

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue, Cardiff-by-the-Sea, California

REGULAR MEETING OF THE GOVERNING BOARD AGENDA THURSDAY, AUGUST 5, 2021 • 9:00 AM • PUBLIC MEETING ADA HARRIS SCHOOL AUDITORIUM 1508 WINDSOR ROAD • CARDIFF-BY-THE-SEA, CA 92007

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board meeting are available for inspection upon request at the Cardiff School District, 1888 Montgomery Avenue, Cardiff or on our [website](#).

The public's health and well-being are a top priority for the Board of Trustees of the Cardiff School District and you are urged to take all appropriate health and safety precautions.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Board of Trustees, please contact the Office of the Superintendent at (760) 632-5890, Extension 101. Notification 24 hours prior to the meeting will enable the District to make the necessary arrangements to ensure accommodation and accessibility to this meeting.

TO ADDRESS THE GOVERNING BOARD REGARDING AN ITEM ON THE AGENDA:

Members of the audience may address the Board of Trustees on items that are within the Board's subject matter jurisdiction. Persons wishing to address the Board concerning items on the agenda are invited to do so when the item is addressed at the meeting. Please complete and submit a written request to the secretary before the meeting. When the Board President invites you to speak, the moderator will unmute your device. Please state your name for the record. In the interest of time and order, each speaker is allotted a maximum of three (3) minutes. When your speaking time expires you will be prompted with a 15-second warning, after which the moderator will mute your device.

I. ORGANIZATIONAL ITEMS

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
 - Ms. Siena Randall, President
 - Ms. Nancy Orr, Clerk
 - Mr. Dave Clark, Member
 - Ms. Rhea Stewart, Member
 - Mr. Mark Whitehouse, Member
 - Ms. Jill Vinson, Superintendent

- D. Approve Agenda for August 5, 2021 *(All items are action unless labeled information.)*

- E. Approve [Minutes](#) from the Regular Meeting of June 3, 2021
- F. Approve [Minutes](#) from the Special Meeting of June 8, 2021
- G. Approve [Minutes](#) from the Special Meeting of July 13, 2021

II. HEARING SESSION

- A. **Public Comments** *(The purpose of the Board meeting is to conduct the School Board's business in public. The Board welcomes and encourages public comments, however, in accordance with the Brown Act, Board members may not respond to comments during the public comment portion of the agenda. Any member of the public who wishes to address the Board on an item on the agenda or on another topic which lies within the Governing Board's jurisdiction may do so, but must submit a written request. Please hand your form to the secretary before the meeting. Presentations are limited to 3 minutes per person per topic. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to a future agenda.)*
- B. Cardiff Elementary Teachers Association
- C. Reports on Workshops/Conferences
- D. Superintendent's Report

III. CONSENT CALENDAR

Items listed in the Consent Calendar are considered to be routine and are acted on by the Board in one motion unless members of the Board request specific items to be discussed or pulled. It is understood that the Superintendent recommends approval on all Consent Items. Each item of the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- A. Approve Current Business Items:
 - 1. Purchase Orders, [June 2021](#) & [July 2021](#)
 - 2. Commercial Warrants
 - June #14-785772 to #14-797957; \$204,232.46
 - July #14-799414 to #14-805170; \$301,973.28
 - 3. Payroll Warrants
 - June 2021- \$677,511.64
 - July 2021- \$153,015.52
- B. Approve [Personnel Report for August 5, 2021](#)
- C. Approval of Cardiff School District's [Uniform Complaint Quarterly Report for April 1, 2021 - June 30, 2021](#)

- D. Approve Nonpublic Agencies Master Contract between the Cardiff School District and [Dependable Nursing](#)
- E. Approve Nonpublic Agencies Master Contract between the Cardiff School District and [K.I.D.S. Therapy, Inc.](#)
- F. Approve Nonpublic Agencies Master Contract between the Cardiff School District and [Verbal Behavior Associates](#)
- G. Approve [Outdoor Education Program Contract](#) and [Fee Schedule](#) with San Diego County Office of Education for the 2021-22 school year
- H. Removal of Items from Consent Calendar
- I. Approval of Consent Calendar

IV. GENERAL FUNCTIONS

- A. Approve the [2021-22 Cardiff School District COVID-19 Protocols](#), Updated [COVID-19 Prevention Program](#) (CPP), and Updated [School Guidance Checklist](#) and [Supporting Documentation](#) (CSP)
- B. Approve [CSBA Board Policy Updates](#)

V. PERSONNEL

- A. Approve Chief Business Officer Contract through 2024
- B. Approve the 100% Unpaid Leave Request for Classified Employee #620297, Effective August 17, 2021 through June 6, 2022

VI. FACILITIES

- A. Approve [Dissolution of Independent Citizens' Oversight Committee](#)
- B. Declare Public Hearing: Rededication of Facilities
- C. Approve the Proposed [Rededication of the Cardiff School Playfields and Wall Ball Court](#)

VII. FUTURE AGENDA ITEMS

VIII. ANNOUNCEMENT: ADJOURNING TO CLOSED SESSION

- A. Conference with Legal Counsel- Anticipated Litigation-
Significant exposure to litigation pursuant to Government
Code section 54956.9(d)(2): (ONE potential case)

IX. RECONVENE TO OPEN SESSION

X. REPORT FROM CLOSED SESSION

XI. ADJOURNMENT OF MEETING

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
REGULAR BOARD MEETING, JUNE 3, 2021

The Regular Board Meeting of the Governing Board of the Cardiff School District was held on Thursday, June 3, 2021, remotely via teleconference. President Randall called the meeting to order at 4:01 p.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Clark, Orr, Randall, Whitehouse, Stewart

Members Absent: 0

Administrators

Present: Vinson, Parker, Scheftner

The meeting was adjourned to Closed Session at 4:02 p.m. The meeting was reconvened at 5:02 p.m. to open session. President Randall reported that no action was taken during closed session.

The agenda for the June 3, 2021, Regular Board meeting, was approved as presented.

MOTION: Orr
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The minutes from the Regular Board Meeting of May 13, 2021, were approved as written.

MOTION: Clark
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

Hearing Session:

- The Cardiff SEA will hold their final meeting for the school year next Wednesday to approve the 21-22 SEA budget.
- Principal Janelle Scheftner expressed her appreciation to the teachers for their creative and inventive ways of modifying the traditional end-of-year events. She reported that

Ada Harris is focused on finishing assessments, finalizing report cards and planning the sixth grade promotion ceremony.

- Principal Julie Parker also commended the Cardiff teachers for providing students with a fun and creative wrap up to the school year. Principal Parker stated that teachers are looking forward to the summer break.
- Superintendent Vinson, President Randall and Trustee Stewart attended a Masters In Governance virtual course on Human Resources.
- Superintendent Vinson informed the Board that Facilitron, the District's new use of facilities platform, will be going live later this month. She also shared that the teaching team of Kim Douillard and Laura Stuart will be assigned to teach first grade for the coming school year. Additionally, she informed the Board that four Kindergarten classes are currently projected for the 2021-22 school year.

The Consent Calendar was approved as presented.

MOTION:	Orr
SECOND:	Stewart
AYES:	Clark, Orr, Randall, Whitehouse, Stewart
NOES:	0
ABSENT:	0

Principal Julie Parker recognized Cardiff School student, Sophia Gonzales, as her school's ACSA Student Standout award recipient for 2021. Sophia demonstrated perseverance, went above and beyond in her school work throughout the year, and always had a positive attitude and a smile on her face.

Principal Janelle Scheftner congratulated Ada Harris School student, Rachel Tapley, as her school's ACSA Student Standout Award recipient for 2021. Rachel was recognized for her academic excellence, musical talents, perseverance, kindness, and love for learning. Luca LaRocque, another Ada Harris student, was honored by the Encinitas Chamber of Commerce for her academic excellence, her kindness, and her empathetic nature.

A COVID-19 update was provided to the Board. Currently we are awaiting guidance on mitigation measures for the fall and will be prepared to implement what is required.

President Randall opened the public hearing regarding the proposed Local Control Accountability Plan (LCAP) at 5:22 p.m. There being no public comment, the hearing was closed at 5:23 p.m.

The Local Control Accountability Plan (LCAP), which included three separate parts, was reviewed. The annual update from 2020, the new 3-year plan consisting of a new template and goals, and the budget overview for parents was provided.

The Declaration of Certain District Personal Property as 'Obsolete and Surplus Property,' to be Disposed of or Donated per Education Code 17546, was approved.

MOTION: Orr
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The revised Cardiff School Principal and Garden Program Instructor job descriptions were approved.

MOTION: Orr
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The cancellation of the July 8, 2021, Regular Board Meeting was approved.

MOTION: Orr
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The date change of the Regular August Board Meeting to August 5, 2021 at 9:00am was approved.

MOTION: Orr
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

President Randall opened the public hearing regarding the proposed 2021-22 district budget at 5:35 p.m. There being no public comment, the hearing was closed at 5:36 p.m.

The proposed 2021-22 district budget was reviewed. The budget included the Expanded Learning Plan and additional special education funding.

Future agenda items include the approval of the 2021-22 Budget and LCAP.

There being no other business to come before the Board, the meeting was adjourned at 5:43 p.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
SPECIAL BOARD MEETING, JUNE 8, 2021

The Special Meeting of the Governing Board of the Cardiff School District was held on Tuesday, June 8, 2021, remotely via teleconference. President Randall called the meeting to order at 5:02 p.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Orr, Randall, Stewart, Clark, Whitehouse

Members Absent: None

Administrators

Present: Vinson, Parker

The Agenda for June 8, 2021 was approved as presented.

MOTION: Clark
SECOND: Whitehouse
AYES: Orr, Randall, Stewart, Clark, Whitehouse
NOES: 0
ABSENT: 0

The Consent Calendar was approved as presented.

MOTION: Stewart
SECOND: Clark
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The 2021-22 District Budget was adopted.

MOTION: Clark
SECOND: Whitehouse
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

The Local Control Accountability Plan (LCAP), which included the annual update from 2020, the new 3-year plan, and the budget summary for parents, was approved.

MOTION: Whitehouse
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 5:08 p.m. The meeting was reconvened at 6:45 p.m. President Randall reported that in closed session, the Board took action to dismiss a classified employee, effective June 8, 2021, and directed the Superintendent or designee to send out notification to the employee regarding the Board's action.

The roll call vote was as follows:

MOTION: Orr
SECOND: Stewart
AYES: Clark, Orr, Randall, Whitehouse, Stewart
NOES: 0
ABSENT: 0

There being no other business to come before the Board, the meeting was adjourned at 6:46 p.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
SPECIAL BOARD MEETING, JULY 13, 2021

The Special Meeting of the Governing Board of the Cardiff School District was held on Tuesday, July 13, 2021, remotely via teleconference. President Randall called the meeting to order at 4:08 p.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Orr, Randall, Stewart, Clark

Members Absent: Whitehouse

Administrators

Present: Vinson, Giroux

The Agenda for July 13, 2021 was approved as presented.

MOTION: Orr
SECOND: Clark
AYES: Orr, Randall, Stewart, Clark,
NOES: 0
ABSENT: Whitehouse

The recommendation of Cardiff School Principal, Michelle Giroux, was approved.

MOTION: Orr
SECOND: Stewart
AYES: Clark, Orr, Randall, Stewart
NOES: 0
ABSENT: Whitehouse

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 4:13 p.m. The meeting was reconvened at 5:19 p.m. President Randall reported that in closed session, the Board took action to accept the resignation of classified employee #612189, under the terms of a settlement agreement.

The roll call vote was as follows:

MOTION: Orr
SECOND: Clark

AYES: Clark, Orr, Randall, Stewart
NOES: 0
ABSENT: Whitehouse

There being no other business to come before the Board, the meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Nancy Orr, Clerk

Jill Vinson, Superintendent

JUNE 2021 PO LISTING

PO	Date	Supplier	Fund	Resource	Goal	Function	Object	Site	Description	Inv Amount
INSTRUCTIONAL SUPPLIES										
3630	6/3/21	INSECT LORE	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$72.58
	6/3/21	JONATHAN KARDOS	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$131.80
	6/3/21	LAURA GREEN	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$212.72
	6/3/21	SUSAN YANT	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$75.00
3662	6/3/21	RASIX COMPUTER CENTER, INC.	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$388.46
	6/14/21	CAROLYN VAN LEAR	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$186.01
	6/14/21	KRISTEN VELIT	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$4.00
3678	6/17/21	DEMCO, INC.	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$139.69
3674	6/17/21	RASIX COMPUTER CENTER, INC.	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$47,056.98
3662	6/17/21	RASIX COMPUTER CENTER, INC.	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$72.47
3671	6/21/21	SYNCB/AMAZON	0100	6500000	5770	3120	4300000	000	SPED Instructional Supplies	\$98.24
3659	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$134.21
3663	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$70.83
3664	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$452.66
3667	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$354.62
3653	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$284.71
3652	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$242.41
3651	6/21/21	SYNCB/AMAZON	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$343.78
3673	6/21/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$7.53
3672	6/21/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$202.53
3661	6/21/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$360.84
3677	6/21/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300008	111	Library Supplies	\$790.69
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$45.96
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$343.68
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	1110	1000	4300111	111	Technology Supplies	\$1.99
3595	6/28/21	SOUTHWEST SCHOOL &	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$22.63

\$52,097.02

NON-INSTRUCTIONAL SUPPLIES										
3665	6/3/21	CAMEO PAPER & JANITORIAL	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$121.54
	6/3/21	GRAINGER	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$157.74
3658	6/3/21	PITNEY BOWES, INC	0100	0000000	0000	7200	4300000	000	Office Supplies	\$86.99
3666	6/7/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$801.92
3644	6/7/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$1,242.44
3208	6/10/21	HOME DEPOT CREDIT SERVICES	0100	8150000	0000	8110	4300000	000	Maintenance Supplies	\$1,573.16
3212	6/10/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	111	Services for May	\$40.93
3212	6/10/21	READY REFRESH BY NESTLE	0100	0000000	0000	7200	4300000	000	Services for May	\$40.93
3212	6/10/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	222	Services for May	\$101.28
	6/14/21	LEE'S LOCK & SAFE	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$55.22
3675	6/14/21	MAINTEX, INC.	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$59.15
3656	6/14/21	MAINTEX, INC.	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$1,246.13
3675	6/14/21	MAINTEX, INC.	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$745.33
3217	6/14/21	SHERWIN WILLIAMS	0100	8150000	0000	8110	4300000	000	Maintenance Supplies	\$160.72
	6/17/21	SAN DIEGUITO TROPHY	0100	0000000	0000	7100	4300000	000	Office Supplies	\$201.49
3641	6/17/21	SCHOOL OUTFITTERS	0100	3215000	0000	2700	4300000	000	Operation Supplies	\$1,453.71
3638	6/21/21	SOUTHWEST SCHOOL &	0100	0000000	0000	7200	4300000	000	Furniture	\$1,375.62
3615	6/21/21	SUPPLY SOLUTIONS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$125.59
3669	6/21/21	SUPPLY SOLUTIONS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$249.94
	6/21/21	SUPPLY SOLUTIONS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$41.03
3679	6/21/21	SYNCB/AMAZON	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$150.84
3655	6/21/21	SYNCB/AMAZON	0100	0000000	0000	7200	4300000	000	Office Supplies	\$28.00
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	4300000	000	Office Supplies	\$189.97
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	4300000	000	Office Supplies	\$157.66
	6/24/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$193.95
	6/28/21	ACC BUSINESS MACHINES	0100	0000000	0000	2700	4300000	111	Maintenance Services	\$949.41
	6/28/21	SAN DIEGO COUNTY OFFICE OF ED	0100	0000000	0000	2700	4300000	222	Office Supplies	\$43.10
3666	6/28/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$178.47
	6/28/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$184.23
3218	6/28/21	WEX BANK	0100	8150000	0000	8110	4300000	000	Automotive Supplies	\$221.93

\$12,178.42

4000 (SUPPLIES) TOTALS: BALANCE: 436,000 ACCUMULATED BALANCE: 434,010 REMAINING BALANCE: 1,990

UTILITIES										
3211	6/21/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for May	\$13.61
3211	6/21/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	111	Services for May	\$9,650.65
3211	6/21/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for May	\$178.53
3211	6/24/21	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for May	\$3,874.76
3213	6/3/21	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	111	Services for May	\$524.35
3213	6/3/21	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	222	Services for May	\$524.36
3210	6/14/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for May	\$2,821.53

3210	6/14/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for May	\$7,032.24
3210	6/14/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for May	\$610.27
3210	6/14/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for May	\$898.53
3210	6/14/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for May	\$53.64
3210	6/17/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for May	\$889.04
3210	6/17/21	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for May	\$977.99
	6/3/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for June	\$138.19
	6/3/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for June	\$138.19
	6/10/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for May	\$767.00
	6/10/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for May	\$277.71
	6/10/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for May	\$43.98

\$29,414.57

SERVICES										
3418	6/7/21	ALC SCHOOLS	0100	0000000	5760	3600	5100000	000	Transportation	\$1,522.50
	6/21/21	RUTH MONAHAN SMITH	0100	0000000	0000	7200	5200000	000	Mileage Reimbursement	\$304.47
3182	6/21/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	111	Maintenance Services	\$60.00
3182	6/21/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$96.00
3209	6/3/21	MISSION LINEN & UNIFORM	0100	8150000	0000	8110	5600000	000	Services for May	\$329.29
	6/28/21	ACC BUSINESS MACHINES	0100	0000000	0000	2700	5600000	111	Maintenance Services	\$165.00
	6/3/21	GIGAKOM	0100	0000000	0000	2420	5800000	000	Technology Repair	\$296.30
	6/3/21	MONIKA VAN VLIET	0100	6500000	5760	1190	5800000	000	Services for May	\$1,958.40
3151	6/3/21	RANCHO SANTA FE	0100	0000000	0000	2700	5800000	222	Services for Winter Break	\$210.38
3151	6/3/21	RANCHO SANTA FE	0100	0000000	0000	2700	5800000	111	Services for Winter Break	\$210.37
	6/7/21	CHC REFRIGERATION	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$1,091.43
3550	6/7/21	JAN-PRO	0100	0000000	0000	8200	5800000	000	Professional Services	\$1,512.00
3307	6/7/21	K.I.D.S. THERAPY ASSOCIATES	0100	6500000	5760	1130	5800000	000	Services for May	\$5,433.75
3339	6/7/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for May	\$12,116.00
	6/10/21	BILL HOWE PLUMBING	0100	8150000	0000	8110	5800000	000	Maintenance Services	\$134.00
	6/10/21	HARRIS SCHOOL SOLUTIONS	0100	0000000	0000	2420	5800000	000	Merchant Fees for May	\$152.50
	6/17/21	MONIKA VAN VLIET	0100	6500000	5760	1190	5800000	000	Services for June	\$881.28
	6/17/21	SAN DIEGO UNION-TRIBUNE, LLC	0100	0000000	0000	7100	5800000	000	Publication Fees	\$204.50
3308	6/17/21	SHRED-IT USA	0100	0000000	0000	7200	5800000	000	Services for May	\$109.86
	6/21/21	THE HOWARD E NYHART COMPANY INC	0100	0000000	0000	7200	5800000	000	Professional Services	\$1,075.00
	6/21/21	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	7200	5800000	000	Maintenance Services	\$2,565.05
3660	6/24/21	J.M.D.LANDSCAPE INC.	0100	8150000	0000	8110	5800000	000	Maintenance Services	\$830.00
3226	6/24/21	J.M.D.LANDSCAPE INC.	0100	8150000	0000	8110	5800000	000	Maintenance Services	\$3,588.33
	6/24/21	MELISSA HAIDER	0100	6500000	5770	1190	5800000	000	Services for 20/21	\$2,180.25
3151	6/24/21	RANCHO SANTA FE	0100	0000000	0000	2700	5800000	222	Services for 07/21 - 09/21	\$210.00
3151	6/24/21	RANCHO SANTA FE	0100	0000000	0000	2700	5800000	111	Services for 07/21 - 09/21	\$210.00
	6/24/21	STANDARD ELECTRONICS	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$1,052.00
3226	6/28/21	J.M.D.LANDSCAPE INC.	0100	8150000	0000	8110	5800000	000	Maintenance Services	\$3,588.33
	6/24/21	ATKINSON, ANDELSON, LOYA, RUUD, & ROMO	0100	0000000	0000	7100	5800005	000	Services for May	\$2,124.94
	6/28/21	BEST BEST & KRIEGER LLP	0100	0000000	0000	7100	5800005	000	Services for March	\$23,139.30

