.2 Certificated Resignation(s): Kathleen Phillips, 6th Grade English Teacher, GEMS; Michelle Salinas, Science Teacher, GEMS
A.3 Request for Maternity Leave/Child Rearing, Camalyn Sahyoun, 2nd Grade SEI Teacher, FSS

b. Classified:
B.1 Classified Employment: Manuela Lopez, Food Service Assistant (28), FSS; Stella Oliveira, Campus/Cafeteria Supervisor (25), CCC
B.2 Classified Resignation: Gay Radovich, School Office Clerk II, LHS; Kathy Turner, Librarian/Computer Lab Aide, Sheridan

4.2 Approval of Resolution 2003/2004.06 to Authorize Designated Personnel to Sign Contract Documents for FY 2003-04

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 –
6.2 Western Placer Teacher's Association – Kris Knutson, President
6.3 Western Placer Classified Employee Association – Nancy Griffin
6.4 Superintendent:
6.5 Assistant Superintendent(s)
- 6.5.1 Jay M. Stewart
  - a. Facilities Focus Area: Elementary School Progress Report
- 6.5.2 Scott Leaman
  - a. Program Focus Area: Adequate Yearly Progress (AYP)
  - b. Program Focus Issue: California High School Exit Exam
- 6.5.3 Bob Noyes, Personnel Director
  - a. New Teacher Workshop

6. ♦INFORMATION ♦DISCUSSION ♦ACTION

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

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.

6.1 (A) BOARD MEMBER OFFICIAL RESIGNATION DATE

- Yohe *(03/04 G &O, Components I - V)*

• The Board of Trustees will take action to officially accept the letter of resignation from Mr. Nels Tahti, as of August 23, 2003.

6.2 (D/A) **PROVISIONAL APPOINTMENT PROCESS AND PROCEDURE – Yohe** *(03/04 G &O, Components I - V)*

• The Board of Trustees will review, discuss and take action in regard to a provisional appointment for the coming board member vacancy.

6.3 (I/D/A) **RATIFICATION OF REVISED 2003-2004 SCHOOL CALENDAR (Student and Teacher Calendars)– Yohe** *(03/04 G &O, Components I - V)*

• The Board of Trustees will receive revised 2003-2004 school year calendars for both teachers and students.

6.4 (I/D/A) **APPROVAL OF CHANGE ELEMENTS OF THE LOCAL PLAN FOR PLACER COUNTY SELPA - – Leaman** *(03/04 G &O, Components I - V)*

• The Board of Trustees will receive a description of Governance and Administration of the Local Plan changes, which are being considered. Administration recommends the Board of Trustees discuss and take action to approve the changes in the local SELPA plan as seen in the document.

6.5 (A) **ADOPTION OF ANNUAL SECOND MEETING SITE PRESENTATION CALENDAR – Yohe** *(03/04 G &O, Components I - V)*

• The Board of Trustees annually adopts a calendar for school site presentations to the Board. Being submitted for consideration is the second meeting presentation calendar for the 2003-2004 school year.

6.6 (A) **ADOPTION OF THE FY 2003-04 SUPERINTENDENT AND MANAGEMENT TEAM GOALS AND OBJECTIVES – Yohe** *(03/04 G &O, Components I - V)*

• The Board of Trustees has received two preliminary documents, one in April and the second on August 5th. Being presented for adoption is the final 2003-2004 Superintendent and Management Team Goals and Objectives.

6. ♦INFORMATION ♦DISCUSSION ♦ACTION (continued)

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

6.7 (A) ADOPTION OF NEW POLICIES AND REGULATIONS READ ON AUGUST 5, 2003 -Yohe *(03/04 G &O, Components I - V)*

•The Board of Trustees reviewed the following new policies and regulations at the August 5th Board meeting. It is being requested these policies be approved as submitted.

- BP/AR/E 4222 Teacher Aides/Paraprofessionals
- BP/AR 5022 Student and Family Privacy Rights
- AR 5148.1 Child Care Services for Parenting Students
- AR 6112 School Day
- AR 7160 Charter School Facilities

7. COMMENTS - BOARD OF TRUSTEES

7.1 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
- Aquatic Center (Added 3/6/01)

7.2 BOARD COMMENTS

8. ESTABLISHMENT OF NEXT MEETING (S)

- The President will establish the following meeting(s):
  >September 2, 2003, 7:00 p.m., Lincoln High School Library

9. ADJOURNMENT OF REGULAR SESSION

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: 8/29/03
a:\wpfiles\board\agendas\81905

DISCLOSURE OF CLOSED SESSION ACTION

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CLOSED SESSION AGENDA

PLACE: **Administrative Conference Room – 810 J Street**
DATE: **August 19, 2003**
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
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 onducted.
   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

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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

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 TRUSTEES
FACT SHEET

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

AGENDA ITEM AREA:
Disclosure of action taken in closed session.

REQUESTED BY:
John Wyatt
Administrative Hearing Officer

ENCLOSURES:

MEETING DATE:
August 19, 2003

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

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

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

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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

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 TRUSTEES
FACT SHEET

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

AGENDA ITEM AREA:
Disclosure of action taken in closed session.

REQUESTED BY:
John Wyatt
Administrative Hearing Officer

ENCLOSURES:

MEETING DATE:
August 19, 2003

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

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

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

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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

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 TRUSTEES
FACT SHEET

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

AGENDA ITEM AREA:
Disclosure of action taken in closed session.

REQUESTED BY:
John Wyatt
Administrative Hearing Officer

ENCLOSURES:

MEETING DATE:
August 19, 2003

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

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

9.10

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
Re-Entry
Student # 02-03 X

AGENDA ITEM AREA:
Disclosure of action taken in closed session.

REQUESTED BY:
John Wyatt
Administrative Hearing Officer

ENCLOSURES:

MEETING DATE:
August 19, 2003

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

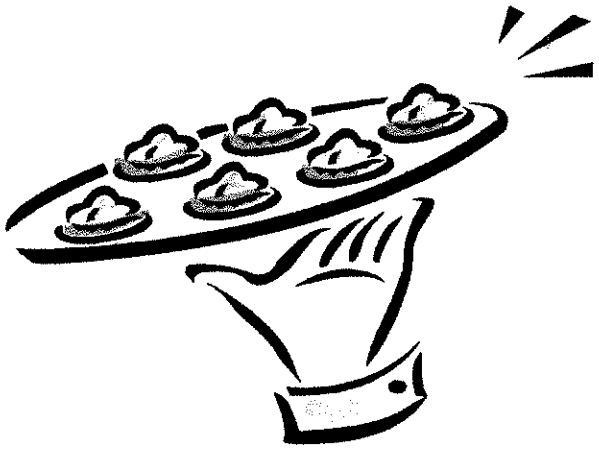
SUPERINTENDENT'S RECOMMENDATION:
The administration recommends the Board of Trustees disclose any action taken in regards to the above items

9.1 d

SPECIAL

ORDER OF

BUSINESS



Your Invited

Date: August 19, 2003

Time: 7:00 pm.

Place: Lincoln High School Performing Arts Building,
790 J Street, Lincoln

The Western Placer Unified School District Board of Trustees will be holding a "new employee" reception during its regularly scheduled meeting on August 19th.

Please join us for a very short time of introduction, refreshments and fellowship. You will be excused early as school starts the next day.

We look forward to seeing you so we may get to know you!

3.2

CONSENT

AGENDA

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 X Complies with Site Plan (LIP) ____ Complies with Governance & Management Document ___ Complies with District Goals X 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 Certificated Employment for the 2003/2004 School Year

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will consider ratification of employment of:

Carrie Kandris, 1st Grade Teacher (.50) – COE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individual listed above.

4.1 A.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 __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 Certificated Resignations

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

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

Kathleen Phillips – 6th Grade English Teacher - GEM
Michelle Salinas – Science Teacher - GEM

SUPERINTENDENT'S RECOMMENDATION:

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

Boardfactsheet.doc

H.1 p.2

July 29, 2003

Dear Western Placer Unified School District,

I would like to resign my position as a sixth grade English and history teacher at Glen Edwards Middle School. My family and I will be moving to the Bay Area and I will no longer be able to work in Lincoln. I am very grateful for the opportunity to work at Glen Edwards Middle School and will sincerely miss my friends and colleagues at the school. I apologize for the short notice and hope you are able to find someone quickly for the position.

Thank you,

Kathleen Phillips

Kathleen Phillips

Accepted
7/29/03
9:05 dm

4.1 A.2.1

Dear Roger Yohe, July 28, 2003

Please accept effective today my resignation from the Western Placer Unified School District. Thank you for the opportunity you have given me. I really appreciate it.

Thank you,

Michelle Salinas

OK yl 7/28/03 9:50 am.

H.R.
A.P.

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:
Requests for Maternity Leave/ Child Rearing

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will take action on a request for Maternity Leave/Child Rearing as per WPTA Contract, Article VIII, Section D. Number 1 and Number 2 from:

Camalyn Sahyoun – 2nd Grade SEI Teacher - FSS

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the request for maternity leave/child rearing as listed.

H.1 A.3

Camalyn M. Sahyoun
1692 Jasmine Way
Lincoln, CA 95648
(916)408-2425
Cammie@starstream.net

July 28, 2003

To Whom It May Concern:

I am writing this letter to request a leave under Article VIII, Sections D-1 and D-2 of the WPUSD and WPTA contract. This would include "maternity" and "child rearing leave" simultaneously from November 10th through March 1st. I have made arrangements for a long-term substitute. If you have any questions or need to discuss this matter with me in person, you can contact me at First Street Elementary School.

Sincerely,

Cammie Sahyoun

Camalyn M. Sahyoun

H.1 A.3.1

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) ____ 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, 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 Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will consider ratification of employment of:

Manuela Lopez – Food Service Assistant (.28) - FSS
Stella Oliveira – Campus/Cafeteria Supervisor (.25) - CCC

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individuals listed above.

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** 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** BN **Program Sign Off by S. Leaman** ____ **SBLT Involvement** ____ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Classified Resignations

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY: BN
Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

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

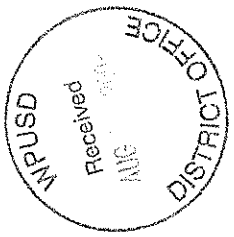
Gay Radovich, School Office Clerk II – LHS
Kathy Turner, Librarian/Computer Lab Aide - Sheridan

SUPERINTENDENT'S RECOMMENDATION:

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

Boardfactsheet.doc

4.1 B.2



August 7, 2003

Lincoln High School
790 J Street
Lincoln, Ca 95648

Dear Miss Smith,

It is with much regret that I resign my position of A.P. Clerk at Lincoln High School. I have thoroughly enjoyed my association with the staff, teachers, students and parents. I really appreciate all the encouragement, support and technical assistance I have received over the past few years. It was a very difficult decision for me to make because of the wonderful people I work with on a daily basis.

I spent the summer working at Placer Title Company in Auburn as an escrow assistant. This week they offered a job opportunity I decided to accept.

Please accept my resignation effective this month of August. I plan to maintain my position at Lincoln High School while you are looking for my successor. I look forward to training this person so the transition will be as smooth as possible.

Sincerely,

Gay Radovich

Accepted 8/11/03
18th

H.1 B.2.1

July 23, 2003

To: Roger Yohe
Superintendent of Western Placer Unified School District

RECEIVED
JUL 28 2003

Re: Resignation of Kathryn Turner

Dear Roger,

This is to inform you that I will not be returning to work for the school district as a Librarian/Computer Lab Aide at Sheridan School when school resumes in August 2003.

That official statement over, I would like to let you know how much I have enjoyed working with such a wonderfully supportive bunch of people. I have worked for the district for the past nine years, on two different sites – Creekside Oaks and Sheridan School. Both were great places to work, with their own special staffs and students.

I came to the district with little work experience, after being a stay-home mom for many years, and have made friendships that will last a lifetime. The administration at the sites and at the district office has always been helpful and supportive. Working "school hours" has meant that I could continue to be an effective parent to my six children. This has meant more to me than you can imagine. I have seen four of my children graduate from Lincoln High School – two with honors – and the youngest two are finishing the last few years there.

Being in so much contact with people who put high value on education inspired me to do something that no one in my family has done. I decided I could get a college degree – no matter that I was middle-aged and hadn't had a math class in 20 years! With all the administration, teachers, aides and other staff I came in daily contact with cheering me on – and calming my qualms – I have accomplished that goal and have had to make another life-altering decision. I have been offered a job using the skills I have spent so many hours gaining, working at a local agency, with the potential for growth that I realize I will not be able to find in the school system, as it is regulated today.

As hard as the decision was to start to work, this step is even harder in many ways. I feel like I'm leaving my family and moving away! But my ties to Western Placer Unified School District are deep and I still have two children to graduate, so even though I will not be working at a school in the district, I will be around. I have made some lifelong friendships and so don't be surprised to see me pop up now and then!

With warmest regards,
Kathryn Turner

Accepted/Approved
7/29/03

H:1
8.2.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.
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 03/04.06 to Authorize Designated Personnel to Sign Contract Documents for FY 2003-04.

SUBJECT AREA:

Consent Agenda

REQUESTED BY:

Jay M. Stewart
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

August 19, 2003

BACKGROUND:

The attached resolution authorizes designated personnel to sign Child Development contracts in FY 2003-04.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends that the Board of Trustees approve Resolution 03/04.06 to authorize designated personnel to sign contract documents for FY 2003-04.

4.2

RESOLUTION 03/04.06

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2003/04.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Western Placer Unified School District

authorizes entering into local agreement number/s FCAP-2164 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Jay M. Stewart	Assistant Superintendent	
Trudy Wilson	Director, Business Services	

PASSED AND ADOPTED THIS 19th day of August 2003/04, by the Governing Board of Western Placer Unified School District of Placer County, California.

I, Marcia Harris, Clerk of the Governing Board of Western Placer Unified, of Placer, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) 08/19/03 (Date)

4.2.1

REPORTS AND COMMUNI-CATION

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 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:
Program Focus Issue - Adequate Yearly Progress (AYP)

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
August 18, 2003

BACKGROUND:

Background information will be presented to the Board on the State's new Adequate Yearly Progress system approved by the Federal government to meet the No Child Left Behind act.

District results for Phase 1 were not available in time for inclusion in the board packet, but will be presented at the meeting.

