



# BUCKEYE UNION SCHOOL DISTRICT

## AGENDA

### REGULAR MEETING OF THE BOARD OF TRUSTEES BUCKEYE UNION SCHOOL DISTRICT

#### DISTRICT VISION STATEMENT

Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

**Wednesday, August 14, 2019**  
**Buckeye Union School District Board Room**  
**5409 Robert J. Mathews Parkway**  
**El Dorado Hills, CA 95762**

**Closed Session: 6:00 p.m.**  
**Open Session: 7:00 p.m.**

- I. CALL TO ORDER
- II. PUBLIC COMMENT
- III. ADJOURN TO CLOSED SESSION
  1. Public Employee Discipline/Dismissal/Release(Govt. Code Section 54957)(Classified)
  2. Superintendent Evaluation
- IV. FLAG SALUTE
- V. ROLL CALL
- VI. APPROVAL OF AGENDA
- VII. PUBLIC COMMENTS

## VIII. PRESENTATION

### 1. Reintroduction of the Buckeye Union Education Foundation

*Melissa Keyzer, President*

### 2. Special Education Home to School Transportation Funding

The District will discuss the new El Dorado County Office of Education Special Education Cost Sharing Plan. This plan will impact the District's budget by \$738,695.00 over the next 5 years.

*David Roth, Superintendent*

## IX. REPORTS

1. California Montessori Project School Report: Kim Zawilski
2. Rising Sun Montessori Charter School Report: Karl Zierhut
3. Clarksville Charter School Report: Julie Haycock
4. Cottonwood Charter School Report: Jodiann Beeson
5. Association Reports: BTA & CSEA
6. Reports and Requests by Board Members
7. Superintendent's Report: David Roth, Ph.D.
8. Budget Update: Jackie McHaney

## X. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.

1. Summary Report of Warrants-July 2019
2. Minutes of the Regular Meeting June 26, 2019
3. Personnel Update
4. Quarterly Report on Williams Uniform Complaints-July 2019
5. Declaration of Surplus Items: Rolling Hills Middle School
6. Investment Portfolio Report: Quarter Ended June 30, 2019
7. Overnight Field Trip Request from Valley View Charter Montessori, Alliance Redwoods, October 7-10, 2019. Teachers: Hassey, Danz, and Hawkins.
8. Overnight Field Trip Request from Valley View Charter Montessori (revised date) , February 20-21,2020. Teachers: Wilder, Templeton, and Kellogg.
9. Schoolwork 2019/2020 Service Contract

## XI. ACTION

1. First Reading of the Following California School Board Association (CSBA) recommended Board Policy (BP), Administrative Regulations (AR), and Exhibit (E).
  - AR5111.1-District Residency
  - BP5111.1-District Residency

- AR5117-Interdistrict Permits
- BP5117-Interdistrict Permits
- AR5131.41-Use of Seclusion and Restraint
- AR5141.52- Suicide Prevention
- BP5141.52-Suicide Prevention
- BP5131.2-Bullying
- AR5131.2-Bullying

*(David Roth, Ph.D., Superintendent)*

XII. NEXT MEETING

Wednesday, September 4, 2019

XIII. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 1665 Blackstone Pkwy, El Dorado Hills, CA during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.



Campus: Shingle Springs

Principal: Kim Zawilski

Report Month: August 2019

Date Range of Report: 08-01-19 to 08-12-19

## Shingle Springs Campus Update

### CLASSROOMS

TEACHER'S NAME	CLASSROOM	GRADE LEVEL	CA CRED.	MONTESSORI CERTIFICATION	CPR CERTS	BUDGETED NUMBERS	CURRENT ENROLLMENT	NUMBER OVER/UNDER BUDGET
Amber Presnall	Pine	K/1	CTC	3-6/6-9 IP	Yes	20	20	0
Molly Kimber	Apple	K/1	CTC	3-6/6-9	Yes	20	20	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	17	17	0
Natasha Raffety	Mimosa	K/1	CTC	3-6/MS	Yes	16	16	0
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Shari DeVille	Cedar	K/1	CTC	3-6/6-9	Yes	16	16	0
Jan Fagan	Aspen	2/3	CTC	6-9	Yes	21	21	0
Shannan Chanda/ Gwyne Parker	Wisteria	2/3	CTC	6-9 6-9/9-12	Yes	21	21	0
Ronda Ritchie	Laurel	2/3	CTC	6-9	Yes	21	21	0
Emily McDaniel	Willow	2/3	CTC	6-9	Yes	21	21	0
Wendy Derish	Olive	2/3	CTC	6-9/9-12	Yes	21	21	0
Caleb Peterson	Cypress	4/5/6	CTC	6-9/9-12	Yes	22	24	+2
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kelly Barton	Fig	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	23	25	+2
Kanchana Sriram	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	16	17	+1
Marie Liston	Magnolia	4/5/6	CTC	6-12 IP	Yes	17	17	0
Alison Rosen/ Gwyne Parker	Birch	4/5/6	CTC	6-9/9-12 6-9/9-12	Yes	17	17	0
Patty Blankenship	Birch	4/5/6	CTC	6-9/9-12	Yes	16	16	0
Robert Thomas	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	25	+1
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	24	24	0
Mario Sorrentino	Sequoia	7/8	CTC	Secondary (MS)	Yes	24	24	0
Kim Yeager/ Sueanne Zufelt	Sequoia	7/8	CTC	6-9/9-12 & MS 3-6	Yes	24	24	0

### ENROLLMENT

BUDGETED ENROLLMENT:		465		ACTUAL ENROLLMENT:		475 (+10)			
LOTTERY BINDER:	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2019-2020	60	27	10	7	7	7	12	7	2

### ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.

**DISCIPLINE**

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 0	YTD: 0	CURRENT: 0	YTD: 0

**CLUB MONTESSORI**

CLUB MONTESSORI STAFF	HOURS	CPR CERTS	CLUB MONTESSORI ENROLLMENT	
Kaylee Meinz (M-F)	3:00 - 4:30	Yes	BEFORE SCHOOL:	~
Mikayla Ralph (M-F)	7:00 - 8:30	Yes	AFTER SCHOOL:	~
Lainey Lord (M-F)	7:30 - 8:30	Yes	BEFORE & AFTER SCHOOL:	~
Karen Haena (M-F)	8:00 - 8:30	Yes	KINDERGARTEN SUPPLEMENT:	~
Rachelle LeMoine (M-F)	2:00 - 4:45	Yes	SUMMER INTERSESSIONS:	Ranged from 25-45 per day
Tatjana Thorne (M-F)	3:00 - 4:30	Yes	EARLY RELEASE DAYS:	~
Raechel Hayden (M-F)	2:00 - 6:00	Yes	PUNCH CARDS:	~
OPEN (M-F)	2:00 - 6:00	Yes	STAFF CHILDREN:	~

**STUDENT HEALTH AND SAFETY**

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	TBD	K-12 Health
Vision Screening	1, 3 & 6	TBD	K-12 Health
Scoliosis	7(F), 8(M)	TBD	K-12 Health
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	DATE
Fire/Evacuation	~
Earthquake	~
Lockdown/Shelter in Place	~
Club M – Fire Drill	~
Club M – Shelter in Place	~

**SPECIAL EDUCATION**

ROLE	NAME	SCHEDULE
Point of Contact:	Kim Zawilski	M-F 7:30-4:30
Resource Specialist:	Dawn Nordquist	M-Th 8:00-4:30
Resource Specialist:	Robyn Axline	M-Th 8:00-4:30
Speech Therapist/Pathologist:	Leigh Anne Krueger	M-F 8:00-4:30
SLP Aide:	Joyce Hollingsworth	T & Th 8:30-3:00
Occupational Therapist	School Steps	T 8:00-4:30
Resource Aides:	Katie Curtin Elizabeth Winn Liz Muir Open	M-F 8:30-2:00 M-F 9:00-3:00 T, W, Th 9:00-3:00 M-F 9:00-3:00

TOTALS	
IEP:	70
RSP/SAI:	37
Speech:	50
OT:	13
Behavior	5
Mental Health:	4
ELL:	2 plus new assessments being conducted

**FUNDRAISING EFFORTS**

Event	Total Raised	Funds Used For:
Believe Kids Sales	TBD	Starts in August: Field Trip Program Support
Gala: "Parent Round Up"	TBD	September 21, 2019
Fall Scholastic Book Faire	TBD	November 12 – 15, 2019
See's Candy Fundraiser	TBD	November-December 2019: TBD
Spring Scholastic Book Fair	TBD	March 9 – 13, 2020
Spring Carnival	TBD	Spring 2020

**COMMENTS**

We have been so busy this summer! Our Maintenance Man, Nick, has been operating on his own while we recruited to find the perfect part-time candidate to support him. Allison Robertson just joined our team and is already busy at work. So far this summer, we have tackled several big projects:

