

PIEDMONT UNIFIED SCHOOL DISTRICT
BOARD POLICIES & ADMINISTRATIVE REGULATIONS
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Philosophy, Goals, General Objectives and Comprehensive Plans

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Updated February 1, 2023

Piedmont Unified School District
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans BP 0000

Strategic Plan – Mission Statement

In order to provide a clear focus for district programs, activities and operations, the Board of Education has adopted a strategic plan that sets direction for the District which is focused on student learning and describes what the Board wants its schools to achieve.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 6010 - Goals and Objectives)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall facilitate the ongoing process for establishing and/or reviewing the district's Strategic Plan which is inclusive of parents/guardians, students, staff and community members.

The Board shall annually review the District Strategic Plan.

The Superintendent or designee shall communicate the District's Strategic Plan to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)
(cf. 1100 - Communication with the Public)

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Leadership: Vision, 1996
WEB SITES
CSBA: <http://www.csba.org>

Adopted: October 27, 1999

Piedmont Unified School District Board Policy

BP 0100

Philosophy, Goals, Objectives and Comprehensive Plans

STRATEGIC PLAN PHILOSOPHY

Vision

Our students are compassionate leaders and courageous problem-solvers, ready to take on challenges and make a difference in a complex and interconnected world.

Mission

Piedmont Unified School District provides all students with an excellent education and opportunities for personal growth, delivered by skilled, diverse, and well-supported staff, in a school community that is inclusive and inspiring.

Core Values

Our district embraces these core values in educational practice and operational strategy:

Integrity

We elevate honesty and ethics as the centerpiece of all that we do.

Equity

We foster a welcoming, inclusive and safe environment where individuals are nurtured, where barriers to success are eliminated, and where everyone has the opportunity to collaborate with others and reach their potential free from racism and other forms of inherent bias. We model compassion and respect for others perspectives.

Academic Excellence

We provide outstanding academic content that paves the way for students to achieve mastery of core academic subjects, literacy in media and technology, and cultural competency in preparation for college, careers and a future of their own design.

Curiosity

We create opportunities for students to ask questions, identify current and future problems, explore their interests and talents, innovate, and find joy in life-long learning.

Courage

We promote resilience, diligent work, and taking action - even when doing so may be difficult.

Legal Reference:

EDUCATION CODE

51002 Local development of program based on stated philosophy and goals

51019 Definition of philosophy

ADOPTED: October 27, 1999

REVISED: September 14, 2011

REVISED: January 25, 2023

**Piedmont Unified School District
Board Policy**

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0200

GOALS FOR THE SCHOOL DISTRICT

Each year, the Governing Board develops and adopts goals to advance the mission, vision, beliefs and commitments of the District. The District's current goals are:

Goals:

#1 – Adapt & Improve Educational Program Delivery: Continuously adapt and improve program delivery in collaboration with administration, staff, employee groups, support groups, parents, and the community, so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship.

#2 – Support Professional Growth & Instructional Effectiveness: With a focus on supporting student growth through an effective instructional program, work in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students within budget limitations.

#3 – Provide a Safe Learning Environment: Provide students with a safe and healthful learning environment where respect, inclusion, resilience, responsible citizenship, self discipline, and personal responsibility are thoughtfully practiced.

#4 – Cultivate a Dynamic Learning Community: Cultivate a dynamic learning community focused on growth, inquiry, and communications in partnership with employees, parents, students, community members, and organized groups.

#5 – Develop & Implement a Sustainable Plan to Balance the Budget: Continue to develop and implement a three-year plan to balance the budget in collaboration with administration, employee groups, support groups, parents, and the community, in order to sustain the quality of our educational and instructional programs, and school facilities.

Goal #6 – Invest In & Preserve School Facilities & Infrastructure: Develop and implement a plan to ensure the long-term safety, accessibility, usability, and value of school facilities and infrastructure within budget limitations and in collaboration with the City of Piedmont where appropriate.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal

51021 Definition of objective

Adopted: October 27, 1999

Revised: September 14, 2011

**Piedmont Unified School District
Board Policy**

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0210

GOALS FOR STUDENT LEARNING

To further the philosophy of the District, the schools should seek to :

1. Provide a strong college preparatory program with opportunities available in the practical and fine arts.
2. Teach with skill and knowledge, using methods appropriate to the learning process.
3. Foster inquiry, originality and creativity.
4. Provide instruction, guidance, encouragement and challenge according to individual readiness and need.
5. Provide systematic evaluation of each student's performance and developmental progress.
6. Provide information and guidance to aid academic, career and personal decisions.
7. Provide training for the student's developing body and competence in basic motor skills, supplemented by a wide range of physical activities.
8. Provide the student perspective to judge the character of our times through the study of our own heritage and of modern and older civilizations and their environments.
9. Provide education in thoughtful citizenship and experience in the processes of democracy.
10. Provide an environment of orderliness and harmony through constructive and consistent behavior standards leading to self-discipline.
11. Inspire respect for the rules of the schools and the rights of others through responsible leadership of staff and student government.
12. Prepare students for a lifetime process of informed and critical thinking. Teach our students to observe, analyze, synthesize and evaluate information.

Legal Reference:
EDUCATION CODE
51020 Definition-Goal

Adopted: October 27, 1999

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Board of Education is committed to equal opportunity for all individuals in employment and education. District programs and activities shall be free from discrimination based on gender, race, color, religion, ancestry, national origin, immigration status, ethnic group, marital or parental status, physical or mental disability, sexual orientation, social or economic status or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 5145.3 - Nondiscrimination Harassment)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)
- (cf. 6178 - Vocational Education)
- (cf. 6200 - Adult Education)

Education

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

- (cf. 5145.13 – Response to Immigration Enforcement)

It is the policy of the Board to ensure equal educational opportunity in activities that include, but are not limited to, the following: course offerings, guidance services extra-curricular programs, and testing procedures. Therefore, the Board believes an equal opportunity program is an essential part of all educational policies and programs which seek to develop each student's full potential and foster an appreciation for cultural diversity in our society.

Employment

The Board's equal opportunity program ensures that a policy of equal access to all areas of employment within the District is followed. The principles of equal opportunity are an integral element of the Board's philosophy and extend to every aspect of employment including, but not limited to, the following: recruitment, selection, training, apprenticeships, salary, promotion, tenure, demotion or transfer, or other forms of compensation including fringe benefits.

This policy is available in the personnel office for all employees, students, parents, and other interested members of the community.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Annual Notification

The Annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code [234.7](#))

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-264 Prohibition of discrimination

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

11340-11356 Administrative regulations and rulemaking

UNITED STATES CODE TITLE 20

1400 - 1491o Individuals with Disabilities in Education Act

1681 - 1688 Discrimination based on sex or blindness,

Title IX 2301 - 2471 Car] D. Perkins Vocational and Applied Technology Act

UNITED STATES CODE TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE TITLE 42

2000d - 2000d-7 Title VI, Civil Rights Act of 1964

2000h - 2000h-6 Title IX

CODE OF FEDERAL REGULATIONS TITLE VI

100. 1 - 100. 13 Nondiscrimination in federal programs, effectuating Title VI

104.1 - 104.39 Section 504 of the Rehabilitation Act of 1973

106.1 - 106.61 Discrimination on the basis of sex or blindness, effectuating Title IX especially:

106.9 Dissemination of policy

Adopted: October 27, 1999
Revised June 27, 2018

**PIEDMONT UNIFIED SCHOOL DISTRICT
BOARD POLICY**

**BP 0415.1
RACIAL EQUITY**

The Piedmont Board of Education seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity.