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

2003
Adequate Yearly Progress
Phase I Report

Information Supplement

(A supplement to the 2002 Base AYP Report Information Guide)



August 2003

prepared by the
Policy and Evaluation Division
California Department of Education

b.b.x
a.1

TABLE OF CONTENTS

Preface 1

AYP Update 2
- 2003 AYP Criteria: Summary of Requirements for Meeting AYP 2
- 2002 Base AYP and 2003 AYP Reports 5
- Program Improvement (PI) Requirements: Consequences of Not Making 2003 AYP 6

Summary of How PI Status is Determined for Title I Schools 8

NCLB Program Improvement Timeline 11

Talking Points for Districts 12

Sample Press Release for Districts 14

AYP Summary Timeline 16

Calculating the 2003 AYP Phase I 17

Sample Internet Reports 35

Reference Guide to the Internet and CDE Contacts 41

PREFACE

In July 2003, California's 2002 Base Adequate Yearly Progress (AYP) reports were posted on the California Department of Education (CDE) Web site at <*http://ayp.cde.ca.gov*>. These reports provided schools and districts with their 2002 starting points according to the new federal AYP requirements under the *No Child Left Behind Act of 2001 (NCLB)*. The *2002 Base Adequate Yearly Progress Report Information Guide* was also posted at that time to provide assistance to educators and the public in understanding the 2002 reports. The *2002 Guide* explains the 2002 Base AYP reports and also describes AYP requirements for 2003 and future years.

On August 15, 2003, the 2003 AYP Phase I reports and the 2003 Title I AYP reports will be posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. The 2003 AYP Phase I reports determine whether all schools and districts in California make 2003 AYP for Phase I according to the new NCLB requirements. The 2003 Title I AYP reports show the Program Improvement (PI) status of all Title I schools for Phase I. This document, the 2003 *AYP Report Phase I Information Supplement*, provides primarily new information about these reports that is not already available in the *2002 Guide*. Questions about the 2003 AYP Phase I reports should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or <*epic@cde.ca.gov*>. Questions about the 2003 Title I AYP reports should be directed to the Title I Policy and Partnerships Office at (916) 319-0854 or <*pi@cde.ca.gov*>.

This *Supplement* summarizes 2003 AYP criteria and 2003 PI requirements, describes how to calculate the 2003 AYP for Phase I, and provides sample 2003 AYP Phase I reports. For more background and detailed information about the 2003 AYP and future reports, please refer to the following sections of the *2002 Base AYP Information Guide*:

- Facts About AYP and AYP Reports
- Brochure: California's Adequate Yearly Progress, No Child Left Behind
- 2003 AYP Criteria and Flow Chart
- AYP Targets, 2003–2014
- NCLB Corrective Actions and Program Improvement Timeline
- Timetable for Implementing NCLB Requirements
- AYP Reporting Cycles
- Questions and Answers About NCLB and AYP
- Glossary of Terms

AYP UPDATE

- The *No Child Left Behind Act of 2001 (NCLB)* is federal legislation that establishes a new definition of Adequate Yearly Progress (AYP) for all schools, districts, and the state beginning with the 2003 AYP criteria. All schools and districts are required to meet all 2003 AYP criteria in order to make AYP. Currently, the consequences of not making AYP apply only to Title I-funded schools and districts. Schools and districts receiving federal Title I funds face NCLB Program Improvement (PI) consequences for not meeting or exceeding the new AYP requirements.

- PI is a formal designation for Title I-funded schools. A Title I school becomes PI if it does not meet AYP for two consecutive years on the same indicator (English-language arts, mathematics, Academic Performance Index (API), graduation rate). There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

- NCLB establishes a new definition of AYP. However, the term "Adequate Yearly Progress" has been used prior to NCLB to identify schools for PI under prior federal requirements. From 2000–2002, the API was used as the only definition of AYP. In 2003, the definition of AYP changes to the new criteria under NCLB.

- Based on the 2002 AYP status information (using the previous definition of AYP) and on the 2003 AYP reports (using the new AYP criteria), Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–2004 school year. (See "Summary of How PI Status is Determined for Title I Schools" in this document.) Districts will not enter PI until after the 2003–2004 school year.

- Title I schools that are in PI for the 2003–2004 school year must meet the NCLB requirements, as appropriate. The requirements for a PI school increase the longer a school stays in PI. However, **all Title I schools in PI for the 2003–2004 school year must offer choice for their students to attend another public school in the district that is not PI.** The local education agency (LEA) is responsible for the transportation costs for the students. For more detailed information about NCLB requirements for PI schools, see "NCLB Program Improvement Timeline" in this document.

2003 AYP Criteria: Summary of Requirements for Meeting AYP

- For 2003, California's new definition of AYP encompasses the following four requirements:
  - **Annual Measurable Objectives (AMOs)** – Achievement of the 2003 statewide AMOs on English-language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.

  - Elementary schools, middle schools, and elementary school districts must have at least 13.6 percent of students at proficient or above in ELA and 16.0 percent in mathematics.
  - High schools and high school districts (with grade levels 9–11 only) must have at least 11.2 percent of students at proficient or above in ELA and 9.6 percent in mathematics.
  - Unified school districts and high school districts (with grade levels 2–8 and 9–11) must have at least 12.0 percent of students at proficient or above in ELA and 12.8 percent in mathematics.

  The 2003 ELA and mathematics assessments used for the AMOs are the California Standards Tests (CSTs), in grades 2–8; the California Alternate Performance Assessment (CAPA), in grades 2–8 and 10; and the California High School Exit Examination (CAHSEE), in grade 10. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR) program. The use of the CAHSEE as one of the indicators for the AMOs is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation for individual students.
- **Participation Rate** – Achievement of a 95 percent student participation rate on 2003 ELA and mathematics assessments (schoolwide/districtwide and subgroups).
- **API** – Growth in the 2002-2003 Academic Performance Index (API) score of at least one point or a minimum 2003 Growth API of 560 (schoolwide/districtwide).
- **Graduation Rate** – Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.

■ All schools and districts are required to meet all 2003 criteria in order to make AYP for 2003.

■ Schools or districts with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools or districts must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. The confidence intervals and methodology are provided in a document entitled "Adjusted Percent Proficient Criteria for Under 100 Valid Scores," which is posted on the CDE Web site at <*http://www.cde.ca.gov/ayp*>.

■ AMOs must be met at the school and district level and by each numerically significant subgroup at the school or district in each content area (ELA and mathematics). "Numerically significant" is defined as 100 students OR 50 students who represent at least 15 percent of the students to be tested (i.e., enrollment on first date of testing). "Subgroups" include the following categories:
  - African American (not of Hispanic origin)
  - American Indian or Alaska Native
  - Asian

- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learner (English Learners plus Re-designated Fluent English Proficient students who have not scored proficient or above on the CST ELA for three years)
- Students with Disabilities (student receives special education services and has a valid disability code)

Reporting will occur for subgroups with at least 11 valid scores, but schools and districts will be held accountable for subgroups of 100 or 50 students who represent at least 15 percent of the students to be tested. For schools or districts with under 100 enrolled, there will be no numerically significant subgroups for participation rate or percent proficient. For schools or districts with under 100 valid scores (but more than 100 enrolled), there will be no numerically significant subgroups for percent proficient.

- A subgroup can be numerically significant for participation rate purposes but not be numerically significant for percent proficient purposes. The reverse of this may also occur. This is because numerically significant is determined separately for each purpose. The determination of a numerically significant subgroup for participation rate is based upon the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. However, the determination of numerically significant for percent proficient calculations is based upon the number of non-mobile students tested in a subgroup and the number of non-mobile students tested in the school.

- Pending legislation (Senate Bill 722) proposes to revise certain API requirements to align with NCLB requirements. The legislation would require the addition of English- language learners and students with disabilities as subgroups; the definition of "numerically significant subgroups" as subgroups with at least 100 valid test scores OR 50 valid test scores and 15 percent of the total valid test scores; and a revision in the definition of school mobility to match the AYP criteria.

- Detailed information about the 2003 AYP criteria is described on pages 11–21 in the *2002 Adequate Yearly Progress Report Information Guide* located on the CDE Web site at <*http://www.cde.ca.gov/ayp*>. Questions about AYP criteria should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or <*epic@cde.ca.gov*>.

2002 Base AYP and 2003 AYP Reports

- The 2002 Base AYP reports were posted on the California Department of Education (CDE) AYP Web site at <*http://ayp.cde.ca.gov*> in July 2003. These reports provided schools and districts with their starting points based upon the new definition of AYP and showed how well students performed in 2002 in order to familiarize schools and districts with new AYP requirements. These reports will not change a Title I school's 2001–2002 AYP status that was reported in February 2003 under the previous definition of AYP.

- The 2003 AYP reports will be posted on the CDE AYP Web site at <*http://ayp.cde.ca.gov*> in three phases:
  - **Phase I** is posted in August 2003 and reports whether schools and districts meet 2003 AYP AMOs and participation rate requirements.
  - **Phase II** will be posted in October 2003 and will report whether schools and districts meet 2003 AYP API and graduation rate criteria.
  - **Phase III** will be posted in December 2003 and will finalize all school and district data and will include reports for schools and districts that corrected demographic data.

- The 2003 AYP reports will be used to determine AYP for all schools and districts, beginning with the Phase I report. The August Phase I AYP reports are used to develop the 2003 Title I AYP reports that are provided in August. The Title I AYP reports identify new and advancing PI schools prior to the start of the 2003–2004 school year. The October Phase II AYP reports will be used to develop the 2003 Title I AYP reports that will be provided in October, which will identify additional new and advancing PI schools that do not make AYP on the Phase II indicators (API and graduation rate). The December Phase III report will be used to develop the 2003 Title I AYP reports that will be provided in December, which will identify additional new and advancing PI school that do not make AYP in Phase III with corrected demographic data.

- The 2003 AYP Phase I reports are based on 2003 data and indicate if the school or district meets all 2003 AYP criteria for Phase I. Schools or districts that **meet all Phase I criteria** will also need to meet all 2003 AYP Phase II criteria in October 2003 when Phase II 2003 AYP reports are posted on the Internet in order to make AYP for 2003. Schools or districts that **do not meet all Phase I criteria** will not make AYP for 2003.

- The CAPA was first administered statewide in the spring of 2003 and is included in the 2003 AYP report. The CAPA is an assessment for students with the most significant cognitive disabilities who are unable to take the STAR tests even with accommodations or modifications. Student results at proficient or above on the CAPA will be counted at proficient or above in a school's or district's AYP calculations. This method of calculation allows for alternate achievement standards by treating the alternate

assessment performance level values as equal to the general education performance level values. The district percentage of students held to alternate achievement standards may not exceed 1.0 percent of all students in the grades assessed. The 2003 AYP Phase I reports will indicate if a district exceeds the 1.0 percent.

- Further information about AYP reports is located on the CDE Web site at <*http://www.cde.ca.gov/ayp*> or by contacting the Educational Planning and Information Center at (916) 319-0863 or <*epic@cde.ca.gov*>.

Program Improvement (PI) Requirements: Consequences of Not Making 2003 AYP

- All schools and districts must meet or exceed the 2003 AYP criteria. Currently, the consequences of not making AYP apply only to Title I schools and districts. The consequences Title I schools and districts face for not meeting AYP criteria are additional federal mandates, such as providing additional required services and/or interventions.

- Concurrent to the release of the 2003 AYP Phase I report on August 15, a "2003 Title I AYP Report" will also be posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. This report will describe the PI status of a Title I school for 2003–2004 based on prior year AYP status information (using prior year criteria) and on the 2003 AYP reports (using the new criteria). Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–2004 school year. The 2003 Title I AYP reports will be provided for Phase II and Phase III AYP reporting as well. (See also "Summary of How PI Status is Determined for Title I Schools" in this document.)

- **Existing Title I PI schools and new Title I PI schools that do not make AYP based on Phase I will be required to implement all appropriate NCLB mandates immediately upon PI status determination in the 2003 Title I AYP Report.** For more detailed information about NCLB mandates for PI schools, see "NCLB Program Improvement Timeline" in this document.

- Identification as PI or a change in PI status for 2003–2004 could occur in August 2003 based upon the Phase I report, in October 2003 based upon the Phase II report, or in December 2003 based upon the Phase III report.

- For the Phase III report, the application of "safe harbor" may change the 2003 AYP decision for some schools from "no" to "yes" and thereby relieve these schools of the NCLB PI designation.[1] However, school choice and supplemental services (if appli-

[1] The NCLB contains a "safe harbor" provision for alternatively meeting AYP when there is progress moving students from below proficient to proficient. A school, district, or subgroup can make AYP through the safe harbor provision if (1) the percentage of students below proficient decreases by 10 percent over the prior year, and (2) all other AYP criteria are met. For the final AYP reports in December, the CDE will determine if safe harbor provisions apply to a school, district, or subgroup and will calculate whether or not the safe harbor provisions are met.

cable) obligations made to eligible students will be maintained for the balance of the 2003-2004 school year.

- Schools or districts that do not agree with the Title I PI status of their school have the option to file an appeal. The appeal must provide justification for why the school or district disagrees with the identification and must be based on reasons of substantive or statistical error. Districts on behalf of their schools have 10 days to file an appeal. The due date for Phase I appeals is August 29, 2003. A description of the appeals process is provided in a July 18, 2003 letter entitled "Title I Program Improvement: The Consequences of not Making Adequate Yearly Progress" located on the CDE Web site at <*http://www.cde.ca.gov/iasa/titleone/pi/*>.

- Further information about PI status and requirements is located on the CDE Web site at <*http://www.cde.ca.gov/iasa/titleone/*> or by contacting the Title I Policy and Partnerships Office at (916) 319-0854.

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NCLB Program Improvement Timeline

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
Did Not Make AYP	Did Not Make AYP	Program Improvement		Corrective Action		Restructuring
		Year 1	Year 2	Year 3	Year 4	Year 5
		• School must revise school plan • LEA provides technical assistance • Use 10% of funds for staff professional development • Offer ***choice*** to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs)	**Continue:** • LEA technical assistance • Use 10% of funds for professional development • School choice **Add:** • Provide ***supplemental services*** to all eligible students and notify parents	**Continue:** • LEA technical assistance • School choice • Supplemental services **Add:** LEA identifies school for ***corrective action*** and does at least <u>ONE</u> of the following: • Replaces school staff • Implements new curriculum • Decreases management authority at school level • Appoints outside expert • Extends school year or day • Restructures school LEA informs parents and public of corrective action and allows comment	**Continue:** • LEA technical assistance • School choice • Supplemental services **Add:** LEA and site: • Develop a plan for alternative school governance • Provide notice to parents and teachers and allow comment	**Implement Alternative Governance:** • Reopen school as a charter • Replace all or most staff including principal • Contract with outside entity to manage school • State takeover

AYP Summary Timeline

August 2003

2003 Adequate Yearly Progress (AYP) **Phase I** Reports posted on the California Department Education (CDE) AYP Web site at <*http://ayp.cde.ca.gov*>. These reports include AMOs and participation rates.

2003 **Title I** AYP Reports posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. These reports include the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed by August 29; final decision will be made by September 12.

2003 data review process letter mailed to districts, charter schools, and county offices of education. Deadline for correcting demographic data through Educational Testing Service, the testing contractor, will be early October. 2003 AYP Phase I reports for schools or districts correcting data will be flagged, but data will not be suppressed.

October 2003

2002–2003 Academic Performance Index (API) Growth Reports posted on the CDE API Web site at <*http://api.cde.ca.gov*>.