\$67,351.23

5000 (SERVICES) TOTALS: BALANCE: 989,003 ACCUMULATED BALANCE: 763,534 REMAINING BALANCE: 125,469

FUND 4000 - CAPITAL FACILITIES										
	6/3/21	BEST BEST & KRIEGER LLP	4000	0000000	0000	8500	6200000	000	Services for February	\$31,375.40
3149	6/7/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3316	6/21/21	RANDAL L. PETERSON	4000	0000000	0000	8500	6200000	000	Professional Services	\$11,333.00
3316	6/21/21	RANDAL L. PETERSON	4000	0000000	0000	8500	6200000	000	Professional Services	\$22,666.00
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$200.53
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3149	6/24/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75

\$66,713.43

JULY 2021 PO LISTING

PO	Date	Supplier	Fund	Resource	Goal	Function	Object	Site	Description	Amount
INSTRUCTIONAL SUPPLIES										
3806	7/8/21	NCS PEARSON INC.	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$620.00
3805	7/8/21	NCS PEARSON INC.	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$550.00
3697	7/12/21	PALOS SPORTS	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$1,138.48
3718	7/12/21	THE MARKERBOARD PEOPLE	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$41.00
3698	7/15/21	CANNON SPORTS, INC.	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$288.77
3696	7/15/21	GOPHER SPORT	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$128.22
3823	7/19/21	BJOREM SPEECH PUBLICATIONS	0100	6500000	5760	1120	4300000	222	SPED Instructional Supplies	\$175.75
3726	7/19/21	SYNCB/AMAZON	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$64.63
3682	7/19/21	SYNCB/AMAZON	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$25.80
3734	7/19/21	SYNCB/AMAZON	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$44.88
3733	7/19/21	SYNCB/AMAZON	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$64.63
3828	7/19/21	THERAPY SHOPPE, INC.	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$323.27
3740	7/22/21	95 PERCENT GROUP INC	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$1,025.24
3707	7/22/21	BLICK ART MATERIALS	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$433.81
3720	7/22/21	HAND2MIND	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$219.79
3690	7/22/21	HANDWRITING WITHOUT TEARS	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$1,308.51
3717	7/22/21	LAKESHORE	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$120.27
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$269.11
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$673.54
3716	7/22/21	NASCO EDUCATION	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$109.68
3732	7/22/21	OFFICE DEPOT	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$215.06
3816	7/22/21	SCHOOL OUTFITTERS	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$3,811.82
3821	7/22/21	SONOVA USA INC	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$2,499.33
3826	7/22/21	WESTERN PSYCHOLOGICAL SERVICES	0100	6500000	5760	3120	4300000	000	SPED Instructional Supplies	\$435.00
3685	7/26/21	HOUGHTON MIFFLIN HARCOURT	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$1,619.27
3822	7/26/21	MOUNTAIN MATH/LANGUAGE, LLC	0100	7425000	1110	1000	4300000	000	SPED Instructional Supplies	\$671.65
3840	7/26/21	PEARSON ASSESSMENT	0100	6500000	5760	3120	4300000	000	Testing Materials	\$211.88
3743	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$106.67
3704	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$184.25
3713	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$145.14
3735	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$282.84
3737	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$784.30
3701	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$740.99
3681	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$763.84
3739	7/26/21	SOUTHWEST SCHOOL &	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$534.86
3741	7/29/21	HEGGERTY PHONEMIC AWARENESS	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$87.99
3840	7/29/21	PEARSON ASSESSMENT	0100	6500000	5760	3120	4300000	000	Testing Materials	\$800.42
3839	7/29/21	PEARSON ASSESSMENT	0100	6500000	5760	3120	4300000	000	Testing Materials	\$263.15
3709	7/29/21	SCHOLASTIC INC.	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$654.50
3719	7/29/21	SCHOLASTIC INC.	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$1,700.17
3702	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$267.36
3689	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	222	Instructional Supplies	\$1,001.17
3710	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$195.58
3711	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$211.92
3712	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$69.86
3705	7/29/21	SCHOOL SPECIALTY	0100	1100000	1110	1000	4300000	111	Instructional Supplies	\$304.63
3745	7/29/21	VOYAGER SOPRIS LEARNING	0100	7425000	1110	1000	4300000	000	Instructional Supplies	\$902.83
	7/19/21	SYNCB/AMAZON	0100	0000000	0000	2420	4300005	222	Technology Supplies	\$23.69
3721	7/22/21	RASIX COMPUTER CENTER, INC.	0100	0000000	0000	2420	4300005	111	Technology Supplies	\$1,163.70
3784	7/6/21	SEESAW LEARNING INC	0100	0000000	0000	2420	4300111	222	Software Subscription	\$2,018.50
3790	7/6/21	SWANK MOVIE LICENSING USA	0100	0000000	0000	2420	4300111	222	Annual Subscription	\$1,102.00
3787	7/8/21	NEWSELA	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$3,800.00
3812	7/8/21	POWERSCHOOL GROUP	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$5,515.00
3817	7/12/21	BOOM LEARNING	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$320.00
3793	7/12/21	COMPANION CORP.	0100	0000000	0000	2420	4300111	111	Annual Support	\$1,185.00
3799	7/12/21	COMPANION CORP.	0100	0000000	0000	2420	4300111	222	Software Subscription	\$832.00
3799	7/12/21	COMPANION CORP.	0100	0000000	0000	2420	4300111	111	Software Subscription	\$1,151.00
3803	7/12/21	ESGI, LLC	0100	0000000	0000	2420	4300111	222	Software Subscription	\$1,917.00
3796	7/12/21	MOBYMAX EDUCATION	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$4,531.00
3788	7/12/21	MYSTERY SCIENCE INC	0100	0000000	0000	2420	4300111	222	Annual Membership	\$2,498.00
3791	7/22/21	EXPLORE LEARNING	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$2,195.00
3792	7/22/21	IXL LEARNING	0100	0000000	0000	2420	4300111	111	Annual Membership	\$249.00
3794	7/22/21	LAZEL	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$1,140.00
3800	7/22/21	MIND RESEARCH INSTITUTE	0100	0000000	0000	2420	4300111	111	Annual Support	\$3,000.00
3800	7/22/21	MIND RESEARCH INSTITUTE	0100	0000000	0000	2420	4300111	222	Annual Support	\$3,000.00
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$658.44

	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2420	4300111	222	Annual Subscription	\$49.50
3802	7/22/21	RENAISSANCE LEARNING, INC.	0100	0000000	0000	2420	4300111	222	Annual Subscription	\$1,785.00
3801	7/22/21	VOYAGER SOPRIS LEARNING	0100	0000000	0000	2420	4300111	222	Instructional Supplies	\$1,346.00
3798	7/26/21	HOUGHTON MIFFLIN HARCOURT	0100	0000000	0000	2420	4300111	111	Instructional Supplies	\$1,832.11
3798	7/26/21	HOUGHTON MIFFLIN HARCOURT	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$2,719.70
3795	7/26/21	LAZEL	0100	0000000	0000	2420	4300111	222	Annual Subscription	\$2,250.00
	7/29/21	LEAH DEZA	0100	0000000	0000	2420	4300111	111	Annual Subscription	\$120.00

\$73,493.50

NON-INSTRUCTIONAL SUPPLIES

	7/6/21	BARBARA MILLER	0100	0000000	0000	2700	4300000	222	Furniture	\$1,322.84
3761	7/6/21	DAVIS DEMOGRAPHICS	0100	0000000	0000	7200	4300000	000	Annual Subscription	\$895.00
3769	7/8/21	LEE'S LOCK & SAFE	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$595.73
3782	7/15/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	111	Services for June	\$40.93
3782	7/15/21	READY REFRESH BY NESTLE	0100	0000000	0000	7200	4300000	000	Services for June	\$60.93
3782	7/15/21	READY REFRESH BY NESTLE	0100	0000000	0000	2700	4300000	222	Services for June	\$101.28
	7/19/21	SYNCB/AMAZON	0100	0000000	0000	2700	4300000	222	Furniture	\$549.48
	7/19/21	SYNCB/AMAZON	0100	0000000	0000	2700	4300000	222	Office Supplies	\$79.17
3752	7/22/21	AIR FILTER SUPPLY INC	0100	7422000	0000	8200	4300000	000	Maintenance Supplies	\$1,191.49
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2700	4300000	111	Furniture	\$6,181.37
3773	7/22/21	SHERWIN WILLIAMS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$390.72
	7/22/21	WAXIE SANITARY SUPPLY	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$630.36
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	4300000	000	Office Supplies	\$175.72
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	4300000	000	Office Supplies	\$146.98
3773	7/26/21	SHERWIN WILLIAMS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$121.79
3748	7/26/21	SOUTHWEST SCHOOL &	0100	7422000	0000	2700	4300000	111	Office Supplies	\$415.02
3779	7/29/21	WEX BANK	0100	0000000	0000	8110	4300000	000	Automotive Supplies	\$181.67

\$13,080.48

4000 (SUPPLIES) TOTALS: BALANCE: 332,468 ACCUMULATED BALANCE: 86,574 REMAINING BALANCE: 245,894

UTILITIES

	7/6/21	EDCO WASTE & RECYCLING SERVICE	0100	0000000			9510000		Services for June	\$1,223.39
	7/12/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for June	\$43.98
	7/12/21	AT&T	0100	0000000	0000	7200	5900001	000	Services for June	\$277.37
	7/8/21	AT&T	0100	0000000			9510000		Services for June	\$138.19
	7/8/21	AT&T	0100	0000000			9510000		Services for June	\$138.19
	7/8/21	AT&T	0100	0000000			9510000		Services for June	\$767.00
	7/22/21	SAN DIEGO GAS & ELECTRIC	0100	0000000			9510000		Services for June	\$45.02
	7/22/21	SAN DIEGO GAS & ELECTRIC	0100	0000000			9510000		Services for June	\$20.17
	7/22/21	SAN DIEGO GAS & ELECTRIC	0100	0000000			9510000		Services for June	\$11,988.24
	7/22/21	SAN DIEGUITO WATER DISTRICT	0100	0000000			9510000		Services for June	\$3,161.53
	7/26/21	SAN DIEGO GAS & ELECTRIC	0100	0000000			9510000		Services for June	\$3,808.21

\$21,611.29

SERVICES

3760	7/6/21	CSBA	0100	0000000	0000	7100	5200000	000	Annual Support	\$3,591.00
3762	7/6/21	SCHOOLS FOR SOUND FINANCE	0100	0000000	0000	7100	5200000	000	Membership Dues	\$1,000.00
	7/15/21	AMY PRICE	0100	0000000	1110	1000	5200000	111	Instructional Supplies	\$240.33
3758	7/6/21	SAN DIEGO COUNTY OFFICE OF ED	0100	0000000	0000	7100	5300000	000	Membership Dues	\$556.20
3833	7/22/21	SAN JOAQUIN COUNTY OFF OF ED.	0100	0000000	0000	7100	5300000	000	Annual Contract	\$800.00
3754	7/22/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	111	Maintenance Services	\$60.00
3754	7/22/21	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$96.00
3778	7/6/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	222	Lease Payment - June	\$294.43
3778	7/6/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment - June	\$294.42
3778	7/6/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	111	Lease Payment - June	\$294.42
3771	7/22/21	TRANE U.S. INC.	0100	0000000	0000	8110	5600000	000	Repair Services	\$1,374.00
3778	7/29/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	111	Lease Payment - July	\$294.42
3778	7/29/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	2700	5600000	222	Lease Payment - July	\$294.43
3778	7/29/21	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment - July	\$294.42
3786	7/6/21	BLACKBOARD INC.	0100	0000000	0000	2420	5800000	000	Annual Subscription	\$309.33
3756	7/6/21	CARE SOLACE	0100	7425000	1110	1000	5800000	000	Professional Services	\$1,638.00
3759	7/6/21	CSBA	0100	0000000	0000	7100	5800000	000	Annual Support	\$2,080.00
3759	7/6/21	CSBA	0100	0000000	0000	7100	5800000	000	Membership Dues	\$6,237.00
3757	7/6/21	PANORAMA EDUCATION	0100	7425000	1110	1000	5800000	000	Annual Support	\$26,000.00
3809	7/12/21	BorderLAN Security	0100	0000000	0000	2420	5800000	000	Annual Subscription	\$3,750.00
3815	7/12/21	DUDE SOLUTIONS	0100	0000000	0000	2420	5800000	000	Annual Contract	\$1,369.14
3827	7/15/21	INFINITY COMMUNICATIONS AND CONSULTING	0100	0000000	0000	7200	5800000	000	Professional Services	\$325.00
3774	7/15/21	SHRED-IT USA	0100	0000000	0000	7200	5800000	000	Services for June	\$116.90
3807	7/19/21	NEXUS TEK	0100	0000000	0000	2420	5800000	000	Technology Support	\$3,417.00
3814	7/19/21	SYNCB/AMAZON	0100	0000000	0000	2420	5800000	000	Technology Support	\$23.69

3783	7/19/21	SYNDEO COMMUNICATIONS	0100	0000000	0000	2420	5800000	000	Annual Subscription	\$2,018.75
3810	7/22/21	DATTEL SYSTEMS, INC.	0100	0000000	0000	2420	5800000	000	Annual Support	\$1,462.00
	7/22/21	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	5800000	000	Workshop - AALRR	\$49.00
3755	7/26/21	ADT COMMERCIAL LLC	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$2,409.51
3755	7/26/21	ADT COMMERCIAL LLC	0100	0000000	0000	8200	5800000	000	Maintenance Services	\$1,936.00
	7/29/21	MCKENZIE WINCHELL	0100	6500000	5760	1190	5800000	000	Services for July	\$1,040.00
	7/22/21	ATKINSON, ANDELSON, LOYA, RUUD, & ROMO	0100	0000000	0000	7100	5800005	000	Services for June	\$6,662.31
	7/29/21	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Professional Services	\$928.00
	7/29/21	VERIZON WIRELESS	0100	0000000	0000	7200	5900001	000	July Statement	\$133.24
	7/6/21	U.S. POSTAL SERVICE	0100	0000000	0000	7200	5900002	000	Postage	\$1,000.00
3842	7/29/21	PITNEY BOWES GLOBAL	0100	0000000	0000	7200	5900002	000	Lease Payment June - Aug	\$304.13
	7/6/21	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000			9510000		Professional Services	\$1,757.00
	7/6/21	MISSION LINEN & UNIFORM	0100	8150000			9510000		Services for June	\$423.53
	7/6/21	SOUTHWEST SCHOOL &	0100	0000000			9510000		Instructional Supplies	\$19.99
	7/6/21	SOUTHWEST SCHOOL &	0100	0000000			9510000		Instructional Supplies	\$19.99
	7/6/21	VERIZON WIRELESS	0100	0000000			9510000		June Statement	\$128.28
	7/8/21	ALC SCHOOLS	0100	0000000			9510000		Transportation	\$1,850.00
	7/8/21	HOME DEPOT CREDIT SERVICES	0100	8150000			9510000		Maintenance Supplies	\$525.85
	7/8/21	K.I.D.S. THERAPY ASSOCIATES	0100	6500000			9510000		Services for June	\$2,113.65
	7/8/21	NEWBRIDGE SCHOOL	0100	6500000			9510000		Services for May	\$3,129.60
	7/8/21	STATE OF CALIFORNIA	0100	0000000			9510000		Fingerprinting Services	\$32.00
	7/8/21	TRANE U.S. INC.	0100	0000000			9510000		Repair Services	\$1,699.57
	7/19/21	JAN-PRO	0100	0000000			9510000		Professional Services	\$504.00
	7/22/21	HARRIS SCHOOL SOLUTIONS	0100	0000000			9510000		Merchant Fees for June	\$135.00
	7/22/21	JAN-PRO	0100	0000000			9510000		Professional Services	\$1,120.00
	7/22/21	MAINTEX, INC.	0100	0000000			9510000		Maintenance Supplies	\$173.59
	7/22/21	THE HOWARD E NYHART COMPANY INC	0100	0000000			9510000		Professional Services	\$1,075.00
	7/22/21	TOSHIBA BUSINESS SOLUTIONS	0100	0000000			9510000		Maintenance Services	\$423.95
	7/22/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000			9510000		Services for June	\$400.00
	7/22/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000			9510000		Services for June	\$2,519.00
	7/22/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000			9510000		Services for June	\$2,159.00
	7/22/21	VERBAL BEHAVIOR ASSOCIATES	0100	6500000			9510000		Services for June	\$2,146.00
	7/26/21	ADT COMMERCIAL LLC	0100	0000000			9510000		Maintenance Services	\$1,936.00
	7/26/21	ADT COMMERCIAL LLC	0100	0000000			9510000		Maintenance Services	\$1,936.00

\$98,920.07

5000 (SERVICES) TOTALS: BALANCE: 1,130,125 ACCUMULATED BALANCE: 120,531 REMAINING BALANCE: 1,009,594

FUND 4000 - CAPITAL FACILITIES

	7/6/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$200.53
	7/6/21	ECORP CONSULTING, INC	4000	0000000			9510000		Professional Services	\$2,412.50
	7/6/21	ECORP CONSULTING, INC	4000	0000000			9510000		Professional Services	\$665.00
	7/6/21	BEST BEST & KRIEGER LLP	4000	0000000			9510000		Professional Services	\$14,631.60
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$200.53
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3780	7/22/21	MOBILE MINI	4000	0000000	0000	8500	6200000	000	Storage	\$189.75
3838	7/29/21	KYA SERVICES	4000	0000000	0000	8500	6200000	000	Professional Services	\$14,415.50

\$33,474.41

PERSONNEL REPORT- AUGUST 5, 2021			
NAME	POSITION	ACTION	EFFECTIVE DATE
Katharin Roth	PE Teacher	Temporary Contract (.8 FTE)	8/10/2021
Tiffany Glass-Everett	Teacher	Temporary Contract (1.0 FTE)	8/10/2021
Jill Candelaria	STEAM Teacher	Temporary Contract (1.0 FTE)	8/10/2021
Scott Reily	STEAM Teacher	Temporary Contract (1.0 FTE)	8/10/2021
Elizabeth Jones	PE Teacher	Temporary Contract (.8 FTE)	8/10/2021
Sarah Pacetti	Teacher	Temporary Contract (.6 FTE)	8/10/2021
Isabelle Zapata	Music Teacher	Temporary Contract (.6 FTE)	8/10/2021
Allison Carter	Spanish Teacher	Temporary Contract (.4 FTE)	8/10/2021
Meghan Milliken	Teacher	Temporary Contract (1.0 FTE)	8/10/2021
Erin Hewitt	District Nurse	Temporary Contract (.4 FTE)	8/10/2021
Jose Aguirre	Senior Custodian	New Hire	8/2/2021

**Cardiff School District
Cardiff-by-the-Sea, California 92007
August 5, 2021**

ITEM: APPROVE CARDIFF SCHOOL DISTRICT'S UNIFORM COMPLAINT
QUARTERLY REPORT FOR APRIL 1, 2021 THROUGH JUNE 30, 2021

BACKGROUND

Governing boards of school districts in California are required to review and approve the District's Quarterly Report of Complaints regarding instructional materials, facilities and teacher staffing. This is the 4th Quarterly Report, prepared for the period of April 1, 2021 through June 30, 2021. No complaints have been received for this period.