This racial equity policy has three goals. The first is to commit the school district to fighting racism as an institution. The second is that the school district will be an inclusive and welcoming environment for BIPOC students, staff, and their families. The third is to eradicate opportunity gaps for BIPOC students.

Racial equity is defined as both an outcome and a process. As an outcome, racial equity in PUSD is achieved when race does not determine one's outcomes at school or work, when students and families have what they need to thrive as members of the school community, and when staff have what they need to succeed in their work, no matter their race. As a process, racial equity in PUSD is achieved when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives, specifically BIPOC students, staff, and their families.

Several important terms related to racial equity are included in this policy and are worth defining to ensure a common understanding for all readers of the policy. These terms are defined at the end of the Board policy and again in the Administrative Regulation.

This Board policy is focused solely on racial equity by design. It does not discuss the work needed to address the needs of PUSD students who identify as low-income, have special needs, are English language learners, experience a disability, or identify as LGBTQ+, not because these students and their needs are not important, but because a school district with a strong commitment to anti-racist values requires an additional set of considerations to our nation's continuing history of systemic racism, anti-Blackness, White supremacy, White privilege, and oppression based on race. Racial equity policies and plans that are rooted in anti-racist values will benefit all students and staff in the district, including those who have been historically marginalized by governing and academic institutions.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

To create a district-wide climate of inclusion and belonging for BIPOC students, staff, and their families, the Board shall commit itself and the district to engage in anti-racist education at all levels. Anti-racist education includes, but is not limited to, educating staff and students about

White privilege, White supremacy, and anti-Black racism. Furthermore, anti-racist work addresses practices, policies, and institutional barriers that perpetuate racial inequities and impede equitable access to opportunities for BIPOC students, staff, and their families, to the extent permitted by law.

The Board recognizes that underrepresented groups became underrepresented not of their own doing but rather as the result of the institutionalized power dynamic and racism that exists in society. In every decision it makes, the Board shall work to ensure equitable outcomes for BIPOC students, staff, and their families and, in so doing, shall not rely on biased or stereotypical assumptions about any particular group.

(cf. 9000 - Role of the Board)
(cf. 9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement school and district policies, procedures, and strategies to promote racial equity in the school experience for BIPOC students, staff, and their families. These include, but are not limited to, the following:

1. Develop and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families;
2. Advance the representation of Black, Indigenous, People of Color at all levels within our school district, to the extent legally permitted;
3. Conduct a review of all district-wide policies, procedures, and programs with a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families;
4. Prioritize the adoption of a comprehensive district-wide anti-racism education curriculum for K-12 students, their families, teachers and administrative staff, and the PUSD board with an emphasis on opportunities to learn for White-identified staff, students, and their families;
5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families;
6. Develop the District's Strategic Plan to include the directives in this Racial Equity Policy
7. Prioritize the allocation of the district's financial and human resources in a manner that results in racially equitable outcomes for all BIPOC students, staff, and their families via district programs and support services, to the extent permitted by law;
8. Ensure the execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion, and

social justice, by creating an infrastructure with defined roles that will support racial equity work ongoing.

Accountability

The Board of Education directs the Superintendent to include as part of the District's Strategic Plan a system-wide racial equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for PUSD BIPOC students. The Superintendent or designee shall report progress annually on the plan and outcomes.

(cf. [0500](#) - Accountability)

The Board of Education shall regularly monitor the racial intent and impact of district policies and decisions on BIPOC students in order to safeguard against disproportionate or unintentional impact on access to programs and achievement goals for specific student populations in need of services.

Individuals wishing to submit a racial discrimination complaint may follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Assistant Superintendent. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities.

Assistant Superintendent
760 Magnolia Avenue
Piedmont, CA 94611
(510) 296-2686
cwozniak@piedmont.k12.ca.us

(cf. [1312.3](#) – Uniform Complaint Procedures)

Legal References:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX
2301-2414 Strengthening Career and Technical Education for the 21st Century Act
6311 State plans
6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for AfricanAmerican Students, 2016

African-American Students in Focus: Demographics and Achievement of California's AfricanAmerican Students, 2016

Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015 Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <https://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Glossary of Terms

Anti-Black - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the

socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions or policies. This form of anti-Blackness is protected by the first form of overt racism.

Anti-Racist - being actively conscious about race and racism *and* taking actions to end racial inequities daily. Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it.

Anti-Racist Education - a theory of learning and action that helps educators dismantle racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It also examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.

BIPOC - Black, Indigenous, People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a "person-first" way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. **Black** refers to people who often have African or Caribbean ancestry. **Indigenous** refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. **People of color** refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

Culturally Responsive Pedagogy - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.

Institutionalized Racism - occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Marginalized - the systematic disempowerment of a person or community by denying access to necessary resources, enforcing prejudice through society's institutions, and/or not allowing for an individual or a community's voice, history, and perspective to be heard.

Restorative Justice/Restorative Practices - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative practices are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense.

Structural Racism - the overarching system of racial bias across institutions and society that give privileges to white people resulting in disadvantages to black, indigenous, people of color.

White Privilege - Since white people in America hold most of the political, institutional, and economic power, they receive advantages that nonwhite groups do not. These benefits and advantages, of varying degrees, are known as *white privilege*. For many white people, this can be hard to hear, understand, or accept, but if you are white in America, you have benefited from the color of your skin.

White Supremacy - a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

Resources

National Museum of African-American History and Culture

<https://nmaahc.si.edu/learn/educators>

Racial Equity Tools

<https://www.racialequitytools.org/glossary#>

Association of Supervision and Curriculum Development

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

ABC's of Social Justice

<https://www.lclark.edu/live/files/18474-abcs-of-social-justice>

Adopted: September 9, 2020

PIEDMONT UNIFIED SCHOOL DISTRICT BOARD POLICY

BP 0415

Educational Equity

The Piedmont Board of Education believes that the diversity that exists among the district's community of students, staff, families, and community members is integral to the district's vision, mission, and goals. Addressing the needs of diverse populations requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to educational equity both in the opportunities provided to students and the resulting outcomes.

Educational equity is defined as every student receiving whatever is needed to develop full academic and social potential with no predictability of success or failure that correlates with social or cultural factors such as race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical and cognitive ability, or any other socio-political identity marker.

Historically, populations that have been underserved--meaning those who have not been provided the same opportunities nor have had the same resulting outcomes-- include, but are not limited to, students who identify as any of the following or the intersectionality thereof: Black, Indigenous, and People of Color (BIPOC), English learners, foster youth, homeless, LGBTQ+, low-income, students with exceptionalities.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from underserved populations, the district shall proactively identify biases of all types as well as practices, policies, and institutional barriers that negatively influence student learning and perpetuate opportunity gaps that impede equal access to high levels of learning for all students.