- New Signage at each campus
- Over 100 Solar Panels installed on the Lower Campus
- New LED Lighting installed in all of our K-3<sup>rd</sup> grade classrooms
- Major repairs to one of our modular buildings
- Re-painting of all striping and sports courts
- A complete make-over or "flip" on our Deodora Room to accommodate our new Counselor along with our entire SPED Team





## Enrollment Update from Head of School

Rising Sun Montessori School 8/7/19 (Prior to start of Academic Year)

Teacher's Name	Class Grade Levels	CA Credential	Montessori Certification	CPR/1st Aide/BBP/AED	Budgeted Numbers	Current	Variance
Hana Arbuckle	TK/K Leo	CTC	Early Childhood	Yes	23	22	-1
Linda Reik	TK/K Sunflower	CTC	Early Childhood and Lower Elementary	Yes	23	22	-1
Jeff Ritchie	1-3 Andromeda	CTC	Lower Elementary	Yes	26	29	3
Kate Watson	1-3 Seashell	CTC	Lower Elementary	Yes	26	28	2
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	25	25	0
Karl Zierhut	7-8 Taurus	CTC	Secondary	Yes	26	24	-2
Totals:					149	150	1



# BUCKEYE UNION SCHOOL DISTRICT

## MINUTES

### REGULAR MEETING OF THE BOARD OF TRUSTEES BUCKEYE UNION SCHOOL DISTRICT

#### DISTRICT VISION STATEMENT

Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

**Wednesday, June 26, 2019**

**District Office Board Room**

**5049 Robert J. Mathews Pkwy**

**El Dorado Hills, CA 95762 (Park and Enter Board Room in the back of building)**

**Closed Session: 6:00 p.m.**

**Open Session – 7:00 p.m.**

#### **I. CALL TO ORDER**

Kirk Seal motioned to open the meeting at 6:00 p.m. Gloria Silva seconded the motion. The motion carried 5-0.

#### **II. PUBLIC COMMENTS**

None

#### **III. ADJOURN TO CLOSED SESSION**

1. Superintendent Evaluation

#### **IV. RECONVENE TO OPEN SESSION AND FLAG SALUTE**

Brenda Hanson-Smith, Ph.D opened closed session and led the flag salute at 7:00 p.m.

#### **V. ROLL CALL**

**Present:** Brenda Hanson-Smith, Ph.D.

Gloria Silva

Kirk Seal

Jon Yoffie

Winston Pingrey



**VI. APPROVAL OF AGENDA**

Kirk Seal motioned to approve the agenda. Jon Yoffie seconded the motion. The motion carried 5-0.

**VII. PUBLIC COMMENTS**

None

**VIII. REPORTS**

1. Reports and Requests by Board Members  
Brenda Hanson-Smith reported that she will be attending the Jamboree for the Boy Scouts in Virginia in July for 3 weeks and is looking forward to this great event.
2. Superintendent’s Report: Dr. David Roth  
Superintendent David Roth reported that latest edition of the Buckeye Union School District has been published and sent out to all families. Dr. Roth noted that the Newsletter highlights the events of the school year and the accomplishments and contributions of our students, staff and parents all of which we greatly appreciate. We have had a great school year and are looking forward to the next.

**IX. CONSENT AGENDA**

*All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.*

1. Minutes of the Regular Meeting/Public Hearings June 12, 2019
2. Approve Legal Agreement with Lozano Smith
3. Declaration of Surplus Items-Rolling Hills
4. Declaration of Surplus Items-Camerado
5. Declaration of Surplus Items- Blue Oak
6. Approve 2019/2020 Rate Sheet with Growing Healthy Children
7. Approve 2019/2020 Rate Sheet with Capitol Elementary
8. Approve 2019/2020 Rate Sheet with It Takes the Village
9. Approve 2019/2020 Rate Sheet with New Horizons Child & Family Services
10. Approve 2019/2020 Rate Sheet with Maxim
11. Approve 2019/2020 Rate Sheet with Wellsprings Behavior Consulting, LLC
12. Approve 2019/2020 Rate Sheet with Aldar Academy

13. Approve 2019/2020 Rate Sheet with Placer Learning Center
14. Approve 2019/2020 Rate Sheet with Burger Physical Therapy Services
15. Approve 2019/2020 Rate Sheet with Odyssey Learning Center
16. Approve 2019/2020 Rate Sheet with American River Speech
17. Approve 2019/2020 Contract with Big West Distribution
18. Approve 2019/2020 Contact with Francis Distributing
19. Approve 2019/2020 Contract with Mission Linen Supply
20. Approve 2019/2020 Contract with Gold Star Foods
21. Approve 2019/2020 Contract with P&R Paper Supply

Gloria Silva motioned to approve the consent agenda as presented. Jon Yoffie seconded the motion. The motion carried 5-0.

## **X. DISCUSSION/ACTION ITEMS**

1. Approve Local Control and Accountability Plan (LCAP) for Buckeye Union School District

Superintendent David Roth stated that on June 12, 2018 the public hearing for the LCAP was held and the document presented that evening is the same document presented tonight - there have been no changes to the LCAP. The LCAP plans for the District to move forward with the current education program established by the District. The final LCAP was presented for Board approval. Dr. Roth said that he will come back to the Board with updates regarding the chronic attendance report. Buckeye Union School District LCAP can be found on our website.

Board President Brenda Hanson-Smith asked the Board to allow Superintendent David Roth to present all three LCAP and then have the Board take action on all three LCAPs after being presented, as one Agenda Item. All members agreed and Dr. Roth presented the Local Control and Accountability Plan (LCAP) for Buckeye Union School District, Charter Montessori, and Mandarin Immersion Program and requested the Board approve the same.

2. Approve Local Control and Accountability Plan (LCAP) for Charter Montessori, Valley View Campus

Superintendent David Roth stated that on June 12, 2018 the public hearing for the LCAP was held and the document presented that evening is the same document presented tonight - there have been no changes to the LCAP. The LCAP plans for the District to move forward with the current education program established by the District. The final LCAP was presented for Board approval. Dr. Roth said that he will come back to the Board with updates regarding the chronic attendance report. Buckeye Union School District - Valley View Charter Montessori LCAP can be found on our website.

3. Approve Local Control and Accountability Plan (LCAP) for Mandarin Immersion Program

Superintendent David Roth stated that on June 12, 2018 the public hearing for the LCAP was held and the document presented that evening is the same document presented tonight - there have been no changes to the LCAP. The LCAP plans for the District to move forward with the current education program established by the District. The final LCAP was presented for Board approval. Dr. Roth said that he will come back to the Board with updates regarding the chronic attendance report. Buckeye Union School District - Mandarin Immersion LCAP can be found on our website.

Winston Pingrey motioned to approve the Local Control and Accountability Plan (LCAP) for Buckeye Union School District, Charter Montessori, and Mandarin Immersion Program. Kirk Seal seconded the motion. The motion carried 5-0.

4. Approve 2019/2020 Budget Adoption

Assistant Superintendent, Jackie McHaney advised the Board that estimates of the District's financial operation must be approved prior to spending money beginning July 1st. (Education Code §42127) If a budget is not adopted and submitted to the County Office of Education, no expenditures can be made or payroll processed. A Public Hearing on the draft 2019-2020 Proposed Budget was held on Wednesday, June 12, 2019, at which time all interested persons were given the opportunity to address the Board concerning the proposed budget and in compliance with SB 858 the district provided, at the public hearing, the following information:

- The minimum reserve level required in each year;
- The amount of assigned and unassigned end fund balances that exceeds the minimum in each year; and
- Reasons for reserves being greater than the minimum

It is estimated that for the 2019-2020 fiscal year, the District will receive a total of \$40,411,016 in LCFF funding and \$46,204,906 in total funding from all revenue sources. The District's proposed budget has been built using the best information available at this time. The State revenues are based on the Governor's May 2019 revised proposed budget and all budget assumptions are identified in the Report.

A multi-year projection is included with the Adopted Budget and serves to assist the District in making the determination that it is able to meet the

financial obligations for the current fiscal year and the next two fiscal years. The multiyear budget projections show that the District will be able to maintain the minimum economic reserve of 3% and the additional Board reserve of 1% for the 2019-20, 2020-21 and 2021-22 budget years. Ms. McHaney noted, however, that the current year budget and multi-year projection does not include any labor settlements for any of the three fiscal years.

Ms. McHaney requested that the Board adopt the budget as presented for the 2019/2020 fiscal year.

Kirk Seal motioned to approve the 2019/2020 Budget as presented. Gloria Silva seconded the motion. The motion carried 5-0.

5. Adopt Resolution No.19-17: Determination of Use of Education Protection Account Funds for 2019/2020

Assistant Superintendent Jackie McHaney said that every year we need to adopt our EPA funds, Prop 30 Resolution. Prop 30 requires that the District governing Board make EPA spending determinations in an open session at a public meeting and that no funds budgeted for use for the salaries and benefits of administrators or any other administrative costs. The District has budgeted the use of its EPA funds solely for classroom instructional salaries. The District annually posts on its website an accounting of how much money was received and how that money is spent.