CURRENT CONSIDERATIONS

The San Diego County Office of Education has created a link on their website for school districts to electronically report the required information and the Cardiff School District has completed the reporting process for the quarter specified above.

FINANCIAL IMPLICATIONS

There are no current financial implications at this time.

RECOMMENDATION

It is respectfully recommended that the Board approve the Uniform Complaint Quarterly Report for April 1, 2021 through June 30, 2021.

SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary ADD a new summary record

Submitted By: Emily Horta
Title: Williams District Contact
Report Date: 7/13/2021
Quarter: 4/1/2021 - 6/30/2021

**Number of Complaints
for Quarter:**

	Received	Resolved	Unresolved
Instructional Material	0	0	0
Facilities	0	0	0
Misassignment	0	0	0

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San Diego County Office of Education

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San Diego, CA 92111-7319

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[Uniform Complaint Procedure](#)

**Cardiff School District
Cardiff-By-The-Sea, California 92007
August 5, 2021**

ITEM: APPROVE NONPUBLIC AGENCIES MASTER CONTRACT BETWEEN
CARDIFF SCHOOL DISTRICT AND DEPENDABLE NURSING

BACKGROUND

California Government Code Section 53060 authorizes school districts “to contract with...any persons or agencies for the furnishing of special services... if such persons or agencies are specially trained and experienced and competent to perform the special services required...”

Part of the process of paying a nonpublic agency requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATIONS

Special education students IEP’s mandates special services. The District does not employ full-time nurses; therefore, we are contracting with a nonpublic agency for these services.

FINANCIAL IMPLICATIONS

The cost is not to exceed \$46,000.00 for the 2021-22 school year.

RECOMMENDATION

It is respectfully recommended that the Board approve the Nonpublic Agency Services Master Contract between Cardiff School District and Dependable Nursing.

**Cardiff School District
Cardiff-By-The-Sea, California 92007
August 5, 2021**

ITEM: APPROVE NONPUBLIC AGENCIES MASTER CONTRACT BETWEEN
THE CARDIFF SCHOOL DISTRICT AND K.I.D.S. THERAPY, INC.

BACKGROUND

California Government Code Section 53060 authorizes school districts “to contract with...any persons or agencies for the furnishing of special services... if such persons or agencies are specially trained and experienced and competent to perform the special services required...”

Part of the process of paying a nonpublic agency requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATIONS

Special education students IEP’s mandates special services. K.I.D.S Therapy Inc. would provide additional occupational therapy services to special education students, per their IEP.

FINANCIAL IMPLICATIONS

The cost is not to exceed \$60,000 for the 2021-22 school year.

RECOMMENDATION

It is respectfully recommended that the Board approve the Nonpublic Agency Services Master Contract between the Cardiff School District and K.I.D.S. Therapy, Inc.

**Cardiff School District
Cardiff-By-The-Sea, California 92007
August 5, 2021**

ITEM: APPROVE NONPUBLIC AGENCIES MASTER CONTRACT BETWEEN
THE CARDIFF SCHOOL DISTRICT AND VERBAL BEHAVIOR
ASSOCIATES

BACKGROUND

California Government Code Section 53060 authorizes school districts “to contract with...any persons or agencies for the furnishing of special services... if such persons or agencies are specially trained and experienced and competent to perform the special services required...”

Part of the process of paying a nonpublic agency requires an agreement signed between the school district and the consultant.

CURRENT CONSIDERATIONS

Special education students IEP’s mandates special services. The District does not employ behavior intervention technicians; therefore, we are contracting with a nonpublic agency for these services.

FINANCIAL IMPLICATIONS

The cost is not to exceed \$160,000.00 for the 2021-22 school year.

RECOMMENDATION

It is respectfully recommended that the Board approve the Nonpublic Agency Services Master Contract between Cardiff School District and Verbal Behavior Associates.



**AGREEMENT FOR PARTICIPATION AND SERVICES 2020-2021
OUTDOOR EDUCATION PROGRAM**



THIS AGREEMENT is entered into this 29th day of March, 2021 by and between the Superintendent of Schools, Office of Education, San Diego County, hereinafter called the OFFICE and Ada Harris, hereinafter called the SCHOOL/DISTRCT.

WHEREAS, the OFFICE operates for the schools of San Diego County an outdoor education program at designated sites and authorized by the Education Code Section 35335 and following and 8760 and following; and

WHEREAS, the SCHOOL/DISTRICT desires to participate in said program; NOW, THEREFORE, the parties agree as follows:

I Use and Occupancy of Outdoor Education Premises and Facilities

A. The OFFICE agrees to provide:

- (1) Administration and operation of the outdoor education program.
- (2) Outdoor science education and conservation instructional and supervision services for an educational program.
- (3) Sites, buildings, utilities, and maintenance.
- (4) Food and its preparation.
- (5) All staff other than school district employees accompanying students.
- (6) Preparation and distribution of outdoor school schedules designating the site to be attended and the specific dates of attendance.
- (7) Promotion of the outdoor school program.
- (8) Transportation for students while in camp.

B. The SCHOOL/DISTRICT agrees to:

- (1) Pay to the OFFICE a "per pupil fee" " less any applicable discounts, based on the number of SCHOOL/DISTRICT student's actual attendance at any time during each encampment.
- (2) In the event that the actual total number of SCHOOL/DISTRICT students attending during the agreement period is less than the minimum guaranteed number of students noted in section III.B., then the SCHOOL/DISTRICT shall pay OFFICE a "per pupil fee" to cover the difference between the guaranteed number and the number in actual attendance. Payments shall be made as noted in section B.(5).
- (3) For purposes of this agreement:
 - (a) "Pupil fee" means that per pupil amount established by the OFFICE for a school year as the cost of a pupil's instruction, food, lodging, and support services.
 - (b) Attendance for any portion of a day shall be counted a full day in camp.
 - (c) **No refund of fees shall be made for students sent home for disciplinary reasons.**
- (4) Payments to OFFICE for all fees under this agreement shall be made as follows:

- (a) For San Diego County School Districts and Schools, payment shall be made by way of an auditor's cash transfer initiated by the OFFICE after each student encampment. OFFICE will provide DISTRICT/SCHOOL appropriate detailed backup for all charges.
- (b) For private schools and out-of-county schools/districts, or others not subject to an auditor's transfer, OFFICE will invoice the participating schools or districts and payment shall be made to OFFICE within 30 days of invoice. Invoices that are not paid in full within 30 days after invoice will be considered past due and will be subject to a 1.5% per month late fee on any outstanding balance, which will compound until paid in full. If collections are necessary, debtor agrees to pay all costs of collection, including but not limited to reasonable attorney's fees, court costs, and third-party collection agencies.
- (5) Provide transportation for pupils to and from outdoor school. In the event of an emergency closure of the camp facility, the SCHOOL/DISTRICT is responsible to evacuate students from the facility. If the SCHOOL/DISTRICT is unable to provide transportation within the timeframe needed to ensure the safety of students, the OFFICE will provide transportation and invoice the SCHOOL/DISTRICT for the actual cost of transportation.
- (6) Secure necessary funding so no child will be denied the outdoor school experience because of inability to pay.
- (7) Provide approximately one classroom teacher for every 30 pupils to actively participate in the 24-hour per day program under the direction of the site administrator.
- (8) Comply with the outdoor school schedule.
- (9) Each party shall defend, indemnify and hold the other party and the State of California, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of or resulting from, SCHOOL/DISTRICT's use and occupancy of the premises and facilities and participation in the activities of the Outdoor Education Program under this agreement. The indemnifying party at its own cost, expense and risk, shall defend any and all actions, suits or other legal proceedings, that may be brought or instituted against the other party, its officers, agents, or employees, on any such claim or demand, and pay or satisfy the judgement that may be rendered against the San Diego County Superintendent of Schools, its officers, agents, or employees, in any such action, suit, legal proceedings or result thereof.

Additionally, SCHOOL/DISTRICT shall maintain general liability and property damage insurance in at least the minimum amount of \$2,000,000 to cover all activities under this agreement and provide OFFICE a certificate of insurance naming the OFFICE and State of California as additionally insured under the policy. Coverage under said policies shall not be reduced or canceled without thirty (30) days prior written notice to OFFICE and all required coverage shall be reinstated or replaced prior to expiration/cancellation date and new certificates naming the OFFICE and State of California as additionally insured under the policy shall be issued to OFFICE for the replacement policy or policies.

- (10) Provide all required information on the Participation Agreement form for each school that will participate in the OFFICE Outdoor School program. Form shall be completed and submitted to OFFICE by the deadline noted on the application form. **Participation Agreement shall be filled out each year of a multi-year agreement.**
- (11) Provide to OFFICE, on timelines indicated, complete and accurate information for each student, teacher and school on all Outdoor School registration and health forms provided by the OFFICE. Forms are available via SDCOE website. Such information includes but is not limited to; a complete and accurate list of the students and teachers from each school who will attend the Outdoor School Program. The required student information includes, but is not limited to; the student name, gender, ethnicity code, Child Nutrition program eligibility status (free, reduced, or paid), complete and accurate student health forms, information on requirements for special meals, authorizations for medications and prescriptions. Parental and physician signatures are required as noted on the forms. The OFFICE is authorized by the State of California Department of Education to obtain from the SCHOOL/DISTRICT all student information required to participate in the State and Federal child nutrition programs, including, but not limited to; each student's child nutrition eligibility status (Free, Reduced, Paid), ethnicity code, and other appropriate demographic or identifying information. **If you choose to not provide this information prior to the encampment the cost per student will increase by \$25.00.**

(12) Provide services and/or accommodations as specified in the student's IEP or Section 504 plan for all students with special needs participating in Outdoor School programs.

II. Agreement Period

A. The term of this agreement shall commence on **July 1, 2021** and will continue through **June 30, 2022, 2023, or 2024** based on the option chosen below.

B. **Please initial one of the options below to determine the number of years for this agreement:**

_____ a. Option 1 – 1 Year Agreement

_____ b. Option 2 – 2 Year Agreement with the base fee and equity credit rate locked in for two years.

 X c. Option 3 – 3 Year Agreement with the base fee and equity credit rate locked in for 3 years and provides a \$10 discount per full fee student.

III. Fees and Minimum Guaranteed Participation

A. The fee schedule is established each year and is adopted by the Board of Education. The applicable adopted fee schedule for fiscal year **2021-2022** is attached and is hereby made a part of this agreement. The fee schedule now includes available discounts which will be applied to the "per pupil fee" when applicable:

5-day Program**	Per Student	\$335.00
4-day Program***	Per Student	\$285.00

** Discounts 5-day Program

*Equity Credit: \$90 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

*Introductory Credit: \$10 credit per full fee student.

*Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds a \$10 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$325 per student. Other discounts may be combined.

October thru December Rates: \$330 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

*** Discounts 4-day Program

Equity Credit: \$78 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

Introductory Credit: \$8 credit per full fee student

Three Year "Discount" Contract: Locks in Base Fee and Equity Credits for three years and adds an \$8 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$275 per student. Other discounts may be combined.

October thru December Rates: \$280 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

B. This agreement may be terminated at any time upon mutual agreement of the parties involved. A cancellation fee may be imposed if:

a. A multi-year signed agreement is cancelled in any of the subsequent years; the discounts received must be paid back to SDCOE.

C. ~~The SCHOOL DISTRICT guarantees payment of the "per pupil fee" to the Office for not less than 85% of the total projected participation from all schools from the district as noted below during the school year.~~ (This will not be enforced for the 2021-22 year). In the event of a major change in the District that affects a school, you may contact OFFICE to discuss the contract terms. Minimum number of students per school as follows:

School	Scheduled
Ada Harris	90

Executed by the parties on the dates shown below their respective signatures.

Ada Harris
School/District

By _____

Title Superintendent _____

Date August 5, 2021 _____

County Superintendent of Schools
San Diego County Office of Education



Authorized Signature

Executive Director, Outdoor Education
Title

March 29, 2021
Date

Authorized or ratified by the Board of Education on:

August 5, 2021

Rules for acceptance and participation in the outdoor school program are the same for everyone without regard to race, color or national origin, sex, gender or handicap.

**SAN DIEGO COUNTY OFFICE OF EDUCATION
OUTDOOR EDUCATION PROGRAM
FEES AND CHARGES 2021-22**

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<u>OUTDOOR SCHOOL PROGRAM</u>					
5-day Program	Per student	*	\$330.00	\$337.56	\$335.00
4-day Program	Per student	(3) *	280.00	286.41	285.00
Classroom Teachers-Food Serv Ops	Per Teacher/Per Day				
Insurance	Per Student/Per Day	(1)			

Discounts 5-day Program

***Equity Credit:** \$90 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

***Introductory Credit:** \$10 credit per full fee student.

***Three Year "Discount" Contract:** Locks in Base Fee and Equity Credits for three years and adds a \$10 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$325.00 per student. Other discounts may be combined.

October thru December Rates: \$330.00 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

Discounts 4-day Program

***Equity Credit:** \$78 discount multiplied by the percentage of students who have been identified as socioeconomically disadvantaged, as reported to the CDE, will be applied to the final invoice.

***Introductory Credit:** \$8 credit per full fee student.

***Three Year "Discount" Contract:** Locks in Base Fee and Equity Credits for three years and adds an \$8 credit per full fee student.

Two Year "Fee Lock" Contract: Locks in Base Fee and Equity Credits for two years.

September Rates: \$275.00 per student. Other discounts may be combined.

October thru December Rates: \$280.00 per student. Other discounts may be combined.

**Does not apply to out of county schools, private schools, or non-school groups.*

OUTREACH PROGRAMS

Marine Science Floating Lab	Per Morning Trip		730.00	750.00	750.00
Marine Science Floating Lab	Per Afternoon/Twilight Trip		690.00	710.00	710.00
Splash Science Mobile Lab	Per Day	(8)	740.00	750.00	750.00
Green Machine Mobile Classroom	Per Day	(8)	510.00	540.00	540.00
Curious Cephalopods	1 hour session				175.00
Krazy Kelp Forest	1 hour session				175.00
Geology Rocks!	1 hour session				175.00

ALL PROGRAMS

Visitor Meal - Food Service Operations Per Meal/Min 3 Meals

SITE RENTAL PROGRAM

(4) (5) (7)

One overnight - 3 meals with cabin	Per Guest	77.00	80.00	80.00
Two overnights - 5 meals with cabin	Per Guest	130.00	140.00	140.00
Three overnights - 8 meals with cabin	Per Guest	203.00	210.00	210.00

**SAN DIEGO COUNTY OFFICE OF EDUCATION
OUTDOOR EDUCATION PROGRAM
FEES AND CHARGES 2021-22**

Overnights - no meals with cabin	Per Guest/Per Night	(9)	55.00	58.00	58.00
Visitor Meal - Food Service Operations	Per Meal/Min 3 Meals		8.50	8.75	8.75
Kitchen access for self-prep meals	Per Scheduled Meal	(9)	190.00	195.00	195.00
Plus State Park Fee (Cuyamaca and Palomar only)	Per Guest/Per Night	(2)	3.00	3.00	3.00

**SAN DIEGO COUNTY OFFICE OF EDUCATION
OUTDOOR EDUCATION PROGRAM
FEES AND CHARGES 2021-22**

<u>PROGRAM NAME</u>	<u>UNIT BASE FOR CHARGE</u>	<u>NOTES</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<u>ADDITIONAL SERVICES/FACILITIES</u>		(4)			
Overnights (after 4 nights)	Per Guest/Per Night		\$37.00	\$40.00	\$40.00
Camper Insurance	Per Guest/Per Day	(1)			
Day Use Fee - Outside only	Per 4 hours or Part Thereof During Regular Work Day		437.00	447.00	454.00
Facilities:		(4)			
Individual Bedroom	Per night or Part Thereof		28.00	29.00	30.00
Assembly Hall	Per Day or Part Thereof				
Assembly Hall, Craft Shop, Infirmary, Lodge, or Staff Lounge	Per Day or Part Thereof		41.00	42.00	43.00
Dining Room or Meeting Room	Per Day or Part Thereof (for day use group)		347.00	355.00	360.00
Auxiliary SDCOE Staff:		(4)			
Instructional or Summer Program Staff	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	385.00	393.00	400.00
Lifeguard	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	385.00	393.00	400.00
Nurse	Per 8 Hour Day/Per Staff Member or Part Thereof	(4) (6)	510.00	521.00	535.00

Notes:

- Insurance premium will be paid by Cuyamaca Outdoor School.
- State Park fees are set by State Parks & Recreation and are subject to change.
- 4-day programs are available on designated SDCOE holiday weeks only. Refer to your Outdoor School Schedule.
- All accommodations and staffing are subject to availability and must be arranged in advance.
- Minimum group sizes for 1-2 nights: 50; for more than 2 nights: 100. Smaller groups may call the Director for consideration.
- This rate charged for up to a maximum of 8 hours per day or 40 hours per week. OT will be charged if these hours are exceeded. The availability of auxiliary staff is not guaranteed, it is highly recommended that groups bring their own staff (lifeguard must be certified).
- The Director reserves the right to alter the above fee schedule to accommodate special staffing, group sizes, or unusual program needs.
- Schools may request an additional TA to accompany the Splash Lab or Green Machine in lieu of the school providing a volunteer. Additional TAs are subject to availability and an additional fee of \$153.00 per day/per TA. Please request at least two weeks in advance of the trip.
- Site rental without meals is by special arrangement. Kitchen access fee includes supervision.