The Board shall make decisions with a deliberate awareness of disadvantages to learning faced by students of diverse backgrounds and with specialized learning needs. To ensure that educational equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of and remedy inequities for communities that have experienced a history of discrimination, exclusion, and segregation. Board decisions shall not rely on

biased or stereotypical assumptions about any particular group of students not representative of the dominant groups.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 9000 - Role of the Board)
(cf. 9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement school and district policies, procedures, and strategies to promote educational equity in all programs and activities, through measures such as, but not limited to, the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, culture, gender, language, and ability in order to enable equity-focused policy, planning, and resource development decisions.

(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)
(cf. 3100 - Budget)
(cf. 4113 - Assignment)
(cf. 7110 - Facilities Master Plan)

3. Encouraging all students to enroll in, participate in, and complete curricular and extracurricular courses, including advanced college preparation programs and other student activities

(cf. 6141.5 - Advanced Placement)
(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Cocurricular Activities)

4. Building a positive school culture and climate that promotes student engagement, safety, a sense of belonging and inclusion, and healthy identity, and provides academic, behavioral, and social-emotional

supports for students

(cf. 5137 - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. 6141 - Curriculum Development and Evaluation)

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

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6179 - Supplemental Instruction)

7. Advancing the employment and retention of a diverse staff that reflects the student demographics of Alameda County
8. Providing district staff with ongoing, researched-based, professional learning and training on culturally responsive instructional practices

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on educational equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

Accountability

The Board of Education directs the Superintendent to include as part of the District's Strategic Plan a system-wide equity plan with goals, actions, and metrics which will result in measurable academic and school experience improvements for PUSD students. The Superintendent or designee shall report progress annually on the plan and outcomes.

(cf. [0500](#) - Accountability)

The Board of Education shall regularly monitor the intent and impact of district policies and decisions on students in order to safeguard against disproportionate or unintentional impact on access to programs and achievement goals for specific student populations in need of services.

Individuals wishing to submit a discrimination complaint may follow the procedures in AR 1312.3 - Uniform Complaint Procedures and contact the Assistant Superintendent. Administration shall investigate and resolve complaints regarding access to District programs, services, activities, or facilities.

Assistant Superintendent
760 Magnolia Avenue
Piedmont, CA 94611
(510) 296-2686
cwozniak@piedmont.k12.ca.us

(cf. [1312.3](#) – Uniform Complaint Procedures)

Legal References:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS

Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <http://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Glossary of Terms

BIPOC - Black, Indigenous, and People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a "person-first" way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. **Black** refers to people who often have African or Caribbean ancestry. **Indigenous** refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. **People of color** refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

Culturally Responsive Practices - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

Institutional Bias - A tendency for the procedures and practices of particular

institutions to operate in ways which result in certain social groups being advantaged or favored and others being disadvantaged or devalued. This need not be the result of any conscious prejudice or discrimination but rather of the majority simply following existing rules or norms. Institutional racism and institutional sexism are the most common examples of institutional bias.

Intersectionality - the intersection of race, class, gender, and ability identities within each individual that informs how one views, discusses, and navigates through the world the way each of us views and discusses the world

LGBTQ+ - lesbian, gay, bisexual, transgender, queer (or sometimes questioning), and others. The "plus" represents other sexual identities including pansexual, intersex, and asexual. The acronym is used to represent a diverse range of sexualities and gender-identities, referring to anyone who is non-cisgender or non-heterosexual.

Students with Exceptionalities - students with disabilities and student with giftedness

References

Center for Public Education

<https://www.nsba.org/-/media/NSBA/File/cpe-educational-equity-research-brief-january-2016.pdf?la=en&hash=A0F139B97D13C589CE00F186E594BEF1C3396F93>

CSBA

<https://www.csba.org/GovernanceAndPolicyResources/EducationalEquity>

Oxford Reference

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100005347#:~:text=Quick%20Reference,others%20being%20disadvantaged%20or%20devalued.>

VeryWellMind

<https://www.verywellmind.com/what-does-lgbtq-mean-5069804>

Adopted: September 9, 2020

PIEDMONT UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

AR 0415.1
RACIAL EQUITY

The Piedmont Board of Education seeks to ensure that policies and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC). The district's mission, vision, and goals recognize that educational excellence for all students requires a commitment to racial equity. The Racial Equity Administrative Regulations are in service of the three goals outlined in the Racial Equity Board Policy:

1. fighting racism as an institution,
2. being an inclusive and welcoming environment for BIPOC students, staff, and their families, and
3. eradicating opportunity gaps for BIPOC students.

The following actions are intended to provide tangible steps for the implementation of the Racial Equity Board Policy and the alignment of the policy with the District's Strategic Plan.

1. Foster and maintain a district-wide culture of inclusion and belonging for BIPOC students, staff, and their families
 - a. District administrative leaders, certificated and classified staff, and School Board Members shall commit to learning about and embodying anti-racist values and to standing up for these values in daily interactions. Areas of learning include but are not limited to:
 - i. Exploring the influence of race and culture on one's personal and professional attitudes and behavior
 - ii. Examining the historical roots and contemporary manifestations of racial prejudice and discrimination, White privilege, White supremacy, anti-Blackness, implicit bias, institutionalized racism, mass incarceration, and liberation
 - iii. Learning methods for addressing racial tension and conflict transparently and directly
 - iv. Identifying anti-racist resources to incorporate into the TK-12 curriculum in all subject areas
 - v. Identifying ways to counteract bias and stereotyping in learning material
 - vi. Assessing the curriculum to make it more inclusive and reflective of all students' lived experiences
 - b. Survey BIPOC students and their families to assess their needs
 - c. Use disaggregated race data to inform racially equitable policy, planning, and resource development decisions

- d. Train administrators to have the knowledge and skills necessary to implement racial equity programs
- e. Adopt Restorative Practices district-wide as a strategy for improving school climate and to strengthen the social and emotional skills of and relationship among students, staff, and administrators
- f. Provide reporting systems for incidents of racism and administering clear, transparent, and timely consequences, including restorative practices
- g. Teach, encourage, and model the responsible use of social media for all students, as well as informing students of the consequences of inappropriate posts

(cf. 5137 - Positive School Climate)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

2. Advance the representation of Black, Indigenous, People of Color (BIPOC) at all levels within our school district, to the extent legally permitted
 - a. Adopt the use of hiring policies and procedures that are targeted to increase representation of BIPOC in all applications for district vacancies (certificated, classified, contractors, and vendors), to the fullest extent allowable by law, with the goal of reflecting the demographics of Alameda County in the district staff
 - b. Ensure that all hiring and personnel policies and practices are consistent with racial equity goals
 - c. Review and update the hiring and retention policies with an equity lens to ensure intended and just outcomes for BIPOC
 - d. Develop programs that support the experience of BIPOC staff so that the district can improve retention, job satisfaction, and their psychological safety and well-being

3. Conduct a review of district-wide policies, procedures, and programs through a racial equity lens, revise these policies to reflect anti-racist values, and ensure these policies result in fair and just outcomes for BIPOC students, staff, and their families
 - a. Regularly conduct district policy, procedure, and program audits and evaluations with a focus on racial equity and anti-racism
 - b. Analyze and measure the impact of district policies, procedures, and programs using disaggregated demographic data related to race, in order to