Total estimated EPA funding of 6,840,016 is to be expended in 2019-20 in functions 1000-7999 and will be used for instructional purposes. Ms. McHaney presented the staff report and requested that the Board adopt Resolution 19-17. No public comments were made.

Gloria Silva motioned to approve Resolution No.19-17: Determination of Use of Education Protection Account Funds for 2019/2020. Kirk Seal seconded the motion.

Ayes:5

Noes:0

Absent:0

Abstained: 0

6. Adopt Resolution No.19-18: Apportioning the Special Tax as Provided Therein for the Buckeye Union School District Community Facilities District No. 2007-1 (Valley View)

Director of Facilities, Brian McCahon, advised the Board that the District, as administrator of the Valley View CFD No. 2007-1, is required to prepare the annual tax roll to be submitted to the El Dorado County Controller by August 30, 2019. The Special tax levy and apportioning the special tax requires the adoption of Resolution No. 19-18. The collection of tax is estimated to be \$1,581,484.08 for the fiscal year 2019/20. No Public comments were made.

Winston Pingrey motioned to approve Resolution No.19-18: Apportioning the Special Tax as Provided Therein for the Buckeye Union School District Community Facilities District No. 2007-1 (Valley View). Kirk Seal seconded the motion.

Ayes:5

Noes:0

Absent:0

Abstained: 0

7. Statement of School Availability

Director of Facilities, Brian McCahon, presented the Statement of School Availability which is an annual requirement. Mr. McCahon said that legislation required that the District provide developers information regarding the availability of classroom seats. Mr. McCahon requested that the Board adopt the Statement of School Availability as presented.

Gloria Silva motioned to approve the Statement of School Availability. Kirk Seal seconded the motion. The motion carried 5-0.

8. 2019/2020 Addendum to Superintendent, Administrative Services Contract

Assistant Superintendent Jackie McHaney advised the Board that per the terms of the current Employment Agreement with Superintendent Roth, should he receive a satisfactory evaluation for the 2018-2019 school year, the Agreement extends for an additional year. Superintendent Roth did meet and exceed the expectations of the Board when he received his evaluation in closed session at the June 26, 2019 meeting. As a result, the proposed Addendum extends the Superintendent contract through June 30, 2022.

Jon Yoffie motioned to approve the 2019/2020 Addendum to Superintendent Contract. Kirk Seal seconded the motion. The motion carried 5-0.

9. 2019/2020 Addendum to Assistant Superintendent, Administrative Services Contract

Superintendent David Roth advised the Board that Jackie has had a very busy year. Jackie serves as our Chief Business Officer, Director of Human Resources, and at times legal counsel/advisor. As a result, the District has the ability to manage all aspects of its operation very effectively. This is reflective of the work that she does for our District. Assistant Superintendent Jackie McHaney has met and exceeded my expectations when she received her evaluation. As a result, the proposed Addendum to the Assistant Superintendent Employment Agreement extends her contract through June 30, 2021.

Gloria Silva motioned to approve the 2019/2020 Addendum to Assistant Superintendent, Administrative Services Contract. Jon Yoffie seconded the motion. The motion carried 5-0.

10. Approve Federal Addendum for Buckeye Union School District

Superintendent David Roth explained that in an effort to resolve the dispute between the State and Federal Government, we now have a new reporting requirement known as the ESSA Federal Addendum. Effective 2018 local educational agencies applying for Every Student Succeeds Act ESSA funds must complete the LCAP Federal Addendum as part of meeting the requirements for the ESSA LEA Plan. Dr. Roth presented the District's Federal Addendum and requested the Board approve the same.

Gloria Silva motioned to approve the Federal Addendum for Buckeye Union School District. Kirk Seal seconded the motion. The motion carried 5-0.

11. Review of Annual Parent Survey

Superintendent Roth reviewed the Annual Parent Survey, reviewed the survey results.

**XI. NEXT MEETING**

- There are no meetings scheduled in July
- Wednesday, August 14, 2019, Board Room at District Office

**XII. ADJOURNMENT**

Winston Pingrey motioned to adjourn. Jon Yoffie seconded the motion. The motion carried 5-0.

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## BUCKEYE UNION SCHOOL DISTRICT

### PERSONNEL UPDATE

August 14, 2019

#### **I. NEW CERTIFICATED/ADMINISTRATIVE STAFF**

David Cotton	-Language Arts Teacher at Rolling Hills Middle School -Effective August 5, 2019
Michelle Dreyer	-Temporary Teacher at Blue Oak School -Effective August 5, 2019 – June 1, 2020
Melody McCahon	-Part-time (.40 FTE) IB Design (VA/PA) Teacher at Valley View Charter Montessori -Additional .08 FTE for 2019-2020 only -Now .48 FTE for 2019-2020 -Effective August 5, 2019
Michelle Miller	-Temporary, Part-time (.60 FTE) IB Design (STEAM) Teacher at Valley View Charter Montessori -Additional .12 FTE for 2019-2020 only -Now .72 FTE for 2019-2020 -Effective August 5, 2019 – June 1, 2020
Alyssa Nollette	-Temporary Teacher at Buckeye School -Effective August 5, 2019 – June 1, 2020
Bethany Parsons	-Temporary Teacher at Blue Oak School -Effective August 5, 2019 – June 1, 2020

#### **II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF**

Elizabeth Anderson	-Custodian at 6.5 hours per day at Buckeye Elementary School -Effective August 5, 2019
Raffaella Avina	-Playground Monitor at 2.25 hours (1.5 on Wednesdays) at William Brooks Elementary School -Effective August 7, 2019
Bertha Chau	-Health Clerk at 4 hours per day at Rolling Hills Middle School -Effective August 6, 2019
Bryan Ferretti	Playground Monitor at 6.25 hours per day (5.25 on Wednesdays) at Rolling Hills Middle School -Effective August 7, 2019
Wendy Holmes	Playground Monitor at 4 hours per day (3.25 on Wednesdays) at Blue Oak Elementary School Effective August 7, 2019

Jessica Jaco	Playground Monitor at 2 hours per day at Rolling Hills Middle School -Effective August 7, 2019
Laura Knight	-Cafeteria Assistant at 2.5 hours per day at Oak Meadow Elementary School -Effective August 6, 2019
Ken Salabert	Playground Monitor at 2 hours per day at Rolling Hills Middle School -Effective August 7, 2019

**III. TEMPORARY TEACHERS RELEASED – NOW REHIRED**

Lori Kilburg	-Temporary Special Education Teacher at William Brooks School -Effective August 5, 2019 – June 1, 2020
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**III. CHANGE OF STATUS**

**A. Certificated/Administrative**  
None

**B. Classified**

Tamaura Baker	Playground Monitor at 2 hours per day at Rolling Hills Middle School -Now Playground Monitor at 2 hours per day at Rolling Hills Middle School and Crossing Guard at 1 hour per day at Blue Oak Elementary School Effective August 7, 2019
Valerie Bustos	Playground Monitor at 5.75 hours per day (Tuesday/Thursday) at Valley View Montessori School -Now Secretary at 4 hours per day at Valley View Montessori School -Effective July 26, 2019
Kelli Cooper	Teacher Associate (OH) at 6 hours per day (5 hours on Wednesday) at the District Office -Now Behavior Technician at 6 hours per day at the District Office -Effective July 1, 2019
Ellie Corbett	Teacher Associate (OH) at 5.5 hours per day (4.5 on Wednesday) at Blue Oak Elementary -Now Teacher Associate (OH) at 6 hours per day (5 on Wednesday) at Camerado Springs Middle School -Effective August 6, 2019
Cassandra Henderson	Teacher Associate (OH) at 3.75 hours per day at Oak Meadow Elementary School -Now Teacher Associate (OH) at 6 hour per day (5 hours on Wednesdays) at Oak Meadow Elementary School -Effective August 6, 2019
Gina Huettl	Crossing Guard (2 positions) at .5 hours per day at Blue Oak Elementary School



-Now Courier/Utility Worker at 6 hours per day  
in Transportation  
-Effective August 1, 2019

Haley Monachello

Teacher Associate (OH) at 6 hours per day (5 hours on  
Wednesday) at the District Office  
-Now Teacher Associate (OH) at 6 hours per day (5  
hours on Wednesday) at Blue Oak Elementary  
School  
-Effective August 6, 2019

Lori Mullen

Teacher Associate (OH) at 6 hours per day (5 hours on  
Wednesday) at William Brooks Elementary School  
-Now Teacher Associate (OH) at 6 hours per day (5  
hours on Wednesday) at Rolling Hills Middle School  
-Effective August 6, 2019

Emily Verbits

Teacher Associate (OH) at 6 hours per day (5 on  
Wednesday) at the District Office  
-Now Behavior Technician at 6 hours per day at the  
District Office  
-Effective July 1, 2019

#### IV. LEAVE OF ABSENCE REQUEST

A. **Certificated**  
None

B. **Classified**

Cheryl Zakskorn

-Secretary at Silva Valley Elementary School  
-Requesting a .5 leave of absence for the 2019-2020  
school year

#### V. RESIGNATION

A. **Certificated/Administrative**

Katherine Nachtman

-Teacher at Rolling Hills Middle School  
-Effective June 30, 2019

B. **Classified**

Terra Edwards

-Teacher Associate (OH) at Blue Oak Elementary  
School  
-Effective June 5, 2019

Melanie Sweeney

-Crossing Guard at Blue Oak Elementary School  
-Effective June 5, 2019

#### VI. RETIREMENT

A. **Administrative/Certificated**

Lilia Harding

-Teacher at Blue Oak School  
-Effective July 1, 2019

B. **Classified Management/Classified/Confidential**  
None

# Buckeye Union School District

2018-2019

AGENDA ITEM # : X.1.