**CARDIFF
SCHOOLS**

Inspiring a love of learning

COVID-19 Protocols 2021-2022

DRAFT

Cardiff School District
COVID-19 Protocols
2021-22

To promote the health, safety, well-being, and academic success of students and staff members during the COVID-19 pandemic, the following protocols and procedures have been developed.

Prior to Arrival at School

- Before departing the home, parents/guardians must conduct a symptoms check of students.
- All staff members must self-screen at home for symptoms. A temperature check is no longer required for staff.
- Face coverings must be brought to school and secured prior to entry indoors.

Stay Home When Appropriate

- Staff and parents should be on the alert for signs of illness in themselves and their children and **remain at home** when they are showing any of the symptoms listed below.
- People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness.
- Symptoms may appear **2-14 days after exposure to the virus**. People with the symptoms listed below may have COVID-19.

Students or staff experiencing one or more of the following symptoms will be excluded from school:

- Fever of 100 or higher
- Chills
- New cough, nasal congestion or runny nose
- Shortness of breath or difficulty breathing
- New muscle or body aches or fatigue
- Headache (if abnormal for you)
- New loss of taste or smell
- Sore throat
- Diarrhea
- Loss of appetite, nausea, vomiting, abdominal pain
- Recent diagnosis, or possible exposure to COVID-19 (if unvaccinated)

A temperature of 100 F or greater or a “yes” answer to any of the symptoms above identifies the individual as potentially positive for COVID-19. Students and staff will be asked to stay home and will be recommended for follow-up testing.

When to Seek Emergency Medical Attention

If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

Procedure for Sending Individuals Home with Positive Symptoms

- We will be following the [SDCOE COVID symptoms decision tree](#) to guide next steps.
- Individuals who exhibit a positive symptom will be asked to secure their face covering and use good hand hygiene and respiratory etiquette.
- Parents/guardians of students will be contacted immediately. Students exhibiting symptoms will need to be picked up and parents/guardians will be made aware of next steps.
- Students with positive symptoms will be isolated in a designated area outside. Students will be accompanied by a staff member at all times while waiting for pick up.
- Symptomatic staff members will be immediately sent home and made aware of next steps.

How COVID-19 is Spread

- COVID-19 is thought to spread mainly through close contact from person-to-person, through respiratory droplets produced when an infected person coughs, sneezes or talks.
- COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
- Some people without symptoms may be able to spread the virus.

Hand Hygiene and Respiratory Etiquette

- Reinforce healthy habits and monitor proper handwashing.
- Model and practice regular hand hygiene, including upon entry into the classroom, before and after eating, after coughing or sneezing, after playing outside, after using the restroom, and if their hands are visibly soiled.
- Wash hands with soap and water for at least 20 seconds. (Have students sing the birthday song while washing their hands)
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol may be used. Hand sanitizer will be readily available on site.
- Teach children to avoid contact with one's eyes, nose and mouth.
- Teach children to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

Healthy, Clean Environment

- Cleaning and disinfection of the campus, including high touch surfaces, will be performed nightly.
- Staff will have access to anti-bacterial hand sanitizers and disposable gloves and use them as needed.
- Surfaces will be disinfected using EPA-approved products.
- Electrostatic sprayers are used to support a thorough and efficient sanitation process.
- Outdoor space will be utilized as practicable.
- Windows and doors should be kept open to provide outdoor ventilation.
- HVAC filters have been upgraded throughout the District.
- HEPA air purifiers are used in all classrooms and indoor communal areas.

Face Coverings

- Face coverings **are required indoors** except in certain, limited circumstances.
- Face coverings **are not required outdoors**.
- Face masks will be provided to individuals who have forgotten to bring one.
- Persons who are exempt from wearing a mask include:
 - anyone younger than two years old
 - anyone who has trouble breathing, is unconscious or incapacitated
 - anyone who is otherwise unable to remove the face covering without assistance
- If a student is exempt from wearing a face covering, they must provide a note from their physician, and will be asked to wear a face shield with a drape on the bottom.
- If a student refuses to wear a face covering due to behavioral issues, teachers/staff will work closely with parents/guardians to develop a plan that will help this student adjust to wearing a face covering.
- A school-based team will convene a meeting with the parent/guardian to assess the need for accommodations.
- For safety reasons, any student who continually refuses to wear a face covering will be sent home.
- Independent study will be available for all students who are unable to tolerate a mask for any reason.
- When face coverings are removed outside, the mask should be handled by the ear loops or ties and placed in a secure location until it needs to be put on again.
- Students will be encouraged to try not to touch their face covering and keep their hands washed frequently.
- Face coverings should be worn to cover both the mouth and nose.
- Bandanas and masks with exhalation valves or vents are not acceptable as they do not sufficiently keep respiratory droplets from reaching others.
- Cloth face coverings:
 - Should fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape

- Staff must use face coverings in accordance with CDPH guidelines and Cal/OSHA standards. Current CDPH guidance states that adults in K-12 school settings are required to wear face coverings when sharing indoor spaces with students.
- In limited situations where staff members are unable to use a face covering for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom, where required.

Physical Distancing

- Per CDPH guidance, in-person instruction can occur safely without (previous) minimum physical distancing requirements when other mitigation strategies (e.g. masking) are implemented.
- Class cohorts will remain together and the mixing of students from different classrooms will be minimized as practicable during the school day to assist with contact tracing and reduce the spread of potential illness.
- Physical distance will be maximized as much as possible while eating, especially indoors.
- Protocols regarding non-essential visitors to campus will be reviewed as the school year gets underway.

Considerations for a COVID-19 Positive Case

- If a student or staff member tests positive for COVID-19 and has exposed others at the school we will work in consultation with our local health department to determine next steps.
- We will provide timely and appropriate notification to all staff and families while protecting confidentiality.
- Symptomatic students and staff members will be advised to follow the protocols listed in the [COVID symptoms decision tree](#) provided by the San Diego County Health Department to help guide their eventual return to school.

Following a Confirmed COVID-19 Exposure at School

- Per current CDPH guidelines, following a confirmed case of a student or staff member who was at school during his/her infectious period all unvaccinated close contacts without symptoms may begin a modified 10-day quarantine.
- A modified quarantine is not permissible per the County Decision Tree if exposure occurred outside of the school setting.
- A modified quarantine means there is a 10-day stay-in-school option, **if the following are met:**
 - Exposed individuals were, and continue to be, masked indoors
 - Individuals who are close contacts do not have symptoms
 - Twice weekly COVID-19 testing over a ten day period with negative results and quarantine from extracurricular activities which take place outside of the regular school day.

- In the event of a school exposure, the District will provide an on-site option for response testing with PCR follow up (in the event of a positive result), for staff members and students who are accompanied by their parent/guardian.
- Contact tracing and close contact exposure screening will be conducted as required by public health, with modified quarantine requirements as described above. Stable grouping outside the classroom will be implemented as practicable to assist with these efforts.
- Per CDPH guidelines, exposed, asymptomatic individuals who are vaccinated do not have to quarantine; however, CDPH currently recommends testing 3-5 days after exposure and wearing a mask indoors at all times.

Travel Guidelines

- In the event that an individual must travel outside of the U.S., we ask that you please notify the school office and your child's teacher in advance.
- Following an international trip, individuals may return to school following a 14-day quarantine, or a 7-day quarantine with a negative COVID test. Individuals who have been fully vaccinated will not be subject to quarantine.

To promote positive student behavior and compliance with public health guidelines, we will:

- Implement procedures for all class routines; entering the room, hand washing and sanitizing, face coverings, physical distancing, seating arrangements
- Define, teach and role play behavioral expectations and classroom procedures.
- Demonstrate what the expected behaviors look like as well as what they do not look like.
- Provide cues to remind students to engage in the appropriate behavior.
- Acknowledge students who appropriately demonstrate the expected behavior.
- Provide a warning and check for student understanding when behavioral expectations are not met.
- Provide appropriate scaffolds for students, including positive and negative reinforcement as well as consequences.
- Bullying, harassment, intimidation, threats, and knowingly making false statements related to COVID-19 will not be tolerated.

COVID-19 Prevention Program (CPP) Cardiff School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Updated: August 5, 2021

Authority and Responsibility

The superintendent of Cardiff School District has overall authority and responsibility for implementing the provisions of this CPP in the workplace. In addition, the site principals and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards form**.
- Document the vaccination status of our employees by using **Appendix E: Documentation of Employee COVID-19 Vaccination Status, which is maintained as a confidential medical record**.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Develop COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission in the workplace. We follow the District COVID-19 Protocols, which adhere to the SDCOE COVID-19 Decision Tree. These documents can be found on the district website at www.cardiffschools.com.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by notifying the site principal of an identified hazard so they can respond to the concern.

Employee Screening

All employees are asked to self-screen at home prior to reporting to work. Employees who have any of the symptoms below may not return to work until criteria is met to return.

Symptoms include:

- Fever of 100 or higher
- Chills
- New cough, nasal congestion or runny nose
- Shortness of breath or difficulty breathing
- New muscle or body aches or fatigue
- Headache (if abnormal for you)

- New loss of taste or smell
- Sore throat
- Diarrhea
- Loss of appetite, nausea, vomiting, abdominal pain
- Recent diagnosis, or possible exposure to COVID-19 (if unvaccinated)

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the Appendix B: COVID-19 Inspections form and corrected in a timely manner based on the severity of the hazards, by reporting to the site administrator. The site administrator is responsible for rectifying the concern and/or referring it to the appropriate department leader.

Controls of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees and visitors, over the nose and mouth, as required by orders from the California Department of Public Health (CDPH) or local health department.

All staff and students will utilize face coverings as indicated by recommendations from the California Department of Public Health.

Face Coverings

- Face coverings **are required indoors** except in certain, limited circumstances.
- Face coverings **are not required outdoors**.
- Face masks will be provided to individuals who have forgotten to bring one.
- Persons who are exempt from wearing a mask include:
 - anyone younger than two years old
 - anyone who has trouble breathing, is unconscious or incapacitated
 - anyone who is otherwise unable to remove the face covering without assistance
- If a student is exempt from wearing a face covering, they must provide a note from their physician, and will be asked to wear a face shield with a drape on the bottom.
- If a student refuses to wear a face covering due to behavioral issues, teachers/staff will work closely with parents/guardians to develop a plan that will help this student adjust to wearing a face covering.
- A school-based team will convene a meeting with the parent/guardian to assess the need for accommodations.
- For safety reasons, any student who continually refuses to wear a face covering will be sent home.
- Independent study will be available for all students who are unable to tolerate a mask for any reason.
- When face coverings are removed outside, the mask should be handled by the ear loops or ties and placed in a secure location until it needs to be put on again.
- Students will be encouraged to try not to touch their face covering and keep their hands washed frequently.
- Face coverings should be worn to cover both the mouth and nose.
- Bandanas and masks with exhalation valves or vents are not acceptable as they do not sufficiently keep respiratory droplets from reaching others.
- Cloth face coverings:
 - Should fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape
- Staff must use face coverings in accordance with CDPH guidelines and Cal/OSHA standards. Current CDPH guidance states that adults in K-12 school settings are required to wear face coverings when sharing indoor spaces with students.

- In limited situations where staff members are unable to use a face covering for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom, where required.

Engineering Controls

For indoor locations, using Appendix B, we identify and evaluate how to maximize, to the extent feasible, ventilation with outdoor air using the highest filtration efficiency compatible with our existing ventilation system, and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of transmission by:

- Using the maximum filtration supported by our HVAC systems, including MERV- 11 filters in our pre-existing buildings and MERV-13 filters in all new buildings. Filters are replaced district-wide on a quarterly basis.
- Using HEPA air purifiers in all classroom spaces
- Ensure that face coverings are worn per CDPH guidance
- Ensure that the space is well ventilated
- Encouraging open windows and doors

Cleaning and Disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, phones, headsets, bathroom surfaces, and steering wheels:

Custodial staff measures

- Each site's custodial staff has the appropriate tools, equipment and training to provide enhanced disinfecting at all schools and district facilities,
- Each site has Identified and stocked cleaning products using the following guidelines:
 - Cleaning products should be from the Environmental Protection Agency (EPA)-approved list "N" approved for use against COVID-19
 - Following product instructions for use
 - Using disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - Providing employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
 - Established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Custodial staff has the proper protective equipment as required by the product instructions
- Each site has all products kept out of children's reach and stored in a space with restricted access
- Areas used by any staff or student with temperature or symptoms will be closed off and not used before cleaning and disinfection.
- To reduce risk of exposure, custodial staff will wait as long as feasible before cleaning and disinfecting.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Closing off areas used by any sick person and do not use room before cleaning/disinfecting
- To reduce risk of exposure, wait as long as practicable before cleaning/disinfecting
- Ensuring a safe and correct application of disinfectants using PPE and ventilation recommended for cleaning
- Keeping disinfecting product from students

Hand Sanitizing

In order to implement effective hand sanitizing procedures, we:

- All staff and students are provided with hand sanitizer upon entry indoors.
- Hand sanitizer contains at least 60% alcohol, and no methyl alcohol
- Stock soap, paper towels, hand sanitizer and wipes for each stable group/classroom and make them visible and well identified
- Signage in classrooms and offices remind students and staff on proper hand sanitizing procedures, including washing hands for at least 20 seconds.
- Regular hand washing is encouraged.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

Upon request, we provide respirators for voluntary use to all employees who are not fully vaccinated and who are working indoors or in vehicles with more than one person. Employees that request a respirator for voluntary use will be encouraged to use them in compliance with the Guidance on Respiratory Protection, or section 5144(c)(2) and will be provided with a respirator of the correct size, and provided with the Guide to Respiratory Protection at Work, or section 5144, **Appendix D**.

We provide and ensure use of respirators in compliance with section 5144 when deemed necessary by Cal/OSHA.

Sharing of the District vehicle will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users. Vehicle windows will be kept open. Hand sanitizer must be used when entering and exiting the vehicle. Face coverings must be worn when the vehicle is shared.

Testing of symptomatic employees

We make COVID-19 testing available at no cost to employees with COVID-19 symptoms who are not fully vaccinated, during employees' paid time.

Investigating and Responding to COVID-19 Cases

We have developed effective procedures to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, test results, and onset of symptoms. This is accomplished by using the Appendix C: Investigating COVID-19 Cases form.

We also ensure the following is implemented:

Steps to Complete for Positive Cases

- District nurse/site principal calls COVID positive individual or parent/guardian to gather necessary information. This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases form**. Positive individual is instructed to isolate and household members are instructed to quarantine and test. Follow up written communication is also provided.

- District nurse, site principal and superintendent confer, consult public health as needed, commence site contact tracing, and begin notification process.
- Sites make necessary calls to all close contacts regarding quarantine and testing protocols.
- Site principal/district nurse notify public health with required information regarding the positive case and close contacts.
- Site principal/extended day director provide student close contacts with written notification regarding modified quarantine and testing protocols.
- District office provides a letter to the COVID-19 positive staff member or consultant regarding modified quarantine protocols and available leave options, as applicable.
- Superintendent sends letter(s) to identified staff or consultant close contact(s) regarding modified quarantine and testing protocols as well as leave options, as available, and notifies the bargaining unit president.
- Site principal sends out the staff notification of a COVID-19 positive case letter to all employees at the site.
- Site principal sends out the parent/guardian notification of a COVID-19 positive case letter to all families at the site.
- Site principal contacts custodial staff regarding cleaning of affected area(s)
- District nurse/site principal maintains a record of positive cases and exposures for monitoring.
- District office adds the positive case to the COVID-19 Dashboard, monitors and removes it after 10 days.
- District nurse, site principal and superintendent confer with public health to determine if the case is epidemiologically-linked. Three or more epidemiologically-linked cases at the school site is considered an outbreak. If so, follow necessary Cal/OSHA testing requirements for an exposed workplace.
- District nurse/site principal to report an increase in cases, hospitalizations, and/or an outbreak-associated death to the Epidemiology School Response Team.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to their site administrator.
- Employees can report symptoms and hazards without fear of reprisal.
- Employees with medical or other conditions that put them at increased risk of severe COVID-19 illness may contact Emily Horta in Human Resources for information on accommodations and leave options.
- Access to COVID-19 testing will be made available by the District when testing is required, such as in the event of a workplace exposure or outbreak.
- The COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decreases the spread

of COVID-19 and are most effective when used in combination.

- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:
 - How to properly wear them.
 - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn and the fact that facial hair can interfere with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
 - The conditions where face coverings must be worn at the workplace.
 - That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
 - Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

***Appendix D: COVID-19 Training Roster will be used to document this training.*

Exclusion of COVID-19 Cases and Employees who had a Close Contact

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met., with the following exceptions:
 - Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms.
 - COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 cases who never developed COVID-19 symptoms, for 90 day after the first positive test.
- For employees excluded from work, continuing and maintaining an employee's earnings, wages, seniority, and all other employee rights and benefits.
- This will be accomplished by our Human Resources department providing affected employees with information on processes and available support and benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases and outbreaks at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of ≥ 100 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work once the requirements for “cases with symptoms” or “cases who tested positive but never developed symptoms” (above) have been met.
- Persons who had a close contact may return to work as follows:
 - Close contact but never developed symptoms: when 10 days have passed since the last known close contact.
 - Close contact with symptoms: when the “cases with symptoms” criteria (above) have been met, unless the following are true:
 - The person tested negative for COVID-19 using a polymerase chain reaction (PCR) COVID-19 test with specimen taken after the onset of symptoms; and
 - At least 10 days have passed since the last known close contact, and
 - The person has been symptom-free for at least 24 hours, without fever-reducing medications.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.

If Multiple COVID-19 Infections are Identified

This section of the CPP is applicable **only if three or more employee COVID-19 cases within an exposed group visited the workplace during their high-risk exposure period at any time during a 14-day period.** Reference section [3205.1](#) for details.

This guidance will stay in effect until there are no new COVID-19 cases detected in the exposed group for a 14-day period.

COVID-19 Testing

We provide COVID-19 testing at no cost to all employees, during paid time, in our exposed group except for:

- Employees who were not present during the relevant 14-day period.
- Employees who were fully vaccinated before the multiple infections or outbreaks and who do not have symptoms.
- COVID-19 cases who did not develop symptoms after returning to work pursuant to our return-to-work criteria, no testing is required for 90 days after the initial onset of symptoms or, for COVID-19 cases who never developed symptoms, 90 days after the first positive test.