- safeguard against disparate impact or unintended outcomes for BIPOC students, staff, and their families
- c. Conduct policy, procedure, and program evaluations by a diverse group of stakeholders and present to the Board along with recommendations for next steps
4. Adopt a comprehensive district-wide anti-racism education curriculum with an emphasis on opportunities to learn for White-identified staff, students, and their families
 - a. Adopt curriculum such as the *Teaching Tolerance Anti-Bias Framework* and provide ongoing training for teachers
 - i. Integrate social justice standards curriculum into units of study across all levels and in all content areas
 - ii. Beginning in kindergarten, teach students the four domains of the social justice standards providing equal emphasis on identity, diversity, justice, and action in elementary grades and greater emphasis on justice and action in secondary grades
 - iii. Provide ongoing parent education connected to anti-racist and social justice curriculum
 - b. Engage in a deep study of the four areas of *Teaching Tolerance Critical Practices for Anti-Bias Education* to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership
 - c. Adopt curriculum and instructional materials that include diverse voices and perspectives, such as but not limited to *Perspectives for a Diverse America* curriculum written by Teaching Tolerance
 - d. Complete an audit of the existing curriculum and instructional practices using a research-based resource, such as but not limited to the *Critical Practices* and the *Anti-Bias Framework* written by Teaching Tolerance
 - i. Train all staff on culturally responsive pedagogy
 - ii. Remove inappropriate or outdated curriculum
 - iii. Discontinue teaching practices that are harmful to BIPOC students and their families

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 5137 - Positive School Climate)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

5. Invest and support the mental and physical well-being of BIPOC students, staff, and their families

- a. Train staff on the use of Restorative Practices as a means for repairing harm caused by individuals and dominant groups toward BIPOC
- b. Recruit Wellness Center interns using hiring policies and procedures consistent with this Administrative Regulation
- c. Train counselors and staff to be proficient practitioners of anti-racism who have the ability to counsel and teach White students and staff about White privilege and anti-racism
- d. Train counselors and staff on how to support BIPOC students and families
- e. Create networks, including affinity groups, to connect BIPOC students and staff to resources they seek and need

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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6179 - Supplemental Instruction)

6. Develop the District's Strategic Plan to include the directives in this Racial Equity Policy

- a. Recruit BIPOC staff, students, and community members to be part of the development of the District's Strategic plan
- b. Identify actions and services in the District's Strategic Plan that support the execution of the policies, procedures, and strategies identified in the Racial Equity Board Policy and Administrative Regulation
- c. Fund the actions identified in the District's Strategic Plan to support the execution, enforcement, and maintenance of the Racial Equity Board Policy and Administrative Regulation
- d. Identify metrics in the District's Strategic Plan to evaluate the actions and services outlined aligned in the Racial Equity Administrative Regulation
- e. Evaluate the effectiveness of the action plans in the District's Strategic Plan for implementation of the Racial Equity Board Policy and Administrative Regulation

7. Prioritize the allocation of the district's financial and human resources in a manner that results in racially equitable outcomes for all BIPOC students, staff, and their families via district programs and support services

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4113 - Assignment)

(cf. 7110 - Facilities Master Plan)

8. Ensure the execution and maintenance of the Racial Equity Board Policy and Administrative Regulation, and all policies related to diversity, equity, inclusion,

and social justice, by creating an infrastructure with defined roles that will support racial equity work ongoing

- a. Contract with outside experts to assist with actions including, but not limited to:
 - i. Creating a culture of inclusion and belonging for BIPOC
 - ii. Developing hiring policies that advance representation of BIPOC
 - iii. Reviewing district-wide policies, procedures, and programs
 - iv. Adopting anti-racism curriculum, providing training for staff, monitoring implementation, and evaluating its effectiveness
- b. Develop a Director of Equity position to oversee the implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's Strategic Plan
- c. Establish an Equity Council consisting of district staff, students, parents, and community organization members who will work in partnership with the Director of Equity by providing the multiple perspectives needed for the successful implementation of actions related to diversity, equity, inclusion, and social justice outlined in board policies, administrative regulations, and the District's Strategic Plan

Glossary of Terms

Anti-Black - The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions or policies. This form of anti-Blackness is protected by the first form of overt racism.

Anti-Racist - being actively conscious about race and racism *and* taking actions to end racial inequities daily. Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it.

Anti-Racist Education - a theory of learning and action that helps educators dismantle racism in schools. It explicitly highlights, critiques, and challenges institutional racism. It addresses how racist beliefs and ideologies structure one-on-one interactions and personal relationships. It also examines and challenges how institutions support and maintain disadvantages and advantages along racial lines.

BIPOC - Black, Indigenous, People of Color - The BIPOC acronym originated from the term "people of color," which itself emerged as a "person-first" way to take back the phrase "colored people" from its racist history. The BIPOC acronym builds on that, while

also acknowledging that not all people of color have the same experiences or deal with the same types of injustice. **Black** refers to people who often have African or Caribbean ancestry. **Indigenous** refers to groups native to the Americas who were here before the colonization by Europeans. This includes Native Americans, as well as Indigenous peoples from the Americas who have later immigrated to the U.S. **People of color** refers to non-white individuals including those who have Asian, Middle Eastern, Indian, and Pacific Island heritage, among others.

Culturally Responsive Pedagogy - teaching that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

Implicit Bias - Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves.

Institutionalized Racism - occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Restorative Justice/Restorative Practices - Restorative Justice is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. Restorative practices are meant to repair harm, heal broken relationships, and address the underlying reasons for the offense.

Structural Racism - the overarching system of racial bias across institutions and society that give privileges to white people resulting in disadvantages to black, indigenous, people of color.

White Privilege - Since white people in America hold most of the political, institutional, and economic power, they receive advantages that nonwhite groups do not. These benefits and advantages, of varying degrees, are known as *white privilege*. For many white people, this can be hard to hear, understand, or accept, but if you are white in America, you have benefited from the color of your skin.

White Supremacy - a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

References

Association of Supervision and Curriculum Development

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

Elena Aguilar, 2020. *Coaching for Equity: Conversations That Change Practice*, Jossey Bass.

National Museum of African-American History and Culture

<https://nmaahc.si.edu/learn/educators>

Racial Equity Tools

<https://www.racialequitytools.org/glossary#>

Adopted: September 9, 2020

PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans BP 0420

SCHOOL PLANS - SITE COUNCILS

The Board of Education encourages District employees, students, parents guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the district's mission, accomplish the Board's adopted goals and or comply with legal requirements.

(cf. 0000 - Strategic Plan)
(cf. 0200 - Goals for the School District)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ensure that schools desiring to participate in state-funded school-based programs establish and maintain a school site council. Such councils shall be responsible for the development, review and modification of school plans within their program area and for other duties as prescribed by law.

When submitting a consolidated application for state and federal categorical programs to the California Department of Education, the Superintendent or designee shall assure that a single plan for student achievement has been prepared for each participating school in accordance with law. (Education Code 64001)

Once the plan is approved by the Board, the site council shall assume responsibility for the ongoing review of its implementation and the periodic evaluation of program effectiveness. The council shall annually review the plan, establish the plan budget, and update the plan to reflect changing improvement needs and priorities.