2003 AYP **Phase II** Reports posted on the CDE AYP Web site at <*http://ayp.cde.ca.gov*>. These reports include graduation rate, API, and summary of Phase I results.

2003 **Title I** AYP Reports posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. These reports update the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed within 10 days of the report.

December 2003

Final 2002–2003 API Growth Reports posted on the CDE API Web site at <*http://api.cde.ca.gov*>.

2003 AYP **Phase III** Reports posted on the CDE AYP Web site at <*http://ayp.cde.ca.gov*>. These reports include final data for schools and districts, including those that corrected demographic data.

2003 **Title I** AYP Reports posted on the CDE Web site at <*http://ayp.cde.ca.gov*>. These reports update the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed within 10 days of the report.

January 2004

2003 API Base Reports posted on the CDE API Web site at <*http://api.cde.ca.gov*>.

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 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:
Program Focus Issue - California High School Exit Exam

AGENDA ITEM AREA:
Reports

REQUESTED BY:
Scott Leaman,
Assistant Superintendent

ENCLOSURES:
Yes

MEETING DATE:
August 18, 2003

BACKGROUND:

An update on the California High School Exit Exam will be presented to the Board.

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

JACK O'CONNELL
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION
1430 N Street
P. O. Box 944272
Sacramento, CA
95814

July 16, 2003

Dear County and District Superintendents:

STATE BOARD OF EDUCATION DECISION REGARDING THE POSTPONEMENT OF THE CALIFORNIA HIGH SCHOOL EXIT EXAMINATION REQUIREMENT

Students scheduled to graduate in 2004 or 2005 will not be required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. At its July 2003 meeting, the State Board of Education (SBE) took action to move the passage of this exam as a diploma requirement to the Class of 2006.

SBE action was based on findings of an independent study conducted last spring, as required by Assembly Bill 1609 (*California Education Code* Section 60857). The study focused on the test development process and the implementation of standards-based instruction in California public schools. Key findings concluded that:

- Development of the CAHSEE meets all of the test standards for use as a graduation requirement;
- The CAHSEE requirement has been a major factor in the dramatically increased coverage of state academic content standards at the middle and high schools; and
- Many factors suggest the effectiveness of standards-based instruction will improve for each succeeding class after 2004.

The SBE also directed that the exam be reduced in length from three days to two days. The administration of this important exam will begin again in February 2004. The revised document, Test Administration Dates and Scheduling Guidelines, is enclosed. In addition to the use of the CAHSEE as a graduation requirement, the spring CAHSEE administrations will continue to be used in calculating the Academic Performance Index for state accountability purposes and Adequate Yearly Progress to meet federal No Child Left Behind requirements.

All students throughout the state who participated in the CAHSEE during the past two years are to be commended for their accomplishments. Middle and high school administrators, teachers, and support staff also are to be commended for their efforts in preparing students for this new testing program. In acknowledgement of the students who have already met the standards of the CAHSEE, I have enclosed a sample Certificate of Accomplishment that school districts may use to award students who have passed both parts of the exam. This Certificate will be made available to district CAHSEE coordinators on the Educational Testing Service (ETS) secure Web site at < *http://cahsee.ets.org*>. The CAHSEE logo will also be available through this Web site if districts prefer to develop a seal for students as a means of recognition.

A secure form of the CAHSEE, based on the original blueprint, will be released in October to district CAHSEE coordinators on the ETS secure Web site. Districts may use this form to assess students in the classes of 2004 and 2005 who want to receive the CAHSEE Certificate of Accomplishment. The released form is to be administered and scored by school districts. School districts may not use the CAHSEE as a local graduation requirement for the Class of 2004 or 2005.

6.5.2
8.1

Also enclosed are a Question and Answer document for administrators and a Parent/Guardian brochure to assist you in your efforts to keep staff and parents/guardians informed. This letter and its enclosures also will be sent electronically and will be posted on the CDE's CAHSEE Web site at <*http://www.cde.ca.gov/cahsee*>. If you have additional questions, please contact the California High School Exit Exam Office at (916) 445-9449, via fax at (916) 319-0969, or via e-mail at *cahsee@cde.ca.gov*.

Thank you for your continuing support.

Sincerely,

JACK O'CONNELL

JO:jc
Enclosures

cc: CAHSEE Coordinators

6.5.2
8.2

Test Administration Dates and Scheduling Guidelines for 2003–04 through 2005–06

Changes to the Test Calendar

The following changes have been made to the test calendar for the 2003–04 school year:

- All July administrations have been cancelled.
- The January testing date has been changed from January 13–15 to February 3–4, 2004.
- The March test date has been changed from March 2–4 to March 16–17, 2004.
- The testing time has been reduced from three to two days.

Testing Options for Tenth Graders

Tenth graders may only take the CAHSEE once while in tenth grade, and only during one of the census administrations designated by the State Superintendent of Public Instruction (i.e., February or March or May). Tenth graders who are absent during the scheduled administration of the examination must be provided with a make-up opportunity in either March or May.

Testing Options for Eleventh and Twelfth Graders

Beginning with the Class of 2006, students in grades 11 and 12 who have not yet passed one or both sections of the CAHSEE can have up to two opportunities per year to take the section(s) of the examination not yet passed. Students in grades 11 and 12 who miss an administration of the CAHSEE for any reason should wait until the next regular administration offered by the school district to take the test. Students may have one opportunity to pass the examination after completion of all other graduation requirements.

Considerations

Districts are to allow at least four months between test administrations for any given student for the following reasons:

- **Ordering test materials.** Districts must submit test orders 10 to 13 weeks prior to a test; submit pre-ID information four weeks prior to a test; and submit any orders for additional materials about one week prior to a test. The testing contractor needs the advance order to print the test booklets. **Note: Last minute additional orders may be no more than 5 percent of the original order.**
- **Receiving results.** CAHSEE results are sent to districts after the administration of the test in the following order (approximate times):
  - 10 weeks — Electronic and paper individual student reports
  - 12 weeks — Paper aggregate reports
  - 14 weeks — CD-Roms

6.5.a
8.3

Test Administration Dates and Scheduling Guidelines for 2003–04 through 2005–06 (continued)

As the summary data are put together, there are extensive control checks to ensure that all the data are being reported accurately.

Deadlines for ordering test materials and the date by which results can be expected in districts for upcoming test administrations are posted on the Educational Testing Service's CAHSEE Web site at <*www.ets.org/cahsee*> and click on the "Project Calendar" link.

- **Remediation.** Districts must provide appropriate remediation or supplemental instruction to students who have not passed the CAHSEE before being retested. The California Department of Education (CDE) has prepared and distributed a guide for districts, *Promoting Student Success: Remediation Planning Guide for Districts/Schools*, that is posted at <*http://www.cde.ca.gov/cahsee*> under Resources on CDE's CAHSEE Web site.

The following table contains the CAHSEE testing dates designated by the State Superintendent of Public Instruction through the 2005–2006 school year:

Designated CAHSEE Testing Dates

English-Language Arts	Mathematics
Tuesday 2003–04	**Wednesday**
February 3, 2004	February 4, 2004
March 16, 2004	March 17, 2004
May 11, 2004	May 12, 2004
Tuesday 2004–05	**Wednesday**
September 21, 2004	September 22, 2004
November 16, 2004	November 17, 2004
February 8, 2005	February 9, 2005
March 15, 2005	March 16, 2005
May 10, 2005	May 11, 2005
Tuesday 2005–06	**Wednesday**
September 13, 2005	September 14, 2005
November 1, 2005	November 2, 2005
February 7, 2006	February 8, 2006
March 14, 2006	March 15, 2006
May 9, 2006	May 10, 2006

6.5.2 B.4

INFORMATION

DISCUSSION

ACTION

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential. ___
2. Fosters a safe, caring environment where individual differencesare valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. Stewart___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students. Leaman___

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with 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:
Board Member
Official Resignation Date

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Letter of Resignation

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will take action to officially accept the letter of resignation from Mr. Nels Tahti, as of August 23, 2003.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the letter of resignation dated August 14, 2003.

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NELS V. TAHTI

August 14, 2003

810 J Street
Lincoln, California 95648

Dear Board of Trustees,

Please accept my heartfelt "thank you" as a Board of Trustee with the Western Placer Unified School District. I have truly enjoyed working with the students, teachers, and community and have gained so much personally and professionally from the friendships and working relationships over the past years.

I will be relocating my residence out of the trustee area that I represent on the Board. Therefore, I will be resigning from my position on the Board of Trustees on August 23, 2003.

The experience I have had in the Western Placer area, and the City of Lincoln, has been rewarding and stimulating. Thank you for the honor of working together, as part of the soul of this wonderful community that has always considered "putting students first."

I wish for the continued success in the pursuit of excellence for all students. Again, thank you for the trust and honor to have been associated as a board of trustee for our community.

Sincerely,

Nels V. Tahti
Lincoln, California

5080 NORTH KILAGA SPRINGS ROAD • LINCOLN, CALIFORINA • 95648

6.1.1

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve ___ their highest potential.
2. Fosters a safe, caring environment where individual differencesare valued and respected.
3. Provide facilities for all district programs and functions that Stewart___ are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners Leaman___ in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J.
Personnel Sign-Off by B. Noyes___
Program Sign Off by S.
SBLT Involvement ___
Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Provisional Appointment Process and Procedure

AGENDA ITEM AREA:
DISCUSSION/ACTION

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
Sample Materials

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will review, discuss and take action in regard to a provisional appointment for the coming board member vacancy.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees discuss and take action in regard to a provisional appointment for the coming board member vacancy.

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6.7

WESTERN PLACER UNIFIED SCHOOL DISTRICT

CANDIDATE INFORMATION SHEET

Application for Board of Trustee Member, Area III
(Replacing Nels Tahti until November 2004 Election)

Name _____

Occupation _____

Address _____

_____

_____

Business Address _____

_____

_____

Telephone Number _____

Business Telephone Number _____

Brief Description of Candidates Qualifications

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Application must be returned to Roger R. Yohe, Superintendent
Board of Trustees, Western Placer Unified School District,
810 "J" Street, Lincoln, **no later than (date)**

trsapp

6.2.1

Candidate Written Questions – Board of Trustee Appointment

1. What is your vision for Western Placer Unified School District?

2. What do you see as the strengths of the Western Placer Unified School District?

3. What do you see as the areas most needing improvement in the Western Placer Unified School District?

_____

Signature

Board\candidate written questions

6.2.7

Western Placer Unified School District

RATING SCALE FOR BOARD MEMBER CANDIDATE INTERVIEWS

Position: AREA 3 BOARD MEMBER PROVISIONAL APPOINTMENT

Name of Candidate: _____ Date: _____

	Evaluation Areas	***Not Acceptable***	***Below Average***	***Average***	***Good***	***Outstanding***
	APPEARANCE & ATTITUDE & PERSONALITY (poise, courtesy, appropriate attire, total impact)					
	COMMUNICATION (ability to adequately express himself/herself, clear responses)					
	EDUCATION, EXPERIENCE, (appropriate for appointment)					
	COLLABORATOR, LEADERSHIP, VISION					
	EFFECTIVE, CALM, KNOWLEDGEABLE, DECISIVE,					
	KNOWLEDGEABLE AND SUPPORTIVE OF WESTERN PLACER UNIFIED SCHOOL DISTRICT					
	UNDERSTANDS ROLE OF GOVERNING BOARD					
	UNDERSTANDS COMMUNITY AND ITS NEEDS I.E. GROWTH					
	KNOWLEDGEABLE OF FISCAL RESPONSIBILITY					
	KNOWLEDGEABLE OF STAFF & STUDENT ACCOUNTABILITY FOR WELL ARTICULATED K-12 ACADEMIC PROGRAMS					
	TOTAL POINTS					

OVERALL EVALUATION SCORES:

0 4 8 12 16 20 24 28 32 36 40 44 48 52 56 60 64 68 72 76 80

Other Comments: _____

RECOMMENDATION: ☐ **ACCEPTABLE** ☐ **UNACCEPTABLE** (if applicant is unacceptable, explain)

Signature: _____

BOARD\APPOINTMENTRATINGSCALE

6.2.3

AREA III BOARD MEMBER APPOINTMENT
ORAL INTERVIEW
Date:

1. How would you handle communications and relationships among the board, staff, students, parents, and community?

2. What should be the relationship between the board members and the administration in the handling of school concerns?

3. In what area of function as a board member would you have a particular interest or skill (public relations, budget, negotiations, evaluation, long-range planning, facilities, policy, etc.)?

4. How important do you feel attending conferences or workshops would be to you?

5. Do you support the Arts as a core curriculum?

6. How would you handle a difference of opinion if one should occur with your fellow board members?

7. How do you feel about the proposed joint campus between Sierra Community College and Western Placer Unified School District?

8. How important is fostering a positive relationship with the City of Lincoln and other governmental agencies?

6.2.4

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential. ___
2. Fosters a safe, caring environment where individual differencesare valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. Stewart___
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students. Leaman___

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J.
Personnel Sign-Off by B. Noyes___
Program Sign Off by S.
SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Ratification of Revised 2003/2004 Student and Teacher Calendar(s)

AGENDA ITEM AREA:
INFORMATION/DISCUSSION/ACTION

REQUESTED BY:
Roger R. Yohe,
Superintendent

ENCLOSURES:
Calendars

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will receive revised 2003-2004 school year calendars for both teachers and students.