COVID-19 testing consists of the following:

- All employees in our exposed group are immediately tested and then one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine, isolation, or exclusion period required by, or orders issued by, the local health department.

- After the first two COVID-19 tests, we continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
- We will provide additional testing when deemed necessary by Cal/OSHA.

We continue to comply with the applicable elements of our CPP, as well as the following:

- 1. Employees in the exposed group wear face coverings when indoors, or when outdoors and less than 6 feet apart (unless one of the face covering exceptions indicated in our CPP apply).**
- 2. We give notice to employees in the exposed group of their right to request a respirator for voluntary use if they are not fully vaccinated.**
- 3. We evaluate whether to implement physical distancing of at least 6 feet between persons, or where 6 feet of distancing is not feasible, the need for use of cleanable solid partitions of sufficient size to reduce COVID-19 transmission.**

COVID-19 investigation, review and hazard correction

We immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review is documented and includes:

Investigation of new or unabated COVID-19 hazards including:

- Our leave policies and practices and whether employees are discouraged from remaining home when sick.
- Our COVID-19 testing policies.
- Insufficient outdoor air.
- Insufficient air filtration.
- Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as feasible.
 - Requiring respiratory protection in compliance with section 5144.

Buildings or structures with mechanical ventilation

We will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible, we will use filters with the highest compatible filtering efficiency. We also have portable HEPA air purifiers in use in all classroom spaces.

If a Major COVID-19 Outbreak Occurs

This section of the CPP is applicable only if **20 or more employee COVID-19 cases within an exposed group visit the workplace during their high-risk exposure period within a 30-day period. Reference section [3205.2](#) for details.**

This guidance will stay in effect until there are fewer than three COVID-19 cases detected in our exposed group

for a 14-day period.

We continue to comply with the Multiple COVID-19 Infections and COVID-19 Outbreaks protocols, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.

In addition to complying with our CPP and Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, we also:

- Provide employees in the exposed group with respirators for voluntary use in compliance with section 5144(c)(2) and determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.
- Separate by six feet (except where we can demonstrate that six feet of separation is not feasible and there is momentary exposure while persons are in movement) any employees in the exposed group who are not wearing respirators required by us and used in compliance with section 5144. When it is not feasible to maintain a distance of at least six feet, individuals are as far apart as feasible.
- We will consult with San Diego County Public Health to determine what additional mitigation measures and operational changes may be necessary.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA.

Jill Vinson

Superintendent, Cardiff School District

August 5, 2021

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work.

Person Conducting the Evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

Appendix B: COVID-19 Inspections

Date:

Name of Person Conducting the Inspection:

Work Location Evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Ventilation* (amount of fresh air and filtration maximized)			
Additional room air filtration			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Face shields/goggles (if required)			
Respiratory protection (if required)			
Gloves (if required)			

*Identify and evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted HEPA filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission. Review applicable orders and guidance from the State of California and local health departments related to COVID-19 hazards and prevention have been reviewed, including the CDPH Interim Guidance for Ventilation, Filtrations, and Air Quality in Indoor Environments and information specific to your industry, location, and operations. We maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from excessive heat or cold.

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee required medical records will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request, and when required by law.

Date:

Name of person conducting the investigation:

Name of COVID-19 case (employee or non-employee) and contact information:

Occupation (if non-employee, why they were in the workplace):

Names of employees/representatives involved in the investigation:

Date investigation was initiated:

Locations where the COVID-19 case was present in the workplace during the high-risk exposure period, and activities being performed:

Date and time the COVID-19 case was last present and excluded from the workplace:

Date of the positive or negative test and/or diagnosis:

Date the case first had one or more COVID-19 symptoms, if any:

Information received regarding COVID-19 test results and onset of symptoms (attach documentation):

Summary determination of who may have had a close contact with the COVID-19 case during the high-risk exposure period. Attach additional information, including:

- The names of those found to be in close contact.
- Their vaccination status.
- When testing was offered, including the results and the names of those that were exempt from testing because.
 - They were fully vaccinated before the close contact and do not have symptoms.
 - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.
- The names of those that were excluded per our Exclusion of COVID-19 Cases and Employees who had a Close Contact requirements.
- The names of those exempt from exclusion requirements because:
 - They were fully vaccinated before the close contact and did not develop COVID-19 symptoms.
 - They returned to work per our return-to-work criteria and have remained symptom free for 90 days or, for those that never developed symptoms, for 90 days after the initial positive test.

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

1. All employees who were in close contact
2. Their authorized representatives (If applicable, the notice required by Labor Code section 6409.6(a) (2) and (c))

Names of employees that were notified:	Names of their authorized representatives:	Date

Independent contractors and other employers present at the workplace during the high-risk exposure period.

Names of individuals that were notified:	Date

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Date?

Appendix D: COVID-19 Training Roster

Date:

Name of Person Conducting the Training:

Employee Name	Signature

Appendix E: Documentation of Employee COVID-19 Vaccination Status -
CONFIDENTIAL

Status - CONFIDENTIAL

[illegible]

COVID-19 School Guidance Checklist

CALIFORNIA
ALL

Your Actions
Save Lives



Date: August

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: Cardiff School Dis

Number of schools: 2

Enrollment 640

Superintendent (or equivalent) Name: Jill Vinson

Address: 1888 Montgomery A

Phone Number: 760-632-58

Cardiff, CA 02007

Email: jill.vinson@cardi

Date of proposed reopening:

August 17, 2021

County: San Diego

Grade Level (check all that apply)

Current Tier: N/A

☐ TK ☒ 2nd ☒ 5th ☐ 8th ☐ 11th

(please indicate Purple, Red, Orange or Yellow)

☒ K ☒ 3rd ☒ 6th ☐ 9th ☐ 12th

☒ 1st ☒ 4th ☐ 7th ☐ 10th

Type of LEA: Elementary

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. This form is one part of the COVID19 School Safety Plan (CSP). See the Guidance on Schools for additional information on the CSP. For those in the Purple Tier and not yet open but making plans to re-open soon, LEAs must submit their CSP to their local health officer (LHO) and the State Safe Schools for All Team concurrently with posting the CSP to the LEA's website homepage, per the [Guidance on Schools](#), at least 5 days prior to re-opening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in counties with a case rate $\geq 25/100,000$ individuals can submit materials at least 5 days prior to re-opening but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate).

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

☒ I, Jill Vinson, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to Cal OSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been concurrently submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

▣ **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

Please see supporting documentation

If you have departmentalized classes, how will you organize staff and students in stable groups?

Please see supporting documentation

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

Please see supporting documentation

▣ **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

▣ **Face Coverings and Other Essential Protective Gear:** How [CDPH's face covering requirements](#) will be satisfied and enforced for staff and students.

▣ **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

▣ **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

▣ Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

▣ Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum _____ feet

Minimum _____ feet.

▣ Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

▣ Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Please see supporting documentation.

▣ Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Please see supporting documentation.

☐ **Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

☐ **Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

☐ **Consultation: (For schools not previously open)** Please confirm consultation with the following groups

☐ Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

☐ Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

☐ **Date of Submission to Local Health Department:** _____.

Note: LEAs intending to re-open K-12 schools while in the Purple Tier are to submit the CSP to the LHD and the State Safe Schools for All Team concurrently.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was published on January 14, 2021. It was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes. It was amended again on April 2, 2021 to reflect revised CDPH K-12 guidance from March 20, 2021 regarding changes to physical distancing guidance and school re-opening criteria.

2021-22 COVID-19 School Guidance Checklist Supporting Documentation

Stable group structures (where applicable):

Class cohorts will remain together and the mixing of students from different classrooms will be minimized as practicable during the school day to assist with contact tracing and reduce the spread of potential illness.

Stable group sizes will vary. Some factors that determine stable group sizes include physical classroom size, layout and student need. Our stable classroom groups range in size from 17-24 students.

Our specialty class teachers will provide instruction to each stable class cohort.
Our intervention teachers will provide small group instruction with identified students, as appropriate.

Entrance, Egress, and Movement Within the School

Each site has implemented procedures to support stable groupings of student as they enter, exit and move throughout the day, including:

- Use of multiple entry and exit points.
 - Class cohorts will remain together and the mixing of students from different classrooms will be minimized as practicable during the school day to assist with contact tracing and reduce the spread of potential illness.
 - Recess and lunch times will be staggered as practicable to avoid congestion.
-

Face Coverings and Other Essential Protective Gear

- Face coverings are required indoors except in certain, limited circumstances.
 - Face coverings are not required outdoors.
 - Face masks will be provided to individuals who have forgotten to bring one.
 - Persons who are exempt from wearing a mask include:
 - anyone younger than two years old
 - anyone who has trouble breathing, is unconscious or incapacitated
 - anyone who is otherwise unable to remove the face covering without assistance
 - If a student is exempt from wearing a face covering, they must provide a note from their physician, and will be asked to wear a face shield with a drape on the bottom.
 - If a student refuses to wear a face covering due to behavioral issues, teachers/staff will work closely with parents/guardians to develop a plan that will help this student adjust to wearing a face covering.
 - A school-based team will convene a meeting with the parent/guardian to assess the need for accommodations.
 - For safety reasons, any student who continually refuses to wear a face covering will be sent home.
 - Independent study will be available for all students who are unable to tolerate a mask for any reason.
 - When face coverings are removed outside, the mask should be handled by the ear loops or ties and placed in a secure location until it needs to be put on again.
 - Students will be encouraged to try not to touch their face covering and keep their hands washed frequently.
 - Face coverings should be worn to cover both the mouth and nose.
 - Bandanas and masks with exhalation valves or vents are not acceptable as they do not sufficiently keep respiratory droplets from reaching others.
 - Cloth face coverings:
 - Should fit snugly but comfortably against the side of the face
 - Be secured with ties or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Staff must use face coverings in accordance with CDPH guidelines and Cal/OSHA standards. Current CDPH guidance states that adults in K-12 school settings are required to wear face coverings when sharing indoor spaces with students.
 - In limited situations where staff members are unable to use a face covering for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield with a drape can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom, where required.
-

Health Screenings for Students and Staff

Prior to Arrival at School

- Before departing the home, parents/guardians must conduct a symptoms check of students.
- All staff members must self-screen at home for symptoms. A temperature check is no longer required for staff.
- Face coverings must be brought to school and secured prior to entry indoors.

Stay Home When Appropriate

- Staff and parents should be on the alert for signs of illness in themselves and their children and remain at home when they are showing any of the symptoms listed below.
- People with COVID-19 have had a wide range of symptoms reported, ranging from mild symptoms to severe illness.
- Symptoms may appear 2-14 days after exposure to the virus. People with the symptoms listed below may have COVID-19.

Students or staff experiencing one or more of the following symptoms will be excluded from school:

- Fever of 100 or higher
- Chills
- New cough, nasal congestion or runny nose
- Shortness of breath or difficulty breathing
- New muscle or body aches or fatigue
- Headache (if abnormal for you)
- New loss of taste or smell
- Sore throat
- Diarrhea
- Loss of appetite, nausea, vomiting, abdominal pain
- Recent diagnosis, or possible exposure to COVID-19 (if unvaccinated)

A temperature of 100 F or greater or a “yes” answer to any of the symptoms above identifies the individual as potentially positive for COVID-19. Students and staff will be asked to stay home and will be recommended for follow-up testing.

Procedure for Sending Individuals Home with Positive Symptoms

- We will be following the [SDCOE COVID symptoms decision tree](#) to guide next steps.
- Individuals who exhibit a positive symptom will be asked to secure their face covering and use good hand hygiene and respiratory etiquette.
- Parents/guardians of students will be contacted immediately. Students exhibiting symptoms will need to be picked up and parents/guardians will be made aware of next steps.
- Students with positive symptoms will be isolated in a designated area outside. Students will be accompanied by a staff member at all times while waiting for pick up.

- Symptomatic staff members will be immediately sent home and made aware of next steps.
-

Healthy Hygiene Practices

Each site has implemented routines for frequent hand sanitation focusing on COVID-19 prevention measures:

- When entering the classroom
- After using restroom
- Before and after eating
- After taking off or putting on their cloth face covering
- After prolonged exposure to high touch areas

Each site is using video and print resources as instruction for students in handwashing and other hygiene practices.

In order to implement effective hand sanitizing procedures, we:

- All staff and students are provided with hand sanitizer upon entry inside at school.
- Hand sanitizer contains at least 60% alcohol, and no methyl alcohol.
- Stock soap, paper towels, hand sanitizer and wipes for each stable group/classroom and make them visible and well identified.
- Signage in classrooms and offices remind students and staff on proper hand sanitizing procedures, including washing hands for at least 20 seconds.
- Regular hand washing is encouraged.

Identification and Tracing of Contacts

Steps to Complete for Positive Cases

- District nurse/site principal calls COVID positive individual or parent/guardian to gather necessary information. This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form. Positive individual is instructed to isolate and household members are instructed to quarantine and test. Follow up written communication is also provided.
- District nurse, site principal and superintendent confer, consult public health as needed, commence site contact tracing, and begin notification process.
- Sites make necessary calls to all close contacts regarding quarantine and testing protocols.
- Site principal/district nurse notify public health with required information regarding the positive case and close contacts.

- Site principal/extended day director provide student close contacts with written notification regarding modified quarantine and testing protocols.
 - District office provides a letter to the COVID-19 positive staff member or consultant regarding modified quarantine protocols and available leave options, as applicable.
 - Superintendent sends letter(s) to identified staff or consultant close contact(s) regarding modified quarantine and testing protocols as well as leave options, as available, and notifies the bargaining unit president.
 - Site principal sends out the staff notification of a COVID-19 positive case letter to all employees at the site.
 - Site principal sends out the parent/guardian notification of a COVID-19 positive case letter to all families at the site.
 - Site principal contacts custodial staff regarding cleaning of affected area(s)
 - District nurse/site principal maintains a record of positive cases and exposures for monitoring.
 - District office adds the positive case to the COVID-19 Dashboard, monitors and removes it after 10 days.
 - District nurse, site principal and superintendent confer with public health to determine if the case is epidemiologically-linked. Three or more epidemiologically-linked cases at the school site is considered an outbreak. If so, follow necessary Cal/OSHA testing requirements for an exposed workplace.
-

Physical Distancing

- Per CDPH guidance, in-person instruction can occur safely without (previous) minimum physical distancing requirements when other mitigation strategies (e.g. masking) are implemented.
- Class cohorts will remain together and the mixing of students from different classrooms will be minimized as practicable during the school day to assist with contact tracing and reduce the spread of potential illness.
- Physical distance will be maximized as much as possible while eating, especially indoors.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Encouraging open windows and doors
 - Using the maximum filtration supported by our HVAC systems, including MERV- 11 filters in our pre-existing buildings and MERV-13 filters in all new buildings. Filters are replaced district-wide on a quarterly basis.
 - Using HEPA air purifiers in all classroom spaces
-

Staff Training and Family Education

We provide effective training and instruction that includes notification of:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decreases the spread of COVID-19 and are most effective when used in combination.
- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:
 - How to properly wear them.
 - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn and the fact that facial hair can interfere with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
 - The conditions where face coverings must be worn at the workplace.
 - That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
 - Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to their site administrator.
- Employees can report symptoms and hazards without fear of reprisal.
- Employees with medical or other conditions that put them at increased risk of severe COVID-19 illness may contact Emily Horta in Human Resources for information on accommodations and leave options.
- Access to COVID-19 testing will be made available by the District when testing is required, such as in the event of a workplace exposure or outbreak.
- The COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Our families are notified about our COVID-19 policies and procedures at the beginning of the school year. All policies and procedures are posted on the District website at www.cardiffschools.com. Staff review the policies and protocols with students and families at the beginning of the year via written communication, video presentation, classroom discussion, modeling, and positive reinforcement. Families are notified of changes to existing protocols via outreach from site administration. Application and enforcement are ensured through outreach and immediate follow up.

Testing of Staff

Cardiff School District implements symptom and response testing for staff. Those who have been instructed to test based on symptoms are asked to isolate and test. Unvaccinated, asymptomatic employees who are exposed will be eligible to undertake a modified quarantine with indoor masking, twice weekly COVID-19 testing over a 10-day period. In the event of an exposure, the District will provide an on-site option for response testing with PCR follow up (in the event of a positive result).

Cardiff School District will also test staff based on the following: when there are multiple employee COVID-19 cases/major outbreaks based on Cal/OSHA requirements.

- When there are multiple employee COVID-19 cases, all employees in our exposed group are immediately tested and then one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine, isolation, or exclusion period required by, or orders issued by, the local health department.
- After the first two COVID-19 tests, we continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
- We will provide additional testing when deemed necessary by Cal/OSHA.

- If there are twenty or more employee COVID-19 cases in an exposed workplace within a 30-day period, then we continue to comply with the Multiple COVID-19 Infections and COVID-19 Outbreaks protocols, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.
-

Testing of Students

Cardiff School District implements symptom and response testing for students. Those who have been instructed to test based on symptoms are asked to isolate. Those who have been instructed to test based on exposure are asked to undertake a modified quarantine with indoor masking, twice weekly COVID-19 testing over a 10-day period, and quarantine from extracurricular activities, which take place outside of the regular school day. In the event of an exposure, the District will provide an on-site option for response testing of students who are accompanied by their parent/guardian, with PCR follow up (in the event of a positive result).

Identification and Reporting of Cases

Please see our COVID-19 Prevention Program, COVID-19 Prevention Plan, and Cardiff School District COVID-19 Protocols 20-21 for additional information.

Resources and Outreach

We support community vaccination efforts by providing a link to local vaccination locations on our District website.

We follow state and local public health conditions and adjust our District protocols and policies as required. A link to our local public health website is available on our District website.

We ensure continuity of services, including, but not limited to, services to address students' academic needs and students' and staff social, emotional, mental health and other needs, including food services. We ensure continuity of services by providing for all students, including students with disabilities and English Learners, continuity of academic supports, daily outreach from staff, and access to the school lunch program, in case of isolation or quarantine.

Our COVID-19 protocols and policies were developed in June 2020 and have been revised in accordance with changing CDPH guidance and oral and written feedback from our stakeholders, including teachers, staff and parents.

Communication Plans

Staff and families receive notification via email. Staff also receive a letter from the superintendent's office if they are identified as a close contact.

Please see our COVID-19 Prevention Program, COVID-19 Prevention Plan, and Cardiff School District COVID-19 Protocols 20-21 for additional information.

CSBA POLICY GUIDE SHEET

August 2021

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to correct the timeline in the "Notifications" section for submitting appeals to the California Department of Education (CDE), as specified in state regulations. Section on "Investigation of Complaint" revised to clarify that state regulations regarding the consequences of a respondent's failure to cooperate in an investigation only apply when the respondent is the district. Additional revisions, including expansion of the section "Health and Safety Complaints in License-Exempt Preschool Programs," made to more directly reflect the standards in CDE's Federal Program Monitoring instrument.