The council may request that the Board exclude the school from participation in the school improvement program as provided by the Education Code.

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.2 - School Improvement Program)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 0450 - Comprehensive Safety Plan)

Legal Reference:

EDUCATION CODE

52 Designation of schools
53 Designation of high schools
8750-8754 Conservation Education
18100-18203 School libraries
44520-44534 New Careers Program
44500-44508 Peer Assistance and Review Program
51870-51874 Educational Technology
52000-52049.1 School Improvement Program
52053-52055.51 Immediate Intervention/Underperforming Schools Program
52176 Advisory committees
52200-52212 Gifted and Talented Education Program
52340-52346 California Regional Career Guidance Centers
52800-52904 School-Based Program Coordination Act
54000-54041 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54425 Advisory committees (compensatory education)
54650-54659 Education Improvement Incentive Program
54720-54734 School-Based Pupil Motivation and Maintenance Program
56000-56885 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
CODE OF REGULATIONS, TITLE 5
3930-3937 Compliance plans
UNITED STATES CODE, TITLE 20
6301-6578 Title 1 programs

Management Resources:

CDE CORRESPONDENCE

Update on the Status of Program Quality Review and Implementation of SB 374,
November 14, 2001

CDE PUBLICATIONS

Single School Planning Template, 2002

School Site Councils: Their Composition, Role and Responsibilities, 1991

WEB SITES

CDE: <http://www.cde.ca.gov>

Adopted: October 27, 1999

Revised: August 21, 2002

PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans AR 0420

SCHOOL PLANS SITE COUNCILS

School site councils shall be composed of the following: (Education Code 52012, 52852, 54724)

1. The principal
2. Teachers selected by teachers at the school.
3. Other school personnel selected by other school personnel at the site.
4. Parents/guardians of students attending the school, selected by such parents/guardians or community members selected by parents of students attending the school.
5. In secondary schools, students attending the school, chosen by other such students

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.2 - School Improvement Program)

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

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 52012, 52852, 54724)

A District employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

The school site council shall consolidate and approve a single plan for student achievement that shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and any other data voluntarily developed by the District to measure student achievement. (Education Code 64001)

School site councils may function on behalf of other committees in accordance

with law. (Education Code 52176, 52870, 54425)

(cf. 1220 - Citizen Advisory Committees)

The school site council shall annually review and update this plan, including the proposed expenditure of funds allocated to the school for these programs. The Board of Education shall review and approve the plan at a regularly scheduled meeting.

Approved: October 27, 1999
Revised: February 12, 2003

PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans BP 0420.1

SCHOOL-BASED PROGRAM COORDINATION

The Board of Education acknowledges that resources acquired to assist students in one program often can benefit other students without any way depriving the originally target group. The Board encourages school-based coordinated programs as a means for achieving flexibility and coordination in the use of the categorical funds received by each school.

The Superintendent or designee shall give all principals information about the School-Based Program Coordination Act. This information shall be passed on to staff, parent/guardians and secondary students. A school-site council shall be established at each participating school, and shall be given an opportunity to consider whether or not it wishes the school to participate in the school-based coordination program.

Any site council wishing its school to participate in the school-based program coordination shall develop a school plan which ensures that all students acquire the knowledge, understanding and skills of the District's core curriculum. The school plan shall be approved by the Board of Education and kept at the school site. (Education Code 52850)

Each school plan shall address the needs of all the schools special student population and shall provide for an ongoing evaluation of the school's education program. The plan shall describe proposed expenditures of the funds which are being coordinated. (Education Code 52853)

Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population targeted by categorical funds.

(cf. 0500 – Accountability)

The site council shall annually review the school plan, revise it as needed and establish a new budget. (Education Code 52853) The Board shall annually review and approve or disapprove all site council's plans. (Education Code 52855)

Funds coordinated by this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

8750-8754 Conservation Education

44520-44534 New Careers Program

51870-51874 Educational Technology

52000-52049.1 School Improvement Program

52200-52212 Gifted and Talented Education Program

52340-52346 California Regional Career Guidance Centers

52800-52904 School-Based Program Coordination Act

54000-54041 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

56000-56885 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

Management Resources:

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act

0620.09 Use of Categorical Funds for Motivation Incentives

0430.09 Using School Improvement Program Resources and SB 1882 Funding to Promote School Change

1107.89 Implementation of new procedures for noncompliance

WEB SITES

CDE: <http://www.cde.ca.gov>

Adopted: October 27, 1999

Revised: February 12, 2003

PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0420.1

SCHOOL-BASED PROGRAM COORDINATION

Plan

The site council at participating schools shall develop a school plan single school plan for student achievement which includes program goals, expenditures and evaluation processes as required for the state's consolidated application process. (Education Code 64001) The school plan shall also address: (Education Code 52853)

(cf. 0420 - School Plans/Site Councils)

1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student
2. Instructional and auxiliary services which meet the special needs of non-English-speaking or limited-English-speaking students; educationally disadvantaged students; gifted and talented students; and students with exceptional needs
3. A staff development program for teachers, other school personnel, paraprofessionals and volunteers, including those participating in special programs.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

4. Ongoing evaluation of the school's educational program

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

5. The proposed expenditures of funds available to the school through this program, including but not limited to expenditures for salaries and staff benefits for persons providing services for those programs

6. Other activities and objectives established by the site council

The Board of Education shall review and approve or disapprove the school plan. If a plan is not approved, the Board shall give the site council its specific reasons. (Education Code 52855)

The site council shall annually review the school plan, revise it as necessary to reflect changing needs and priorities, and establish a new budget based on the allocation granted to the school by the Board out of the District's grant for this program. (Education Code 52853, 52857)

Subsequent changes in the plan developed by the site council shall be approved or disapproved by the Board, and specific reasons stated for any disapproval. (Education Code 52855)

The plan shall be kept at the school site. (Education Code 52850)

Approved: October 27, 1999
Revised: February 12, 2003

PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans BP 0420.3

SCHOOL-BASED STUDENT MOTIVATION AND MAINTENANCE PROGRAM

The Board of Education believes that the staff at each school site should make every effort to identify potential dropouts and use every available resource to encourage these students to earn a high school diploma.

(cf. 5147 - Dropout Prevention)

To encourage the flexible coordination of categorical programs at each school for this purpose, the Superintendent or designee shall give all District principals information about the School-Based Pupil Motivation and Maintenance Program (Education Code 54720-58734). This information shall be shared with staff, parents/guardians and secondary students.

Before beginning to develop a school-based motivation and maintenance plan, a school site council shall be established to consider whether to participate in the program. All interested parties shall have the opportunity to meet in public to establish this site council. Any existing schoolwide advisory group may be used as the site council if its membership conforms to that specified in Education Code 54724.

(cf. 0420 - School-Plans/Site Councils)

Should the site council decide to participate in a motivation and maintenance program, it shall develop a plan for increasing the school's retention rate. This plan shall include, but not limited to:

1. A staff development program

The program shall include training which helps staff to identify and respond appropriately to risk-taking behavior of youth.