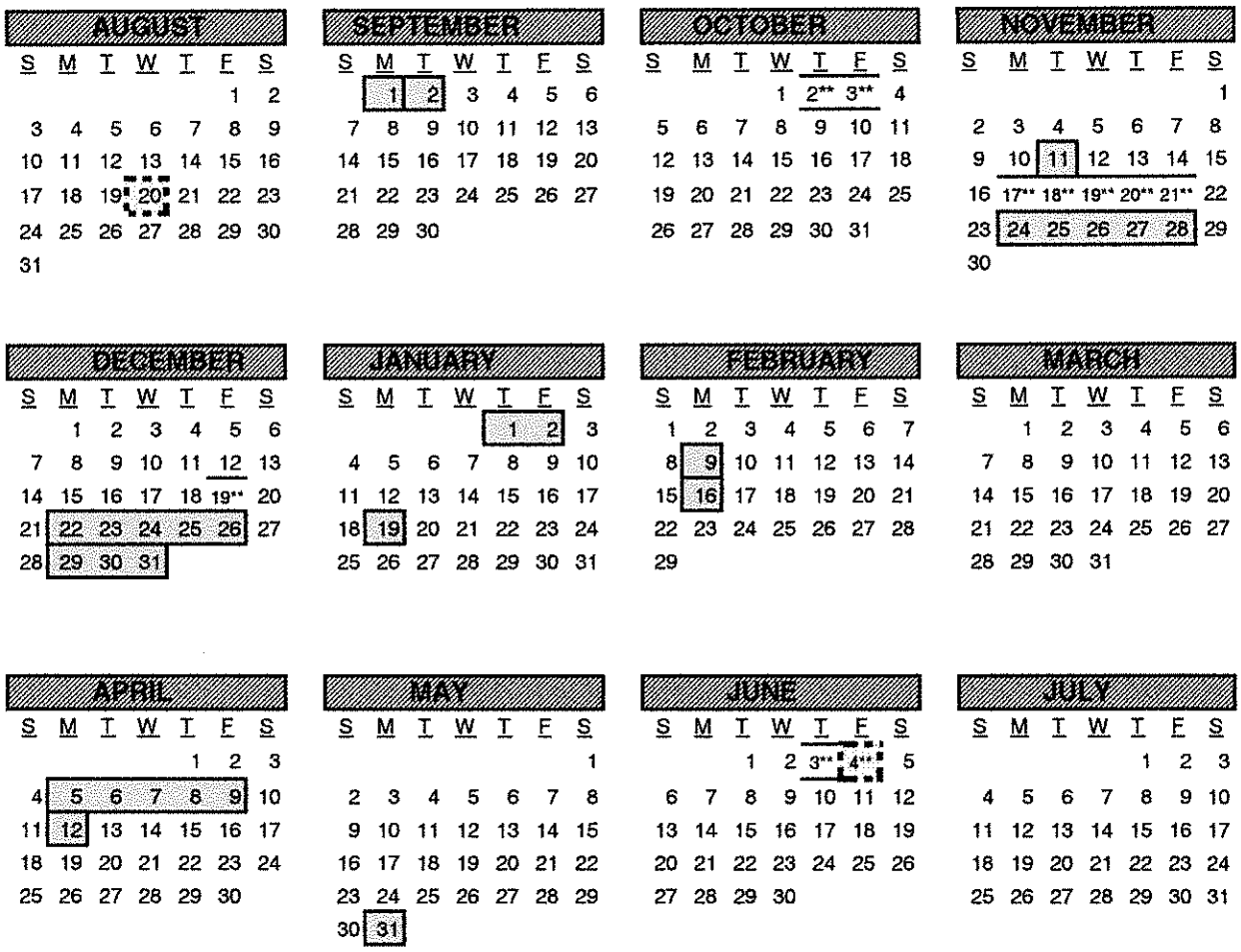
SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees discuss and take action to approve the revised student and teacher calendars.

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6.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2003-2004 STUDENT SCHOOL YEAR CALENDAR



CODE

First/Last Day of School

School Not in Session

Minimum Days **

End 1st Trimester - 11/13/03 (CCC,FSS,COES,LHS,SHER)
End 2nd Trimester - 3/3/04 (CCC,FSS,COES,LHS,SHER)
End 3rd Trimester - 6/4/04 (CCC,FSS,COES,LHS,SHER)

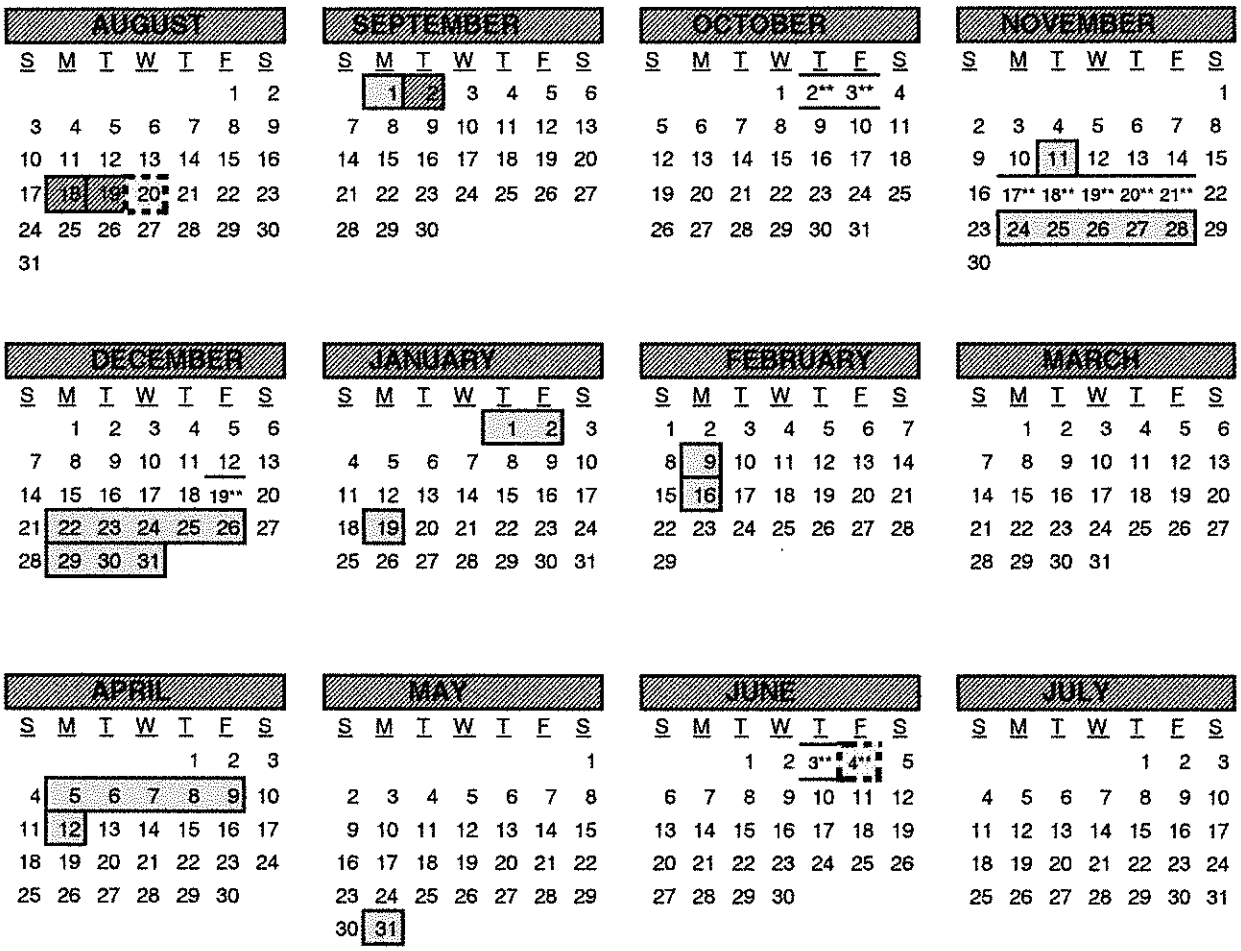
End 1st Qtr - 10/24/03 (GEMS)
End 1st Semester - 12/18/03 (GEMS)
End 3rd Qtr - 3/12/04 (GEMS)
End of Year - 6/4/04 (GEMS)

School Not in Session

Labor Day, Sept 1st & 2nd
Veterans Day, Nov 11
Thanksgiving Week, Nov 24-28
Winter Break - Dec 22 - Jan 2
Martin Luther King B.D. - Jan 19
Lincoln's B.D. - Feb 9
President's Day, Feb 16
Spring Break - Apr 5-12
Memorial Day - May 31

6.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
2003-2004 TEACHER SCHOOL YEAR CALENDAR



CODE

First/Last Day of School		
School Not in Session		
Minimum Days		**
Site/Teacher Day	8/18	18
Teacher Day	8/19	19
District Day	9/2	2

End 1st Trimester - 11/13/03 (CCC,FSS,COES,LHS,SHER)
End 2nd Trimester - 3/3/04 (CCC,FSS,COES,LHS,SHER)
End 3rd Trimester - 6/4/04 (CCC,FSS,COES,LHS,SHER)

End 1st Qtr - 10/24/03 (GEMS)
End 1st Semester - 12/18/03 (GEMS)
End 3rd Qtr - 3/12/04 (GEMS)
End of Year - 6/4/04 (GEMS)

School Not in Session

Labor Day, Sept 1
Veterans Day, Nov 11
Thanksgiving Week, Nov 24-28
Winter Break - Dec 22 - Jan 2
Martin Luther King B.D. - Jan 19
Lincoln's B.D. - Feb 9
President's Day, Feb 16
Spring Break - Apr 5-12
Memorial Day - May 31

6.3.2

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential. ___
2. Fosters a safe, caring environment where individual differencesare valued and respected.
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COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J.
Personnel Sign-Off by B. Noyes___
Program Sign Off by S.
SBLT Involvement ___ Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Approval of Change Elements to the Local Plan for Placer County SELPA

AGENDA ITEM AREA:
INFORMATION/DISCUSSION/ACTION

REQUESTED BY:
Scott Leaman, Asst, Superintendent Of Instructional Services

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees will receive a description of Governance and Administration of the Local Plan changes, which are being considered.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees discuss and take action to approve the changes in the local SELPA plan as seen in the document.

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Description of Governance and Administration of the Local Plan

Purpose

The Placer ~~Nevada~~ *County* SELPA is composed of the ~~thirty-one~~ *twenty* local education agencies (LEAs) of Placer ~~and Nevada Counties~~ *County* including the ~~twenty-eight~~ *eighteen* school districts, one charter school LEA, and the offices of the County Superintendent of Schools ~~of the two counties~~. The Placer County Office of Education has been designated as the Responsible Local Agency (RLA), and the Placer County Superintendent of Schools as the Superintendent of the RLA. In adopting the completed Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency within the Plan, or which may be delegated at a later date through agreement of the participating agencies.

The function of the Special Education Local Plan Area and participating agencies is to provide a quality educational program appropriate to the needs of each eligible child with a disability, who resides within the Local Plan Area, and to those eligible individuals who are residents of other SELPAs who may be in need of services, and who in accordance with the provisions of the annual budget plan of the cooperating Local Plan Area attend programs in this region.

All such programs are to be operated in a cost effective manner consistent with the funding provisions of Education Code Section 56700 et seq, IDEA, other applicable laws and the policies, and procedures of the Special Education Local Plan Area.

Changes in the Governance Structure

Any changes in the governance structure of the Placer ~~Nevada~~ *County* Special Education Local Plan Area, including dividing the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the Responsible Local Agency are subject to specific provisions of Education Code Sections 56140, 56195, et seq., 56195.7 et seq., 56200 et seq., and 56205 et seq.

1. Any local agency which is currently designated as a Local Education Agency (LEA) participating in the Placer ~~Nevada~~ *County* Local Plan for Special Education may elect to pursue an alternative option from those specified in Education Code Section 56195.1 by notifying the appropriate county superintendent(s) at least one year prior to the date the alternative plan would become effective (E.C. 56195.3(b))

2. Any alternative plan of an LEA is subject to the approval of the county superintendent of the county or counties which would have school districts as participating agencies in the alternative plan. (E.C. 56195.1)

3. Approval of a proposed alternative plan by the appropriate county superintendent(s) must be based on the capacity of the district(s) to ensure that special education programs and services are provided to all children with disabilities. (E.C. 56140 (b))

4. If an alternative plan is disapproved by a county superintendent, the County office shall return the plan with comments and recommendations to the district(s). The district or districts participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction. (E. C. 56140 (b) (2))

5. Any alternative plan to be submitted by a district or a group of districts currently participating in the Placer ~~Nevada~~ *County* Local Plan must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current local plan geographic area.

6. Any changes in the designation of the responsible local agency for the Placer ~~Nevada~~ *County* Local Plan must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

Disagreements among the participating agencies of the Placer ~~Nevada~~ *County* Local Plan which cannot be resolved within the standard operating procedures specified in the Local Plan, may be resolved in accordance with the Dispute Resolution Policy, Policy #105.

Governance

Governance of the Placer ~~Nevada~~ *County* SELPA is composed of four committees: The Council of Superintendents, The Executive Committee of the Council of Superintendents, the Special Education Administrators Committee, and the Special Education Parents Advisory Committee.

I. **The Council of Superintendents** shall consist of the superintendent of each of the participating LEAs, each of whom shall provide a liaison function between the LEA governing board and the Council. LEA Superintendents exercise their authority and responsibilities in accordance with policies and procedures of their local governing boards and within the voting procedures of the Council of Superintendents, Policy #101.

RESPONSIBILITIES OF THE COUNCIL OF SUPERINTENDENTS

The Council, with direction from the LEA governing boards, shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration and operation of special education programs in accordance with the Local Plan.

2. Determine and provide direction on matters pertaining to personnel, Local Plan, program and service requirements, and allocation of Special Education funds.

3. Meet as often as necessary during the year to implement the business of the Special Education Local Plan Area and to provide the necessary direction and guidance to the SELPA Administrator.

4. Provide direction, consultation and technical assistance to the local education agencies and the Superintendent of the Responsible Local Agency.

5. Develop rules, regulations and procedures to ensure effective management and content of special education programs and services.

6. Provide a consistent forum to develop, review and approve policy.

6.4.7

7. Recommend to the Superintendent of the Responsible Local Agency a qualified candidate or candidates to be employed as the SELPA Administrator.

A. **The Superintendent of each Local Education Agency** shall be a member of the Council of Superintendents and shall provide a liaison function between the Local Agency governing Board and the Council.

RESPONSIBILITIES OF THE SUPERINTENDENT OF THE LOCAL EDUCATION AGENCY

1. Provide leadership within the Local Education Agency in support of the special education programs.

2. Represent the Local Education Agency as a member of the Council of Superintendents.

3. Act as a liaison between the governing board of the Local Education Agency and the Council of Superintendents.

4. Advise the Local Education Agency governing boards of policies adopted by the Council of Superintendents and provide the governing boards with copies of such policies.

5. Recommend the adoption of Local Education Agency Special Education policies to the governing boards.

6. Annually recommend to the governing board the modifications of Local Education Agency special education programs which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans submitted to the SELPA.

B. **The County Superintendent of Schools** of Placer County shall be designated as the Superintendent of the Responsible Local Agency. The RLA Superintendent will serve as chairperson of the Council of Superintendents and will have the responsibility for the coordination and implementation of the Local Plan in accordance with approved policies and procedures.

RESPONSIBLITIES OF THE RESPONSIBLE LOCAL AGENCY SUPERINTENDENT

1. Serve as Chairperson of the Council of Superintendents and arrange the schedule, time, and place for meetings of the Council.

2. Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the Program Administrator for the Local Plan Area, SELPA Support Coordinator, and Program Specialists. Employment of such personnel will be in accordance with personnel policies and practices of the Placer County Office of

Education and procedural employment policies approved by the Council of Superintendents.

3. Employ appropriate classified personnel in support of the Local Plan Area certificated staff.

4. Provide suitable office space for both certificated and classified employees of the SELPA.

5. Provide for the annual evaluation of the SELPA Administrator for the Local Plan Area, SELPA Support Coordinator, Program Specialists, and other certificated specialists and report the results of these evaluations to the Council of Superintendents.

6. Receive and maintain accountability for the use of Regionalized Service funds appropriated to the Special Education Local Plan Area.

7. Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.

8. Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

9. Recommend to the Council of Superintendents a plan for the sharing of Regionalized Service funds when Local Education Agencies are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities.