## Summary Report of Warrants

Warrant Registers for the period of: June 1, 2019 through July 19, 2019

Register #	Date	Fund	Fund #	Amount	Warrants
0242	3-Jun-2019	General Fund	01	21,409.50	1
0247	6-Jun-2019	General Fund	01	30,933.57	40
0248	4-Jun-2019	General Fund	02	631.27	1
0249	4-Jun-2019	State Building Fund	35	7,106.35	2
0250	4-Jun-2019	General Fund	01	5,804.28	7
0251	4-Jun-2019	Cafeteria	13	3,010.57	5
0252	10-Jun-2019	Cafeteria	13	56,588.19	9
0253	12-Jun-2019	General Fund	01	182,370.58	31
0254	12-Jun-2019	State Building Fund	35	321,067.37	3
0255	12-Jun-2019	General Fund	01	75,864.89	18
0256	13-Jun-2019	General Fund	01	10,982.44	50
0257	14-Jun-2019	General Fund	01	10,579.41	28
0258	18-Jun-2019	General Fund	01	26,807.22	19
0259	20-Jun-2019	Cafeteria	13	6,195.04	3
0260	20-Jun-2019	Mello Roos	49	225.00	1
0261	20-Jun-2019	General Fund	01	5,279.57	7
0262	20-Jun-2019	State Building Fund	35	175.93	1
0263	26-Jun-2019	General Fund	01	106,979.80	24
0264	27-Jun-2019	General Fund	01	45,059.40	15
0265	24-Jun-2019	Cafeteria	13	496.56	1
0266	26-Jun-2019	General Fund	01	46,293.38	3
0267	26-Jun-2019	Health and Welfare	01	29,364.82	8
0268	2-Jul-2019	General Fund	01	9,636.21	16
0269	2-Jul-2019	General Fund	01	6,476.76	3
0270	2-Jul-2019	State Building Fund	35	6,000.00	1
0271	3-Jul-2019	Developer Fees	25	1,061.00	1
0272	9-Jul-2019	General Fund	01	7,042.91	15
0273	11-Jul-2019	General Fund	01	33,928.02	9
0274	10-Jul-2019	Cafeteria	13	17,127.96	3
0275	10-Jul-2019	General Fund	01	27,765.67	4
0276	10-Jul-2019	State Building Fund	35	3,510.00	1
0277	17-Jul-2019	General Fund	01	10,720.83	15
0278	16-Jul-2019	General Fund	01	61,623.56	4
0279	17-Jul-2019	General Fund	01	195.00	1
0280	19-Jul-2019	General Fund-Close PO's	01	-	0
Total				<u>\$ 1,178,313.06</u>	350





**EL DORADO COUNTY**

**TREASURER – TAX COLLECTOR**  
**K. E. COLEMAN, MBA | M.ACC.**  
360 Fair Lane, Placerville, CA 95667  
(530) 621-5800 | taxcollector@edcgov.us

**Date: July 30, 2019**

**To: Depositors to County Investment Pool**

**From: K. E. Coleman, Treasurer-Tax Collector** *KEC*

**RE: Investment Portfolio Report - quarter ending June 30, 2019**

---

Attached herewith is the Investment Portfolio Report for the quarter ending June 30, 2019 per Government Code 53646(b) (1) and 53646(e).

The State of California Local Agency Investment Fund Portfolio Report is available in its entirety at the Board Clerk's Office or may be accessed at

<http://www.treasurer.ca.gov/pmia-laif/>

under "Pooled Money Investment Board" report.




**EL DORADO COUNTY**

**TREASURER – TAX COLLECTOR**  
**K. E. COLEMAN, MBA | M.ACC.**  
360 Fair Lane, Placerville, CA 95667  
(530) 621-5800 | taxcollector@edcgov.us

**Date: July 30, 2019**

**To: K. E. Coleman, Treasurer-Tax Collector**

**From: Todd Hall, Treasury Quantitative Specialist** 

**RE: Investment Portfolio Report - quarter ending June 30, 2019**

---

The El Dorado County Pooled Investment Portfolio Report for the quarter ending June 30, 2019 is attached for your review.

Average remaining life to maturity is 138 days. The effective rate of return is 2.45%. Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit and funds in State of California Local Agency Investment Fund are marked at face value.

I certify that this report accurately reflects all the County investments, and is in conformance with the adopted County Investment Policy. Furthermore, I certify to the best of my knowledge, sufficient investment liquidity to meet the pool's expenditure requirements for the next six months and anticipated revenues are available to meet the County's budgeted expenditures.



# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - SUMMARY

June 30, 2019

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity
State of CA Local Agency Invest Fund	65,000,000.00	12.65	1	1
Treasury Securities - Coupon	361,273,319.83	70.29	359	164
Certificates of Deposit - Bank	40,090,544.00	7.80	636	281
Money Market Account	47,600,200.00	9.26	1	1
<b>Total Investments and Averages</b>	<b>513,964,063.83</b>	<b>100.00%</b>	<b>302</b>	<b>138</b>

Month End

Effective Rate of Return                      2.45%

K. E. COLEMAN  
TREASURER/TAX COLLECTOR



# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

June 30, 2019

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
<b>State of CA Local Agency Invest Fund</b>						
071-000000-1	STATE OF CALIFORNIA	65,000,000.00	65,000,000.00	65,000,000.00	1	
<b>Treasury Securities - Coupon</b>						
001-190715-1	US TREASURY	21,000,000.00	20,988,030.00	20,988,743.94	14	07/15/2019
001-190731-1	US TREASURY	6,000,000.00	5,993,160.00	5,992,442.46	30	07/31/2019
001-190731-2	US TREASURY	10,000,000.00	9,988,600.00	9,986,270.11	30	07/31/2019
001-190815-1	US TREASURY	15,000,000.00	14,971,800.00	14,966,857.34	45	08/15/2019
001-190831-1	US TREASURY	14,000,000.00	13,975,920.00	13,977,565.33	61	08/31/2019
001-190831-2	US TREASURY	15,000,000.00	14,985,169.57	14,980,873.97	61	08/31/2019
001-190915-1	US TREASURY	14,000,000.00	13,959,400.00	13,949,762.46	76	09/15/2019
001-190930-1	US TREASURY	15,000,000.00	14,957,250.00	14,938,449.04	91	09/30/2019
001-191015-1	US TREASURY	20,000,000.00	19,936,000.00	19,903,855.46	106	10/15/2019
001-191031-1	US TREASURY	15,000,000.00	14,968,950.00	14,944,994.16	122	10/31/2019
001-191115-1	US TREASURY	10,000,000.00	9,957,800.00	9,936,514.34	137	11/15/2019
001-191130-1	US TREASURY	15,000,000.00	14,930,250.00	14,900,397.56	152	11/30/2019
001-191130-2	US TREASURY	10,000,000.00	9,974,200.00	9,959,881.76	152	11/30/2019
001-191231-1	US TREASURY	12,000,000.00	11,941,920.00	11,906,440.66	183	12/31/2019
001-191231-2	US TREASURY	10,000,000.00	9,987,649.72	9,971,455.41	183	12/31/2019
001-200115-1	US TREASURY	20,000,000.00	19,923,400.00	19,852,054.33	198	01/15/2020
001-200115-2	US TREASURY	10,000,000.00	9,961,700.00	9,926,447.61	198	01/15/2020
001-200131-1	US TREASURY	15,000,000.00	14,926,200.00	14,868,990.46	214	01/31/2020
001-200131-2	US TREASURY	5,000,000.00	4,975,400.00	4,961,385.63	214	01/31/2020
001-200215-1	US TREASURY	10,000,000.00	9,957,000.00	9,927,260.49	229	02/15/2020
001-200229-1	US TREASURY	20,000,000.00	19,911,000.00	19,848,539.96	243	02/29/2020
001-200229-2	US TREASURY	5,000,000.00	4,986,343.75	4,973,294.68	243	02/29/2020
001-200315-1	US TREASURY	16,000,000.00	15,961,598.26	15,925,575.72	258	03/15/2020
001-200331-1	US TREASURY	20,000,000.00	19,909,162.30	19,853,260.90	274	03/31/2020
001-200430-1	US TREASURY	20,000,000.00	20,058,600.00	19,996,355.50	304	04/30/2020
001-200531-1	US TREASURY	20,000,000.00	19,907,800.00	19,835,650.55	335	05/31/2020
<b>Certificates of Deposit - Bank</b>						
019-190827-1	RIVER CITY BANK	1,400,000.00	1,400,000.00	1,400,000.00	57	08/27/2019
027-191206-1	FARMERS & MERCHANT BK LONG BCH	5,000,000.00	5,000,000.00	5,000,000.00	158	12/06/2019



## EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

June 30, 2019

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
027-191218-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	170	12/18/2019
027-200611-1	FARMERS & MERCHANT BK LONG BCH	1,693,000.00	1,693,000.00	1,693,000.00	346	06/11/2020
027-200618-1	FARMERS & MERCHANT BK LONG BCH	4,000,000.00	4,000,000.00	4,000,000.00	354	06/19/2020
027-200626-0	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	361	06/26/2020
028-191206-1	FIRST BANK	7,000,000.00	7,000,000.00	7,000,000.00	158	12/06/2019
028-200403-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	277	04/03/2020
028-200411-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	293	04/19/2020
079-210328-1	UMPQUA BANK	4,000,000.00	4,000,000.00	4,000,000.00	636	03/28/2021
079-220206-1	UMPQUA BANK	249,750.00	249,750.00	249,750.00	951	02/06/2022
221-190902-1	Banner Bank	248,594.00	248,594.00	248,594.00	63	09/02/2019
233-190826-1	Fremont Bank	249,800.00	249,800.00	249,800.00	56	08/26/2019
243-191022-1	Summit State Bank	249,400.00	249,400.00	249,400.00	113	10/22/2019
<b>Money Market Account</b>						
019-000000-1	RIVER CITY BANK	11,703,500.00	11,703,500.00	11,703,500.00	1	
021-000000-1	CITIZENS BUSINESS BANK	106,700.00	106,700.00	106,700.00	1	
025-000000-1	EAST WEST BANK	28,600,000.00	28,600,000.00	28,600,000.00	1	
027-000000-1	FARMERS & MERCHANT BK LONG BCH	90,000.00	90,000.00	90,000.00	1	
028-000000-1	FIRST BANK	1,100,000.00	1,100,000.00	1,100,000.00	1	
079-000000-1	UMPQUA BANK	250,000.00	250,000.00	250,000.00	1	
244-000000-1	Five Star Bank	5,750,000.00	5,750,000.00	5,750,000.00	1	
<b>Total Investments and Average</b>		<b>515,690,744.00</b>	<b>514,685,047.60</b>	<b>513,964,063.83</b>	<b>138</b>	



**Quarterly Report on Williams Uniform Complaints**  
[Education Code § 35186]

To: Dr. Ed Manansala, Superintendent of Schools

District: Buckeye Union School District

Person completing this form: Coleen Schwieter + Title: Superintendent Secretary

Quarterly Report Submission Date:  July 2019  
 (Check one)  October 2019  
 January 2020  
 April 2020

Date for information to be reported publicly at governing board meeting: \_\_\_\_\_

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
<b>TOTALS</b>	0		

\_\_\_\_\_  
Signature of District Superintendent

8-14-19  
\_\_\_\_\_  
Date

June 28, 2019

# **Buckeye Union School District**

# **Annual Services Update**

**Demographics &  
Enrollment Projections Update  
2019-2020**

**SchoolWorks, Inc.**

8331 Sierra College Blvd., #221, Roseville, CA 95661 | 916.733.0402 | [www.schoolworksgis.com](http://www.schoolworksgis.com)



*Facility Problem Solvers*

Business Union School District

# Annual Services Update

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# Proposal Summary

Board of Trustees  
Buckeye Union School District  
5049 Robert J. Mathews Pkwy  
El Dorado Hills, CA 95762

Thank you for the opportunity to present this Proposal for the 2019/2020 annual update of Demographic Services and Enrollment Projections. This Proposal provides a company background, a general overview of the project scope, our methodology, and a cost summary.

Demographic Services and Enrollment Projections help establish guidelines designed to ensure the District's school facilities are able to accommodate and support its current and future enrollment. SchoolWorks, Inc. provides a total comprehensive analysis. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long-term and short-term planning. Our services help identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction, and attendance boundary analysis or redistricting.

Proposal Includes:

- Collaborate with the District staff throughout the project
- Updated six year district & individual school enrollment projections
- Updated attendance boundary demographics trend analysis
- Updated classroom utilization analysis
- Updated new housing impacts & yield rate study
- Interactive web based school attendance boundary locator (Complimentary)
- Draft/Final documentation in electronic form and eight (8) printed copies if requested
- Total fee proposal of \$10,000

SchoolWorks, inc. is dedicated to developing trusting personal relationships with our clients. Our unique hands-on approach makes us more than just another facility planning consultant. Our goal is to become an extension of your staff. We value integrity and going that extra mile to make sure we provide the highest in quality service.

We would be honored to once again serve the Buckeye Union School District. Thank you for your consideration and please do not hesitate to contact us if you have any questions.



Ken Reynolds  
President  
916.771.4605  
ken@schoolworksgis.com



Brett Merrick  
Vice President  
916.771.4606  
brett@schoolworksgis.com

# 2

## Company Profile

**ABOUT SCHOOLWORKS, INC.**

SchoolWorks, Inc. established in 2002 by founder and President Ken Reynolds, has a proud history of guiding California school districts through the complexities of school facility planning.

Our firm takes pride in focusing on the unique challenges facing California school districts today. We offer a wide range of services that provide the building blocks towards smart and successful facility planning.

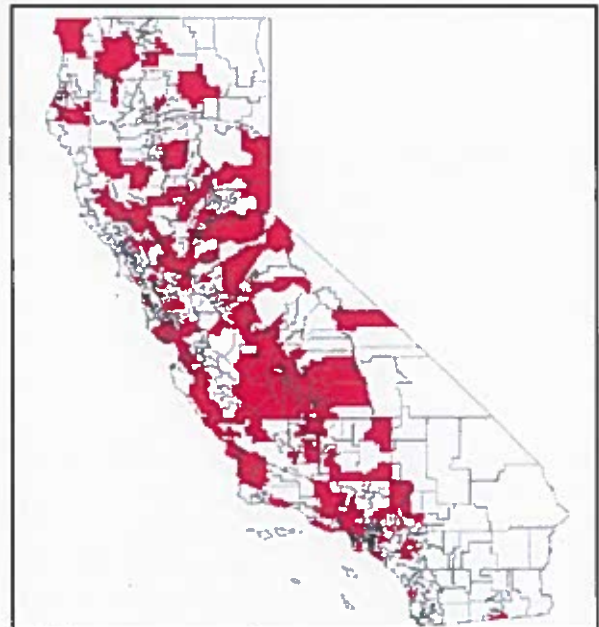
SchoolWorks, Inc. provides services exclusively to California school districts, ranging in size from under 100 students to more than 600,000 students.

Our headquarters is located near Sacramento, providing easy access to CDE, SAB and OPSC. We have additional satellite offices located in the Central Valley and Southern California.

At SchoolWorks, Inc. our mission is simple: Take pride in developing trusting personal relationships. Our unique hands-on approach makes us more than just another facility planning and demographics consultant. Our goal is to become an extension of your staff and community. We value integrity and going the extra mile to make sure we provide the highest in quality service.

**OUR SERVICES**

- Demographic Studies
- Enrollment Projections
- Facilities Master Plans
- Facilities Planning Assessments
- State Building Program Assistance
  - Modernization
  - New Construction
  - Financial Hardship
  - CTE
- Developer Fee Studies
  - Level 1
  - Level 2
- Attendance Boundaries Studies
- GIS Facility Planning Software





**KENNETH REYNOLDS – PRESIDENT**

As the President of SchoolWorks, Inc., Ken Reynolds has over thirty years of experience. Ken has assisted over 200 California School Districts in applying for the maximum eligible State funding for new construction and modernization projects. Throughout his associations with district personnel, he has helped them solve their unique issues, such as State funding assistance, developer fee eligibility, scenarios for boundary changes, calculating enrollment projections and developing functional Facilities Master Plans.