2. Student study teams

Student study teams shall identify dropouts and potential dropouts, assess their needs and develop programs to meet those needs. Each student study team shall include:

- a. The student identified as a dropout or potential dropout
- b. The student's parents/guardians

- c. One of the student's teachers; for dropouts, a teacher who would have been one of the student's teachers
 - d. The principal or designee
 - e. Other appropriate resource teachers or specialists
 - f. When appropriate, representatives of business, industry, community organizations, or law enforcement agencies
3. Procedures for coordinating currently funded services so as to help students succeed in academic and job-related subjects
 4. Instructional and related services for students highly at risk of failing in the regular program or dropping out, and for the educationally disadvantaged, the gifted and talented, and those with exceptional needs. For non- or limited-English speaking students, services shall include instruction in the language they understand
 5. Provisions to identify and remedy learning problems early in the elementary years
 6. Emphasis on literacy and basic skills development
 7. Emphasis on curriculum and teaching strategies that relate to job opportunities
 8. A plan that uses and coordinates outreach consultants' skills and talents
 9. Other activities and objectives established by the council
 10. Proposed expenditures of available funds

The school site council shall annually establish a new budget and review its plan, changing it as necessary to reflect new needs and priorities. (Education Code 54726)

The plan and any revisions shall be approved by the Board prior to implementation. (Education Code 54722)

The Superintendent or designee shall ensure that funds coordinated in this program are used to supplement, not supplant, existing state and local funding. (Education Code 54725)

Legal Reference:
EDUCATION CODE

52850-52863 School plans
52885-52887- State administration
54720-54734 School-Based Pupil Motivation and Maintenance Program and
Dropout Recovery Act

Management Resources:

CDE PROGRAM ADVISORIES

0620.09 Use of Categorical Funds for Motivation Incentives

1107.89 Implementation of new procedures for noncompliance

Adopted: October 27, 1999

PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.4

CHARTER SCHOOLS

The Board of Education believes that charter schools provide one opportunity to implement school-level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal laws and general oversight of the Board.

As needed, the Superintendent or designee may work with charter school petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.

The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems as well as multiple measures for evaluating the educational program. To assist the Board in its general oversight responsibility, charters shall provide for regular reports to the Board related to the charter provisions.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

41365 Charter school revolving loan fund

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

47600-47616.5 Charter Schools Act of 1992

48000 Minimum age of admission (kindergarten)

48010 Minimum age of admission (first grade)

48011 Minimum age of admission from kindergarten or other school

51747.3 Apportionments for independent study

54032 Limited English or low-achieving pupils

56145-56146 Special education services in charter schools
60605 Academic content and performance standards; assessments
60640-60647 Standardized Testing and Reporting Program

GOVERNMENT CODE

54950-54962 The Ralph M. Brown Act

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

CODE OF REGULATIONS, TITLE 5

11960 Regular average daily attendance for charter schools

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 253 (1995)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Education Commission of the States: <http://www.ecs.org>

National School Boards Association: <http://www.nsba.org>

Adopted: October 27, 1999

PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0420.4

CHARTER SCHOOLS

Petition Signatures

To be considered by the Board of Education, a charter school petition must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation
3. At least 50 percent of the permanent status teachers currently employed at the public school to be converted if the charter petition calls for an existing public school to be converted to a charter school

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a signature means the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Charter Provisions

A charter petition shall include descriptions of all of the following: (Education Code 47605)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.
2. The measurable student outcomes identified for use by the charter school. "Student outcomes" means the extent to which all students of the school

demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.

3. The method by which student progress in meeting those student outcomes is to be measured.
4. The governance structure of the school, including but not limited to the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
8. Admission requirements if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.
10. The procedures by which students can be suspended or expelled.

(cf. 5144.1 - Suspension and Expulsion/Due Process)
11. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security.
12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
13. A description of the rights of any district employee upon leaving district employment to work in a charter school, and of any rights of return to the district after employment at a charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

The petition also shall include affirmations that: (Education Code 47605)

1. The charter school shall be nonsectarian in its programs, admission

policies, employment practices and all other operations; shall not charge tuition; and shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability.

2. The charter school shall admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.
 - b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, except for existing students of the charter school, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the charter school and students who reside in the district. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.
 - c. Other admissions preferences permitted by the Board on an individual school basis and if consistent with law.

In addition to submitting the proposed charter and the affirmations described above, charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including but not limited to: (Education Code 47605)

1. The facilities to be used by the school
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation

Charter Approval/Denial

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request to establish a charter school. (Education Code 47605)

The Board shall grant the charter if doing so is consistent with sound educational practice. A charter shall be denied only if the Board presents written specific factual findings that one or more of the following conditions exists: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition
3. The petition does not contain the number of signatures required
4. The petition does not contain an affirmation of each of the conditions described above and in Education Code 47605(d)
5. The petition does not contain reasonably comprehensive descriptions of the 14 provisions described above and in Education Code 47605(b)

The Board also shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47602)

In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

The petitioners shall provide written notice of the Board's approval and a copy of the charter to the State Board of Education. (Education Code 47605)

Revisions

Material revisions to a charter may be made only with Board approval and shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Renewals

A charter school seeking renewal of the charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire.

At least 90 days before the term of the charter is due to expire, the Board shall conduct a public hearing to receive input on whether or not to extend the charter. At least 60 days before the expiration date, the Board shall either grant or deny the request for renewal.

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Each renewal shall be for a period of five years. (Education Code 47607)

Revocations

The Board may revoke a charter whenever it finds that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

Prior to revocation, the Board shall notify the charter school of any violation and give the school a reasonable opportunity to correct the violation unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students. (Education Code 47607)

Requirements for Charter Schools

No student shall be required to attend a charter school. (Education Code 47605)

No District employee shall be required to work at a charter school. (Education Code 47605)

Charter schools shall be exempt from the state laws governing school districts, except all of the following:

1. Charter schools shall be subject to Education Code 47611 regarding the State Teachers' Retirement System. (Education Code 47610)
2. Charter schools shall be subject to Education Code 41365 regarding the

revolving loan fund for charter schools. (Education Code 47610)

3. Charter schools shall be subject to all laws establishing minimum age for public school attendance. (Education Code 47610)

(cf. 5111 - Admission)

4. Charter schools shall meet all statewide standards and conduct the student assessments required by Education Code 60605 and any other statewide standards or assessments applicable to noncharter public schools. (Education Code 47605)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

5. Charter schools shall be subject to state law prohibitions regarding the employment of any person, in either a certificated or classified position, who has been convicted of a violent or serious felony. (Education Code 44830.1, 45122.1)

(cf. 4112.5 /4312.5 - Criminal Record Check)

(cf. 4212.5 - Criminal Record Check)

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the Board. (Education Code 47605)

(cf. 4112.2 - Certification)

In order to generate state funding based on average daily attendance, a charter school student must be a California resident and, if over 19 years of age, must be continuously enrolled in a public school and make satisfactory progress toward a high school diploma. (Education Code 47612)

Students with disabilities shall be served by charter schools in the same manner as such students are served in other public schools. (Education Code 56145)

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 6159 - Individualized Education Program)

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

Charter schools shall, on a regular basis, consult with parents/guardians and teachers regarding the school's educational programs. (Education Code 47605)

Charter schools shall promptly respond to all reasonable inquiries from the Board or the Superintendent of Public Instruction, including but not limited to inquiries

regarding its financial records. (Education Code 47604.3)

Financial Relationship

The District shall permit a charter school to use, at no cost, facilities not currently being used by the District for instructional or administrative purposes or not historically being used for rental purposes provided that the charter school shall be responsible for reasonable maintenance of those facilities. (Education Code 47614)

(cf. 1330 - Use of School Facilities)

The District may charge for the actual costs of supervisory oversight of a charter school not to exceed one percent of the charter school's revenue. If the District is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs up to three percent of the charter school's revenue for supervisory oversight. (Education Code 47613.7)

The charter school may separately purchase administrative or other services from the District or any other source. (Education Code 47613.7)

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PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.5

SCHOOL-BASED DECISION MAKING

The Board of Education desires to improve student learning by giving decision making opportunities to the people who are closest to the students. The Board shall adopt policies which support decision making appropriate to the site level and shall oversee District accountability for such policies.