10. Initiate the development of policies and procedures to be followed by all agencies participating in the Local Plan to ensure that the Procedural Safeguards enumerated in E.C. Sections 56500, et. seq., are extended to the pupil, the parent, and the public education agency in a consistent manner throughout the Local Plan Area.

II. **The Executive Committee of the Council of Superintendents** will assist the Council of Superintendents with its work. Membership of the Executive Committee will consist of ~~ten~~ *seven* members representing *the County,* high school and/or unified districts, elementary districts, and direct service districts of the ~~two counties~~ *county* in accordance with guidelines approved by the Council of Superintendents. Membership on the Executive Committee will be on a rotating basis with no more than one-third of the membership appointed annually. ~~The Nevada County Superintendent of Schools is designated as the chairperson of the Executive Committee~~. *A Chairperson and a Vice-Chairperson will be elected annually.*

RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE

1. Serve as a representative for districts of similar size, and which have like interests, in considering matters pertaining to the Local Plan prior to submitting these matters to the full Council for consideration and/or approval.

2. Establish a regular schedule of meetings for the year and schedule additional meetings as the needs of the Local Plan Area dictate.

3. Solicit, initiate, and have developed or review policy statements and recommend appropriate action to the Council of Superintendents.

4. Maintain an awareness of the activities of the Special Education Administrators Committee and encourage a working relationship with the SEAC group.

5. Recommend guidelines for the operation of the Council of Superintendents.

6. Monitor the utilization of funds within the Local Plan Area, and recommend amendments to the SELPA allocation plan.

7. Initiate the development of policies and procedures to be followed by the LEAs participating in the SELPA to ensure that all Procedural Safeguards are extended to pupils, parents, and education agencies in a consistent manner throughout the SELPA.

III. **The Special Education Administrators Committee** will consist of one representative appointed by each local agency. The Special Education Administrators Committee shall be an advisory body to the SELPA Administrator, the Council of Superintendents Executive Committee and the Council of Superintendents. The Special Education Administrators are responsible as individuals for the operation of Local Education Agency programs to ensure that all eligible children with disabilities receive appropriate services.

RESPONSIBILITIES OF THE SPECIAL EDUCATION ADMINISTRATORS COMMITTEE

1. Advise the SELPA Administrator and the Council of Superintendents regarding the status, accomplishments and needs of special education programs operated within the Local Education Agencies.

2. Provide technical advice and assistance to the Council of Superintendents and the SELPA Administrator.

3. Provide leadership and support through interdistrict relationships, to implement, the Local Plan, including any regionalized services/programs.

6.4.5

4. Act as liaison with parents, community resources, other Local Education Agencies, the SELPA Administrator, and the Council of Superintendents.

5. Gather, interpret, and report data regarding the implementation, administration and operation of the Local Plan.

6. Coordinate and facilitate the day to day participation of Local Education Agency Special Education personnel and utilize other available district resources to improve special education services in accordance with the provisions of the Local Plan and decisions made by the Council of Superintendents.

7. Advise the SELPA Administrator of the annual program needs of the Local Plan Area to be considered in the development of the annual budget plan and recommend programs and services to be considered for inclusion in the Regionalized Services Program budget.

8. Recommend and coordinate staff development activities in the SELPA.

9. Participate in the development of appropriate special education services which will ensure that when specified in the pupil's IEP, pupils with disabilities will have access to the same education programs as for non-disabled pupils; and programs and services will be equivalent to those of non-disabled pupils at the various age/grade levels.

10. Functions in accordance with the Local Plan, Policy #103, "SEAC".

IV. **Special Education Parent Advisory Committee** serves the Special Education Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194 and procedures specified in the Placer Nevada SEPAC Handbook.

Parents comprise a majority of the membership of the Special Education Parent Advisory Committee (SEPAC) and of these members, the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

RESPONSIBILITIES OF THE SPECIAL EDUCATION PARENT ADVISORY COMMITTEE

1. Advise the SELPA Administrator, the Superintendent of the RLA, the Special Education Administrators Committee and Council of Superintendents regarding the development, amendment and review of the Local Plan, programs and services.

2. Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.

6.14.6

3. Make recommendations for annual priorities to be addressed by the SELPA.

4. Assist in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan.

5. Encourage community awareness and involvement in the development and review of the Local Plan.

6. Support activities on behalf of children with disabilities.

7. Facilitate communication between schools, parents, and community.

8. Assist in parent awareness of the importance of regular school attendance.

9. Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.

10. Communicate with the district SEAC representative about information to be shared with other parents.

THE SPECIAL EDUCATION PARENT ADVISORY COMMITTEE APPOINTMENT AND MEMBERSHIP (E.C. 56191)

The Special Education Advisory Parent Committee shall consist of members appointed by the Local Agency Governing Boards, including the ~~two~~ County Boards of Education. The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, district personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of children with disabilities. A district who has no district appointee may elect to be represented by a representative recommended and appointed from another district of their choice. All relevant public agencies will be invited to send a representative to serve on the Special Education Parent Advisory Committee.

Members appointed to represent a school district are to be appointed by the governing board of the school district. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area.

Membership shall terminate for a member who is absent from three consecutive regular meetings without the member contacting the SELPA. A member may resign by filing a written resignation with the chairperson of the Special Education Parent Advisory Committee and their LEA Board.

The Chairperson of the SEPAC shall be a member of the Committee to review and periodically revise the Local Plan.

TERM OF OFFICE

Each member of the Special Education Parent Advisory Committee shall be appointed for a two-year term and may be reappointed to serve additional consecutive terms. A term constitutes any portion of a calendar year.

V. **The Governing Board of each Local Education Agency** will have the responsibility to operate those programs which have been assigned to the Local Agency through the annual budget plan developed for the Local Plan Area, maintain an awareness of the special education activities of the Local Plan through the Local Education Agency Superintendent and participate in the development and implementation of policy decisions as provided for in the Local Plan.

A. RESPONSIBILITY OF LOCAL GOVERNING BOARDS

1. Carry out the duties and responsibilities assigned to each LEA.

2. Annually review and approve special education programs and services of the Local Education Agency.

3. Operate local programs consistent with state and federal law and regulations and policies and procedures approved for the Special Education Local Plan Area.

4. Designate the Superintendent of the LEA to participate in the development and adoption of policies related to the governance and operation of the Special Education Local Plan Area.

5. Develop and adopt policies for the operation of the Local Education Agency, which are consistent with those of the Special Education Local Plan area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.

6. Participate in the nomination, selection, and appointment of Local Agency representatives to the Special Education Parent Advisory Committee.

7. Provide suitable housing for special educational programs maintained by the Local Education Agency.

8. Cooperate with the Superintendent of the RLA and the governing boards of participating Local Agencies to assure the availability of appropriate services to eligible individuals regardless of district of residence.

9. Approve the state-required policies of the Local Plan developed for the Placer ~~Nevada~~ *County* Special Education Local Plan Area prior to review by the State Department of Education.

10. Ensure LEA compliance with all elements of the Local Plan.

6.4.8

B. GOVERNING BOARD RESPONSIBLITIES FOR POLICY MAKING

Suggestions leading to the development of policy statements and/or changes in existing policy may originate at any level within the governance structure of the Placer ~~Nevada~~ *County* Special Education Local Plan Area or from the Special Education Parent Advisory Committee in its capacity. Policy considerations are to be dealt with in accordance with the following procedure:

1. All suggestions and/or requests for policy development or change are to be directed to the Council of Superintendents, passing through any intermediate review steps, as dictated by the governance structure.

2. The Council of Superintendents will consider all such requests.

3. If the Council determines such a policy is desirable or needed, the Council will have a draft of such a policy written.

4. The Council of Superintendents will take action to approve or reject the proposed policy. A policy will be considered adopted when a majority of the Council of Superintendents, voting in accordance with the weighted voting procedures established by the Council, has approved. This procedure is identified as a separate policy item in the Policy and Procedures Section, Policy No. 101.

VI. **The SELPA Administrator** will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Council of Superintendents. The SELPA Administrator serves under the direction of the Superintendent of the RLA and assumes responsibility for duties delegated by the Council of Superintendents or the Superintendent of the RLA.

A. RESPONSIBLITIES OF THE SELPA ADMINISTRATOR – E.C. 56205 (D) (ii)

Under the direction of the RLA Superintendent, the SELPA Administrator shall be responsible to:

1. Develop, implement, supervise, and provide for the evaluation of the Regionalized Services program.

2. Meet with the Council of Superintendents to keep them informed of the status of the special education programs when the need is indicated.

3. Serve as Secretary to the Executive Committee of the Council of Superintendents and assist the Chairperson to develop the agenda and report minutes of the meetings.

4. Serve as the Chairperson of SEAC and assist SEAC members to implement each LEA's responsibility under the Local Plan.

6.4.9

5. Function as a liaison secretary to the SEPAC; assist in promoting community involvement and work closely with the Committee to develop recommendations to be presented to SEAC and the ECCOS.

6. Prepare an annual budget for Regionalized Services to be submitted to the Council of Superintendents and the Superintendent of the RLA, in conjunction with the Annual Budget Plan.

7. Prepare an annual report on the status of special education programs and services for the Council of Superintendents and others, as appropriate.

8. Recommend employment of, assign, supervise, and evaluate staff employed by the SELPA.

9. Provide assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.

10. Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEAs within the SELPA.

11. Provide support to the LEAs of the SELPA in their operation of special education programs and services.

12. Monitor the appropriate use of federal, state and local funds allocated for special education programs.

13. Prepare program and fiscal reports required of the SELPA by the State; manage the CASEMIS data system to comply with all state requirements.

14. Schedule regular meetings of the Council of Superintendents, Executive Committee of the Council of Superintendents, SEAC and SEPAC for policy and budget development, support, and information sharing.

15. Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.

16. Develop and recommend to the Council of Superintendents a plan for personnel development, including training for staff, parents, and members of SEPAC.

17. Coordinate procedures to assist LEAs with NPS/NPA services.

18. Assist LEAs in mediation and due process hearings.

6.4.10

B. EMPLOYMENT AND EVALUATION OF THE SELPA ADMINISTRATOR

1. The procedure for the employment of the Placer ~~Nevada~~ *County* SELPA Administrator will be a process jointly agreed upon by the RLA Administrator and the Executive Committee of the Council of Superintendents.

2. It becomes the responsibility of the RLA Superintendent to evaluate the SELPA Administrator annually and report the results of the evaluation to the Council of Superintendents.

C. EMPLOYMENT AND EVALUATION OF THE SUPPORT COORDINATOR AND PROGRAM SPECIALISTS

1. Notices announcing vacancies for positions as Support Coordinator and Program Specialists will be circulated through notices to school districts, county offices of education, State SELPA Administrators, and appropriate college and university placement services. The employment process will involve the following steps:

   a. Applications will be screened by a sub-committee of SEAC which will recommend a reasonable number of applicants for interview.
   b. An interview committee which includes the SELPA Administrator and at least one person each from the following categories will conduct the interviews:

      Program Specialists
      Special Education Administrators (SEAC)
      Executive Committee
      Special Education Parent Advisory Committee (SEPAC)
      Special Education Personnel

2. From a list of the three top candidates as determined by the interview committee, the SELPA Administrator shall recommend one candidate to the RLA Superintendent for approval.

3. The SELPA Administrator will annually evaluate Program Specialists on forms provided by the Placer County Office of Education.

4. Work assignments of Program Specialists are subject to review and approval of the Council of Superintendents.

VII. Regionalized Services to Local Programs

In order to implement the Local Plan, the SELPA Administrator, Coordinator, and Program Specialists shall be considered "school officials and employees" in regards to access to student records.

6.4.11

Regionalized services shall include:

- Program Specialist services (E.C. 56368 (a)-(b)(5))
  A Program Specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with disabilities and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.
  A Program Specialist may do all the following:
  1. Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
  2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
  3. Participate in each school's staff development, program development, and innovation of special methods and approaches.
  4. Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise
  5. Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.
  6. Provide services as directed by the Council of Superintendents.

- Personnel development for staff, parents, members of SEPAC, volunteers, and governing boards as appropriate. Such staff development programs will be coordinated with other staff development programs in the SELPA.

- Evaluation responsibilities for ongoing comprehensive evaluations of special education programs as per the evaluation plan and requirements of the California Department of Education-Special Education Division (E.C. 56600, et seq.).

- Data collection and implementation of required Management Information Systems.

- Curriculum development and support for special education programs and services in the SELPA.

- Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.

- Coordinating services with other agencies.

See the following pages for details.

6.4.12

1. Program Specialist Services

A. Rationale

Education Code §56368 requires that each Special Education Local Plan Area have the services of specialized personnel with in-depth knowledge of specific disabling conditions employed in order to provide regionalized services.

B. Policy Statement

The Superintendent of the Responsible Local Agency shall employ a sufficient number of program specialists to meet the needs of the Placer ~~Nevada~~ *County* Special Education Local Plan Area. Such personnel will be employed in accordance with the personnel and employment practices of the Placer County Office of Education and for purposes of supervision and evaluation be assigned to the SELPA Program Administrator. Specific assignments of program specialists are subject to review by the Special Education Administrators Committee and approval by the Council of Superintendents.

C. Administrative Guidelines

1. The number of program specialists employed will be approximately one for each 1,200 individuals with exceptional needs.

2. Whenever possible, program specialists employed should have expertise in the area of learning disabilities and one of the following: physical disabilities, communication disabilities, severe disabilities, behavior, infant/preschool, or career vocational development.

3. Program specialists are to be assigned to specific clusters of districts and programs within the SELPA based upon approximately equal numbers of pupils eligible for service within each cluster and extenuating demographic factors.

4. Districts who have need for the services of a program specialist with an expertise different than the program specialist assigned to their area are to direct requests for the needed services to the SELPA Program Administrator. The Program Administrator will arrange for the appropriate program specialist to provide the service.

5. Program specialists are considered pupil services employees.

6. When working within a local education agency, program specialists are to conform to the protocol of the LEA.

7. Duties of program specialists are those specified in Education Code §56368 and the Local Plan:

6.4.13

a. Assist Resource Specialists, Designated Instruction and Service instructors, and Special Class Teacher in the planning and implementation of individual education programs for children whose disability is in the area of the expertise of the Program Specialist.
b. Coordinate curricular resources in a manner to make them available and effective for personnel who are in need of the resources.
c. In conjunction with the Special Education Administrators Committee and the SELPA Program Administrator, assess~~ing~~ program effectiveness to promote the program for individuals with exceptional needs.
d. Participate in school staff development, research, program development, and innovation or special methods and approaches.
e. Provide coordination, consultation, and program development in areas to which the program specialist is assigned.
f. Under the direction of the SELPA Program Administrator, assure the pupils have full educational opportunity, regardless of the district of residence in the Special Education Local Plan Area.
g. Serve on assessment teams and individualized education program teams as provided for in this plan.
h. Assist Local Education Agencies with non-public, non-sectarian and state school placements when requested.