He has extensive experience working with committees to collaborate and accomplish the goals of the project. He has presented at various workshops and conferences, including CASH, ACSA, CASBO, SSDA, CSBA and UC Riverside

EDUCATION: Bachelor of Science Degree, Electrical and Electronics Engineering, California State University at Sacramento

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**BRETT MERRICK – VICE PRESIDENT**

Brett has over twenty years of experience working with GIS-based facility planning software and demographic analysis. As a founding member of SchoolWorks, Inc., Brett oversees the day-to-day project operations of all facility planning and demographics projects. He is responsible for ensuring that SchoolWorks, Inc. meets and exceeds the expectations of our clients and providing the best service possible.

EDUCATION: Bachelor of Science, Geography, University of Nevada Reno

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**EDWARD C. GONZALEZ, CONSULTANT**

Ed Gonzalez began his educational career as a classroom teacher in Madera Unified School District in 1982. After 15 years in the classroom, Ed entered administration, and has served as a Vice Principal, Principal, County Office Administrator, Associate Superintendent, and Superintendent. His eight years as Superintendent are evenly split between a single-school K-8 district, and a large district of 20,000 students. In both districts, Ed initiated facilities projects and master plans that transformed the respective districts and led to increased student achievement and enrollment. Ed retired in 2017, remains active on several local boards, and serves as an educational consultant.

EDUCATION: Bachelor of Arts, Political Science, CSU Fresno  
Multiple Subjects Teaching Credentials  
Administrative Services Credential  
Master of Arts, Educational Leadership  
In Progress, Doctor of Education, CSU Fresno





**LUKE SMITH – FACILITY CONSULTANT**

Luke Smith has over twenty years of experience managing school facilities. Luke started his professional career at Santa Clara University where he served as Housing Facilities Director. In 2006, Luke moved back to the San Joaquin Valley to serve as Director of Facilities for the Tulare Joint Union High School District. Under Luke's guidance, TJUHSD completed over \$80 million in construction projects including a new high school campus and developed the school district's first Facilities Master Plan. His areas of expertise include school construction and modernization, facilities planning and management, maintenance and transportation operations, school safety and risk management.

**EDUCATION:** Bachelor of Science, Business Finance, Santa Clara University  
Post graduate studies, Education Administration, Santa Clara University

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**RON GROENEVELD – FACILITY CONSULTANT**

Ron has been involved with school facilities and operations for over 34 years. Most recently 18 years with Lemoore Union Elementary School District as Director of Facilities, Maintenance & Operations. He has participated in the planning and construction of new schools and numerous classroom/building additions and renovations. Ron retired from LUESD in January of 2018 and is currently a school facilities consultant working with the SchoolWorks team.

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**Proposal**

**ENROLLMENT PROJECTIONS**

This Demographic Study provides a comprehensive enrollment analysis. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long-and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates and housing development.

The study is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting.

This study provides information based on the 2019/20 District enrollments and programs, local planning policies and residential development. As these factors change and time lines are adjusted, the Demographic Study should be revised to reflect the most current information.

**METHODOLOGY**

The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- **Neighborhood School Attendance Area Analysis:** Each school attendance boundary will be input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

- **Inter-district student counts** are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.
- **Intra-district students** are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- **Cohort Trend Analysis:** The number of students living in the boundary are used to generate the cohort factors. The weighted average of the three (3) years is determined with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.



- **Birth Rate Analysis:** Birth rates are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five (5) years later.
  
- **Housing Development and Yield Rate Study:** New housing development can have a significant impact on future facility and demographic planning. A complete analysis of all current and future new housing developments will be researched by working with city, county and other local municipalities. A student yield rate analysis will also be conducted using the most current Census data. New housing development rates and yield factors are compared to the historical impact of development and if the future projections exceed the historical values, the projections are augmented accordingly.
  
- **District Special Education and Alternative Programs:** The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.

**Site Capacity and Utilization Analysis:** By reviewing current district loading standards and how many available classrooms are situated at each school site, we can determine which schools have room for growth, which schools are overcrowded or which school sites may need to be considered for boundary changes or grade level reconfiguration. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding. The purpose of the classroom count and capacity are to show what the school capacity should be if all teaching spaces are being used in accordance with the educational programs of the District.



**OTHER SERVICES**

**ONLINE SCHOOL BOUNDARY LOCATOR**

Offered complimentary with SchoolWorks Demographic Services and Enrollment Projections. School Locator is an interactive, online address search service. School Locator is linked directly to your website for easy accessibility and customized to blend with existing design. School Locator also allows for multiple boundary layers to be added at anytime so if your district is going through a boundary change you have the ability to view both the current and proposed boundaries.



**UNLIMITED ON-CALL SERVICES**

SchoolWorks utilizes our GIS (Geographic Information System) Facility Planning Software as the foundation to input and analyze the Demographic and Enrollment information provided by the District. GIS lets you capture, manage, display and analyze geographically all the data that’s critical in planning for your future. This information is stored on our secured serve.

SchoolWorks, Inc. provides unlimited on-call services to all our clients. If you have questions about the number of students in a boundary, in a specific neighborhood, or within a certain radius, our staff is available on-call Monday through Friday 7am to 5pm to help answer those questions. We will make every attempt to answer within the same day.

**GIS FACILITIES PLANNING SOFTWARE**

The SchoolWorks, Inc. GIS Facility Planning Software is available for purchase by the District, if requested. For more information on this powerful tool please contact a SchoolWorks, Inc. representative.

**HOURLY RATES**

If SchoolWorks presense is requested on various projects or committee meetings beyond the Statement of Work in this proposal, the District will be billed an hourly rate of \$140 per hour.

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# Fee Proposal

**STATEMENT OF WORK**

Schoolworks, Inc. is proposing a fixed fee for the basic services provided in this proposal. Optional services may be added. Changes in the scope of work can have impacts on the overall fee. If SchoolWorks, Inc. presence at meetings or additional services are requested beyond the scope of work, the District will be billed at \$140 per hour, plus travel time and expenses or issued a new contract for those specific services.

<b>DEMOGRAPHICS &amp; ENROLLMENT PROJECTIONS</b>	
<input type="checkbox"/>	Geocode current student enrollment data October 2019
<input type="checkbox"/>	Update and analyze student demographic trends
<input type="checkbox"/>	Update six year district enrollment projections
<input type="checkbox"/>	Update enrollment projections for each individual school
<input type="checkbox"/>	Update classroom utilization analysis
<input type="checkbox"/>	Update new housing impacts & yield rate study
<input type="checkbox"/>	One (1) Board presentation
<input type="checkbox"/>	Interactive web based school attendance boundary locator (Complimentary)
<input type="checkbox"/>	Unlimited on-call services
<hr/>	
<b>Total Proposed Fee</b>	<b>\$10,000</b>

<b>SCHOOL LOCATOR SERVICES</b>	
<input type="checkbox"/>	If the District does not intend to update this study on a yearly basis, a maintenance agreement will be provided to continue using the interactive web based school attendance boundary locator of <b>\$750.00</b> .

**PROJECT TIMELINE**

The proposed timeline for completion and delivery of the project is TWO (2) month from the time the Schoolworks, Inc. team is able to collect the appropriate information. A project RFI will be submitted to the District upon signing of this agreement. A schedule is intended to be a flexible timeline and will be adjusted accordingly, depending on coordination of schedules and efficient data collection. It is our goal to complete this project under the TWO (2) month window. The Schedule is generated through a team effort involving school administration, staff and SchoolWorks, Inc. consultants.

# Agreement



## **PROFESSIONAL SERVICES AGREEMENT**

### **DEMOGRAPHICS & ENROLLMENT PROJECTIONS UPDATE**

**Buckeye Union School District**  
5049 Robert J. Mathews Pkwy  
El Dorado Hills, CA 95762  
TEL: 530.677.2261

and

**SchoolWorks, Inc.**  
8331 Sierra College Blvd., 221  
Roseville, CA 95661  
TEL: 916.733.0402

THIS AGREEMENT, is made by and between SchoolWorks, Inc. (hereinafter referred to as "SCHOOLWORKS") and Buckeye Union School District, (hereinafter referred to as "the DISTRICT")

WHEREAS, the DISTRICT is authorized to retain consulting services to assist the DISTRICT in updating demographics and enrollment projections.

#### **SCOPE OF SERVICES**

SCHOOLWORKS will provide the DISTRICT an updated Demographic Study with Enrollment Projections. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long-and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates and housing development. It is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting. This study provides information based on the 2019/20 District enrollments and programs, local planning policies and residential development

#### **AGREEMENT PERIOD**

The agreement period begins October 1, 2019, (the "Effective Date") and will automatically expire on September 31, 2020 (the "Expiration Date").

#### **OBLIGATIONS OF THE DISTRICT**

DISTRICT agrees that it's employees will cooperate with SCHOOLWORKS and be available for scheduled consultations and meetings at reasonable times.

DISTRICT shall provide data which is required or requested by SCHOOLWORKS. All data and records, including student information will remain confidential.