Under the direction of the Board, school employees, parents/guardians, secondary students and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, personnel selection and assignment, and the allocation of funds.

Under the leadership of the District and school administration, schools making significant changes in instructional practices or learning environment must have a broad-based consensus regarding their specific objectives, priorities, and methods for assessing student learning.

The Board desires to support staff decision making responsibilities with appropriate inservice training, to encourage creativity at school sites, and to evaluate staff performance in relation to school objectives. The Superintendent or designee shall help school decision teams establish planning processes, make efficient use of resources and staff, and develop new programs based on the needs, interests and resources at their individual schools.

The Superintendent or designee shall appoint a district restructuring committee composed of teachers, parents/guardians, administrators, bargaining unit representatives and one or more Board member representatives. This committee shall help school decision teams request changes or waivers from laws, Board policies, administrative regulations, and collective bargaining agreements.

Legal Reference:

EDUCATION CODE

35160 Authority of Board

35161 Delegation of Board authority

58900-58928 Demonstration of restructuring in public education

Adopted: October 27, 1999

PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0420.5

SCHOOL-BASED DECISION MAKING

School Decision Teams

Each school decision team shall be composed of the principal, certificated employees, classified employees, parents/guardians and community representatives. In secondary schools, the committee shall include students attending the school. Team members shall be selected by their fellow staff members, parents/guardians or students; community representatives shall be selected by the school's parents/guardians.

The team shall establish operational procedures, including a process that ensures effective two-way communication with the entire staff, students, parents/guardians and other members of the community.

The team shall establish objectives designed to foster professional growth, instructional improvement and higher student achievement. These objectives may be related to:

1. Teaching strategies and techniques, including student grouping and the use of instructional technology
2. Program priorities
3. Use of available space and equipment to support instruction
4. Staff development programs
5. Staff selection and assignment, including the use of professional and paraprofessional staff to deliver instruction
6. Coordination of student services such as counselors and health staff
7. Parental and community involvement to support student learning
8. Scheduling of instruction and instructional time, including supplementary learning experiences such as field trips and community projects
9. Allocation of discretionary moneys to support instruction

10. Student behavior and discipline

The decision team shall annually evaluate the results of its efforts.

(cf. 0510 - School Accountability Report Card)

District Requirements

Until changes are approved or waivers granted, schools will need to adhere to the following requirements:

1. Work to support district goals and objectives
2. Adhere to Board policy and state rules and regulations
3. Adhere to collective bargaining agreements
4. Operate within resource allocations
5. Avoid activities that negatively impact other schools

Guidelines for Planning

Each school decision team shall:

1. Commit to the Board's school-based decision-making policy
2. Engage in broad-based decision making involving the school administration, staff, parents/guardians, community members and students as appropriate
3. Engage in a planning process to create a vision statement, define school needs, establish goals and priorities, design implementation plans and develop appropriate assessment strategies to measure improvements in student learning
4. Apply for a change or waiver as necessary
5. As opportunities are identified, seek additional outside funding to support restructuring planning

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PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans BP 0430

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Board of Education desires to provide a high-quality education for all students, including those with disabilities. The Board recognizes that all individuals with disabilities have the right to receive a free and appropriate public education.

The District shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act.

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

Accommodations and/or special services shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

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

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Special Education Local Plan Area (SELPA).

The Superintendent or designee shall extend the District's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this District, with the exception of those that apply to complaints, unless the local plan specifically authorizes the district to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

A copy of the local plan for special education of the SELPA, together with appropriate regulations and procedures, shall be available for inspection at the office of the Superintendent and such other locations as the Superintendent directs.

In accordance with selection procedures described in the SELPA plan, the Board shall appoint District representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian

education, and support activities on behalf of individuals with exceptional needs.
(Education Code 56190-56194)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. (Education Code 56195.8) This information may be included as part of the SELPA plan.

Legal Reference:

EDUCATION CODE

56000-56001 Education for individuals with exceptional needs
56020-56035 Definitions
56040-56042 General provisions
56190-56194 Community advisory committees
56195-56195.9 Local plans
56200-56202 Local plan requirements
56205-56208 Local plan requirements
56240-56245 Staff development
56300-56382 Identification and referral, assessment, instructional planning, implementation, and review
56440-56447.1 Programs for individuals between the ages of three and five years
56500-56508 Procedural safeguards, including due process rights
56600-56606 Evaluation, audits and information
56836-56836.03 Administration of local plan

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3082 Regulations governing special education

UNITED STATES CODE, TITLE 20

1400-1485 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

CDE LEGAL ADVISORIES

0101.91 Interagency Coordination Enforcement

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act, PAC: 89/90-15

0831.95 Low Incidence Funding Update, FY 1995-96

1107.89 Implementation of New Procedures for Noncompliance, CCPMD:
89/90-4

1106.95 Occupational Therapy and Physical Therapy, SPB: 95/96-02

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PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0450

COMPREHENSIVE SAFETY PLAN

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

Each principal or designee shall ensure the development of a site-level plan, in accordance with law, tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall be reviewed and updated annually by March 1 of each year.

Each school shall forward the safety plan to the Board for approval. The Board shall approve the plan at a regularly scheduled meeting of the Board and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following: (Education Code 35294.8, 35294.21, 35294.22)

1. How the safety plan addresses the needs of the school and the students within that school;
2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills.

The Board shall approve school safety plan(s) in order to ensure compliance with law, Board policy and administrative regulation.

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 35294.2)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294-35294.9 School safety plans
35294.10-35294.15 School Safety and Violence Prevention Act
35294.20-35294.25 Double Your Cash Program
48900-48926 Suspension and expulsion
48950 Speech and other communication
67381 Violent crime, definition

PENAL CODE

628-628.6 Reporting of school crime
11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School
Violence, 1999

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 1995

WEB SITES

CDE, Safe Schools Office: <http://www.cde.ca.gov/spbranch/safety/safetyhome>

CSBA: <http://www.csba.org>

National Alliance for Safe Schools: <http://www.safeschools.org>

School/Law Enforcement Partnership:

<http://www.cde.ca.gov/spbranch/safety/slep/partnership.asp>

National School Safety Center: <http://www.nssc1.org>

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PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0450

COMPREHENSIVE SAFETY PLAN

Development of Safety Plan

The school site council shall write and develop a comprehensive safety plan relevant to the needs and resources of that particular school. The site council shall consult with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical. (Education Code 35294.1, 35294.2)

(cf. 0420- School Plans/Site Councils)

In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency services.