8. Program Specialists will maintain a log of the number and types of services provided each year.

2. Personnel Development

A. Rationale

Implementation of the Placer ~~Nevada~~ *County* Local Plan requires ongoing personnel development to provide appropriate learning experiences which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Regionalized personnel development opportunities, will:

1. Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law.

2. Provide the participants with opportunities to engage in activities that enhance personal and professional growth.

3. Meet the needs of personnel, school programs, parents, and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

6.4.14

B. Policy Statement

The Placer ~~Nevada~~ *County* SELPA will provide a regionalized personnel development opportunities to members of the SELPA and others. Placer ~~Nevada~~ *County* SELPA personnel development offerings will adhere to the following policy requirements:

1. Will be available to representatives from general education, special education, administrators, support staff, paraprofessionals, parents, SEPAC representatives, NPS/NPA staff, agencies, classified, and private schools;

2. Will ensure working collaboration with all member districts, including County Offices of Education and Juvenile Court Schools, Special Education Parent Advisory Committee, Region 3 of the Comprehensive System of Personnel Development Advisory Committee (CSPDAC), Head Start, Children's System of Care (Mental Health, Social Services, Probation, Drug & Alcohol, Community Health), California Children's Services, Alta California Regional Center, and Department of Rehabilitation;

3. LEAs and educational representatives will ensure notification of personnel development opportunities and encourage and support attendance;

4. Will ensure that the annual personnel development plan is in alignment with federal, state and local identified needs so that school personnel are prepared to meet the needs of individuals with disabilities;

5. Will include training for new staff as well as provide continuing education opportunities based on the needs assessments.

C. Administrative Guidelines

Regionalized Placer ~~Nevada~~ *County* SELPA staff development offerings will adhere to the following guidelines:

1. The Placer ~~Nevada~~ *County* SELPA and its LEAs are responsible for overall coordination of personnel development in accordance with policy approved by the Council of Superintendents.

2. The Placer ~~Nevada~~ *County* SELPA and its LEAs will work together to ensure that appropriate participants are notified and will support the staff*'s* attendance, as appropriate.

   It is the responsibility of the LEA Administrator and/or the supervisor to determine which district personnel will participate in specific staff development activities and to make the necessary arrangements within the district for their participation, including release time.

6.4.15

3. The SEAC Personnel Development Committee will gather information, identify needs, and share findings and recommendations with SEAC for discussion and direction. Based on SEAC recommendations, the SELPA Support Coordinator will:

- arrange presenters
- arrange locations
- publish and distribute staff development calendar to all identified participants.
- inform SEAC of on-going and staff development offerings
- ensure that state and/or federal requirements for staff development are offered
- participate in Region 3 of CSPDAC to coordinate staff development offerings with other SELPAs

4. SEAC and SELPA representatives, and others will work together to avoid duplication of inservice offerings and be responsible to individual LEAs for staff development needs that may arise, and if possible, provide assistance and resources.

5. The SELPA staff will be responsible to individual LEAs for personnel development needs that may arise; and, as possible, will provide assistance and resources.

6. Personnel Development offerings will be evaluated by workshop attendees, the SEAC representatives, and the Staff Development Committee, to assess effectiveness and to determine future offerings.

7. The SELPA and LEAs will ensure that SEPAC representatives and parents have opportunities for input and will be informed of regionalized personnel development offerings.

8 The Placer ~~Nevada~~ *County* SELPA recognizes that individual LEAs have responsibilities to provide personnel development opportunities independent of the Placer ~~Nevada~~ *County* SELPA.

3. Evaluation

A. Rationale

E. C. 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for "ongoing comprehensive evaluation of special education programs" in order to "refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis, and to assess the overall merits of these efforts".

B. Policy Statement

The Placer ~~Nevada~~ *County* SELPA shall submit annually all information required by the California Department of Education, Special Education Division, in this effort, including

6.4.16

statistical data, program information, and fiscal information related to the programs and services for children with disabilities in the Placer ~~Nevada~~ *County* SELPA.

C. Guidelines

1. The SELPA Administrator will be responsible to collect all data required by the California Department of Education related to special education budgets and services, and report them annually.

2. SELPA staff will support all the members of the SELPA in the collection of data related to compliance, due process procedures, availability of services, key performance indicators, etc., as needed.

4. Data Collection and Development of Management Information Systems

A. Rationale

California Department of Education requires of each SELPA the collection of specified data in such a manner as to be communicative with the Management Information System of the State.

B. Policy Statement

The SELPA shall design and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.

C. Guidelines

1. The SELPA staff will support all the districts in the SELPA in their collection and reporting of required data.

2. The SELPA staff will strive to support a system which is responsive to the data needs of the district.

3. The SELPA staff will implement a continuous improvement model of data collection.

5. Curriculum Development

A. Rationale

One of the primary goals of the Individuals with Disabilities Education Act and its amendment of 1997 is to ensure that every child has access to the general curriculum. At the same time it defines special education as "specifically designed instruction". In order to allow children their best opportunity to access a free and appropriate public education

6.4.17

in the Least Restrictive Environment, the SELPA has a responsibility to facilitate a balance and understanding of the requisite elements.

B. Policy Statement

The Placer ~~Nevada~~ *County* SELPA is committed to ensuring that all children, regardless of their disability, have access to the general curriculum to the maximum extent appropriate. Therefore, a focus of personnel development activities and support to all member LEAs will be to facilitate professional growth and student achievement through curricular alternatives to all students, including modifications and accommodations, as appropriate.

C. Guidelines

1. All children with disabilities, including those with low incidence disabilities, will be given the opportunity to participate in the general curriculum and will be provided appropriate curricular accommodations and modifications.

2. SELPA staff will support statewide and local efforts to pilot and implement curriculum options designed to support children with varying learning needs.

3. SELPA staff will be available to support students and their teachers whose needs for curricular support are beyond the district's expertise.

6. Provision for Ongoing Review of Programs

A. Rationale

The State has in place a system for review of the special education programs in the districts. It is the responsibility of the SELPA to support the delivery of effective programs and services in its districts, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in review processes, including the Quality Assurance Process, the Procedural Safeguards and Complaints processes and mediation and due process procedures.

B. Policy Statement

The Placer ~~Nevada~~ *County* SELPA endeavors first to provide adequate information, resources, and support to all its member districts, so that they may deliver compliant, quality services. Further, SELPA staff will, under the direction of the Council of Superintendents and in conjunction with SEAC, participate in all State review processes and any local review processes to ensure that appropriate and necessary services are offered for all children with disabilities and to support continuous improvement of those services.

C. Guidelines

1. The SELPA will ensure that adequate information related to all areas of compliance is available to all the member LEAs.

2. The SELPA will ensure the availability of a full continuum of options, supplemental aids and services, and regionalized programs, for all children with disabilities, severe low incidence, non-severe and early childhood.

7. Coordinating Services with Other Public Agencies

1. The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities.

2. Each interagency agreement will be developed by a Committee for consideration by the SEAC.

3. The SELPA Administrator has the primary responsibility to negotiate agreements with other public agencies.

4. All agreements negotiated with public agencies are to be reviewed by the SEAC and submitted to the Council of Superintendents for approval.

5. These agreements include but are not limited to: Children's System of Care, Part C (Infants), California Children's Services, Head Start, Alta California Regional Center, and others as needed.

6. ~~Each~~ *The* County Office shall determine a process to use in determining which special education services that County Office shall provide to the districts it serves.

6.4.19

SELPA: Placer ~~Nevada~~ *County* SELPA **ANNUAL SERVICE PLAN**
LEA: _____ Fiscal Year ___ / ___

Special Education Services	**Service Available At All Schools**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**
Regular class with accommodation									
Resource services (school-based program/Learning Center)									
Resource Specialist Program									
Special day inclusion services									
Special day class in public integrated facility									
Special day class in public separate facility									
Special day class in nonpublic school									
Language and speech									
Home and hospital									
Adapted physical education									
Audiological services									
Individual counseling									
Group counseling									
Guidance services									
Occupational therapy									
Physical therapy									
Orientation and mobility									
Parent counseling									
Social work services									
Vocational education training									
Recreation services, includes therapeutic recreation									
Individual and small group instruction									
Vision services									
Specialized driver training									
Psychological services									
Specialized services for low incidence disabilities									
Health and nursing-specialized physical health care services									
Health and nursing-other services									
Interpreter services									
Education technology services									
Behavior management services									
Assistive services									
Braille transcription									
Reader services									
Note taking services									
Transition services									
Vocational counseling									
Deaf and hard of hearing services									
Respite care services									
Transportation									
Other special education services									

6.4.20

SELPA: Placer ~~Nevada~~ *County* SELPA **ANNUAL SERVICE PLAN**

LEA: _____ Fiscal Year ___ / ___

Special Education Services	**Service Available At All Schools**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**	**School Name**
Infant DIS service									
Infant RSP service									
Infant SDC service									
Family training, counseling and home visits									
Medical services (for evaluation only)									
Nutrition services									
Service coordination									
Special instruction									
Special education aide in regular development class child care center or family child care home									
Language and speech									
Audiological services									
Occupational therapy									
Physical therapy									
Orientation and mobility									
Social work services									
Vision services									
Psychological services									
Specialized services for low incidence disabilities									
Health and nursing-specialized physical health care services									
Health and nursing-other services									
Education technology services									
Behavior management services									
Assistive services									
Deaf and hard of hearing services									
Respite care services									
Transportation									
Other special education services									

Note: This is the format we are recommending for our districts, and is based on the current CASEMIS service options.

6.4.21

Annual Budget Plans

Each district in the SELPA assures the maintenance of fiscal support and understands that Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

Revenues:

Costs:

Administrative

Services to Pupils:

With severe disabilities
With low incidence disabilities
With nonsevere disabilities
To support LRE
Regionalized

Note: All property taxes for special education purposes are allocated to the ~~two~~ County Offices ~~in Placer and Nevada~~ *County*, and are used to support the services for the severely disabled, including those with low incidence disabilities. If a time should occur where the revenues exceed the expenditures, the additional revenue would be allocated out to the districts for special education services.

We understand that this is a placeholder for whatever is determined to be required to be sent in annually. What we have been assuming, if it's required legislatively to be sent in (and because we understand there is proposed legislative language to clarify this), is that we would turn in the annual budget sheet for special education for each district, hopefully in SACS format.

6.4.27

POLICIES

104. Distribution of Special Education Funds

A. Rationale

Both federal and state law requires assurances that all eligible pupils residing within a SELPA have equal access to special education programs and services regardless of their district of residence. To accomplish this goal, the Council of Superintendents is required to (1) have a process for allocating funds in accordance with laws and regulations; (2) develop an annual budget allocation plan; and (3) monitor the use of special education funds.

B. Policy Statement

1. Each district within the SELPA is assured an equitable share of federal and state special education funds available to the SELPA to provide special education services to residents of the districts. Services may be provided through funds allocated to the district of residence, another school district, a county office, or another SELPA.

2. Funds available for distribution are understood to be those allocated to the SELPA on the Advance Certification from the State Department of Education less the funds required to serve residents of Licensed Children's Institutions (LCIs), Low Incidence equipment, Regionalized Services, specially designated pools (NPS~~, NP~~ /A, Extended school year, OT, and small district reserve) ,infants, and special education grant funds allocated by the State Department of Education. Placer ~~Nevada~~ *County* SELPA will follow the state apportionment cycle in the distribution of special education revenues.

3. Using the prior year April pupil count, excluding Infants, PPPIP, and NPS students, each district's caseload is converted into units of one of four types: special day class - severely handicapped (SDC-SH); special day class-non-severe (SDC-NSH), resource specialist program (RSP); and designated instruction and services (DIS).

   Using loading standards below, each district's special education pupil count is converted into a unit entitlement. The applicable average unit rate is then applied to create a district's dollar entitlement.

Non-severe SDC:	12 for K-8 districts 12.6 for K-12 districts 14 for high school districts
Severe SDC:	9 7 for ~~NCSOS, NJUHSD and~~ TTUSD*
RSP:	24 22 for direct service districts, and TTUSD
DIS:	24

6.4.23

*This includes only the SH programs operated by the Tahoe Truckee Unified School District, ~~Nevada Joint Union High School District, the Nevada County Office of Education, and districts which operate SH SDCs transferred from the Nevada County Superintendent of Schools.~~ *programs.*

The definition of "severely disabled" is in Education Code §56030.5.

4. Using the prior year April pupil count, the SELPA will calculate each district's current year allocation by multiplying their calculated units times the respective unit rate. Each district is allocated the dollars calculated based on their pupil count. For districts with CBEDS enrollment of 250 or fewer students, a minimum of 11 RSP student count will be provided. If there is a shortage of funds from the state to cover the allocation, each district will receive the same proportion of the total as their proportion of the allocation model. If the state's funding exceeds the allocation model, the excess amount will be used to equalize districts' funding and modify the unit rates for entitlement. This formula for distributing special education dollars is monitored and subject to approval by the Executive Committee of the Council of Superintendents.

5. After all appropriated funds have been distributed, a half percent of each district/county office of education's allocation will be transferred to a reserve account. This reserve may be used to support small school districts, and/or any other unusual circumstances creating a significant impact on the delivery of special education services. Any balance in this reserve account at the end of the fiscal year will be distributed in accordance with the direction of the Council of Superintendents.

6. Any school district with an enrollment under 500 that would receive a reduction of special education funding from prior year which would significantly impact the implementation of special education services may apply to the Council of Superintendents for special financial assistance for the current year.

   Beginning with the 2002-2003 school year, a pupil cap will be applied to all high school service areas including students grade K- age 22 throughout the SELPA. The cap – calculated as pupil count by district of residence (including students served by County or other program operators) as a percentage of the district CBEDS - will be determined annually by the statewide average of special education enrollment in the state. If a high school service area is serving over that statewide average determined at P-1 annually, at the pupil count in April of the following school year, the allocation for the district(s) in that service area which are over the cap will be decreased. In the first year (2002-2003) of implementation, 50% of the impact of the cap will be implemented, with full implementation in 2003-2004.

   Each school district will continue to be monitored for its cap, so as to ensure that each district continues to be as successful as possible in maintaining its own cap. If a district within the high school service area exceeds its cap and the service area is over its cap, the district will receive the funding impact of the enforced cap. County operated programs are exempt from a cap; however, school districts placing pupils in county operated programs are subject to billback costs.

   This policy will be reviewed periodically in order to assess the impact of the cap.

6.4.24

C. Administrative Guidelines

1. Calculations for district/COE entitlements will be based on the April pupil count of the previous school year.

2. In calculating the special education cap for each school district, the April pupil count of the year following the October CBEDS count of the prior year will be used (i.e., for the 2002-2003 funding model, April '02 pupil count and the October '01 CBEDS were used.) The count includes all special education students except Infant and preschoolers, by district of residence.

3. All pupils aged 3 to 22 years residing in foster family homes and licensed children's institutions will be included in the pupil count, but will not be used for funding purposes.