Board Policy 3511.1 - Integrated Waste Management

Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

Administrative Regulation 3511.1 - Integrated Waste Management

Regulation updated to add new section on "Recycling" which contains (1) material formerly in item #2 above, (2) new material reflecting a determination by the California Department of Resources Recycling and Recovery (CalRecycle) regarding the level of statewide disposal of organic waste which triggered a requirement for any facility generating two or more cubic yards of solid waste per week to meet specified requirements pertaining to the recycling of organic waste, and (3) new material reflecting legal requirements to provide recycling bins or containers in a facility that generates four or more cubic yards of solid waste or two or more cubic yards of organic waste per week.

Board Policy 4141/4241 - Collective Bargaining Agreement

Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

Board Policy 5141.52 - Suicide Prevention

Policy updated to expand material regarding stakeholder engagement and best practices for suicide prevention, intervention, and postvention, and for consistency with CDE's Model Youth Suicide Prevention Policy, including an enhanced list of participants for staff development, the importance of resiliency skills to student instruction, the review of materials and resources for alignment with safe and effective messaging, information to be provided to parents/guardians and caregivers, and the establishment of district and/or school site crisis intervention team(s). Policy also updated to clarify that the policy may be reviewed more frequently than the five-year review requirement of law, and that district data pertaining to reports of suicidal ideation, attempts, or death and data that reflect school climate be periodically reviewed to aid in program development.

Administrative Regulation 5141.52 - Suicide Prevention

Regulation updated to expand the section on "Staff Development" by adding to the list of participants for suicide prevention training, topics to be included in such training, and additional professional development for specified groups and to enhance the section on "Instruction" by adding to the list of topics to be taught and authorizing the development and implementation of school activities that raise awareness about mental health wellness and suicide prevention. Regulation also updated to include, for districts that have crisis intervention teams, the contact information for district and/or school site crisis intervention team members, add that school counselors may disclose a student's personal information to report child abuse and neglect as required by law, and include providing comfort to a student who has attempted or threatened to attempt suicide.

Board Policy 5142.2 - Safe Routes to School Program

Policy updated to clarify potential liability issues, recognize that active transportation positively impacts student achievement, add material regarding equitable access and opportunity to participate in the district's safe routes to school program, and update information about state and federal grant programs.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect current strategies recommended by the U.S. Department of Transportation's Federal Highway Administration and National Center for Safe Routes to School to improve student safety along routes to school and to promote walking, bicycling, and forms of active transport to school. Regulation adds that active transportation positively impacts student achievement; clarifies that offering driver safety information to high school students, parents/guardians, and the community promotes safety around school campuses and routes; and adds strategies related to emerging technologies that aid in the prevention and mitigation of accidents, emergency response in managing injuries after an accident occurs, and equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner.

Board Policy 5145.12 - Search and Seizure

Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.

Board Policy 5145.9 - Hate-Motivated Behavior

Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

Board Policy 6142.5 - Environmental Education

Policy updated to reflect law which required that the state-adopted environmental principles and concepts be integrated into content standards, curriculum frameworks, and textbook criteria. Policy also reflects legislative intent that governing boards undertake specified actions to promote instruction in environmental literacy, including by embedding environmental literacy in the local priorities addressed in the district's local control and accountability plan, collaborating with other agencies to enhance the environmental curriculum, providing professional development in environmental literacy, and ensuring equity in the provision of environment-based learning opportunities.

Board Policy 6171.1 – Parent and Family Engagement Policy For Title I Fund Schools

This policy complies with the requirements set forth in the Every Student Succeeds Act (“ESSA”), for purposes of receipt of Title I funds and implementing the parent and family engagement requirements set forth in Title I, Part A, Section 1116. This policy shall establish the Governing Board’s expectations and objectives for meaningful parent and family involvement in Title I, Part A funded programs and activities and shall apply to all schools within the District.

Exhibit 6171.1 – Parent and Family Engagement Policy For Title I Fund Schools

New Exhibit outlines how parents, school staff and students will share in the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high academic standards.

Administrative Regulation 6162.51 - State Academic Achievement Tests

Regulation updates information regarding administration of the California Assessment of Student Performance and Progress, including provisions that: (1) the district may administer the California Science

Test (CAST) in any of grades 10-12, (2) the California Alternate Assessments in science should be administered to students with significant cognitive disabilities who are unable to take the CAST with accommodations, and (3) the California Spanish Test is the primary language assessment that is available to be administered to English learners. Regulation also adds optional language regarding the use of Smarter Balanced interim and formative assessments to provide timely feedback regarding students' progress and assist teachers in continually adjusting instruction to improve learning. Testing windows and testing variations updated to reflect current state regulations, as renumbered.

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 130, 2021)** which requires all districts, for the 2021-22 school year, to offer independent study or establish an interdistrict transfer agreement with another school district to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22 school year to offer independent study or establish an interdistrict transfer agreement with another school district to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by in-person instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.

Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in **BP 1312.3 the accompanying Board policy.**

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, **(such as discriminatory harassment, intimidation, or bullying)** and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)

School Principals, Superintendent

(title or position)

School Office, District Office

(unit or office)

1888 Montgomery Ave, Cardiff, CA 92007

(address)

(760) 632-5890, (760) 632-5892, (760) 632-5894

(telephone number)

www.cardiffschools.com

(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complaint and respondent, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be

UNIFORM COMPLAINT PROCEDURES (continued)

filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program;; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, ~~(such as discriminatory harassment, intimidation, or bullying);~~; applicable standards for reaching decisions on complaints;; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during ~~and pending the result of~~ an investigation **and while the result is pending**. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful

UNIFORM COMPLAINT PROCEDURES (continued)

- discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
 3. A statement that a UCP complaint, **except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying**, must be filed no later than one year from the date the alleged violation occurred
 4. A statement that, ~~in the case of a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint~~ must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
 5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
 6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
- (cf. 0460 - Local Control and Accountability Plan)*
(cf. 3260 - Fees and Charges)
7. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
- (cf. 6173 - Education for Homeless Children)*
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
(cf. 6175 - Migrant Education Program)
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt

UNIFORM COMPLAINT PROCEDURES (continued)

- of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) for programs within the scope of the UCP by filing a written appeal, including a copy of the original complaint and the district's decision, within ~~15~~ 30 calendar days of receiving the district's decision
 10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting anti-discrimination, harassment, intimidation, or bullying laws, if applicable
 11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

UNIFORM COMPLAINT PROCEDURES (continued)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, **except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying**, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, **(such as discriminatory harassment, intimidation, or bullying)** may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. **(5 CCR 4630)**
5. **The A** complaint **alleging unlawful discrimination, harassment, intimidation, or bullying** shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- 5.6. When a complaint alleging unlawful discrimination, **(such as discriminatory harassment, intimidation, or bullying)** is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- 6.7. When **the a** complainant of unlawful discrimination, **(such as discriminatory harassment, intimidation, or bullying)** or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the

UNIFORM COMPLAINT PROCEDURES (continued)

conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation **to resolve the complaint**. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, ~~(such as discriminatory harassment, intimidation, or bullying)~~, the compliance officer shall ensure that all parties agree to ~~make the mediator a party to~~ **permit the mediator access to all** relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses

UNIFORM COMPLAINT PROCEDURES (continued)

with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform **both the** parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, **(such as discriminatory harassment, intimidation, or bullying)**, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or **engagement in** any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. **Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631) In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation** Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, **(such as discriminatory harassment, intimidation, and bullying)**, the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

(cf. 9321 - Closed Session)

For any complaint alleging unlawful discrimination, **(such as discriminatory harassment, intimidation, and bullying)**, the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's investigation report, and, in the same

UNIFORM COMPLAINT PROCEDURES (continued)

manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Investigation Report

Note: 5 CCR 4631, as amended by Register 2020, No. 21, specifies components that **should be required to** be part of the district's investigation report. Inclusion of these items will help protect the district's position in case of an appeal to CDE, a complaint submitted to OCR, or if litigation is filed.

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, ~~(such as discriminatory~~ harassment, intimidation, and bullying), notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian ~~and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English,~~ then the **district's response, if requested by the complainant, and the** investigation report shall ~~also be translated into that language, pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency be written in English and the primary language in which the complaint was filed.~~

UNIFORM COMPLAINT PROCEDURES (continued)

For complaints alleging unlawful discrimination, ~~based on state law (such as discriminatory harassment, intimidation, and bullying)~~ based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation or unlawful discrimination, ~~(such as discriminatory harassment, intimidation, or bullying)~~, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
- (cf. 6164.2 - Guidance/Counseling Services)*
2. Academic support
 3. Health services
 4. Assignment of an escort to allow the victim to move safely about campus
 5. Information regarding available resources and how to report similar incidents or retaliation

UNIFORM COMPLAINT PROCEDURES (continued)

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving of retaliation or unlawful discrimination, ~~(such as discriminatory harassment, intimidation, or bullying)~~ involving a student as the respondent, appropriate corrective actions that focus on a student-offender may be provided to the student may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

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

When an employee is found to have committed retaliation or unlawful discrimination, ~~(such as discriminatory harassment, intimidation, or bullying)~~, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

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

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

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of

UNIFORM COMPLAINT PROCEDURES (continued)

behavior that constitute unlawful discrimination, ~~(such as discriminatory~~ harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, **51228.3**, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district, by ~~engaging in reasonable efforts~~, shall attempt in good faith, ~~by engaging in reasonable efforts~~, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including **as at** least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

UNIFORM COMPLAINT PROCEDURES (continued)

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

All complaints and responses are public records. (5 CCR 4690)

(cf. 1340 - Access to District Records)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. (5 CCR 4693)

Board Policy

Business and Noninstructional Operations

BP 3511.1(a)

INTEGRATED WASTE MANAGEMENT

The Governing Board believes that the conservation of **water, energy, and other** natural resources, **and** the protection of the environment, **and the implementation of an effective waste diversion program** are connected to the district's educational mission and are essential to the health and well-being of the community. The Superintendent or designee shall develop and **for** implement a cost-effective, integrated waste management program that incorporates the principles of green school operations.

(cf. 0100 - Philosophy)
(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3514 - Environmental Safety)
(cf. 3514.2 - Integrated Pest Management)

The district's **integrated waste management** program shall include strategies designed to **promote waste management practices of source reduction, recycling, and composting to** help the district reduce **and recycle** solid and **hazardous organic** waste generation, **properly dispose of potentially hazardous materials,** improve efficiency in **its-the** use of natural resources, and minimize the impact of such use on the environment. The program shall address all areas of the district's operations, including, but not limited to, procurement, resource utilization, and facilities management practices.

(cf. 3300 - Expenditures and Purchases)
(cf. 3517 - Facilities Inspection)

The Superintendent or designee may collaborate with city, county, and state agencies and other public or private agencies in developing and implementing the district's integrated waste management program.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 7131 - Relations with Local Agencies)

The Superintendent or designee shall make every effort to identify funding opportunities for the district's integrated waste management program, including applying for available grants or other cost-reduction incentives.

~~To the extent that funding permits, the Superintendent or designee shall~~ **may** provide appropriate educational and training opportunities to students and staff regarding the benefits and methods of conserving natural resources and ~~protecting the environment~~ **the manner in which integrated waste management strategies impact such efforts.**

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6142.5 - Environmental Education)
(cf. 6142.93 - Science Instruction)

INTEGRATED WASTE MANAGEMENT (continued)

The Superintendent or designee shall regularly monitor all aspects of the district's integrated waste management program and shall provide an update to the Board on its effectiveness as necessary.

Legal Reference:

EDUCATION CODE

~~8700-8707~~ **Environmental education**

17070.96 *Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards*

17072.35 *New construction grants; use for designs and materials for high performance schools*

32370-32376 *Recycling paper*

33541 *Environmental education*

PUBLIC RESOURCES CODE

25410-~~25421~~ **25422** *Energy conservation assistance*

40050-40063 ~~Waste management; Integrated waste management~~

41780-~~41786~~ *Waste diversion*

42620-42622 *Source reduction and recycling programs*

42630-42647 *School site source reduction and recycling*

42649-42649.7 *Recycling of commercial solid waste*

42649.8-42649.87 Recycling of organic waste

CODE OF REGULATIONS, TITLE 14

~~17225.12 Commercial solid waste~~

Management Resources:

CALIFORNIA DEPARTMENT OF RESOURCES RECYCLING AND RECOVERY

PUBLICATIONS

Frequently Asked Questions

Recycling and Organics Recycling Guide for Schools Poster

Where to Put It: Recycling, Composting, and Trash Bin Signage

WEB SITES

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

California Department of Resources Recycling and Recovery:

~~<http://www.calrecycle.ca.gov/ReduceWaste/Schools>~~ **<https://www.calrecycle.ca.gov/Recycle/Schools>**

California Division of State Architect: <http://www.dgs.ca.gov/dsa>

California Energy Commission: <http://www.energy.ca.gov>

California Environmental Protection Agency: <http://www.calepa.ca.gov>

U.S. Environmental Protection Agency: <http://www.epa.gov>

Administrative Regulation

Business and Noninstructional Operations

AR 3511.1(a)

INTEGRATED WASTE MANAGEMENT

For all applicable areas of district operations, the Superintendent or designee shall design an integrated waste management program that minimizes the generation of waste, encourages the recovery and diversion of reusable materials from the waste stream, improves efficiency in the utilization of natural and material resources, and protects the environment. The program shall implement measures and/or practices to:

1. Reduce the consumption of disposable materials, increase the composting of organic materials, and fully utilize all materials prior to disposal

(cf. 3510 - Green School Operations)

2. Recycle materials such as paper, glass, plastic, and aluminum

~~Any school site or district facility which generates more than four cubic yards of commercial solid waste per week shall take at least one of the following actions: (Public Resources Code 42649.2; 14 CCR 17225.12)~~

~~a. Source separate recyclable materials from solid waste and subscribe to a basic level of recycling service that may include collection, self-hauling, or other arrangements for the pickup of the recyclable materials~~

~~b. Subscribe to a recycling service that may include mixed waste processing that yields diversion results comparable to source separation~~

~~Note: Pursuant to Public Resources Code 42642, the California Department of Resources Recycling and Recovery maintains on its web site a list of recycled and environmentally preferable products that may be used in the construction and modernization of school facilities.~~

3. Prefer recycled, **biodegradable**, and other environmentally preferable products when procuring materials for use in district schools and buildings or contracting for the construction or modernization of any district building

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

4. Work with city, county, or other government agencies to locate markets for the district's reusable and recyclable materials

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

(cf. 7131 - Relations with Local Agencies)

INTEGRATED WASTE MANAGEMENT (continued)

5. Minimize the use of nonbiodegradable materials and work with vendors and contractors to use packaging and delivery materials that generate less waste

Recycling

Any school site or district facility which generates ~~more than~~ **four or more** cubic yards of ~~commercial~~ solid waste per week shall take at least one of the following actions: (Public Resources Code **42649.1, 42649.2; 14 CCR 17225.12**)

1. Source separate recyclable materials from solid waste and subscribe to a basic level of recycling service that ~~may~~ **includes** collection, self-hauling, or other arrangements for the pickup of the recyclable materials
2. Subscribe to a recycling service ~~that~~ **which** may include mixed waste processing that yields diversion results comparable to source separation

Any school site or district facility which generates **two or more cubic yards per week of solid waste, recyclables, and organics** shall arrange for recycling services specifically for organic waste, including food waste, green waste, landscape and pruning waste, nonhazardous wood waste, and food-soiled paper waste that is mixed in with food waste. Such facilities shall take at least one of the following actions: (Public Resources Code **42649.8, 42649.81-42649.82, 42649.84**)

1. Source separate organic waste from other waste and subscribe to a basic level of organic waste recycling service that includes collection and recycling of organic waste
2. Recycle organic waste onsite or self-haul organic waste for recycling
3. Subscribe to an organic waste recycling service that may include mixed waste processing that specifically recycles organic waste
4. Make other arrangements to sell or donate recyclable organic waste materials

Any school site or district facility that meets the above thresholds for solid or organic waste shall place a recycling bin or container for solid or organic waste, as applicable, in areas where food or other materials are purchased at the facility for immediate consumption. The recycling bin or container shall be: (Public Resources Code **42649.2, 42649.81**)

1. Adjacent to each bin or container for nonrecyclable trash, except in restrooms
2. Visible and easily accessible

INTEGRATED WASTE MANAGEMENT (continued)

- 3. Clearly marked with educational signage indicating appropriate items to be placed in the recycling bin or container in accordance with state law and the local jurisdiction's waste ordinances and practices**

Board Policy

Certificated and Classified Personnel

BP 4141(a)
4241

COLLECTIVE BARGAINING AGREEMENT

The Governing Board recognizes that collective bargaining agreements are legally binding, bilateral agreements with the exclusive representatives of employees pertaining to terms and conditions of employment. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)

Following adoption of the collective bargaining agreement, the Superintendent or designee shall review related Board policies and recommend to the Board any action needed to maintain consistency with the agreement. Whenever a Board policy conflicts with a provision in the collective bargaining agreement, the agreement shall be binding for those employees covered by the terms of the agreement. **Whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail as to those employees for whom the law applies.**

(cf. 9310 - Board Policies)

Upon request by the Public Employment Relations Board, the Superintendent or designee shall provide, within 15 days of the request, a copy of the written agreement and any amendments. (8 CCR 32120)

Legal Reference:

EDUCATION CODE

35035 Additional powers and duties of superintendent, transfer authority

35036 Voluntary transfers

35160 Authority of governing boards

35160.1 Broad authority of school districts

45220-45320 Merit system, classified employees

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 8

31001-32997 Regulations of employee relations boards

COURT DECISIONS

Janus v. American Federation of State, County and Municipal Employees, Council 31 (2018) 138 S.Ct. 2448

United Teachers of Los Angeles v. Los Angeles Unified School District (2012) 54 Cal. 4th 504

Round Valley Teachers Association (1996) 13 Cal. 4th 269

Management Resources:

WEB SITES

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

California Public Employee Relations: <http://cper.berkeley.edu>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

State Mediation and Conciliation Service (SMCS): <http://www.dir.ca.gov/csmcs/smcs.html>

Board Policy

Students

BP 5141.52(a)

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth, **prevention is a collective effort that requires stakeholder engagement**, and ~~that~~ school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, ~~and~~ its impact on students and families, **and other trauma associated with suicide**, the Superintendent or designee shall develop measures, ~~and~~ strategies, **practices, and supports** for suicide prevention, intervention, and postvention.