DISTRICT will assist SCHOOLWORKS in obtaining data from public municipalities or agencies or private citizen groups whenever such data is necessary for completion of the work outlined in this agreement.

#### **CONFIDENTIALITY**

Student records obtained by SCHOOLWORKS, Inc. and/or its third parties from the DISTRICT continue to be the property and under the control of the DISTRICT. The procedures by which students may retain possession and control of their own student generated content will be determined and controlled by the DISTRICT, not by SCHOOLWORKS, Inc. The options by which a Student may transfer student-generated content to a personal account will be determined by the DISTRICT, not by SCHOOLWORKS, Inc. Representatives of the DISTRICT, not SCHOOLWORKS, Inc. or its third parties, will work directly with parents, legal guardians, or eligible students to review personally identifiable information in the student's records and correct erroneous information. SCHOOLWORKS, Inc. staff members or its third parties shall act to ensure the security and confidentiality of student records, including, but not limited to, designating and training experienced staff members to ensure the security and confidentiality of student records, by use of the following measures: SCHOOLWORKS, Inc. staff members will periodically review and test the security and confidentiality of records stored in its computer systems and its related data drives, and make adjustments to security protocols as required. In the event of an unauthorized disclosure of a student's records, staff of SCHOOLWORKS, Inc. and its third parties will assist the DISTRICT by providing any information provided in the unauthorized disclosure to the DISTRICT so that the DISTRICT can report the disclosure to the affected parent or student, and resolve the issue in a satisfactory manner. The DISTRICT, not SCHOOLWORKS, Inc., will work with students who choose to retain possession of their student generated content or to transfer such content to a student's personal account. SCHOOLWORKS, Inc. agrees to comply with all standards regarding the privacy of the student data provided by the DISTRICT, relating to "COPPA," "FERPA," and SOPIPA. In accordance with COPPA, FERPA and SOPIPA. SCHOOLWORKS will not use its site or services for other than its school district client's K-12 school purposes, and will use security protocols to secure DISTRICT data that is used in conducting certain studies and reports for or on behalf of the DISTRICT. SCHOOLWORKS, Inc. will not use any personally identifiable information in student records to engage in targeted advertising. SCHOOLWORKS, Inc. will not sell a student's information. SCHOOLWORKS, Inc. will not use any personally identifiable information in student records to create a "student profile" for any purpose other than those required or specifically permitted by the Technology Services Agreement. SCHOOLWORKS and/or its third parties shall not disclose any personally identifiable information in student records, unless for legal, regulatory, judicial, safety, or operational improvement reasons, and must disclose student information: when required by law, for legitimate research purposes; or for school purposes to educational agencies authorized by the DISTRICT

#### **TERMINATION**

It is understood and agreed that the DISTRICT may terminate this agreement without cause by giving SCHOOLWORKS written notice at least thirty (30) days before effective date of such termination. Required payments include payment for hours completed.

**COMPENSATION**

The full amount of \$10,000 will be billed upon completion of the Study and submitted to the District for review. The amount is due within thirty days of the date of the invoice. If SchoolWorks presence is requested at additional school board meetings or other committee meetings beyond the scope of work, the District will be billed at \$140 per hour, plus travel time and expenses.

The parties hereto have caused this agreement to be executed by their authorized representatives.

SchoolWorks, Inc.



Kenneth R. Reynolds

President

June 28, 2019

Buckeye Union School District



Signature

BREAN MCCAITON

Print Name

DIRECTOR OF FACILITIES

Title

7/1/19

Date

<b>POLICY #</b>	<b>POLICY AND UPDATE</b>
<b>AR5131.41</b>	<p>Use of Seclusion and Restraint</p> <p>(AR added) New regulation reflects <b>NEW LAW (AB 2657)</b> which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.</p>
<b>BP5141.52/AR5141.52</b>	<p>Suicide Prevention</p> <p>(BP/AR revised) Policy updated to reflect <b>NEW LAW (AB 2639)</b> which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect <b>NEW LAW (SB 972)</b> which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects <b>NEW LAW (AB 1808)</b> which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.</p>
<b>AR5131.2/BP 5131.2</b>	<p>Bullying</p> <p>(BP revised; AR added) Policy updated and regulation added to reflect <b>NEW LAW (AB 2291, 2018)</b> which mandates districts to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. Regulation includes material formerly in BP re: bullying prevention measures, staff development, student instruction, reporting, and corrective actions. Regulation also adds definition of bullying and examples of behaviors that may constitute bullying and cyberbullying, and reflects CDE's online training module on bullying developed pursuant to AB 2291.</p>
<b>BP5111.1/AR5111.1</b>	<p>District Residency</p> <p>AR revised to Proof of Residency adding Shared residency policy and added a copy of</p>

		California driver's license as primary proof of residency within 10 days of moving, and adding a shared residency application for families sharing residency in the Buckeye Union School District boundary.
	<b>BP 5117/AR5117</b>	<p>Interdistrict Agreements</p> <p>Policy updated to delete references to the Open Enrollment Act since schools are not currently being identified as low achieving based on the Academic Performance Index, update legal cites, and clarify the continuing requirement to register as a school district of choice with the Superintendent of Public Instruction and county board of education before enrolling students under that program. Regulation updated to reflect NEW LAW (AB 2826) which adds a requirement, applicable to districts that have entered into interdistrict attendance agreements, to post on their web site the procedures and timelines for requests for interdistrict transfer permits. Regulation also reflects timelines added by AB 2826 for notifying parents/guardians of the district's granting or denial of the transfer request, which differ for current-year and future-year transfer requests, and for the parent/guardian's appeal of the district's decision to the county office of education.</p>

# **Buckeye Union ESD**

## **Administrative Regulation**

### **Use of Seclusion and Restraint**

AR 5131.41

#### **Students**

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

#### Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

(cf. 3515.3 - District Police/Security Department)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

#### Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

(cf. 5144 - Discipline)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room
3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face
5. Place a student in a facedown position with the student's hands held or restrained behind the student's back
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

#### Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

#### Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)  
(cf. 3580 - District Records)  
(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:

EDUCATION CODE

49001 Prohibition against corporal punishment

49005-49006.4 Seclusion and restraint

56520-56525 Behavioral interventions, students with disabilities, especially:

56521.1 Emergency interventions when behavior poses threat to student or others

56521.2 Prohibited interventions

GOVERNMENT CODE

6250-6270 California Public Records Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Restraint and Seclusion: Resource Document, May 2012

WEBSITES

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

U.S. Department of Education: <http://www.ed.gov>

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DOARDO HILLS, CALIFORNIA



# CSBA Sample

## Board Policy

### Interdistrict Attendance

BP 5117

#### Students

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for an interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

#### Legal Reference:

##### EDUCATION CODE

41020 Annual district audits

46600-46610 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48317 Student attendance alternatives, school district of choice program

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals; enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

48985 Notices to parents in language other than English

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

#### CALIFORNIA CONSTITUTION

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

#### ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

#### COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

#### Management Resources:

#### WEB SITES

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

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

# CSBA Sample

## Board Policy

### District Residency

BP 5111.1

#### Students

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency to be eligible for enrollment in to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing students' residency for enrollment purposes, the Superintendent or designee shall not inquire into the citizenship or immigration status of students or their family members.

(cf. 5145.13 - Response to Immigration Enforcement)

A student's enrollment may be denied when the District Superintendent or Designee determined that submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

#### Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 5 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were

not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

#### Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)  
(cf. 6145.6 - International Exchange)

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

#### Legal Reference:

##### EDUCATION CODE

220 Prohibition of discrimination

234.7 Student protections relating to immigration and citizenship status

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.4 Evidence of residency

48300-48317 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48645.5 Former juvenile court school students, enrollment

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

##### FAMILY CODE

6550-6552 Caregivers

##### GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 8

1229c Immigration and Nationality Act

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

CALIFORNIA ATTORNEY GENERAL'S OFFICE PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

ELDORADO HILLS, CALIFORNIA

# CSBA Sample

## Administrative Regulation

### Bullying

AR 5131.2

#### Students

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements

strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior



4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

#### Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim

files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

#### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

(cf. 5141.52 - Suicide Prevention)

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

ELDORADO HILLS, CALIFORNIA

# **CSBA Sample**

## **Administrative Regulation**

### **Interdistrict Attendance**

AR 5117  
**Students**

#### Interdistrict Attendance Agreements and Permits

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its web site the procedures and timelines for requesting an Interdistrict transfer permit, including a link to BP 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

After anticipated enrollment of current residence for the transfer year has been determined, the Superintendent or designee may approve Interdistrict attendance permits for the following reasons.

1. The date upon which the district will begin accepting and processing Interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
  - a. For an Interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.
  - b. For an Interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the Interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than

14 calendar days after the commencement of instruction in the school year for which transfer is sought.