4. Revenue limit dollars generated by students in special day classes will be used as a funding source for special education programs in accordance with Education Codes §42238.9 and 42238.95. It is each district's responsibility to ensure and monitor revenue limit dollars generated from SDC pupils.

5. ~~Each~~ *The* County Office of Education receives property taxes, a portion of which are earmarked for special education. These dollars are a funding source to the SELPA's AB602 apportionment. Therefore, ~~each~~ *the* County Office will retain property tax dollars only up to the level of its program entitlement, as per the SELPA allocation policy, and any balance of property tax dollars will be distributed to the districts in the respective counties.

6. Parent Participation Preschool Intervention Program (PPPIP) will not be included in the base nor in the 3 to 22 year calculation, but will be funded through state and federal grants.

7. Calculations used to determine the transfer of special education programs from county offices to districts shall include the following:

   a. Programs transferred from a county office to a school district shall follow the process described in Education Code §§56207 and 56370.

      The school district will be funded in the year of service transfer for pupils identified in the prior year April pupil count by moving the numbers of students identified on the previous server's count to the receiving district's count.

   b. For funding purposes, program transfers will only apply to unduplicated pupil counts or the primary placement of students in the program to be transferred.

8. All school districts and *the* county offices of education will be responsible for maintaining local support to special education programs and will maintain a three percent (3%) contingency fund at the local level, that is equal to 3% of all special education expenditures budgeted in the fiscal year.

6.4.25

9. When IEP teams place special education students outside the Placer ~~Nevada~~ *County* SELPA into a neighboring SELPA, funding will be provided in the following manner:

   a. Reimbursement is only available for SH students who are residents within the geographical boundaries of the Placer ~~Nevada~~ *County* SELPA.

   b. A maximum of ten percent of one SH unit could be available by special request to the Executive Committee of the Council of Superintendents, using funds from the reserve account.

   c. Any additional financial support necessary for this student becomes the responsibility of the district of residence.

   d. Any related services necessary become the responsibility of the district of residence.

10. Each year the SELPA will receive the equivalent of 1997-98 base funding, as defined by the California Department of Education, Finance Division, plus two sources of new funding: COLA and Growth. These funding sources will be pooled and distributed in accordance with the funding model.

11. COLA will be applied annually to four pools: NPS, ~~NP~~ /A, OT, and Extended Year. Any remaining COLA dollars are added to any new monies that are distributed in accordance with the funding model.

12. Growing districts will be compensated by the nature of the SELPA funding model. For example, as a district's or county office's special education population increases, so will the district's or county office's entitlement. As their entitlement increases, so will their percentage of any new monies. Therefore, a growing district would be allocated a higher percentage of any new monies received by the SELPA.

    A school district and/or county office may provide special education services in accordance with Education Code 56195.3 to students who reside outside the Placer ~~Nevada~~ *County* SELPA. A written agreement between the two agencies shall stipulate the terms and conditions including transportation, related services, duration of service and the estimated financial payment the district of residence shall anticipate. The financial payment will be calculated based on all costs required to educate that child, minus revenue limit.

    Any costs incurred for related services and other associated costs will be included.

6.4.26

POLICIES

309. Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

A. Rationale

This policy applies to all Charter Schools that are chartered by educational entities located within Placer *County* ~~and Nevada Counties~~. Additionally, this policy applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to a district within the SELPA (Education Code §47605.5(k)(1)). Because students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools will follow all requirements of state and federal law regarding provision of special education services (Education Code §56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33).

B. Policy Statement

Special education and related services shall be provided to all eligible individuals within Placer *County* ~~and Nevada Counties~~ in accordance with this Local Plan. Students enrolled in charter schools chartered within the two counties shall be served in the same manner as children with disabilities are served in other public schools.

For the provision of special education services, charter schools may be categorized as either a separate LEA or a Public Charter School within a district. All approved charter schools will be deemed public charter schools within a district unless the charter school has been deemed an LEA by the SELPA Council of Superintendents and approved by the County Superintendent of Schools.

1. SELPA Involvement with Approval and Renewal of Charters

Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the status of the charter school. The chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.

6.4.21

2. Status of Charter Schools

For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.

a. Public Charter School Within a School District

Charter schools that are deemed to be public charter schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the district.

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

b. Charter School as an LEA within the SELPA

A charter school may apply to become an LEA for the provision of special education services. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The Council of Superintendents will make the final determination whether the charter school has met all requirements of an LEA. These requirements include:

6.4.28

- Provide a current operating budget in order to assure fiscal responsibility in accordance with Education Code §§ 42130 and 42131.

- Provide assurances that students and staff will be instructed in a safe environment.

- Provide a copy of the original petition.

- Be responsible for any legal fees as it relates to the application and assurances process in becoming an LEA.

- Meet the terms of the agreement regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation and Review (Procedures of the Placer ~~Nevada~~ *County* SELPA Local Plan).

- Meet the terms of the agreement regarding Procedural Safeguards of the Placer ~~Nevada~~ SELPA Local Plan.

- Meet the terms of the agreement regarding Regionalized Services of the Placer Nevada *County* SELPA Local Plan.

Once deemed an LEA, the charter school will be responsible for and entitled to the following:

a. Participate in governance of the SELPA in the same manner as other LEAs within the SELPA.

b. Receive state and federal funding for special education in the same manner as other LEAs within the SELPA.

c. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

B. Administrative Guidelines

1. The governing board of each LEA shall not approve a petition for creation of a charter school unless the petition contains adequate assurances that the proposed school will comply with all provisions of federal law and implementing regulations related to the rights of students with disabilities and their parents (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act).

6.4.29

2. The governing board shall require that a petition include the means by which the charter school intends to serve students with disabilities. This will include a specific reference as to whether the charter school intends to be deemed an LEA or public charter school for the provision of special education services.

3. The governing board shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.

4. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the provision of special education services to students enrolled in the prospective charter school.

5. The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.

6. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district, if the school is deemed a public school of the district, or a charter school, if deemed an LEA.

7. If a charter school IEP team places a student in a special education program provided by another educational entity, i.e., a COE, another district or SELPA, the charter school will be responsible for any excess costs attributable to the placement. Responsibility for excess costs will rest with the placing charter school.

8. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.

9. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public charter school. The chartering district will represent the needs of charter schools that are deemed public charter schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.

10. If the charter school wishes to be deemed an LEA, the approved charter school will apply to the SELPA for LEA status prior to February 1 of the preceding school year.

6.4.30

11. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed LEAs will be included in the SELPA governance structure in the same manner as other districts.

12. If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA local plan.

LOCAL PLAN FOR LITERACY

A. Rationale

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

B. Policy Statement

In order to improve the educational results for students with disabilities, the districts of the Placer ~~Nevada~~ *County* SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in our districts. In order to facilitate that effort, our districts assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

1. information about current literacy and learning research;

2. state-adopted standards and frameworks; and

3. research-based instructional strategies for teaching reading to a wide range of diverse learners.

Each of the districts and *the* county offices within the Placer ~~Nevada~~ *County* SELPA will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the Summer Reading Academy, and the rollouts on the frameworks.

Our goals are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and

2. instructional materials and support.

6.4.32

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

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve ___ their highest potential.
2. Fosters a safe, caring environment where individual differencesare valued and respected.
3. Provide facilities for all district programs and functions that Stewart___ are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners Leaman___ in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J.
Personnel Sign-Off by B. Noyes___
Program Sign Off by S.
SBLT Involvement ___
Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Adoption of Annual Second Meeting Site Presentation Calendar

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
2nd Meeting Site Presentations

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees annually adopts a calendar for school site presentations to the Board. Being submitted for consideration is the second meeting presentation calendar for the 2003-2004 school year.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt the calendar for the second meeting school site presentations.

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6.5

SECOND MEETING OF MONTH

BOARD OF TRUSTEES SITE PRESENTATIONS

(Site Reportings Should be SBLT Based, with the SBLT President Reporting)

2003-2004 School Year - 2nd Meeting

DATES	LOCATION	SCHOOL REPORTING
August 19, 2003	LHS Performing Arts Bldg	**ESTABLISH SCHEDULE**
September 16	LHS Performing Arts Bldg	**Lincoln High School**
October 21	LHS Performing Arts Bldg	**Support Services**
November 18	LHS Performing Arts Bldg	**Phoenix High School**
December 16	LHS Performing Arts Bldg	**Glen Edwards Middle School**
January 20, 2004	LHS Performing Arts Bldg	**First Street School**
February 17	LHS Performing Arts Bldg	**Sheridan School**
March 16	LHS Performing Arts Bldg	**Creekside Oaks Elementary**
April 20	LHS Performing Arts Bldg	**Carlin C. Coppin Elementary**
May 18	LHS Performing Arts Bldg	**Possibilities: Spec. Ed.; Food Service; Transportation; Facilities; other**
June 15	LHS Performing Arts Bldg	

Adopted: 8/--/03

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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

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Fosters a safe, caring environment where individual differencesare 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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LEP)___
Complies with Governance & Management Document ___
Complies with 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:
Adoption of FY 2003-04 Superintendent and Management Team Goals And Objectives

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:

MEETING DATE:
August 19, 2003

BACKGROUND:

The Board of Trustees has received two preliminary documents, one in April and the second on August 5th. Being presented for adoption is the final 2003-2004 Superintendent and Management Team Goals and Objectives.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt the final 2003-2004 Superintendent and Management Team Goals and Objectives.

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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

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4. Promote the involvement of the community, local government, business, service organizations, etc. as partners Leaman___ in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy
Complies with Site Plan (LIP)___
Complies with Governance & Management Document ___
Complies with Mission Statement ___
Funding Sign-Off by J.

Personnel Sign-Off by B. Noyes___
Program Sign Off by S.

SBLT Involvement ___
Initial

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:
Adoption of New Policies
And Regulations

AGENDA ITEM AREA:
ACTION

REQUESTED BY:
Roger R. Yohe, Superintendent

ENCLOSURES:
Policies/Regulations

MEETING DATE:
August 19, 2003

BACKGROUND:

•The Board of Trustees reviewed the following new policies and regulations at the August 5th Board meeting. It is being requested these policies be approved as submitted.

- BP/AR/E 4222 Teacher Aides/Paraprofessionals
- BP/AR 5022 Student and Family Privacy Rights
- AR 5148.1 Child Care Services for Parenting Students
- AR 6112 School Day

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees adopt the new policies and regulations as submitted.

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Personnel
TEACHER AIDES/PARAPROFESSIONALS

The Governing Board recognizes that paraprofessionals support student learning by providing valuable assistance to teachers and other certificated personnel and enabling greater individualized instruction and supervision of students. Such employees may perform instructional and/or administrative tasks in accordance with law, Board policy and administrative regulation.

(cf. 1240 - Volunteer Assistance)
(cf. 4200 - Classified Personnel)
(cf. 6171 - Title I Programs)

Each paraprofessional shall be provided with a clear definition of his/her roles and responsibilities.

Paraprofessionals shall be under the immediate supervision and direction of certificated personnel.

In determining the assignment of paraprofessionals, the Superintendent or designee shall consider the greatest benefit to students based on such factors as class size, grade levels, student needs, subject matter and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training for their positions, ongoing support and regular performance assessments. Teachers shall receive training in how to collaborate effectively with an assistant and are expected to assign duties consistent with written job descriptions for paraprofessionals.

(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4215 - Evaluation/Supervision)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

The Board encourages qualified paraprofessionals to pursue opportunities that lead to attainment of a teaching credential and enable them to increase their skills and experience in the classroom.

(cf. 4112.2 - Certification)
(cf. 4112.21 - District Interns)

Personnel
TEACHER AIDES/PARAPROFESSIONALS

Legal Reference:
EDUCATION CODE
44390-44393 California School Paraprofessional Teacher Training Program
44833 Postsecondary students as nonteaching aides
44835 Duties of nonteaching work study aides
45330 Paraprofessionals
45340-45349 Instructional aides
45350-45354 Teacher assistants
45360-45367 Teacher aides
54480-54486 Special Teacher Employment Programs
CODE OF REGULATIONS, TITLE 5
12065-12070 Teacher aides for Special Teacher Employment Programs
PUBLIC LAW 107-110
1111 State plans
1119 Qualifications for teachers and paraprofessionals

Management Resources:
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Roles for Education Paraprofessionals in Effective Schools, 1997
WEB SITES
CTC Paraprofessional Teacher Training Program: http://www.ctc.ca.gov/para
CDE: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov
California School Employees Association: http://www.csea.com
National Resource Center for Paraprofessionals: http://www.nrcpara.org
National Clearinghouse for Paraeducator Resources:
http://www.usc.edu/dept/education/CMMR/Clearinghouse.html

Adopted:

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6.7.7

Personnel
TEACHER AIDES/PARAPROFESSIONALS

Qualifications and Duties of Paraprofessionals

(Districts maintaining high schools)

No person shall be initially assigned to assist in instruction as a paraprofessional unless he/she has demonstrated proficiency in reading, writing and mathematics skills up to or exceeding that required for the district's high school seniors pursuant to Education Code 51220(a) and (f). (Education Code 45330, 45344.5, 45361.5)

A paraprofessional who has passed a comparable proficiency test in another district shall be considered to have met the district's proficiency standards. (Education Code 45344.5, 45361.5)

Instructional aides shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45344)

Instructional aides need not perform their duties in the physical presence of the teacher, but the teacher shall retain responsibility for the instruction and supervision of the students in his/her charge. (Education Code 45344)

Qualifications and Duties of Paraprofessionals in Title I Programs

All paraprofessionals hired after January 8, 2002, to work in a program supported by federal Title I funds shall have received a high school diploma or its equivalent. (P.L. 107-110, Section 1119; Education Code 45330)

(cf. 6171 - Title I Programs)

In addition, such paraprofessionals shall have met at least one of the following criteria: (P.L. 107-110, Section 1119; Education Code 45330)

1. Completed at least two years of study at an institution of higher education

2. Obtained an associate's degree or higher

4.1.3

Personnel
TEACHER AIDES/PARAPROFESSIONALS

3. In a manner other than receipt of a high school diploma, met a rigorous standard of quality and demonstrated, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing either:

   a. Reading, writing and mathematics

   b. Reading readiness, writing readiness and mathematics readiness

All paraprofessionals hired before January 8, 2002, and working in a program supported by Title I funds shall satisfy one of the above requirements by January 8, 2006. (P.L. 107-110, Section 1119; Education Code 45330)

A paraprofessional hired on or before January 1, 2003, shall be deemed to have met the proficiency exam requirements of item #3 above if he/she has previously demonstrated, through a local assessment, knowledge of, and an ability to assist in, instructing reading, writing and mathematics. (Education Code 45330)

Items #1-3 above shall not apply to any paraprofessional who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title I programs by acting as a translator, or whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118. (P.L. 107-110, Section 1119; Education Code 45330)

Paraprofessionals working in a program supported by Title I funds may be assigned to: (P.L. 107-110, Section 1119)

1. Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher

2. Assist with classroom management, such as organizing instructional and other materials

3. Provide assistance in a computer laboratory

4. Conduct parental involvement activities

5. Provide support in a library or media center

6. Act as a translator

7. Provide instructional services to students, provided that the paraprofessional is working under the direct supervision of a teacher

Title I paraprofessionals may assume limited duties that are assigned to similar personnel in non-Title I programs, including duties beyond classroom instruction or that do not benefit Title I students, in the same proportion of total work time as non-Title I paraprofessionals. (P.L. 107-110, Section 1119)

The principal of each school operating a Title I program shall annually attest in writing as to whether the school is in compliance with federal legal requirements regarding the qualifications and duties of paraprofessionals listed above. Copies of attestations shall be maintained at the school and district office and shall be available to the public upon request. (P.L. 107-110, Section 1119)

Parental Notification

At the beginning of each school year, parents/guardians shall be notified that they may request information regarding whether their children are provided services by paraprofessionals and, if so, their qualifications. (P.L. 107-110, Section 1111)

(cf. 5145.6 - Parental Notifications)

Adopted:
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6.7.5

Personnel

TEACHER AIDES/PARAPROFESSIONALS

ATTESTATION REGARDING TITLE I PARAPROFESSIONALS

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 P.L. 107-110, Section 1115 (targeted assistance schools).