In developing policy and **procedures** ~~strategies~~ for suicide prevention, ~~and~~ intervention, **and postvention**, the Superintendent or designee shall consult with school and community stakeholders, ~~such as administrators, other staff, parents/guardians and students; school-employed mental health professionals, such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts, such as local health agencies, mental health professionals, and community organizations; law enforcement; and,~~ in developing policy for grades K-6, the county mental health plan. (Education Code 215)

(cf. 1220 - Citizen Advisory Committees)

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

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

~~The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)~~

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, **interns**, school counselors, and others ~~district employees~~ who interact with students, **including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers, as described in the accompanying administrative regulation**

(cf. 1240 - Volunteer Assistance)

(cf. 4112.21 - Interns)

(cf. 4121 - Temporary/Substitute Personnel)

SUICIDE PREVENTION (continued)

(cf. 4127/4227/4327 – Temporary Athletic Team Coaches)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5142 - Safety)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

Note: Items #2-~~79~~ below reflect **optional** strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving, **and** coping, **and resiliency** skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

(cf. 5145.9 - Hate-Motivated Behavior)

4. **The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide**

54. The provision of information to parents/guardians **and caregivers** regarding risk **and protective** factors, **and** warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, **the district's suicide prevention policy and procedures**, basic steps for helping suicidal youth, **the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training**, and/or school and community resources that can help youth in crisis

65. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

SUICIDE PREVENTION (continued)

- 76.** Crisis intervention procedures for addressing suicide threats or attempts
- 87.** Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
- 9.** **Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215**

(cf. 5141.5 - Mental Health)

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. **The Board may, at its discretion, review the policy more frequently.** (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

SUICIDE PREVENTION (continued)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 *Student suicide prevention policies*

215.5 *Suicide prevention hotline contact information on student identification cards*

216 *Suicide prevention online training programs*

234.6 *Posting suicide prevention policy on web site*

32280-32289.5 *Comprehensive safety plan*

49060-49079 *Student records*

49602 **Counseling; Confidentiality of student information**

49604 *Suicide prevention training for school counselors*

GOVERNMENT CODE

810-996.6 *Government Claims Act*

PENAL CODE

11164-11174.3 *Child Abuse and Neglect Reporting Act*

WELFARE AND INSTITUTIONS CODE

5698 *Emotionally disturbed youth; legislative intent*

5850-5886 *Children's Mental Health Services Act*

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District) (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

Model Youth Suicide Prevention Policy

CALSCHLS PUBLICATIONS

California Healthy Kids Survey (CHKS)

California School Parent Survey (CSPS)

California School Staff Survey (CSSS)

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

EACH MIND MATTERS: CALIFORNIA'S MENTAL HEALTH MOVEMENT PUBLICATIONS

Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012

HEARD ALLIANCE PUBLICATIONS

K-12 Toolkit for Mental Health Promotion and Suicide Prevention, 2017

MENTAL HEALTH SERVICES OVERSIGHT AND ACCOUNTABILITY COMMUNICATIONS PUBLICATIONS

Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

SUICIDE PREVENTION RESOURCE CENTER PUBLICATIONS

After a Suicide: A Toolkit for Schools, 2nd Edition, 2018

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

SUICIDE PREVENTION (continued)

WEB SITES

American Academy of Pediatrics: <https://www.healthychildren.org>

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services:

<http://www.dhcs.ca.gov/services/MH>

California Mental Health Services Authority: <https://www.calmhsa.org>

CalSCHLS: <https://calschls.org>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

Crisis Text Line: <https://www.crisistextline.org>

Each Mind Matters: California's Mental Health Movement: <https://emmresourcecenter.org>

HEARD Alliance: <https://www.heardalliance.org>

Mental Health Services Oversight and Accountability Commission: <https://mhsoac.ca.gov>

National Action Alliance for Suicide Prevention: <https://theactionalliance.org>

National Association of School Psychologists: <https://www.nasponline.org>

National Child Traumatic Stress Network: <https://www.nctsn.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Substance Abuse and Mental Health Services Administration: <https://www.samhsa.gov>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Suicide Prevention Messaging: <https://suicidepreventionmessaging.org>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>

Administrative Regulation

Students

AR 5141.52(a)

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided to teachers, **interns**, counselors, and others ~~district employees~~ who interact with students, **including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers.** The training shall be offered under the direction of a district counselor, ~~psychologist,~~ **and/or social worker who has received advanced training specific to suicide and who may collaborate** ~~and/or in cooperation~~ with one or more **county or** community mental health agencies.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.21 - Interns)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5142 - Safety)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, ~~Staff~~ staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe **or traumatic** stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. **Identification of students who may be at risk of suicide, including, but not limited to,** ~~w~~Warning signs that may indicate depression, emotional distress, or

SUICIDE PREVENTION (continued)

- suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
 5. Instructional strategies for teaching the suicide prevention curriculum, **and promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide**
 - 6. The importance of early prevention and intervention in reducing the risk of suicide**
 - 76.** School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

- 87.** Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for **constant monitoring and supervision of the student, during the time the student is in the school's physical custody,** while the immediate referral of the student to medical or mental health services is being processed
- 98.** District procedures for responding after a suicide has occurred

10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age **and developmentally** appropriate manner and shall be designed to help students:

1. Identify and analyze **warning signs of and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and**

SUICIDE PREVENTION (continued)

emotional distress, such as ~~depression and self-destructive behaviors in oneself and others and understand how~~ feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide

2. Develop coping and resiliency skills **for dealing with stress and trauma,** and **building** self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults;; school resources, **including the district's suicide prevention, intervention, and referral procedures;** and/or community crisis intervention resources where youth can get help ~~and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention~~

~~(cf. 5131.6 - Alcohol and Other Drugs)~~

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

5. **Develop help-seeking strategies** and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

~~(cf. 5131.6 - Alcohol and Other Drugs)~~

6. **Recognize that early prevention and intervention can drastically reduce the risk of suicide**

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

~~(cf. 6145.8 - Assemblies and Special Events)~~

Intervention

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and on school and district web sites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

SUICIDE PREVENTION (continued)

Students shall be encouraged to notify a teacher, principal, counselor, **designated reporter**, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, ~~or~~ school counselor, **or designated reporter**, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, ~~referenced, or~~ discussed, **or referred to** with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, **or to report child abuse and neglect as required by Penal Code 11164-11174.3**. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision **and providing comfort to the student** until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

~~*(cf. 5141 - Health Care and Emergencies)*~~

SUICIDE PREVENTION (continued)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate **next** steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how **to** best **to** discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112 - Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Board Policy

Students

BP 5142.2(a)

SAFE ROUTES TO SCHOOL PROGRAM

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school **promote increase** students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning **and achievement**, the Superintendent or designee shall develop and implement strategies to establish and **promote encourage** safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3510 - Green School Operations)

(cf. 3514 - Environmental Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

(cf. 0415 - Equity)

Note: Districts that have a school wellness council and/or a committee that focuses on environmental efforts may want to identify those groups to assist with the planning and coordination of safe routes to school activities, as described below. Districts may revise the following paragraph to reflect district practice.

The Superintendent or designee may **identify appoint** a program coordinator **or-and** identify **or** establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

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

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Strategies **in support of the safe routes to school program** shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 1260 - Educational Foundation)

SAFE ROUTES TO SCHOOL PROGRAM (continued)*(cf. 3100 - Budget)**(cf. 3290 - Gifts, Grants and Bequests)**(cf. 3470 - Debt Issuance and Management)**(cf. 3471 - Parcel Taxes)**(cf. 7110 - Facilities Master Plan)*

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but **are** not **be**-limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

*(cf. 0500 - Accountability)**Legal Reference:*EDUCATION CODE**32282 ~~32283~~** Comprehensive safety plan**44808** Liability for conduct or safety of students when not on district property

45450-45451 Crossing guards

GOVERNMENT CODE

65352.2 General planning; communication between cities, counties and school districts

STREETS AND HIGHWAYS CODE**2333.5** Safe routes to schools construction program**2380-2385** Active Transportation ProgramVEHICLE CODE21200-**21213 ~~21212~~** Operation of bicycles, especially:

21212 Helmet required for bicycle, nonmotorized scooter, skateboard, skates

21949-21971 Pedestrian rights and duties

*Legal Reference: (continued)*UNITED STATES CODE, TITLE 23**133** Surface transportation block grant program

148 Highway safety improvement program

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

COURT DECISIONS**Cerna v. City of Oakland (2008) 161 Cal.App.4th 1340***Management Resources:*CSBA PUBLICATIONS~~Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, August 2009~~~~Building Collaboration: Tools and Ideas for Creating Active Living, Healthy Eating Communities,~~~~August 2009~~CALIFORNIA DEPARTMENT OF TRANSPORTATION PUBLICATIONS~~Active Transportation Program Fact Sheet, January 2020~~~~ATP Purpose and Goals as Defined by the State Legislature and SB 99, March 2015~~NATIONAL CENTER FOR SAFE ROUTES TO SCHOOL PUBLICATIONS~~Safe Routes to School Guide~~NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION PUBLICATIONS

SAFE ROUTES TO SCHOOL PROGRAM (continued)

Advancing Pedestrian and Bicyclist Safety: A Primer for Highway Safety Professionals, April 2016

Safe Routes to School Toolkit, 2002

SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP PUBLICATIONS

Safe Routes to School by the Numbers: Using Data to Foster Walking and Biking to School, June 2016

Safe Routes to School 2009 Policy Report: Moving to the Future: Building on Early Achievements,
March 2009

WEB SITES

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

California Center for Physical Activity: <http://www.ca.physicalactivity.org>

California Department of Transportation, Safe Routes to School:

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

National Center for Safe Routes to School: <http://www.saferoutesinfo.org>

National Highway Traffic Safety Administration: <http://www.nhtsa.gov>

Safe Routes to School National Partnership: <http://www.saferoutespartnership.org>

U.S. Department of Transportation, Federal Highway Administration, Safe Routes to School:

~~<http://safety.fhwa.dot.gov/saferoutes>~~ **https://www.fhwa.dot.gov/environment/safe_routes_to_school**

Administrative Regulation

Students

AR 5142.2(a)

SAFE ROUTES TO SCHOOL PROGRAM

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian, bicycle, and personal safety
 - b. Instructing students about the health, **academic**, and environmental benefits of walking, bicycling, and other forms of active transport to school

(cf. 3510 - Green School Operations)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

- c. Offering driver safety **education information** to high school students, parents/guardians, and the community **to promote safety around school campuses and routes**
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District Sponsored Social Media)

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

SAFE ROUTES TO SCHOOL PROGRAM (continued)

- a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

(cf. 5142 - Safety)

- b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
- c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

- 4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

- a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

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

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

- b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
- c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

(cf. 7111 - Evaluating Existing Buildings)

- d. Considering safe routes to school when making decisions about siting and designing of new schools

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

- 5. Evaluation to assess progress toward program goals, including:

SAFE ROUTES TO SCHOOL PROGRAM (continued)

- a. Gathering and interpreting data based on indicators established by the Superintendent ~~or designee~~ and the Governing Board
- b. Presenting data to the Board, program partners, and the public
- c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

(cf. 0450 - Comprehensive Safety Plan)

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner

(cf. 0415 - Equity)

Board Policy

Students

BP 5145.12(a)

SEARCH AND SEIZURE

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, **and only as authorized by law, Board policy, and administrative regulation**, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. ~~The Board urges that employees~~ **School officials shall exercise discretion and use good judgment when conducting searches.**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

~~The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.~~

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: As discussed below, the law surrounding student searches is complex. Therefore, it is recommended that the district work with legal counsel to provide training for employees conducting searches on behalf of the district.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Individual Searches Based on Individualized Suspicion

School officials may search any individual student, ~~his/her~~ **the student's** property, or district property under ~~his/her~~ **the student's** control when there is a reasonable suspicion that the search will uncover evidence that ~~he/she~~ **the student** is violating the law, Board policy,

SEARCH AND SEIZURE (continued)

administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

~~The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.~~

Any search of a student, ~~his/her~~ **the student's** property, or district property under ~~his/her~~ **the student's** control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

~~The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property, cellular phones, or other electronic communication devices.~~

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

(cf. 6163.4 - Student Use of Technology)

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Searches of **Multiple Student Lockers/** **and Desks**

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned

SEARCH AND SEIZURE (continued)

lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

48900-48927 Suspension and expulsion

49050-49051 Searches by school employees

49330-49334 Injurious objects

PENAL CODE

626.9 Firearms

626.10 Dirks, daggers, knives or razor

1546-1546.1 Production of or access to electronic communication information

CALIFORNIA CONSTITUTION

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

COURT DECISIONS

In G.C. v. Owensboro Public Schools (6th Cir. 2013) 711 F.3d 623

In re Sean A. (2010) 191 Cal. App. 4th 182

Redding v. Safford Unified School District, (2009) 557 U.S. 364 (2009)

B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260

Jennings v. Joshua Independent School District, (5th Cir. 1992) 948 F.2d 194 557 U.S. 364 (2009)

In re Cody S., 121 Cal. App. 4th 86, 92 (2004)

Klump v. Nazareth Area School District (E.D. Pa. 2006) 425 F. Supp. 2d 622, 640

In Re William V. (2003) 111 Cal.App.4th 1464

B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260

In re Latasha W. (1998), 60 Cal. App. 4th 1524

O'Connor v. Ortega, (1987) 480 U.S. 709

In re William G (1985) 40 Cal. 3d 550

New Jersey v. T.L.Q., (1985) 469 U.S. 325

Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470

Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 257 (2001-2000)

75 *Ops.Cal.Atty.Gen.* 155 (1992)

Management Resources:

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

WEB SITES

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

California Attorney General's Office: <http://caag.state.ca.us>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lss/>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Board Policy

Students

BP 5145.9(a)

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a **respectful, inclusive, and** safe learning environment that protects students from discrimination, harassment, intimidation, bullying, **or any other type of behavior that is motivated by hate.** ~~and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate motivated behavior to the extent possible, and address such incidents if they occur.~~

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

(cf. 0415 - Equity)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents **in a timely manner if when** they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote **safe and** environments **for youth where diversity is celebrated and hate-motivated behavior is not tolerated.** Such collaborative efforts shall focus on **ensuring an efficient use of district and community resources, developing the development of** effective prevention strategies and response plans, **providing provision of** assistance to students affected by hate-motivated behavior, and/or **educating education of** students who have perpetrated hate-motivated acts.

HATE-MOTIVATED BEHAVIOR

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

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes ~~their~~ **an** understanding, **awareness, appreciation, of** and respect for human rights, **human relations**, diversity, and acceptance in a multicultural society; **explains the harm and dangers of explicit and implicit biases, discourages discriminatory attitudes and practices and** provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

(cf. 5144 - Discipline)

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

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

~~The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.~~

The Superintendent or designee shall provide staff with training **that promotes an understanding of diversity, equity, and inclusion, discourages the development of discriminatory attitudes and practices, includes social-emotional learning and nondiscriminatory instructional and counseling methods, supports the prevention, recognition, recognizing and response preventing to** hate-motivated behavior, **raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior and, includes** effectively **enforcement enforcing of** rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

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

HATE-MOTIVATED BEHAVIOR

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

~~The Superintendent or designee shall ensure that the r~~Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident ~~are~~ **shall be** provided to students, **staff**, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

(cf. 1113 - District and School Web Sites)

Complaints ~~Process~~

~~A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.~~

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the **principal or the** compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, ~~he/she~~ **the staff member** shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is ~~strongly~~ encouraged to report the incident to a teacher, the principal, **the district's compliance officer**, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures **or other applicable procedure**. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

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

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

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

HATE-MOTIVATED BEHAVIOR

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for ~~threats or~~ harassment, threats, **or intimidation**

GOVERNMENT CODE

11135 Prohibition of discrimination in programs or activities

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.30 Discrimination on the basis of sex in education programs and activities; definitions

106.44 Recipient's response to sexual harassment

106.45 Grievance process for formal complaints of sexual harassment

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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's K-12 Schools in Responding to Immigration Issues, April 2018

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, 2019

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Health and Human Services: <http://www.stopbullying.gov>

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

Board Policy

Instruction

BP 6142.5(a)

ENVIRONMENTAL EDUCATION

The Governing Board recognizes that schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The Board believes that students should value the environment, respect all life forms, understand the basic ecological principles which support the planet, and live an ecologically responsible life-style. **relationship between humans and the natural world and in preparing them to have the skills, knowledge, and principles needed to solve environmental problems. The Board believes that all students should understand ecological systems and the impact of human action on such systems, including, but not limited to, climate change. The district's environmental education program shall promote environmental literacy and shall prepare students to be stewards of natural resources and live an environmentally sustainable lifestyle.**

(cf. 6000 - Concepts and Roles)

(cf. 6142.3 - Civic Education)

The district's local control and accountability plan may include local goals and priorities for environmental literacy.

(cf. 0460 - Local Control and Accountability Plan)

~~The Superintendent or designee shall develop an environmental education program that is aligned with state academic standards and curriculum frameworks. The Superintendent or designee shall determine how the district's environmental education program will be integrated into the district's science curriculum and other subjects and courses in which the concepts may be explicitly and systematically taught.~~

~~*(cf. 6011 - Academic Standards)*~~

~~*(cf. 6141 - Curriculum Development and Evaluation)*~~

~~*(cf. 6142.93 - Science Instruction)*~~

~~*(cf. 6143 - Courses of Study)*~~

~~The goal of the district's environmental education program shall be to provide students with an understanding of~~ **The district's environmental education program may be taught across the district curriculum in science, history-social science, English language arts, health, and, to the extent practicable, mathematics. Such instruction shall be aligned with state-adopted standards and curriculum frameworks and may include, but not be limited to,** the interactions and interdependence of human societies and natural systems, people's dependence and influence on natural systems, the ways that natural systems change and how people can benefit and influence that change, the fact that there are no boundaries to prevent matter from flowing between systems, and the fact that decisions affecting resources and natural systems are complex and involve many factors.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.93 - Science Instruction)

ENVIRONMENTAL EDUCATION

(cf. 6143 - Courses of Study)

The Superintendent or designee shall ensure that students have access to high-quality instructional materials and opportunities for hands-on, real-world learning experiences in environmental education both inside and outside the classroom. The district's program shall **may also provide for** emphasize a coordination of instructional resources with active student participation in onsite resource conservation and management programs and the promotion of service learning partnerships. **The Superintendent or designee may collaborate with other local educational agencies and/or community-based organizations to enhance the curriculum and learning experiences provided to students.**

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

(cf. 3511 - Energy and Water Management)

(cf. 3511.1 - Integrated Waste Management)

(cf. 3514 - Environmental Safety)

(cf. 5030 - Student Wellness)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall ensure that environment-based learning experiences are made available on an equitable basis and that the environmental literacy curriculum reflects the linguistic, ethnic, and socioeconomic diversity of California.

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

(cf. 0415 - Equity)

As appropriate, the Superintendent or designee shall provide professional development for teachers in the development and effective implementation of curriculum and activities inside and outside of the classroom that promote environmental literacy.