6. The conditions under which an existing Interdistrict transfer permit may be revoked or rescinded

Priority for Interdistrict attendance shall be given to a student who has been determined by staff of either the district of residence or district of proposed enrollment to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

After anticipated enrollment of current residents for the transfer year has been determined, the Superintendent or designee may approve interdistrict attendance permits for the following reasons:

1. To meet the child care needs of a student. Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.
2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

3. To avoid splitting the family's attendance between two districts when a student has a sibling attending school in the receiving district.
4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year, or when the student will be living outside of the district of residence for one year or less.
5. To allow students to remain with a class graduating that year from an elementary, middle, or senior high school, during that year.
6. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
7. When recommended by the School Attendance Review Board; or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

8. When there is valid interest in a particular educational program not offered in the district of residence.
9. To provide a change in school environment for reasons of personal and social adjustment.

10. When the transfer would be in the best interests of the student and the district as determined by the Superintendent or designee, based on any lawful, non-arbitrary considerations.

If the application is granted, the Superintendent or designee shall issue an interdistrict attendance permit setting forth the terms and conditions of the student's enrollment in the district, including bases for revocation of the permit, as described in this Regulation.

Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

### Bases for Denial of Application

In accordance with applicable law, the Superintendent or designee may deny an application for an Interdistrict attendance permit on any of the following bases:

#### 1. Capacity Has Been Reached

If capacity has been reached in the relevant grade or program based on the actual enrollment figures of current residents and continuing students for the requested transfer year, or the anticipated enrollment figures available as of April 1, or the date of the application, whichever is later, for transfers to take effect in the next school year.

For all student programs, capacity for Interdistrict transfer purposes shall be when the school's enrollment at the relevant grade level reaches eighty percent (90%) of capacity, or when the school's total enrollment reaches eighty percent (80%) of capacity.

For Special Education Classes and Programs:

A Resource Specialist Program (RSP)/Specialized Academic Instruction/Mild to Moderate Needs, will be considered at capacity for Interdistrict Transfer Application purposes either when the case carrier's caseload reaches a student: case carrier ratio of 22:1, or the requested grade is at capacity at the requested school.

A Special Day Class (SDC) Program/Specialized Academic Instruction/Moderate to Intensive Needs, will be considered at capacity for Interdistrict Transfer Application purposes either when enrollment in the program at the requested grade reaches a student: teacher ratio of 10:1, or the requested grade is at capacity at the requested school.

As the District establishes new or different classes or programs for which capacity a capacity limit is not included herein, it may establish appropriate capacity, for Interdistrict Transfer Application purposes, for any such class or program.

Capacity limits are intended to allow space for new resident growth. These capacity limits are intended to allow space for District residents who enroll during the summer or enroll in the program(s) during the school year.

If the number of pending Applications exceeds capacity in a grade or program, the order of consideration will be as follows:

\* First priority consideration will be given to Applications for students who have one or more siblings currently enrolled in the district.

\* Second priority will be given to Applications for students who have been enrolled in the district in the school year immediately preceding the requested year of transfer.

After applying the priorities set forth above, in the event of a tie, a lottery will be held to determine the relative priority of the Applications. Upon reaching capacity in a particular grade or program, the Superintendent or designee shall send to the parents/guardians a Notice of Decision denying their Application and advising that their student's name will be placed on a waiting list unless the parents/guardians request otherwise.

2. The District does not have an appropriate educational program to meet the student's needs.

3. Unsatisfactory Attendance

The student's school records for the preceding 12-month period reflect unsatisfactory attendance, which may include, but is not limited to, a total of three (3) or more unexcused absences and/or unexcused tardy arrivals, or a total attendance rate of less than ninety percent (90%).

4. Unsatisfactory Academic Performance

The student's school records for the preceding 12-month period reflect unsatisfactory academic performance, which may include, but is not limited to, grades that do not "meet standards" in the majority of student's subject areas/courses of study; unexcused, inconsistent completion of homework; regularly coming to class unprepared without an excusable reason; etc.

5. Unsatisfactory Behavior

The student's school records in the preceding 12-month period reflect unsatisfactory behavior which may include, but is not limited to, a history of disciplinary referral(s), detention(s), suspension(s), recommendation(s) for expulsion, or expulsion(s).

6. The Application is incomplete or contains information that is false or misleading.

7. The governing boards of the district and the student's district of residence have not entered into an interdistrict attendance agreement. (Education Code 46600)

8. The denial would be in the best interests of the District as determined by the Superintendent or designee based on any lawful, non-arbitrary considerations.

If an Application is denied by the Superintendent or designee, the parents/guardians of the student may appeal to the County Board of Education within 30 days. Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)(cf. 5144.1 - Suspension and Expulsion/Due Process)(cf. 5145.6 - Parental Notifications)

#### Bases for Revocation/Termination of Interdistrict Attendance Permit

Every Interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

An Interdistrict attendance permit may be revoked by the Superintendent or designee for any of the following reasons:

1. Unsatisfactory academic performance (as defined above under Bases for Denial) at the district.
2. Unsatisfactory attendance (as defined above under Bases for Denial) at the district.
3. Providing incomplete, false or misleading information on the Application.
4. Repeated disruptive or otherwise unsatisfactory conduct in violation of Education Code sections 48900 et seq.
5. Suspension from the district as authorized by Education Code sections 48900 et seq.
6. Recommendation for expulsion or expulsion from the district as authorized by Education Code sections 48900 et seq.
7. Any other lawful, non-arbitrary basis for the district to conclude it would be in the best interest of the student, the student's school, or the district for the Interdistrict attendance permit to be revoked.

If an Interdistrict attendance permit is revoked by the Superintendent or designee, the parent/guardian of the student may appeal to the Superintendent for further consideration. An appeal must be submitted in writing to the Superintendent and received in the District Office on or before the fifth calendar day following the date of the Notice of Revocation, excluding Saturdays, Sundays and days when the District Office is closed, or the right to appeal shall be deemed waived.

## Application Procedures and Timeline

An Interdistrict attendance enrollment period will be held during February -April for the subsequent school year. During this period, a student may apply to attend a school in the district, pursuant to the procedures in this section.

1. All applications for Interdistrict attendance permits must be approved by the student's district of residence prior to submission to the district.
2. Parents/Guardians should submit applications for Interdistrict attendance permits to the District Office between February 5 and April 15 of the school year preceding the requested year of enrollment. Applications submitted outside of these dates may be denied.
3. No later than thirty (30) calendar days after receipt of a completed application for Interdistrict attendance permit, the Superintendent or designee shall provide written notification by mail to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for the denial shall be stated.
4. Approved applicants must confirm their enrollment within ten (10) school days of receipt of the notification letter by bringing the notification letter to the school at which the student will be transferring and completing the registration process. Failure to complete the registration process at the school at which the student will be transferring by the end of the regular school year will cause the student's space to be relinquished.
5. Once enrolled in a school through an Interdistrict attendance permit, a student shall not be required to reapply for readmission on a yearly basis. Parents/guardians shall be required to apply for a new Interdistrict attendance permit if the parents/guardians wish to enroll the student at a school in the district other than that school in which he/she is enrolled. Parents/guardians wishing to enroll a student in a different district school must follow the same procedures and timelines outlined above for new requests. Prior approval of an application does not guarantee approval of any subsequent request.
6. The District reserves the right to change the school of enrollment of a child enrolled through an Interdistrict attendance permit between school years in order to make space in a school or program for a student who is a resident of the district.

## Transportation

The district shall not provide transportation outside the school's attendance area.

BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

EL DORADO HILLS, CALIFORNIA



# CSBA Sample

## Board Policy

### Bullying

BP 5131.2

#### Students

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

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

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

##### PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

##### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

##### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

##### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

##### CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

##### COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

#### Management Resources:

## CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014  
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012  
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011  
Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010  
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

### Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018  
Social and Emotional Learning in California: A Guide to Resources, 2018  
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008  
Bullying at School, 2003

## CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

## U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014  
Guidance to America's Schools: Bullying of Students with Disabilities, October 2014  
Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010  
Dear Colleague Letter: Harassment and Bullying, October 2010

## WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>  
California Office of the Attorney General: <http://oag.ca.gov>  
Center on Great Teachers and Leaders: <http://gtlcenter.org>  
Collaborative for Academic Social and Emotional Learning: <http://casel.org>  
Common Sense Media: <http://www.common sense media.org>  
National School Safety Center: <http://www.schoolsafety.us>  
Partnership for Children and Youth: <http://www.partnerforchildren.org>  
U.S. Department of Education: <http://www.ed.gov>

## BUCKEYE UNION SCHOOL DISTRICT

APPROVED:

ELDORADO HILLS, CALIFORNIA

# **CSBA Sample**

## **Administrative Regulation**

### **Bullying**

AR 5131.2  
**Students**

#### Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

#### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools,

including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

#### Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

### Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the

bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

#### Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

(cf. 5141.52 - Suicide Prevention)

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