School:_____ Principal:_____

1. I certify that every paraprofessional hired after January 8, 2002, and working in a program supported by Title I funds, unless he/she is exempted by law, has received a high school diploma or its equivalent and has met at least one of the following criteria pursuant to P.L. 107-110, Section 1119:

   a. Completed at least two years of study at an institution of higher education

   b. Obtained an associate's or higher degree

   c. Met a rigorous standard of quality and demonstrated, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing either reading, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

2. All paraprofessionals working in a Title I program are performing duties consistent with Section 1119.

_____

Signature of Principal

Adopted:
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Students
STUDENT AND FAMILY PRIVACY RIGHTS

The Governing Board believes that personal information concerning district students and their families should be kept private in accordance with law.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 5020 - Parent Rights and Responsibilities
(cf. 5021 - Noncustodial Parents)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6000 - Concepts and Roles)
(cf. 6162.8 - Research)

The Superintendent or designee shall consult with school site Site Based Leadership Teams regarding this policy.

Collection of Personal Information for Marketing Purposes

The Board prohibits district staff from administering or distributing to students survey instruments that are designed for the purpose of collecting personal information for marketing or for selling that information.

Legal Reference:
EDUCATION CODE
49450-49457 Physical examinations
49602 Confidentiality of pupil information
51513 Personal beliefs
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1232h Protection of pupil rights

Management Resources:
WEB SITES
CSBA: http://www.csba.org
CDE: http://www.cde.ca.gov
USDOE, Family Policy Compliance Office: http://www.ed.gov/offices/OM/fpco/

Adopted:

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Students
STUDENT AND FAMILY PRIVACY RIGHTS

Definition

Personal information means individually identifiable information including a student's or parent/guardian's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a social security identification number. (20 USC 1232h)

Surveys Requesting Information about Beliefs and Practices

A student's parent/guardian shall provide prior written consent before the student submits to a survey containing one or more of the following items: (20 USC 1232h; Education Code 51513)

1. Political affiliations or beliefs of the student or his/her family

2. Mental or psychological problems of the student or his/her family

3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality

4. Illegal, anti-social, self-incriminating or demeaning behavior

5. Critical appraisals of other individuals with whom students have close family relationships

6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or ministers

7. Religious practices, affiliations or beliefs of the student or his/her parent/guardian

8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

If a student participates in a survey regarding information about beliefs and practices as identified above, school officials and staff members shall not request or disclose the student's identity.

(cf. 6162.51 - Standardized Testing and Reporting Program)

6.7.8

Students
STUDENT AND FAMILY PRIVACY RIGHTS

(cf. 6162.8 - Research)

Exceptions to Collection of Personal Information

Any district restriction regarding collection of personal information shall not apply to the collection, disclosure, or use of personal information collected from students for the purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment

2. Book clubs, magazines, and programs providing access to low-cost literary products

3. Curriculum and instructional materials used by elementary and secondary schools

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

5. The sale by students of products or services to raise funds for school-related or education-related activities

(cf. 1321 - Solicitation of Funds from and by Students)

6. Student recognition programs

(cf. 5126 - Awards for Achievement)

Parent/Guardian Access to Surveys and Instructional Materials

(cf. 5020 - Parent Rights and Responsibilities)

Within a reasonable period of time (10 working days) of receiving a request, the principal or designee shall permit a parent/guardian to view a survey, instrument or instructional material. A parent/guardian may view the document any time during normal business hours.

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Students
STUDENT AND FAMILY PRIVACY RIGHTS

1. Upon request, inspect that survey or instrument before it is administered or distributed to his/her child or any instructional material used as part of his/her child's educational curriculum.

2. Refuse to allow his/her child to participate in the activity

Students whose parents/guardians exercise this option shall not be penalized by the district. (20 USC 1232h)

Health Examinations

No school official or staff member shall subject a student to a non-emergency, invasive physical examination as a condition for school attendance, except as permitted or required under California law. (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a properly authorized hearing, vision or scoliosis screening. (20 USC 1232h)

(cf. 5131.61 - Drug Testing)
(cf. 5141.3 - Health Examinations)

Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy

2. The process to opt their children out of participation in any activity described in this policy and administrative regulation

3. The specific or approximate dates during the school year when the following activities are scheduled:

   a. Survey requesting personal information

   b. Physical exams or screenings

6.7.10

Students
STUDENT AND FAMILY PRIVACY RIGHTS

Parents/guardians shall also be notified of any substantive change in this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

Adopted:

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Cal-SAFE Program

The district shall provide child care and development services on or near the school site for the children of teen parents enrolled in the district's California School Age Families Education (Cal-SAFE) program. Such services shall be available whenever enrolled teen parents are participating in a school-approved activity during or outside the school day. (Education Code 54743, 54745, 54746)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care and Development Services)

Participation in the child care and development services shall be voluntary. (Education Code 54746)

No fees shall be assessed for child care and development services provided through the Cal-SAFE program. (Education Code 54745)

Children of teen parents shall be eligible for enrollment from birth to age five years or until they enroll in kindergarten, whichever occurs first, as long as the teen parent is enrolled in the district's Cal-SAFE program. If the teen parent is enrolled in a summer school program or a school program operating more than 180 days, eligibility shall be determined by the parent's hours of enrollment and only for those hours necessary to further the completion of the parent's educational program. (Education Code 54746, 54749)

Before a child is enrolled in the program or allowed on the school campus, he/she shall have a health evaluation form signed by a physician or the physician's designee. Health screening and immunizations shall not be required when the child's parent/guardian annually files a written request pursuant to Education Code 49451 or Health and Safety Code 120365. (Education Code 54746)

(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)

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Child Care Services for Parenting Students

The Superintendent or designee shall complete an intake procedure regarding each child upon entry into the program, and periodically as needed thereafter, and shall maintain a developmental profile for each child in order to design a program that meets the child's developmental needs. (Education Code 54746)

Child care and development services shall operate pursuant to applicable sections of Education Code 8200-8498, the Child Care and Development Services Act and shall meet the health and safety requirements of 22 CCR 101151-10123.92 and 101351-101439.1. (Education Code 54746)

The child care site shall be available as a laboratory for parenting or related courses, with priority given to teen parents enrolled in the district's Cal-SAFE program. (Education Code 54746)

Legal References:
EDUCATION CODE
8200-8498 Child Care and Development Services Act
49451 Exemption from physical examination
54740-54749 Cal-SAFE program for pregnant/parenting students and their children
HEALTH AND SAFETY CODE
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
120365 Exemption from immunization

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

Adopted:

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6.7.13

INSTRUCTION
School Day

Kindergarten

The minimum school day for kindergarten students shall be 180 minutes, excluding noon intermissions but including recesses. (Education Code 46115, 46117)

The maximum school day for kindergarten students shall be four hours (240 minutes) excluding recesses. (Education Code 46111)

Elementary Schools

The minimum school day for students in elementary schools shall be:

1. 230 minutes for students in grades 1 through 3 (Education Code 46112)

2. 240 minutes for students in grades 4 through 8 (Education Code 46113)

For students in grades 1 through 8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

The above minimum days do not apply to situations in grades 1 through 3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)

Secondary Schools

The minimum school day for junior high and high school students (charter school, or not) shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The minimum school day shall be 180 minutes for students enrolled in a continuation high school, continuation education classes, opportunity school or classes, adult education classes, special day or Saturday vocational training program, or specified work experience program. (Education Code 46144, 46170, 46180, 46190)

Adopted:

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6.7.14

Facilities
CHARTER SCHOOL FACILITIES

Definitions

In-district students are those charter school students who are entitled to attend a district school. Students eligible to attend district schools based on an interdistrict attendance agreement or parent employment shall be considered students of the district where they reside. (5 CCR 11969.2)

(cf. 5117.1 - Interdistrict Attendance Agreements)
(cf. 5111.1 - District Residency)

An eligible charter school operating in the district is one that is either currently providing public education to in-district students or has identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year, regardless of whether the district is or is proposed to be the chartering entity and whether the charter school has a facility inside the district's boundaries. (Education Code 47614; 5 CCR 11969.2)

Contiguous facilities are contained on the school site or immediately adjacent to the school site. If the charter school's students cannot be accommodated on any single district school site, contiguous facilities also include facilities located at more than one site, provided that the district minimizes the number of sites assigned and considers student safety. (5 CCR 11969.2)

Reasonably equivalent conditions shall be determined on the basis of: (5 CCR 11969.3)

1. A comparison group of district schools with similar grade levels, selected in accordance with 5 CCR 11969.3

2. Capacity, including equivalency of the ratio of teaching stations to average daily attendance, allocation of specialized classroom space and access to nonteaching station space

3. Condition of facilities, including:

   a. School site size

   b. Condition of interior and exterior surfaces

   c. Condition of mechanical, plumbing, electrical and fire alarm systems

10.7.15

Facilities
CHARTER SCHOOL FACILITIES

d. Conformity of mechanical, plumbing, electrical and fire alarm systems to applicable codes

e. Availability and condition of technology infrastructure

f. Suitability of the facility as a learning environment, including but not limited to lighting, noise mitigation, and size for intended use

g. The manner in which the facility is furnished and equipped

(cf. 7111 - Evaluating Existing Buildings)

Provision of Facilities by District

As of November 8, 2003, or on the first day of July following the passage of a local school bond measure, any charter school operating in the district shall be entitled to receive district facilities sufficient for the charter school to accommodate all of its in-district students in conditions reasonably equivalent to those in other district schools. Facilities provided to charter schools shall be contiguous and shall be furnished and equipped as necessary to conduct classroom-based instruction. Facilities, furnishings and equipment provided to a charter school by the district shall remain the property of the district. (Education Code 47614; 5 CCR 11969.2, 11969.4)

(cf. 0420.4 - Charter Schools)
(cf. 7110 - Facilities Master Plan)

If a charter school was established through the conversion from an existing public school, the condition of the facility previously used by the district shall be considered to be reasonably equivalent for the first year the charter school uses the facility. (5 CCR 11969.3)

Procedures for requesting facilities shall include the following steps: (5 CCR 11969.9)

1. The charter school shall submit a written facilities request to the Governing Board in accordance with the timelines specified in 5 CCR 11969.9.

In submitting a facilities request, the charter school shall use a form available through the California Department of Education. The charter school shall distribute, or otherwise make available for review, the written request to interested parties, including but not limited to parents/guardians and school staff.

6.7.16

Facilities
CHARTER SCHOOL FACILITIES

2. The Board shall review the charter school's projections of in-district and total average daily attendance and in-district and total classroom average daily attendance, and shall provide the charter school a reasonable opportunity to respond to any concerns raised by the district.

3. The Board shall prepare a preliminary proposal regarding the space to be allocated to the charter school and the pro rata share amount, and shall provide the charter school a reasonable opportunity to review and comment on the proposal.

4. The Board shall provide a final notification of the space offered to the charter school by April 1 preceding the fiscal year for which facilities are requested. The notification shall identify:

   a. The teaching station and nonteaching station space offered for the exclusive use of the charter school and that to be shared with district-operated programs

   b. Arrangements for sharing any shared space

   c. The assumptions of in-district classroom average daily attendance upon which the allocation is based, and a written explanation of the reasons for any differences than those submitted by the charter school

   d. The pro rata share amount

   e. The payment schedule for the pro rata amount, which shall take into account the timing of revenues from the state and from local property taxes

5. The charter school shall provide written notification to the Board, by May 1 or within 30 days after the district notification, whichever is later, whether or not it intends to occupy the offered space.

The district and charter school shall negotiate an agreement regarding the use of and payment for the space. The agreement shall contain the information included in item #4 above. (5 CCR 11969.9)

The agreement also shall provide that the charter school shall maintain liability insurance naming the district as an additional insured in order to indemnify the district for damage and losses for which the charter school is liable, and that the charter school shall comply

6.7.17

with Board policies regarding the operations and maintenance of school facilities, furnishings and equipment.

(cf. 3530 - Risk Management/Insurance)

The space allocated to the charter school shall be furnished, equipped and available for occupancy at least seven days prior to the first day of instruction of the charter school. (5 CCR 11969.9)

The district may charge the charter school a pro rata share of its facilities costs that the district pays with unrestricted general fund revenues. (Education Code 47614; 5 CCR 11969.7)

Each year, any charter school desiring district facilities shall provide the district with a reasonable projection of its average daily classroom attendance by in-district students for the following year, and the district shall allocate facilities on the basis of this projection.

If the charter school generates less average daily attendance than projected, the charter school shall reimburse the district for the over-allocated space at rates set by the State Board of Education. (Education Code 47614; 5 CCR 11969.8)

The ongoing operations and maintenance of facilities, furnishings and equipment shall be the responsibility of the charter school. The district shall be responsible for projects eligible to be included in the district's deferred maintenance plan and the replacement of district-provided furnishings and equipment in accordance with district schedules and practices. (5 CCR 11969.4)

Space allocated for use by the charter school shall not be sublet or used for purposes other than those that are consistent with Board policies and district practices without permission of the Superintendent or designee. (5 CCR 11969.5)

(cf. 1330 - Use of School Facilities)

Funding for New Construction

Applications for facilities funding for new construction pursuant to Education Code 17078.50-17078.62 may be submitted by either: (Education Code 17078.53)

1. The district on behalf of a charter school that is physically located within the geographical boundaries of the district

Facilities
CHARTER SCHOOL FACILITIES

Management Resources:
WEB SITES
CSBA: http://www.csba.org
CDE: http://www.cde.ca.gov
Office of Public School Construction: http://www.opsc.dgs.ca.gov
Coalition for Adequate School Housing: http://www.cashnet.org

Adopted:

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6.7.19