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

(cf. 3511 - Energy and Water Management)

(cf. 3511.1 - Integrated Waste Management)

(cf. 3514 - Environmental Safety)

(cf. 5030 - Student Wellness)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6153 - School-Sponsored Trips)

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

8720-8723 Conservation education service

8760-8773 Outdoor science, conservation, and forestry

33541 Science requirements

37222 John Muir; recognition of his contributions

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51227.3 Environmental principles and concepts

51795-51797 School instructional gardens

ENVIRONMENTAL EDUCATION

60041 Ecological systems and their protection
PUBLIC RESOURCES CODE
71300-71305 Statewide environmental education

Management Resources:

WEB SITES

~~California Environmental Protection Agency, Education and the Environment Initiative:~~
~~<http://www.calepa.ca.gov/Education/EEI>~~

California Department of Education, Environmental Education and **Environmental Literacy:**
<http://www.cde.ca.gov/pd/ca/sc/oeintrod.asp>

California Education and the Environment Initiative: <https://www.californiaeei.org>

~~California Integrated Waste Management Board, School Waste Management Education and Assistance:~~ ~~<http://www.ciwmb.ca.gov/Schools>~~

California Regional Environmental Education Community: <http://www.creec.org>

Green Schoolyards America: <https://www.greenschoolyards.org>

Green Schoolyards America, National COVID-19 Outdoor Learning Initiative:
<https://www.greenschoolyards.org/covid-learn-outside>

North American Association for Environmental Education:
<https://naaee.org/our-work/programs/eeworks>

Board Policy

Instruction

BP 6171.1(a)

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

- A. The purpose of this policy is to comply with the requirements set forth in the Every Students Succeeds Act (“ESSA”) for purposes of receipt of Title I funds and implementing the parent and family engagement requirements set forth in Title I, Part A, Section 1116. This policy shall establish the Governing Board’s expectations and objectives for meaningful parent and family involvement in Title I, Part A funded programs and activities and shall apply to all schools within the District.**
- B. To ensure that parents and family members of students participating in Title I programs are provided with opportunities to be involved in their children’s education, the District shall implement the following statutory requirements:**
- 1. As of the date of adoption of this policy, the District has developed with input from parents and family members of participating children, this written parent and family engagement policy, agreed on by such parents, for carrying out the requirements of Section 1116. The Superintendent, or designee, shall carry out any meetings, solicitation of input, and other activities as necessary to ensure meaningful ongoing parent participation in the review and evaluation of the effectiveness of this policy and the District’s plan under Section 1112 to ensure meaningful parent/family involvement. The Superintendent, or designee, shall provide regular updates to the Governing Board during public Board meetings and other parent meetings regarding the effectiveness of Title I, Part A funded programs and activities.**
 - 2. The District shall solicit written comments from the parent of children participating in Title I, Part A funded programs and activities. If the plan under Section 1112 is not satisfactory to the parents, the District shall submit any parent comments with such plan when the District submits the plan to the State. The District shall also evaluate such comments to determine improvements that may be made to Title I, Part A programs and activities.**
 - 3. The District shall do all of the following:**
 - a. Convene an annual meeting, at a convenient time, to which all parents of children participating in Title I, Part A funded programs and activities shall be invited and encouraged to attend, to inform parents of the District’s participation these programs and activities and to explain the requirements of this policy, and the right of the parents to be involved. The District shall provide advance written notice of this meeting;**

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

- b. Schedule a flexible number of meetings, such as meetings in the morning or evening, for the meeting identified in subparagraph B.3.a., and will also convene additional meeting to solicit parent engagement, feedback, and involvement in Title I, Part A funded programs and activities as needed;
- c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A funded programs and activities, including the planning, review, and improvement of this policy and the joint development of the schoolwide program plan under section 1114(b). The Superintendent, or designee, shall schedule regular meetings throughout the school year to accomplish this participation by parents;
- d. Provide parents of children participating in Title I, Part A programs and activities:

- 1. Timely information about the programs. This information shall be distributed at the beginning of the school year at Back to School Night and throughout the school year, as necessary, during meetings and through written communications;
- 2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the State academic standards. This information shall be distributed at the beginning of the school year and throughout the school year, as necessary, during meetings and through written communications; and
- 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- e. If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the District.

- C. This policy shall be distributed at least annually to all parents and shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

- D. This policy shall be reviewed by the Governing Board on an annual basis and shall be amended, as necessary, to meet the requirements of Section 1116 and to improve the effectiveness of this policy in improving the academic quality of schools in the District.**

Exhibit

Instruction

E 6171.1(a)

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

Cardiff School District Title I, Part A School-Parent Compact

The Cardiff School District (hereafter, “District”) and parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the following School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high academic standards (See Every Student Succeeds Act, hereafter “ESSA,” Section 1116[d]). This School-Parent Compact has been established to apply to both of the District’s schools.

The District will distribute the School-Parent Compact (hereafter, “Compact”) annually. The Compact, which has been developed with parent input, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the District’s schools and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

- The responsibility of the District’s schools to provide high-quality curriculum and instruction;
- The ways parents/guardians will be responsible for supporting their children’s learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; ongoing reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities.

The District engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the District has established the following practices:

- The District’s schools provide Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done through the following:
 - Back to School Night presentations;

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

- Teacher communication (email, phone, conferences, classroom newsletters);
- Articles written by the Principal and Superintendent in the District ePacket;
- Opportunities to visit the classrooms for Open House; and attend presentations and showcases

The District's schools provide Title I parents with materials and training to help them work with their children to improve their children's achievement. This is done through the following:

- Parent conferences held twice each year for all students and additionally as needed for students who are at risk of not meeting academic standards.
 - Teachers work with parents to continue support for their children's achievement at home.
 - The schools provide iPads and apps that can be used to hone skills for proficient students or as additional intervention practice for at-risk students.
- With the assistance of Title I parents, the schools educate staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - Staff meetings
 - Professional development
 - The school coordinates and integrates the Title I parental engagement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children. This is done through the following:
 - Volunteering in classrooms; and
 - Performances and showcases of student work support parents in learning about the curriculum and ways to support their children at home
 - SeeSaw or Schoology communication.
 - The schools distribute information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. This is done through the following:
 - The District sends weekly ePacket communications to parents with an abundance of information. If parents need hard copies of ePacket, they may request them from the office. ePacket information can be obtained in different languages with the use of translation programs.
 - A bilingual translator is available in both school offices.

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I FUND SCHOOLS

- The schools provide support for parental involvement activities requested by Title I parents.

This Compact was established by the Governing Board of the Cardiff School District on May 13, 2021 and will be in effect for the 2021-2022 school year. The District will distribute the

Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: September 30, 2021.

Jill Vinson, Superintendent

Siena Randall, President, Cardiff Board of Education

Administrative Regulation

Instruction

AR 6162.51(a)

STATE ACADEMIC ACHIEVEMENT TESTS

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all district students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through the district shall be tested in coordination with the testing of district students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner. (5 CCR 851)

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 6158 - Independent Study)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

On or before July 1 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the district and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint trained test administrator(s) to administer the CAASPP achievement tests and test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee **or contractor** of the district or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe. (5 CCR 850)

STATE ACADEMIC ACHIEVEMENT TESTS

All test administrators, test examiners, proctors, translators, scribes, district and site test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all district and site test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859. (5 CCR 850, 859)

Tests Included in the State Assessment System

The district shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

1. The ~~CAASPP achievement tests~~ **Smarter Balanced summative assessments** for English language arts and mathematics in grades 3-8 and 11, except that:

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

- a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by ~~his/her~~ **the student's** parent/guardian.

(cf. 6174 - Education for English Learners)

- b. Students with disabilities who are unable to participate in the English language arts and mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program)

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

2. ~~Science assessments~~ **The California Science Test (CAST)** at grades 5, 8, and **once in grades 10-12**

However, students with disabilities who are unable to participate in the ~~science assessments~~ **CAST**, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.

STATE ACADEMIC ACHIEVEMENT TESTS

(cf. 6142.93 - Science Instruction)

3. **The California Alternate Assessments (CAA) in English language arts, mathematics, and science** for students with **significant cognitive** disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels:
 - a. ~~California Alternate Assessment in English language arts and mathematics for students with significant cognitive disabilities~~
 - b. ~~For the science assessment, either the California Modified Assessment or, for students with significant cognitive disabilities, the California Alternate Performance Assessment~~

Exemptions

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

(cf. 5145.6 - Parental Notifications)

~~A parent/guardian~~ **Parents/guardians** may annually submit to the school a written request to excuse ~~his/her~~ **their** child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The Superintendent or designee shall establish testing days for district students within the following available testing windows: (5 CCR 855)

1. **Unless otherwise specified in state regulations, a** ~~Assessments in English language arts and mathematics~~ shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days ~~for grades 3-8, or at least 80 percent of the annual instructional days for grade 11,~~ have been completed, **but no earlier than the second Tuesday in January**, and the last day of instruction for the regular annual calendar of the school or track, **but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15**

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

2. ~~All science assessments, including CAPA and CMA, shall be administered during an available testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's or track's annual instructional days. The CAA for science shall be administered annually beginning on a date in September as determined by CDE through the last day of instruction for the regular annual calendar of the school or track, but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15.~~

Within the above testing windows, the Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. The district shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-~~4~~**2** above. (5 CCR 855)

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

All CAASPP ~~achievement tests and the primary language test~~ shall be administered in accordance with the manuals or other instructions provided by the test contractor or CDE except that, as appropriate, the following testing variations may be used: (5 CCR 850, 853-~~853.8~~**854.4**)

1. Universal tools specified in 5 CCR ~~853.5~~ **854.1-854.4** may be used with any student.
2. Designated supports specified in 5 CCR ~~853.5 and, if an English learner, in 5 CCR 853.7,~~ **854.1-854.4** may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.
3. Accommodations specified in 5 CCR ~~853.5~~ **854.1-854.4** may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.
4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the

STATE ACADEMIC ACHIEVEMENT TESTS

classroom for instruction and/or assessment and ~~the~~ CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the district or school site test coordinator may electronically submit a request to ~~the~~ CDE for approval to use that unlisted resource during that year. If ~~the~~ CDE determines that the unlisted resource changes the construct being measured, the unlisted resource may nevertheless be used with the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures. (5 CCR ~~853.8~~ **854.9**)

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals. (5 CCR 850, ~~853.6~~ **854.5**)

Report of Test Results

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to ~~his/her~~ **the student's** parents/guardians within 20 working days from receipt of the results from the test contractor or, if the district receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to ~~his/her~~ **the** school and teacher(s) and shall be included in ~~his/her~~ **the** student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

Board Policy

Instruction

BP 6158(a)

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for **eligible** students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, **a home-based format**, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. **(Education Code 51747, 51749.5)** ~~Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747, 5 CCR 11700)~~

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be **three five** consecutive school days.

~~The Superintendent or designee shall ensure that a written master agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law and the accompanying administrative regulation. (Education Code 51747, 51749.5)~~

~~The master agreement shall specify the length of time in which each independent study assignment must be completed.~~

INDEPENDENT STUDY

General Independent Study Requirements

Note: Education Code 51745, as amended by AB 130, requires districts to offer independent study for the 2021-22 school year only. Districts may meet the requirement for the 2021-22 school year by contracting with a county office of education or by entering into an interdistrict transfer agreement with another district pursuant to Education Code 46600. In addition, the requirement to offer independent study for the 2021-22 school year may be waived for districts by the county superintendent of schools in the county in which the district is located if the district demonstrates that (1) offering independent study would create an unreasonable fiscal burden on the district or county office of education due to low numbers of students participating or other extenuating circumstances; and (2) the Board does not have the option to enter into an interdistrict transfer agreement with another district or to contract with a county office of education to provide an independent study option.

For single-district counties, the waiver must be granted by the SPI.

For the 2021-22 school year only, the district shall establish an interdistrict transfer agreement with another school district to offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

~~Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee.~~

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6200 - Adult Education)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind **his/her** peers and increase the risk of dropping out of school, independent study assignments **shall be completed no more than one week after** assigned ~~no more than one week~~ for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student **fails to make satisfactory educational progress and/or** misses three assignments. **Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)**

- 1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060**

INDEPENDENT STUDY

- 2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments**
- 3. Learning required concepts, as determined by the supervising teacher**
- 4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher**

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

- 1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction**
- 2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction**
- 3. For students in grades 9-12, opportunities for at least weekly synchronous instruction**

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

- 1. Verification of current contact information for each enrolled student**
- 2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation**
- 3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary**

INDEPENDENT STUDY

- 4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being**

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement ~~and, as appropriate, a learning agreement for students participating in course-based independent study, exist~~ exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for ~~five~~ three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The frequency, time, place and manner for submitting the student's assignments,**

INDEPENDENT STUDY

- reporting the student's academic progress, and reporting communicating with a student's parent/guardian regarding the student's his/her academic progress**
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
 3. The specific resources that will be made available to the student, including materials and personnel, and **access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work**
 4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, **the level of satisfactory educational progress**, and the number of missed assignments, ~~by grade level and type of program~~, which will trigger an evaluation of whether the student should be allowed to continue in independent study
 5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
 6. A statement of the number of course credits or, for ~~the an elementary student~~ **grades**, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
 7. **A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.**
 87. A statement that independent study is an optional educational alternative in which no student may be required to participate
 98. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
109. **Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing**

INDEPENDENT STUDY

assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Student-Parent-Educator Conferences ~~Teacher Conferences~~

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment in or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that **the teacher** ~~he/she~~ has personally evaluated the work or ~~that he/she has~~ personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a

INDEPENDENT STUDY

certificated teacher, and reviewed by the supervising teacher if they are two different persons

5. **Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)**
6. **Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)**

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a **written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and other evaluations issued to assessments for each student for independent study assignments. (Education Code 51747.5)**

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

INDEPENDENT STUDY

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41020 Audit guidelines

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

46600 Interdistrict attendance computation

46390-46393 Emergency average daily attendance

47612-47612.1 Charter school operation

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52060 Local control and accountability plan

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-**6552** Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

~~19819 State audit compliance~~

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Administrative Regulation

Instruction

AR 6158(a)

INDEPENDENT STUDY

Definitions

***Live interaction* means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)**

***Student-parent-educator conference* means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)**

***Synchronous instruction* means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)**

Educational Opportunities

For the 2021-22 school year only, the district shall establish an interdistrict transfer agreement with another school district to meet the requirement of offering independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe.

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

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. **Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things**

INDEPENDENT STUDY

of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

~~For a~~ **A** student with disabilities, as defined in Education Code 56026, **shall not participate participation** in independent study ~~shall be approved only if~~ **unless the student's his/her** individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Master Agreement

Note: Education Code 51747 **mandates** that, in order for the district to receive apportionments for independent study, the district must adopt and implement policy providing for a signed written independent study agreement which contains the components listed in the following section. Because apportionments are provided only for independent study of five or more consecutive school days pursuant to Education Code 46300, written agreements are required only in such instances.

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- 1. The manner, time, frequency, and place for submitting the student's assignments, and for reporting his/her progress**

INDEPENDENT STUDY

2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student

Note: Pursuant to Education Code 51747, the written agreement must contain statements reflecting Board policy pertaining to (1) the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment and (2) the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent study. See the accompanying Board policy.

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

Note: Education Code 46300.7 states that apportionments shall be received for a student in independent study only if the district receives written permission from the parent/guardian, before the independent study begins, specifying the actual dates of participation, methods of study and evaluation, and resources to be made available for the student's independent study. Since all these components are included in the written agreement which the parent/guardian must sign, the parent/guardian's signature on the agreement satisfies the requirement to obtain his/her written permission.

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

INDEPENDENT STUDY

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

Note: Education Code 51749.5-51749.6 establish a course-based independent study option that may be offered if certain requirements are met, as described below. As a condition of offering this option, Education Code 51749.5 **mandates** that the district adopt policy or regulations that comply with the legal requirements listed in the following section and any applicable regulations adopted by the State Board of Education.

The following paragraph may be revised to reflect the grade levels offered by the district.

The district shall offer a course-based independent study program for students in grades K-12 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(*cf. 4112.2 Certification*)

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.
3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or s

INDEPENDENT STUDY

summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125—Student Records)

5. Examinations shall be administered by a proctor.

6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51—State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.

8. The student teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111—School Calendar)

(cf. 6112—School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.

11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260—Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on

INDEPENDENT STUDY

~~the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.~~

~~Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)~~

- ~~1. A summary of the district's policies and procedures related to this program~~
- ~~2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above~~
- ~~3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years~~
- ~~4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program~~
- ~~5. The specific resources, including materials and personnel, that will be made available to the student~~
- ~~6. A statement that the student is not required to enroll in courses in this program~~
- ~~7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction~~

~~The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)~~

~~The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)~~

Records

~~The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)~~

- ~~1. A copy of the Board policy, administrative regulation, and other procedures related to independent study~~

INDEPENDENT STUDY

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

(cf. 3580—District Records)

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Note: Education Code 51747, as amended by SB 828 (Ch. 29, Statutes of 2016), authorizes specified records to be maintained in an electronic file, as provided in the following paragraph. Pursuant to Education Code 51747, an electronic file includes a computer or electronically stored image of an original document, including, but not limited to, a PDF, JPEG, or other digital file type, that may be sent via fax machine, email, or other electronic means.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

**Cardiff School District
Cardiff-By-The-Sea, California 92007
August 5, 2021**

ITEM: APPROVE DISSOLUTION OF INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE

BACKGROUND

Measure GG, a \$22 million school facilities improvement bond, was approved by 65.9% of Cardiff voters in November 2016. As a result of the successful bond election, in February 2017 the Cardiff School District Governing Board appointed an Independent Citizens' Oversight Committee.

CURRENT CONSIDERATIONS

At the May 13, 2021 Board Meeting, the ICOC presented their final Annual Report to the Board.

A final facilities walkthrough was also conducted with the ICOC members on June 17, 2021 and the committee members were thanked for their service.

The Independent Citizens Oversight Committee shall terminate and disband following the submission of the final Annual Report to the Board, which reflects the final accounting of the expenditure of all Measure GG proceeds.

FINANCIAL IMPLICATIONS

There are no financial implications

RECOMMENDATION

It is respectfully recommended that the Board approve the dissolution of the Independent Citizens Oversight Committee.

Cardiff School District
Cardiff by the Sea, California 92007
August 5, 2021

ITEM: Approve the Proposed Rededication of the Cardiff School Playfields and Wall Ball Court

BACKGROUND

For over 100 years, the Cardiff School campus has been a hub of the Cardiff community. The Cardiff School District has always, and continues to, make the school's hardcourt and playfields available to the community for after hours outdoor recreation.

CURRENT CONSIDERATIONS

In honor of the Cardiff School campus rebuild, the Governing Board of the Cardiff School District shall hold a public hearing on the rededication of its Cardiff School playfields as "George Berkich Playfields" and the dedication of the new Cardiff School wall ball courts as "Julie Parker Wall Ball Courts". Both longtime Cardiff School principals, Mr. Berkich started as a teacher in 1960 and went on to lead the school for over 20 years, until 1988. Ms. Parker led Cardiff School for 26 years, from 1995 to 2021.

FINANCIAL IMPLICATIONS

There are no financial implications.

RECOMMENDATION

It is respectfully recommended that the Board approve the proposed rededication of the Cardiff School playfields and wall ball court.