(cf. 1400 - Relations between other Governmental Agencies and the Schools)

The school site council may delegate the responsibility for writing and developing a school safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 35294.1)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 35294.8)

(cf. 1220 - Citizen Advisory Committees)

The school site council or safety planning committee shall notify, in writing, the

following persons and entities of the public meeting: (Education Code 35294.8)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.
4. A representative of each teacher organization at the school site
5. A representative of the student body government
6. All persons who have indicated that they want to be notified.

Elements of the Safety Plan

The safety plan shall include, but not be limited to: (Education Code 35294.2)

1. An assessment of the current status of school crime committed on campuses and at school-related functions

(cf. 3515.1 - Crime Data Reporting)

2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- a. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Reporting Procedures)

- b. Routine and emergency disaster procedures

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.3 - Earthquake Emergency Procedure System)

(cf. 3543 - Transportation Safety and Emergencies)

- c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with

Disabilities))

- d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)
- e. A sexual harassment policy pursuant to Education Code 213.5

(cf. 5145.7 - Sexual Harassment)
- f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code

(cf. 5132 - Dress and Grooming)
- g. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school

(cf. 5142 - Safety)
- h. A safe and orderly environment conducive to learning at the school

(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
- i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Among the strategies for providing a safe environment, the plan may also include:

- 1. A positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
- 2. Disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5113 - Absences and Excuses)
(cf. 5136 - Gangs)

(cf. 5145.12 - Search and Seizure)

3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multicultural education, character/values education, media analysis skills, conflict resolution and community service learning

(cf. 6141.6 - Multicultural Education)

(cf. 6142.4 - Learning through Community Service)

4. Parent involvement strategies, including strategies to help ensure parental support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, and protecting buildings against vandalism. In addition, methods for effective enforcement and prevention may be considered, including the presence of law enforcement on campus.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police Department)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Crisis intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of

necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.2 - Disruptions)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Campus Disturbances)

- b. Assignment of staff members responsible for each identified task and procedure
 - c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan
 - d. Coordination of communication to schools, Board of Education members, parents/guardians and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)
 - e. Development of a method for the reporting of violent incidents
 - f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling
9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan
- (cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Evaluation of the Safety Plan

The school site council or safety planning committee shall evaluate, and amend as necessary, the safety plan at least once a year to ensure that the plan is properly implemented. (Education Code 35294.2)

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 35294.2)

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PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0510

SCHOOL ACCOUNTABILITY REPORT CARD

The Board of Education views school accountability report cards as one way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. After the report cards are issued, the Superintendent or designee shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

Legal Reference:

EDUCATION CODE

33126 School Accountability Report Card

35256 School Accountability Report Card

35256.1 Information required in the School Accountability Report Card

35258 Internet access to the School Accountability Report Card

41409 Calculation of statewide averages

41409.3 Salary information required in the School Accountability Report Card

46112 Minimum school day for grades 1, 2 and 3

46113 Minimum school day for grades 4 through 8

46117 Minimum kindergarten school day

46141 Minimum school day (high school)

CALIFORNIA CONSTITUTION

Article 16, Section 8.5(e) Allocations to State School Fund

Management Resources:

CDE PUBLICATIONS

California Model School Accountability Report Card

Adopted: October 27, 1999

PIEDMONT UNIFIED SCHOOL DISTRICT
Administrative Regulation

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0510

SCHOOL ACCOUNTABILITY REPORT CARD

Contents

Each year the principal or designee at each school shall prepare an annual school accountability report card which shall include, but is not limited to, an assessment of the following school conditions: (Education Code 33126)

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including:
 - a. Results by grade level from the assessment tool used by the District, using percentiles when available for the most recent three-year period

(cf. 6162.5 - Student Assessment)
 - b. Upon adoption of a statewide assessment system, pursuant to Education Code 60600-60618 and 60800, the results of the statewide assessment by grade level
 - c. The average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period
2. Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System for the school over the most recent three-year period
3. Estimated expenditures per student and types of services funded
4. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school by grade level, the average class size and the percentage of students in grades K-3 participating in the Class Size Reduction Program, using California Basic Education Data System information from the most recent three-year period

(cf. 6151 - Class Size)
5. The total number of the school's credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials and any assignment of teachers outside their

subject areas of competence for the most recent three-year period

6. Quality and currency of textbooks and other instructional materials
(cf. 6161 - Equipment, Books and Materials)
7. Availability of qualified personnel to provide counseling and other student support services
(cf. 6164.2 - Guidance/Counseling Services)
8. Availability of qualified substitute teachers
(cf. 4121 - Temporary/Substitute Personnel)
9. Safety, cleanliness and adequacy of school facilities
10. Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period
(cf. 4115 - Evaluation/Supervision)
11. Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.1 - Suspension and Expulsion/Due Process (Students with Disabilities))
12. Teacher and staff training and curriculum improvement programs
(cf. 4131 - Staff Development)
13. Quality of school instruction and leadership
14. The degree to which students are prepared to enter the work force
(cf. 6030 - Integrated Academic and Vocational Instruction)
15. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level
16. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117 and 46141

School accountability report cards shall also include the following information:
(Education Code 41409.3)

1. The beginning, median and highest salary paid to teachers in the district, as reflected in the district's salary scale
2. The average salary for school-site principals in the district
3. The salary of the Superintendent
4. The percentage of the District's budget allocated to teachers' salaries
5. The percentage of the District's budget allocated to administrative salaries
6. As provided by the state, for items #1-5 above, the statewide average in districts of the same size and type

Every three years the Board shall compare District report cards with the State Board of Education model report card. (Education Code 35256)

Notifications

The Board of Education shall annually issue a school accountability report card for each school site, publicize such reports, and notify parents/guardians that a copy will be provided upon request. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the District makes the information contained in the school accountability report card accessible on the Internet. He/she shall ensure that this information is updated annually.
(Education Code 35258)

Approved: October 27, 1999

**PIEDMONT UNIFIED SCHOOL DISTRICT
Board Policy**

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0520.3

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the District shall use Federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The Superintendent or designee shall provide technical assistance and support to schools participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)

The District and each school receiving Title I funds shall develop a written parent involvement policy and parent compact in accordance with 20 USC 6318.

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)

The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the will use to help low-achieving students meet challenging academic standards.

The plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the Superintendent's or designee's office.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. Comparability may be determined on a school-by-school basis or by grade span. However, in districts where an LEA has only one school for each grade span receiving Title I funding (or schools with 100 or fewer students), the district is exempt from the Title I comparability requirements. (20 USC 6321)

The Superintendent or designee shall maintain records of quantity and quality of instructional materials and equipment at each school site. (BP 6161.1 - Selection and Evaluation of Instructional Materials)

The District also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds

expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of non-comparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

Annual Notification

The Superintendent or appropriate designee shall provide this information to parents / guardians at the beginning of each school year.

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6315 Targeted assistance schools

6318 Parent involvement

6321 Comparability of services

Adopted: October 7, 2008

Revised: November 10, 2010